


# **The Younger Audience**



**Children  
and broadcasting  
in New Zealand**



**Reece Walters and Wiebe Zwaga**

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Reece Walters • Wiebe Zwaga

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Reece Walters and Wiebe Zwaga

# Foreword

In my inaugural year as Chair of the Broadcasting Standards Authority, it is my pleasure to introduce this book to readers. *The Younger Audience* reports on research which was commissioned by the Authority to assist it with the review of the free-to-air television code. As the Authority had determined that the protection of children was a central issue of this code review, it was necessary to conduct research into the use of television (and radio) by children. In the research, both the views of parents and children were accessed, as they are important stakeholders in the debate about influence of media in children's lives.

It is with confidence that I can recommend the end-product of this research endeavour. The authors, Reece Walters and Wiebe Zwaga, have put together a succinct publication which deserves a wide readership. From the Authority's perspective, I believe this is a useful book as it provides information on the actual radio listening and television viewing behaviours of young New Zealanders, and their attitudes to radio and television.

I note the authors conclude that regulators need to develop partnerships with broadcasters and parents in order to engage actively with child protection issues where the media are concerned. Again from the Authority's perspective, I cannot agree more. As the broadcasting regulator in New Zealand, the Authority places a high priority on child protection, and accordingly wishes to signal that it will continue to put appropriate measures in place which it believes achieve the protection of children from unsuitable content broadcast by the media.

Peter Cartwright



# Introduction

The role and influence of media in the lives of children are ongoing sources of public, political and academic debates. These debates move back and forth along a care–control continuum (Cohen, 1997), and reflect a commitment both to educate children and to regulate their media experiences.

Rapid advancements in computer technologies have vastly expanded the range of media experiences available to children. The development of Internet information and the rapid expansion of channels as a result of digital television have created increasingly accessible and diverse sources of media for children. These media are instantaneous and, in some circumstances, constantly available. As a result, a substantial body of international research has emerged that examines the influence of media consumption on children. How much time do children spend interacting with media? What sorts of media do they access? Are media harmful or beneficial to children? If so, in which contexts? Do media influence children's personal development? And what role should governments, broadcasters and independent producers play in the regulation of the media? These questions remain central to contemporary debates about children and the media.

This book examines current patterns of television and radio consumption by New Zealand children in the context of household and peer environments. It explores parental attitudes towards and responsibilities for the protection of children in relation to broadcast media. The book also aims to provide children with a voice by exploring their views about media content, and how they feel about the controls and regulations currently placed on their media consumption.

Children do not constitute a unitary social category. They comprise a disparate group with diverse cultures and styles that must be examined from within. Rather than treating and studying children as inferior and underdeveloped beings, it is important to identify children as individual social actors (Smith *et al.*, 2000). Children are often viewed as passive, invisible and irrational. However, a growing body of scholarship recognises that children are a heterogeneous group with valid and meaningful life experiences that must be accessed and analysed within specific cultural contexts (Burman, 1994; Atwool, 2000). In order to understand the media consumption habits of children and to explore issues of regulatory responsibility, it was essential to access children and their families. To this

end, and within a New Zealand context, this book enters relatively uncharted waters. To date, there are no other comprehensive New Zealand-based research projects that specifically identify the attitudes and behaviours of children in relation to broadcast media, and broadcasting standards.

### **The invention of childhood**

Nowadays, international conventions established by the United Nations increasingly afford children with protections and rights. These conventions are reflected in laws (relating to such broad matters as social security, labour, marriage, immigration, poverty, neglect, and adoption) which provide children with official legal recognition designed to protect them against exploitation and abuse (Rosenblatt, 2000). To protect children against harm and to enhance their rights as citizens are important objectives in contemporary society. This book seeks to further these objectives. By understanding the media consumption habits of children, and the attitudes and perceived responsibilities of parents, this publication aims to contribute to the debate about how media regulation can best serve the interests of New Zealand children.

It should be noted that such attention to the needs of children through government policies of regulation is a relatively recent development. Today, children are too often viewed as a homogeneous group, all experiencing similar biological and social developments. Historically, 'childhood' has not always been recognised as a universal condition or a distinct period of human development. During the Middle Ages there was no language to distinguish between infancy and adulthood. Once an infant was weaned from its mother, usually around the age of six, it ceased to be an infant and became an adult (Aries, 1962). Moreover, during the thirteenth and fourteenth centuries, six-year-olds would live, work, drink and gamble with adults (Muncie, 1999). Stages of human development such as childhood, puberty, adolescence or youth simply did not exist.

'Childhood' is a social construct which was invented during the fifteenth century and gathered momentum during the European Reformation. Hendrick (1990) argues that, in response to a perceived need to protect the morally vulnerable, the aristocracy and nobility invented the concept of childhood. However, the protection of children from a 'morally corrupt' world was 'a luxury' for the wealthy classes (Jenks, 1996:64). Poorer families in Europe could not afford to have clergymen instruct their children in moral education or personal refinement. In poorer families, children as young as five were required to provide income by working.

As children came to be seen as a separate social group, capable of good and evil, they also came to be seen as responsible and rational beings in need of a distinct system for discipline and correction (Newburn, 1997). The need for regulation and reform intensified in the nineteenth century with the passing of the British Factory Acts in 1819 and 1833. These Acts prohibited children under the age of nine from working in factories and created an eight-hour working day for children under the age of 13 in what has been referred to as 'the first step in acknowledging a universal state of childhood' (Muncie, 1999:54). It is only partly true to suggest that the Factory Acts aimed to protect children. Thompson (1963) argues that the legislation was not introduced solely for humanitarian reasons but to maximise production. Factories had become overcrowded and children

working long hours were becoming sick, resulting in a decrease in productivity. As a result of the legislation, a large population of children became both unemployed and, if their parents were working in factories or mines, unsupervised. These children became visible on the streets, and they were living on the streets in the company of adults. Consequently, in 1848 an estimated 30,000 children were gambling on the streets, as well as drinking, fighting and selling a variety of wares to passers-by for up to 14 hours a day (Muncie, 1999). Gambling and petty theft became avenues to supplement lost income. During this period, an increasing amount of legislation was passed with the aim of regulating the behaviour of 'delinquent children'. Furthermore, children's behaviour came to be viewed as a barometer of social change, representative of declining values in society and a lack of respect for authority. Hence, increased regulation of children was viewed as a means to restore order and morality in society (Pearson, 1983 and 1994).

This brief historical account demonstrates how modern society constructed a stage of human development which it calls childhood. This social construction depicts an age of innocence and of purity that must be protected and nurtured. Emerging from this rhetoric is a desire to regulate or outlaw all things likely to affect adversely this period of early development.

Politicians, public officials and moral crusaders variously use concepts such as 'child rebelliousness' or the 'uncontrollable child' to paint a picture of a society in moral and social decline. A form of historical amnesia exists (Pearson, 1994) which fails to recognise the highly complex, inconsistent and amorphous state of young persons in the stage we know as childhood.

Children seek their identities through various forms of self-expression and learning. Seeking pleasure and intellectual development through media has meaning for children. What is pleasurable and what is not is understood as being children's 'distinctive media tastes' (Davies *et al.*, 2000; Presdee, 2000).

This book acknowledges the independent and diverse states of childhood. It does not seek to impose 'adult perceptions' of what might be deemed necessary to protect children. Rather, it aims to understand both the ways in which children use and interpret the media from their point of view, and the attitudes of parents to children's media consumption habits.

### **Children and media – international research**

A substantial body of international literature already exists which examines children's media consumption habits. It is not the intention here to provide an exhaustive overview of that literature, but rather to identify some consistent themes and trends which are relevant to the New Zealand situation.

Cross-national analyses of international research reveal methodological differences in such variables as age, gender and ethnicity which make comparisons with the New Zealand setting difficult. In addition, cultural, social and economic factors differ from one jurisdiction to another. These significant variations often provide a context-specific picture which cannot be easily transferred from one location to another. Therefore, the discussion below is intended to provide the reader with a 'flavour' of the findings of international research – a vignette or snapshot of key themes which emerge from various social and cultural settings.

In recent years, children's access to and use of traditional media (television, video recorder and radio) as well as digital media (computer and Internet) have rapidly increased internationally (UNESCO, 2000). This reported increase has various explanations. At one level, children have emerged as consumers in competitive commercial global markets. Multinational corporations deliberately focus their merchandising and advertising endeavours towards children, their peers and their families (Rydin, 2000). At another level, children's need for and access to information, communication and entertainment have increased their use of various media technologies. In the United States, for example, children are reported to spend 6.5 hours every day accessing some form of media such as television, VCR, computer, and video games (Woodward and Gridina, 2000). While some of this time is used for educational purposes, most is for personal entertainment and recreation. Similar media consumption habits are found in the European Union where children are reported to spend an average of 2–4 hours per day of leisure time interacting with media (Livingstone, 1998; UNESCO, 2000).

Although children increasingly access new forms of media such as the Internet and personal computers, these media are primarily used for communication and learning. Television clearly remains the chosen medium for leisure and entertainment (Livingstone, 1998; van der Voort *et al.*, 1998) and, to a lesser extent, radio (UNESCO, 2000). In part, this is due to television being more readily available. For example, in the United States the average household with children has 2.8 television sets and 97% of United States households with children have video recorders. These figures are comparable with the United Kingdom and Australia. Moreover, children often make viewing decisions without their parents' help (Schmitt, 2000). They often watch television in the company of their peers and they develop a distinctive culture of media consumption – one that takes place in certain locations (for example, a friend's bedroom), and one that entails different genres of entertainment, such as horror, music and drama (Livingstone, 1998).

A vast amount of research attempts to link media consumption habits to various aspects of children's development. Media have the potential to be both beneficial and harmful to children. Although media can be used effectively to educate, inform and develop creativity, they can also have a deleterious effect on children's psychological, physiological and behavioural development. For example, viewing moderate amounts of non-violent television has been found to stimulate children's creative abilities, enhance their educational performance, and to inspire, develop curiosity and improve their spoken vocabulary and language development (Bickham *et al.*, 1999; Huston and Wright, 1994; Neapolitan and Huston, 1994; Chen, 1994; Rice and Woodsmall, 1988). On the other hand, multi-levelled sensory deprivation (Healy, 1990) can result from extensive television and computer game use and can negatively affect the brain's development (Buzzell, 1998). Underdevelopment of the brain can lead to motor-sensory impairment and to an inability to maintain concentration or to focus on specific tasks such as reading and writing. Numerous studies suggest that higher rates of television viewing are linked to a whole host of negative effects on children such as: obesity (Dietz and Gortmaker, 1985; Royal Australasian College of Physicians, 1999); increased use of tobacco and alcohol, and earlier onset of sexual activity (DuRant *et al.*, 1994); and diminished emotional and cognitive development (Large, 1997).

Another large body of media-related research is concerned with issues of violence. While research into children's general media consumption habits reflects a degree of discrepancy in terms of the media's effects on cognitive and social development, there is far greater consensus regarding the negative effects of violent media on children. The findings show that children who regularly interact with violent visual media may become less sensitive to the pain and suffering of others, may become fearful of the world around them, and may become more aggressive (Jordan and Jamieson, 1998; Kalin, 1997; Devore, 1994).

Children often actively self-censor material on television that they find disturbing or distasteful. This usually takes the form of changing the channel or walking out of the room (Sheldon *et al.*, 1994). Children report being upset or worried by programmes involving the killing or hurting of animals, as well as by real-life dramas and news and current affairs programmes depicting violence. Fewer children report being disturbed by swearing, sex or nudity (Sheldon *et al.*, 1994).

Children who do not or cannot self-censor raise the greatest concerns. Such children are reportedly desensitised or less aroused by acts of violence, and are more likely to see violence and aggressive behaviour as a normal and acceptable part of life. They are more likely to adopt an aggressive or violent persona. Additionally, they may experience a range of other psychological and developmental abnormalities such as insomnia, nightmares, low achievement at school and underdeveloped interpersonal skills (Menley-Casimer and Luke, 1987; Berry and Asamen 1993; Jordan and Jamieson, 1998). As a result, there is an ongoing debate as to who should be responsible for regulating the potential harmful media that children are exposed to. Should it be broadcasters, governments or parents? This book addresses these questions and will discuss them in the context of the research findings presented in the following chapters.

### **The Broadcasting Standards Authority**

The Broadcasting Standards Authority, which commissioned this research, is an independent statutory body established by the Broadcasting Act 1989. One of its functions is to conduct research.

In recent years the Authority has published research on a variety of topics including: community attitudes to adult material on pay television (Ballard *et al.*, 1997); the Authority's decisions relating to privacy issues (Stace, 1998); and, public attitudes concerning issues of broadcasting standards (Dickinson *et al.*, 2000).

Section 21 of the Broadcasting Act sets out the Authority's functions as follows:

- s.21(1) The function of the Authority shall be –
- (a) To receive and determine complaints...
  - ...
  - (c) To publicise its procedures in relation to complaints; and
  - (d) To issue to any or all broadcasters, advisory opinions relating to broadcasting standards and ethical conduct in broadcasting; and
  - (e) To encourage the development and observance by broadcasters of codes of broadcasting practice appropriate to the type of broadcasting

undertaken by such broadcasters in relation to –

- (i) The protection of children:
  - (ii) The portrayal of violence:
  - (iii) Fair and accurate programmes and procedures for correcting factual errors and redressing unfairness:
  - (iv) Safeguards against the portrayal of persons in programmes in a manner that encourages the denigration of, or the discrimination against, sections of the community on account of sex, race, age, disability or occupational status or as a consequence of legitimate expression of religious, cultural or political beliefs:
  - (v) Restrictions on the promotion of liquor:
  - (vi) Presentation of appropriate warnings in respect of programmes that have been classified as suitable only for particular audiences:
- ...
- (h) To conduct research and publish findings on matters relating to standards in broadcasting.

Most of the Authority's work is concerned with complaints about television and radio broadcasts. The Authority also has jurisdiction over party political and parliamentary candidate advertising on radio and television during the lead-up to a national election, but otherwise does not deal with complaints about advertising.

Section 21(1)(e) of the Act requires the Authority to encourage the development of codes of broadcasting practice. When the Authority was established, it approved codes of practice for free-to-air television and radio broadcasters. There are now also codes which regulate the portrayal of violence, the promotion of liquor, election advertisements, and subscription television. Periodic reviews of the various codes of broadcasting practice are both necessary and desirable in an environment where broadcast services, service providers and types of programming are changing and developing, and viewer expectations are also likely to be altering. The overall aim of code reviews is to produce codes which are relevant, robust and easily understood by broadcasters and viewers.

The Act's requirement for broadcasters to protect children is currently reflected in the *Codes of Broadcasting Practice for Radio and Television*. As part of 'the protection of children' provision, the television codes provide for programmes to be classified and an 8:30pm watershed before which broadcasters may not screen AO ('Adults Only') programmes.

New Zealand has two television classification systems. One covers free-to-air television (TV One, TV2, TV3, TV4, Prime Television and the smaller local stations); and the other covers pay television (Sky Network Television and Saturn Television). Free-to-air television employs the following classifications:

**General – G**

Programmes which exclude material likely to be unsuitable for children under 14 years of age, although they may not necessarily be designed for child viewers.

<b>Parental Guidance Recommended – PGR</b>	Programmes containing material more suited to adult audiences but not necessarily unsuitable for child viewers when subject to the guidance of a parent or adult.
<b>Adults Only – AO</b>	Programmes containing adult themes or those which, because of the way the material is handled, would be unsuitable for persons under 18 years of age.

The Broadcasting Standards Authority's *Codes of Broadcasting Practice for Radio and Television* also provide classification guidelines regarding the portrayal of violence. In addition to having to abide by the classification system, free-to-air television broadcasters are also required to advise viewers of programme content which may be disturbing in that it contains scenes of violence, nudity, sexual scenes or bad language.

The free-to-air television code prescribes when programmes, once classified, can be shown. Thus: 'G'-programmes may be screened at all times; 'PGR'-programmes may be screened between 9:00am and 4:00pm and between 7:00pm and 6:00am; and 'AO'-programmes are restricted to screening between midday and 3:00pm on weekdays (except during school and public holidays) and after the 8:30pm watershed until 5:00am. Finally, there is also the proviso to schedule 'AO'-programmes 'containing stronger material or special elements' after 9:30pm.

The *Subscription Television Codes of Broadcasting Practice* consists of a Standard Code and an Advanced Code. The Advanced Code applies only when subscribers are able to access specific programmes through technological barriers which prevent inadvertent use by children. Both Codes employ the following classification system for broadcasts:

<b>G</b>	Approved for general exhibition.
<b>PG</b>	Parental guidance recommended for young viewers.
<b>M</b>	Suitable for mature audiences 16 years and over.
<b>16</b>	Approved for exhibition only to persons 16 years and over.
<b>18</b>	Approved for exhibition only to persons 18 years and over.

Broadcasts accompany the above classifications with the following warnings:

<b>C</b>	Content may offend.
<b>L</b>	Language may offend.
<b>V</b>	Contains violence.
<b>VL</b>	Violence and language may offend.
<b>S</b>	Sexual content may offend.

The Standard Code also prescribes the appropriate time bands for programmes classified as '18'. They may be broadcast between 8:00pm and 6:00am, and between 9:00am and 3:00pm on weekdays other than school and public holidays.

In view of technological barriers, which are necessary before the Advanced Code comes into operation, the Advanced Code does not include time bands.

## Methodology

This research is designed to assist the Authority to maintain acceptable broadcasting standards by examining the media experiences and attitudes of New Zealand children as well as exploring the attitudes and expectations of parents. To that effect, this research was commissioned in light of the review of the *Code of Broadcasting Practice for Free-to-Air Television* initiated in March 2000, which has the protection of children as a core issue.

It is important to provide a brief outline of some of the key design issues that have informed and contextualised the direction of this research. The three central objectives of this research were:

- to investigate children's current media consumption in the context of household and peer environments;
- to explore children's attitudes to controls and regulations of their media consumption habits;
- to examine parental attitudes towards the protection of children with respect to broadcast media content.

During October 1999, the initial qualitative phase of the research consisted of 23 interviews with parents and children conducted in 14 separate households. Semi-structured interviews were carried out with pairs of friends aged 6–13 years, and there were individual interviews with parents, and family group interviews. This phase of the research was primarily designed to elicit information that would aid the development and implementation of the more extensive fieldwork to follow. In this sense, these initial interviews acted as a pilot study for framing questions, refining objectives and tapping into the language of participants – of parents and children – as they spoke about the media habits of children and related issues.

During December 1999, a nation-wide telephone survey was conducted with 500 parents and caregivers of children aged 4–13 years. A multi-stage stratified sample design was employed to ensure that the sample was nationally representative. Assuming simple random sampling, the maximum sampling error for the total sample of 500 was +/- 4.4% (expressed at the 95% confidence level). The average length of the interview for this survey was 16.1 minutes.

Finally, during February and March 2000, a nation-wide face-to-face survey of a multi-stage, stratified and representative sample of 752 children aged 6–13 years was conducted. Although parents and caregivers of 4–13-year-olds had previously been surveyed, in this final phase of the research the age of the participants was modified to 6–13 years, as four and five-year-olds were considered too young to participate in a face-to-face survey of this kind. The maximum sampling error for the total sample was +/- 3.6% (expressed at the 95% confidence level). The average interview time was 16 minutes.

Colmar Brunton Research was contracted to conduct three distinctive fieldwork exercises. The questionnaires used in both the parents' and children's surveys can be found in the Appendix of this book.



**Outline of the book**

The chapters which follow examine what both children and parents have to say about children's television and radio use. The structure of the book tracks the chronology of the different research exercises.

Chapter One reports on the qualitative research which preceded the two national surveys. Chapter Two discusses the findings of the telephone survey of parents and caregivers of children aged 4–13 years, while Chapter Three presents the results of the face-to-face interview survey with children aged 6–13 years. The book concludes with some of the implications of the research findings. In doing so, it addresses the broader issues arising from the research for broadcasters, families and regulators.

# Children and Parents Talk about Children's Television and Radio Use

## Introduction

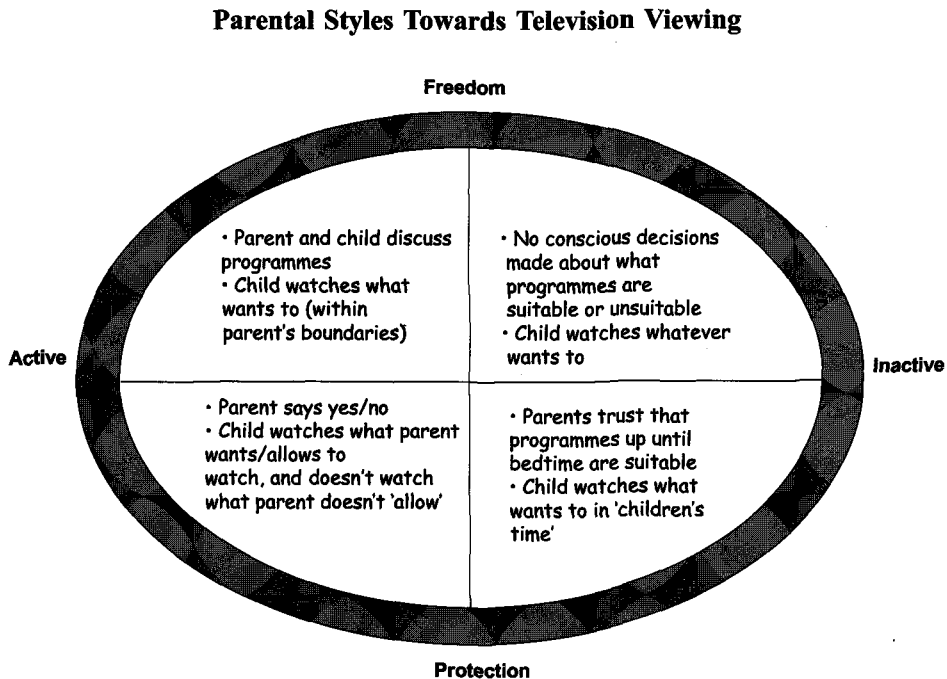
As noted in the Introduction, this book reports on research which included three distinctive fieldwork phases. This chapter reports the findings of the qualitative research. The purpose of the qualitative research was to explore the broader issues and themes relating to the use of television and radio by children. In addition, the qualitative research provided the opportunity to tap into the language of participants which in turn aided the design and wording for the questionnaires used in the subsequent research phases. This is a commonly adopted method in social science research. Exploratory studies are frequently used to identify relevant variables for further research. As a result, exploratory interviews, questionnaires or case studies allow the researcher to refine the design and pilot all data-gathering techniques (Bouma, 2000). While it is widely recognised that the results from exploratory samples cannot be generalised to broader populations, this approach has methodological significance, and raises issues which aid the development of various categories of analysis (Yin, 1994). The aim of this chapter, then, is to identify themes and issues which were used as the basis for the detailed questionnaires administered to a larger and representative sample of New Zealand parents and children respectively (see Chapters Two and Three).

Twenty-three interviews were undertaken in 14 households with children aged 6–13 years. Seven households were located in the Wellington region, and seven in the Oamaru region. The fieldwork consisted of 10 friendship-pair interviews with children aged 6–13 years; nine individual interviews with a parent of one of the children interviewed in each pair interview; and four family group interviews.

This chapter covers the following major topics: parental attitudes towards television; children's television viewing patterns; decisions on which channel to watch; children's attitudes towards suitability of content; parents' attitudes about controlling what children watch; and, radio listening habits among children.

### Parental attitudes to television

Parents have different opinions on the extent to which children need to be protected from television. Some parents are very 'hands-on' in deciding what their children watch, while others are not. These differences appear to have a marked effect on what children watch on television, and revolve around two dimensions: active versus inactive, and freedom versus protection. These dimensions should be viewed as continuums (see figure below).



Parental styles are noticeably polarised. At one end, parents are proactive about deciding what their children may watch, and at the other end parents hand over responsibility to children and are inactive about decision-making. Those who are active are prepared to make decisions about what is suitable for children to watch. Parents at this end of the spectrum either independently decide what will be watched, or they negotiate viewing content with their children. For this group of parents, television has a defined role in the household; that is, it does not simply provide background noise, but is turned off when there is not a particular programme to watch.

At the opposite end of the active–inactive continuum are those parents who are completely relaxed about television content and permit their children to watch whatever they want to. There are no household rules regarding television, and children are unlikely to be prohibited from viewing anything. This group of parents should not be seen as reckless or haphazard about their children's television viewing; instead, they trust that broadcasters will not screen programmes which are unsuitable for children, thereby relying

upon broadcasters to be responsible and to set limits for what their children watch.

Between the opposite parenting styles discussed above, there exists a fluid and interchangeable parental style based on responsibility. This dimension reflects parental attitudes to television as both a medium of opportunity as well as one of risk. Put simply, where the parent sees television as an opportunity, the child has the freedom to make his or her own viewing choices. Conversely, where television is perceived as a risk, the parent seeks to protect the child by limiting television viewing.

Those who seek to protect children see television as a *risk*, even though parents may or may not be active about protecting children from such a risk. Conversely, parents who see television as more of an *opportunity* for children are less anxious about what their children watch. The qualitative research reveals four clear groups of parental involvement in their children's viewing behaviour and whether or not parents perceive television as a risk or an opportunity.

The first group of parents is very 'hands-on'. They inform and direct their children in what television programmes they are allowed to watch. The children are, in essence, dictated to. Parents use their own judgement (as opposed to external sources or the children themselves) to determine the suitability of programmes.

I pretty much control what they watch. I'm not standing there with a whip, but if I don't think it's suitable I'll turn it off. They're used to it. That's the way it's always been.

(Mother of 5, 6 and 8-year-olds)

To me a TV is something in the family room that you shouldn't have to sneak away to watch. I don't agree with TVs all around the house. You lose the time you sit together. Sometimes the boys watch something the girls don't watch. I would sooner sit in rather than send them off to bed and they watch it in their room. I think it does influence them a lot. We had four Bart Simpsons here and so we had no Bart Simpson on TV for a week ... It's hard to control everything on your own, it's easier to say sit and watch it, but I'd sooner have more hold on the kids than just let them watch whatever they want ...

(Mother of 5, 7, 11 and 13-year-olds)

For this group, both the quality and quantity of television watched are important. Television has its place in this household, whether for educational or relaxation purposes, but the programmes watched are carefully chosen. In sum, parents regulate the amount and content of television their children watch.

A second group of parents is less interventionist and seeks to regulate harmful content only. This group tends to view television as an opportunity, and give credit to the child's judgement in determining appropriate viewing. Parents with this view are most likely to sit down with their child and watch a programme with them so that they can discuss issues that arise; they would do this rather than ban the child from watching a programme they were concerned about. Moreover, the perceived benefit of watching the news or a programme together is that the stories can be related to real life, and the child can learn both from the programme and the related discussion.

[Watching it with him] is an easy way to bring up stuff you don't know how to bring

up, for example sex, homosexuality ... It's an easy way to teach a kid things.

**(Mother of 12-year-old boy)**

For a 10-year-old I wouldn't recommend it [*The X Files*]. But if he wants to watch while I'm watching then it's OK ... I can explain it to him. But if he's watching by himself he might get the wrong impression ... If we watch at the same time, he can ask questions. I can guide him along.

**(Mother of 10-year-old boy)**

It seems that parents with older children are more likely to generate discussion as a result of a programme. Therefore, television provides an opportunity to explore and debate a range of social and personal issues.

A third group of parents is concerned about protecting their children from television but is inactive in deciding which programmes are suitable for their children. This group typically hands over responsibility for what children watch to the broadcasters. These parents hope and trust that programmes being screened at times when their children are watching television are suitable. Making their own decisions, or imposing rules about what their children should watch, is considered too hard by this group, despite these parents wanting to protect children from programmes seen as risky.

It's hard. If it really comes down to it, I probably need to take control. But it's not so bad. When I first saw it I said he couldn't watch it. He said everybody at school watches it. I actually turned it off. I thought I must be getting old. Now I accept it. I don't want to argue with him.

**(Mother of 12-year-old boy)**

I keep trying to get him to change the channel, but he likes watching it.

**(Mother of 10-year-old boy)**

The final group of parents is totally non-interventionist and believes in giving their children the freedom to decide what to watch on television. In these households, the television invariably screens as background or 'moving wallpaper'. Viewing tends to be haphazard, relaxed and unplanned. These parents are less concerned than others about both the quality and quantity of television watched.

### **Parents' perceptions of children's television viewing habits**

This section explores parents' perception of children's current television viewing patterns in the context of household and peer environments. In doing so, it covers when and where children watch television, and with whom they watch it.

Both parents and children acknowledge that at certain times of the day television programmes, on some channels, are targeted at adults, and at other times programmes are aimed at children. For example, children tend to watch television in the early morning period before school, during the weekend, and in the period immediately after school, between 3:00pm and 5:30pm. Dinnertime, when the early evening news screens,

constitutes adult time. The period between 7:00pm to 8:30pm is considered as family viewing in most households. The period after 8:30pm is generally perceived to be for adults only.

These viewing periods result in children having jurisdiction over what they watch in 'their' time, and parents having more say about what is watched in 'adult time'. Therefore, the peaks in children's viewing coincide with 'children's time'.

Many of the children participating in this phase of the research do not watch television on weekday mornings. The main reason for this is that they do not have enough time because they are getting ready for school (and most would rather stay in bed than get up earlier to watch television).

He isn't allowed to watch TV in the mornings unless he is ready for school and he is very rarely ready for school on time.

**(Mother of 13-year-old boy)**

Lack of time in the mornings means that in many households children are not allowed to watch television before school. Most children have 'chores' in the morning; they are required to wash, get dressed, have breakfast and make their lunch. Many parents therefore do not feel that children have enough time to watch television in the morning, and that they will rush or neglect other responsibilities if they watch television.

No the TV is not allowed to be on in the mornings. Generally during the week no TV in the mornings ... It just delays them too much getting ready. Basically we don't start moving until 7:30 which gives us about an hour to do everything and it takes about an hour and they are slow.

**(Father of 10 and 13-year-olds)**

Some children do get up early on weekday mornings and therefore do have time for 'recreational' activities such as watching television or reading. Those who have time still may not be allowed to watch television. The reason for this is that morning television programmes for children tend to be cartoons. Some parents do not like their children watching animated programmes, and particularly not before school. (For some parents, cartoons are considered to provide relaxation and/or entertainment – neither of which are required before school.) For them, the early morning period before school is generally seen as the time for children to prepare for the day ahead.

In households where there are a number of children, the likelihood of a rule that no-one watches television in the morning is common. Parents identify the potential chaos resulting from a number of children at various stages of readiness for school watching television in the morning. Children's television viewing therefore appears to peak after school, and again in the early evening. Parents feel that television after school is a form of relaxation and entertainment for children. For this reason, it is common for children to watch television after school, often as a wind-down period. This is particularly the case with younger children who may require a rest after a day at school. While some parents believe children have earned the right to relax after school, other children may be expected to do homework or other chores before watching any television.

[The television] goes on about 3:30 to watch *Suzie's World*, then they'd go outside. That's [watching *Suzie's World*] a good time to wind down from school.

**(Mother of 5, 6 and 8-year-olds)**

In many of the households that participated in this research the television is on when the family is having dinner and stays on throughout the early evening. At this time, adults tend to take control of the main television. In many cases, children eat dinner with their parents and therefore watch the news through default. In houses with multiple televisions, when children finish dinner they often go to another room to watch another channel while their parents continue to watch programmes such as the news, *Holmes*, and *Coronation Street*.

They seriously watch TV from 5 or 5:30 to 8:30. There's probably only two or three programmes they watch with us. They watch *The Simpsons* or *Shortland Street* in their bedroom while we watch the news in here.

**(Mother of 11 and 13-year-old boys)**

The period from about 6:00pm to 8:30pm is largely viewed as a time for screening programmes suitable for both adults and children. For the majority of households who participated in this study, if children retire to their bedrooms (or another room of the house) during these hours, parents tend not to be overly concerned about what they are watching.

We watch a lot of programmes together. Documentaries about animals. *Changing Rooms*. *Garage Sale*. That's something we're all interested in. When *The Simpsons* finishes they come back in and we watch the next programme together. Normally if we're watching a programme they like, they turn their telly off and come down to see it.

**(Mother of 11 and 13-year-old boys)**

Generally speaking, bedtime dictates when children stop watching television. In other words, bedtime is the more pertinent 'watershed' for watching television. However, there is considerable disparity in what counts as children's bedtime. For those participating in this research, it ranged from 7:00pm to 11:00pm. However, children seldom view television into the late evening – that is, from around 9:30pm onwards.

On Saturday and Sunday mornings, children have time to relax and watch television, unlike weekdays when they have to get ready for school.

On Sundays, the older girls watch the music in the morning.

**(Mother of 12, 15 and 18-year-old girls)**

I normally watch in my bedroom. I watch it in bed. I watch it on the weekend in the morning.

**(9-year-old girl)**

A benefit for parents of having their children entertained by television is that it allows them to have a 'sleep-in'.

[In the weekend] she gets up first and will watch something while everyone else is asleep. And it's usually cartoons, even at 12:00, or sometimes Discovery [Channel].

**(Mother of a 12-year-old girl)**

The same applies during holidays. Children tend to have the time to spend watching television in the mornings. However, daytime television viewing does not appear to increase greatly during school holidays. This is because children tend to schedule alternative daytime activities during holidays.

In the holidays they are out and about. When it's cold they will watch more – more than likely they will have a video on – they have got a couple of favourites that they will play over and over.

**(Mother of 1, 3, 5, 7 and 9-year-olds)**

One-off holidays also result in different viewing patterns to school holidays, as children tend to have fewer daytime activities scheduled. As television programme schedules are not changed on one-off holidays or random days off, some children are able to watch programmes they would not otherwise watch, such as talk shows and soap operas.

It's a little bit different in the holidays. My husband might be watching sport. They might be out somewhere if it's the weekend. In the holidays we're in and out. They have days in and days out. If there's something in particular on that they knew about and they had a friend here then they'd probably watch. They watch more videos in the holidays. There's nothing on normally during the day. On a statutory holiday there's the talkshows. If the weather's fine, I say 'no, get out and do something'.

**(Mother of a 12-year-old girl)**

On Friday and Saturday nights children are generally allowed to stay up later than their weekday bedtime, and this means that it is common for television to be watched to a later time.

[On weekends] I go to bed later, 11 o'clock. Dad lets me stay up.

**(7-year-old girl)**

Often, children watch a movie that would have been too late for them to watch during the week. The Saturday night movie was frequently cited as a time for family viewing.

There's the *Colgate Family Movie*. I normally watch that with my mum and dad.

**(9-year-old girl)**

Usually a movie from 8:30 sometimes on a Saturday. The family will sit down on a Saturday night if we're all home together. Sunday night we're usually home together. We usually watch something Sunday night, whatever is on. The kids will just drift off if they're not interested.

**(Mother of 12, 15 and 18-year-old girls)**



[They are normally in bed by 7:00.] The odd occasion is on Saturday night where the movie starts at 6:30 so they can stay up till late – I think they normally finish around 8:30.

(Mother of 1, 3, 5, 7 and 9-year-olds)

During holidays, children also tend to watch television later at night (bedtime may be an hour or so later) as they and their parents are not worried about them being tired at school the next day. Hence, parental regulation regarding watching television is substantially influenced by children's commitments such as homework, school and sports.

Children tend to watch more television in winter and in bad weather. Good weather and longer daylight hours mean children spend more time outside playing than inside watching television. This is true of both weekdays (after school) and weekends.

[On sunny days] I normally go out to the trampoline outside. On rainy days I normally watch TV.

(9-year-old girl)

In winter they probably watch more [television] – they're outside kids, they'd rather be in a swimming pool.

(Mother of 5, 6 and 8-year-olds)

Younger children are more likely to enjoy having the company of parents when watching television, whereas older children are happier to watch on their own. However, children with older siblings tend to enjoy watching television with them.

I like watching it with my sister. When there's people she doesn't like she calls them funny names like McFatty or something like that. Geek boy. Geekazoid.

(9-year-old girl)

All children enjoy watching television with friends. However, there is also enjoyment in watching alone.

I would rather stay in my room and watch TV.

(10-year-old boy)

### **Decisions on what programme or channel to watch**

This section examines how much influence children have in choosing which programme or channel they watch on television. It identifies the times when children are able to choose for themselves, when someone else – parent or sibling – chooses, and how conflicts over the choice of channel are resolved. It deals with the dynamics of household decision-making regarding channel selection, rather than discussing the suitability of programme content, which is covered later.

It is no surprise that, as the number of televisions in a house increases, the chance of disputes over which channel to watch is reduced.

I like having two TVs 'cause I can watch the Cartoon Network. I like *Popeye* ... Dad

can watch one TV when there's rugby, I can watch the other TV.

**(7-year-old girl)**

The only thing that we watch together is the news – 'cause we like the kids to have their tea in here so they will reluctantly watch the news.... But essentially they watch their TV programmes and we watch ours.

**(Father of 10 and 13-year-olds)**

Adults tend to have priority over the main television, which is usually in the lounge. Other televisions tend to be in the dining room/rumpus room, or in the bedrooms.

When Mum and Dad get home, they usually watch the news. I go and watch my own TV.

**(9-year-old girl)**

Children are allowed to watch whatever programmes they choose in 'children's time'. During children's viewing times (after school, and weekend mornings), it is most likely that children can watch whatever they please.

Normally after school I'm alone, I can decide for myself what to watch.

**(10-year-old boy)**

Any conflicts at these times are more likely to arise between siblings. What parents want to watch is not so relevant at these times, because adults know that programmes on at this time are aimed at children. Different households have different systems for resolving conflicts between children. The decision on what to watch may be based on the principle that the majority rules.

We do a majority rules – if there is only one that doesn't want to watch it they can go and do something else while it is on, or if they watch it today you can watch your programme tomorrow.

**(Mother of 1, 3, 5, 7 and 9-year-olds)**

Some households are less democratic, adopting less sophisticated solutions to viewing conflicts. Here the emphasis is on 'quick fix' solutions, such as 'whoever has the remote', 'who was there first', and 'whose turn it is to have their way' being mentioned as resolutions.

Whoever is home first gets to decide what to watch.

**(9-year-old boy)**

I go into the other room. If Mum and Dad are in there watching TV, then we have to take turns at watching what we want to watch. We have fights. Sometimes they watch what I want to watch.

**(7-year-old girl)**

Parents may become involved in resolving the dispute, making their decision based on the factors mentioned above.

I have to think what's fair to everybody, you'll say that you can watch today but tomorrow you can't. They may squabble a bit but it's not too bad. In the summer time it's generally not a problem.

(Mother of 5, 7, 11 and 13-year-olds)

Some parents refuse to become involved, and if the siblings are not able to resolve the issue themselves, the television may be turned off altogether. Similarly, adults tend to have control over deciding what channel will be watched on the main television at dinnertime, and in the evening. If there is conflict between parent and child at this time of the day, the child is usually compelled to watch in another room, or may miss out altogether in the case of one-television households.

Depends what Dad wants to watch ... If Mum and Dad don't want to watch anything then I can watch what I want.

(10-year-old boy)

Mum chooses at dinnertime what's on. [After 6] mostly Dad chooses. He watches *Fair Go* or *Holmes*.

(13-year-old boy)

Sometimes programmes screened in the evening are videotaped to be watched at a later stage. This may be due to a conflict of interest, when not everyone can watch the programme they want to, or a programme may be taped for children because it is screened after their bedtime. A third reason for taping a programme is if there is an alternative programme that a parent wants to watch, but that they don't want their children to see. In this case the video is typically watched either when the children are out of the house or tucked up in bed. In all of the above instances, the videotaping of programmes assists in alleviating household conflict about choice of programmes, as well as assisting parents to maintain household rules about television content and bedtimes.

### **Children's attitudes towards suitability of content**

This section explores children's attitudes towards television content, and their views of regulation. It deals with children's beliefs about what they should not be able to watch on television, and what they need to be protected from. It includes the type of content considered to be harmful to children, how children are able to decide whether a programme is suitable for them or not, and how they believe their viewing should be controlled. Finally, children's perceptions regarding the usefulness of television classification systems and the 8:30pm watershed are discussed. Where appropriate, parents' attitudes have been included for comparison.

Children believe their ability to distinguish between reality and fiction keeps them from being harmed by unsuitable content. In general, children report that they themselves are not at risk from adult programmes. Rather, they believe that viewing unsuitable content, such as violence or horror, can harm only 'younger' children. Like many adults, children also mobilise this 'third-person' argument to justify their viewing behaviour. Ten to

thirteen-year-olds in this research believe that younger children are less able than older children (that is, themselves) to distinguish between what is real and what is not real. In addition, children believe that the inability to distinguish between reality and fiction can lead to younger children copying inappropriate behaviour and having nightmares.

Like wrestling, because older kids know it is fake, but younger kids might not know that it's fake and might do it to their friends and pick them up and drop them on their heads or something. When they like hit them with chairs, they might get wood or something and start smacking their friends on the head and thinking it doesn't hurt. They just fall down on the ground and get back up again.

**(10-year-old boy)**

Children in this research tend to see violence as having the most harmful effect on younger children.

There shouldn't be violent stuff at times when little kids would be watching.

**(13-year-old boy)**

Violent scenes are perceived to have the potential to result in both imitation and fear.

They may worry kids will copy what's on TV I suppose. Mainly the violence. It can sometimes affect kids. My 11-year-old brother sometimes dreams about it.

**(12-year-old boy)**

Similarly, gory medical scenes and 'hospital programmes' are also seen as being unsuitable because of their ability to 'strike fear into the hearts' of young children.

While children sometimes perceive matters as inappropriate for them to watch, they cannot always define what the harm might be. Here children exhibit an intuitive sense of what may be harmful. It appears from this research that one of the main risks children perceive from watching television is the copying of bad language.

Mum might think I'd use the same words. I sometimes do. Once or twice. Mum and Dad don't like it.

**(10-year-old boy)**

It is notable that some children believe certain content such as sexual scenes/innuendoes is 'inappropriate' for them to watch, but they are puzzled about the reasons their parents provide as to why they should be protected from such content.

Mum and Dad might worry that I'll say [adult sexual] things, say it in class. They say you'll know about it when you're older. Like one time in the supermarket when I wondered what this box was and it was condoms. They say you don't need to know until you're 21.

**(10-year-old boy)**

Children judge the suitability of programmes by their timing and content. The ways that children determine whether a programme is an adult programme or a child's programme

include such things as the screening time, programme promotions, and programme content. Furthermore, some adult content was described as 'boring', 'dumb' and 'yuck'.

Adults' programmes, they're dumb. If it's got rude things. People nude. Yuck.

(9-year-old girl)

Other important factors are whether or not the programme is 'real' (that is, news and current affairs programmes are for adults, and cartoons and stories are more likely to be for children), as well as whether or not there are children in the programme.

There's normally kids in kids' programmes and adults in adults' programmes.

(7-year-old girl)

You can tell [whether a programme is for children or adults] by how fancy the name's written. Some [writing on adults' programmes] is more olden-day.

(6-year-old girl)

A classification message appearing on the television screen, advising that the programme is for 'adults only', is another important clue for children.

It usually says if it's not for children.

(12-year-old boy)

The rating. Sometimes the screen says what it's got on. Sometimes take note of that, not always. R16, just watch it. Sometimes makes a difference. Sometimes it's real horrible about war, stuff we don't want to watch.

(13-year-old boy)

Finally, parents telling children that the programme is not suitable for children is sometimes a more effective form of communication.

Our mum tells us not to watch it.

(7-year-old girl)

In summary, the qualitative research indicates that the time of day the programme is screened, and the content of the programme ascertained either by watching the content or the programme promotions, appear to be the principal indicators for children of a programme's suitability. Children do not necessarily adhere to programme classifications. Children tend to view programme classifications as a guideline that is most useful for stopping children 'a few years' under the age limit from watching the programme. For example, some children perceive that an R16 – the programme classification as used by Pay TV – may be suitable for a 14-year-old, but not a 12-year-old.

I'm not allowed to watch real late things on at 1:00 am. Or if it's R18. I watch R13s ... We're only one year off. There's not much difference between R13, R14,

and R16. There's a lot more violence and disgusting things in R18s. [An 11-year-old] could sometimes watch R13.

(12-year-old boy)

Children are less inclined to watch unsuitable content if it is screened late. Overall, children who participated in this qualitative study believe that screening programmes late at night is the most effective way of stopping children watching unsuitable programmes. Other regulatory methods recommended by children to protect them include placing a rating on the programme so that parents will not let them watch it.

Put it on late. And put ratings on it. It works for some people. My parents sometimes look at the rating. It makes you look at the rating.

(13-year-old boy)

Turning the television off or not having anyone else in the household watch the programme was another reason cited by children.

Adults shouldn't watch [a programme] if they don't want children to watch it.

(13-year-old boy)

Children have mixed responses to parental control over their television watching. It appears that younger children generally accept household rules and parental attitudes more easily than older children do.

TV's not good for you to watch – you don't get your brain thinking.

(6-year-old girl)

It is up to the parents. If a parent says you can't watch something then I think you should respect that.

(10-year-old girl)

Having said that, children are aware that the extent of parental control varies, even within families. Some children state that their parents have different rules regarding television watching.

Mum lets me stay up a bit later but Dad is a bit stricter.

(12-year-old boy)

This is particularly the case when parents have separated, and children live in two different households, each with their own television viewing rules. It is notable that some children believe that the often-stricter rules in their primary house are 'for their own good', even though they may have a parent/grandparent/friend who has more relaxed television rules.

Mum tells me to go to bed at about 10:30 but Dad lets me stay up for as long as I want. Dads don't see you as much as mums do [parents are separated] so they have more time to themselves [and so don't send children to bed so early]. It's hard to say [what

is best] because Mum is trying to give us a good education and the other is just telling us 'do what we want'. I actually think Mum is just here to help us do more different stuff instead of just being lazy and slack and watching a lot of TV.

(11-year-old boy)

### Parents' attitudes about controlling what children watch

This section covers the issues that parents face regarding controlling what content their children watch on television. It includes content that parents believe is unsuitable, the perceived harm to children from watching unsuitable programmes, and issues relating to parental regulation.

Parents believe that violence, gore and 'adult' content are unsuitable for children. The table below identifies some commonly mentioned programmes which parents perceive as being unsuitable for children to watch, and the reasons why. This list is not exhaustive.

Programmes such as...	Unsuitable because...
<i>The X-Files</i> Hospital programmes such as <i>Middlemore, RPA</i>	Scary, 'weird', gory 'Wierdo stuff getting into kids' heads'
<i>Futurama</i>  <i>Southpark</i>  <i>The Simpsons</i>	Violent  Bad language 'Nasty sarcastic humour'  Bart has a bad attitude, no respect 'Giving the wrong message' 'I think it portrays that it's OK to do certain things in society that I don't think it is'
News and current affairs Brutal scenes for example East Timor Child molesters, etc.	Scary TV may only portray one side of a story
<i>Chicago Hope</i> <i>Felicity</i> <i>Spin City</i> <i>Ally McBeal</i>	Present a false reality (about life in a certain environment, for example doctor-patient relationships)
<i>Coronation Street</i>  <i>Shortland Street</i> <i>Home &amp; Away</i> <i>Dawsons Creek</i>	Adult themes  'They're too young for soaps'
<i>Hollywood Sex</i>	Sexual content

Parents express more general concerns about programmes or episodes that display:

- destructive personal relationships;
- extreme violence, that is, real-life violence (such as people being killed in real-life news reporting), and gang-type violence;
- sexual content, that is, pornography and 'kinky' sex scenes (with parents being less concerned about non-nude sex scenes or underwear ads, for example);
- glorification of characters with a lack of morals, bad attitudes or anti-social behaviour. Parents are particularly concerned about the effects of issues such as drugs, sex and depression on their children;
- 'very bad' language. Parents tend to feel that the worst swear words are of a sexual nature.

Parents perceive both short and long-term harm to children who watch unsuitable programmes. Parents are concerned not only with the immediate and long-term effects of unsuitable programmes on behaviour, but with their effects on children's attitudes as they develop into maturity.

Knowing what children are watching at other houses seems to be less of an issue for parents. Some parents believe that rules relating to television are household specific. For others, the feeling is that when children are visiting a friend's house they do not tend to watch much television – rather they are doing other things such as playing outside. When children are visiting a separated parent or grandparent, these people are perceived to have similar views to that of the primary caregiver regarding children and television in most cases.

The consequences parents face as a result of enforcing rules, such as arguments, tantrums and sulking, make it hard for parents to control children's viewing. Some parents acknowledge that it is easier for them to let children watch a programme than it is to fight them. Moreover, when parents are particularly tired or stressed, it is even harder for them to control their child's viewing. Children's acceptance of rules helps parents 'control' what children watch on television. A number of elements help parents have some control over what their children watch on television, with set bedtimes being the predominant one. In addition, children's acceptance of household rules, as well as children being unaware of or uninterested in what they are missing, are other factors.

You're the adult, they're the child, and they have to apply your rules.

**(Mother of 5, 7, 11 and 13-year-olds)**

They basically watch their cartoons and that is all they are interested in. They have never really wanted to stay up late watching TV because 7 or 7:30 is bedtime apart from Saturday night. I don't think they really understand what they are allowed to watch and what they aren't allowed to watch. They aren't into that stage yet where they want to stay up late and watch TV. There isn't really anything on that they would want to watch



later ... [Our oldest – 9 years] has never really been up to watch things like *The X-Files* so he doesn't know what it is like. He doesn't really have any interest in it.

(Mother of 1, 3, 5, 7 and 9-year-olds)

Older children, however, may challenge bedtime. They may also have developed ways to circumvent parents' control mechanisms such as: watching adult programmes at someone else's place (for example, another family member or a friend); videotaping late night programmes to watch at another time; watching adult programmes alone in their bedroom; turning the television volume low (or using earphones) to watch adult programmes while the parent is in the house; 'decoding' the Sky receiver; and, telling one parent that the other parent allows them to watch a particular programme.

I usually lie in bed and just watch it after I am supposed to be sleeping. I put the headphones on ... So Mum can't hear the TV and tell me to turn it off ... If Mum says I can't watch something, I usually say Dad lets me watch. And they forget about me and let me stay up later.

(13-year-old boy)

### Risks perceived by parents

Parents participating in the qualitative research expressed concerns that children might believe that behaviour or attitudes seen on screen are acceptable or normal, and therefore copy them. Parents also mention examples that might result in children being scared, either generally, or in specific situations. Parents are concerned that children will develop nightmares, fear of being hurt by men or strangers, fear of hospitals and doctors, and fear of animals.

Regarding sexual scenes or innuendo, parents are concerned at children's loss of innocence. Parents fear that children may imitate behaviour seen on television without fully understanding the consequences of their actions. That is, parents fear children may grow up too soon, or copy inappropriate sexual behaviour with the possible result that they may add to the teenage pregnancy statistics. The table below summarises the risks perceived by parents as compared to those perceived by children.

Risks Perceived by Children	Risks Perceived by Parents
<p><b>Seeing antisocial behaviours</b></p> <ul style="list-style-type: none"> <li>• copy violence</li> <li>• copy bad language</li> </ul>	<p><b>Seeing antisocial behaviours</b></p> <ul style="list-style-type: none"> <li>• copy violence</li> <li>• copy bad language</li> <li>• copy racism/victimisation</li> <li>• copy disrespectful behaviour</li> <li>• copy drug use</li> <li>• believe they are the 'only one' not doing something (for example drugs, sex)</li> <li>• not being able to trust other people</li> </ul>

*contd ...*

<p><b>Seeing horror/scary scenes</b></p> <ul style="list-style-type: none"> <li>• nightmares</li> <li>• fear of going in the water (for example, after seeing shark programme)</li> </ul>	<p><b>Seeing horror/scary scenes</b></p> <ul style="list-style-type: none"> <li>• nightmares</li> <li>• fear of being hurt by men or strangers</li> <li>• fear of hospitals and doctors</li> <li>• fear of animals</li> </ul>
<p><b>Seeing adult sexual behaviour</b></p> <ul style="list-style-type: none"> <li>• <i>children did not see this as harmful</i></li> </ul>	<p><b>Seeing adult sexual behaviour</b></p> <ul style="list-style-type: none"> <li>• grow up too soon</li> <li>• copy inappropriate sexual behaviour</li> <li>• teenage pregnancy</li> </ul>
<p><b>Seeing people having personal and relationship problems</b></p> <ul style="list-style-type: none"> <li>• <i>children did not see this as harmful</i></li> </ul>	<p><b>Seeing people having personal and relationship problems</b></p> <ul style="list-style-type: none"> <li>• develop overly negative behaviours in response to family/ relationship problems, for example avoid talking to parents, using drugs, suicide</li> <li>• copy/develop eating disorder (after seeing skinny television role models)</li> <li>• copy/develop poor self-image (after seeing television role models do this)</li> </ul>

Parents further mention being concerned about the possible influence of inappropriate role models on their children, and the possibility of their children developing overly negative behaviours in response to relationship and family problems. The use of drugs, and the potential for suicide were specifically referred to. They also cite examples of copying and developing eating disorders (after seeing skinny television role models) and copying and developing poor self-images (after seeing television role models do this).

### Classification and the 8:30pm watershed

Most parents in this study were aware that, after 8:30pm, programmes are aimed at an adult audience and are deemed to be potentially unsuitable for children aged 6–13 years. On the other hand, programmes screened before 8:00–8:30pm are generally seen as being suitable for children. The watershed gives some parents confidence that any programme screened up until 8:30pm is fine for children to watch.

It's not a risky time ... it's not like he's watching a raging porno.

(Mother of 12-year-old boy)

I know what they are watching, I don't like them watching adult programmes ... They are in bed by 8:30pm at night and usually that is when adult programmes start after 8:30pm.

(Mother of 8 and 11-year-olds)

But after 8:30pm, there are more concerns particularly in the case where children watch on other television sets in the house.

If he disappeared at 8:00 or 8:30pm I'd be more worried because of the time of night – there's more cross-over time between child and adult viewing.

**(Mother of 12-year-old)**

As a common rule, bedtime overrides the watershed. Therefore, the watershed becomes somewhat irrelevant for children who are in bed prior to 8:30pm. For older children (11-13 years), the particular programme being watched is seen as more important than the watershed. In some cases, parents feel that those who are old enough to be up after 8:30pm are usually mature enough to watch programmes being screened at that time. Some parents mentioned that, in fact, older children should not be shielded from issues that they will be facing in the 'real world' as teenagers.

They have to get a taste so that they can make the right decisions in real life.

**(Mother of 12-year-old boy)**

Generally speaking, the parents who participated in this study felt that broadcasters have 'pretty much got it right' regarding content that is screened before the 8:30pm watershed.

I think they have got it pretty well right at the moment because nothing really starts until 8:30pm and our kids are in bed, but I think you should use your own discretion and change the channel. Parents find it much easier to control their children's viewing if harmful programmes are screened late at night (after children's bedtime).

**(Mother of 1, 3, 5, 7 and 9-year-olds)**

However, there are exceptions to this general satisfaction, with some pre-8:30pm programmes cited as being unsuitable for children.

They would tend to be interested in what I'm watching. Generally it's not a problem. I sometimes watch *60 Minutes* or *20/20*. Some programmes are a bit gruesome for that time of night, like a father who bashed his daughter. They have to watch what they screen. It's scary for kids. I make the kids go to have a shower or I tape it. I'd prefer those programmes were on a bit later, 8:30pm. The girls are off by then and the boys [older two children] are close to it.

**(Mother of 5, 7, 11, and 13-year-olds)**

As well as the timing of a programme, a common way for parents to determine a programme's suitability is via the content – either by viewing an episode, or evaluating the programme promotions, the classification and the description of a particular programme in the programme guides.

I'll start watching it and then think, no, this is no good and the TV would go off or start watching another channel.

**(Mother of 5, 6 and 8-year-olds)**

Parents speak of evaluating a programme by its promotions or 'shorts'. Parents argue that if the promotion for the programme is judged suitable for children, the programme is acceptable for minors as well because the shorts often depict the 'juiciest' part of a programme to attract an audience.

Well you normally see the shorts for it and if it's on after say 7:30 then it is adult and you can tell by the shorts what sort of programme it is because they show you the bits to catch your attention, don't they?

**(Mother of 1, 3, 5, 7 and 9-year-olds)**

In the case of films, some parents mention checking with older children whether they know of the film, and if so, whether they feel it is suitable for the children in question. Awareness of G, PGR, R13, R16, R18 and AO is widespread. Like children, most parents in this study are aware of the classifications and use them as a guideline in deciding for themselves what is appropriate for their children to watch. For example, parents may allow an 11-year-old to watch an R13, but not an 'Adults Only' programme.

[Descriptions of programmes in the newspaper or TV guide] say if there is going to be coarse language or if it's an R18. I switch it over. I know what the codes mean. I don't let him watch AO or R18. [PGR] means parental guidance is needed. I let him [10-year-old] watch it. They are always okay.

**(Mother of 10-year-old)**

A 13-year-old is much more mature than an 8-year-old. Probably OK to watch adults' programmes.

**(Mother of 5, 6 and 8-year-olds)**

Yes, I pay attention to [the programme classification and warnings] because I know some of them say containing coarse language or whatever and the kids never watch them anyway, but if it's too graphic I will switch to another channel – I do keep an eye on that.

**(Mother of 1, 3, 5, 7 and 9-year-olds)**

However, some admit to not using classifications.

I don't really pay much attention to them actually.

**(Father of 8-year-old)**

The watershed and classifications are useful for parents because they provide a guide as to what is generally viewed as suitable for children's viewing. Along with children's bedtime, classifications often arm parents with an 'outside' irrefutable excuse for not allowing children to watch a particular programme such as 'it's on after your bedtime' or 'it's an R13'.

### **Radio listening patterns**

This section covers children's radio consumption habits, how children decide what to listen to and both children's and parents' attitudes towards what children should not

listen to on the radio. In comparison with television viewing, there appear to be few concerns about radio content and consumption. This is the case for both parents and children.

In some households, the radio is on in the background, or is listened to in the car. Children who participated in this qualitative research do not appear to listen to the radio a great deal. They are more likely to watch television or, in the case of older children, listen to CDs.

I usually only listen to it in the car. I usually listen to CDs ... [Talkback programmes are] boring.

(9-year-old girl)

Decision-making about what is listened to on the radio depends on where the radio is, and who is listening. The family radio in the kitchen is normally tuned to a station selected by the parents, and does not tend to be changed. The radio in children's bedrooms will more likely be tuned to a particular station by the child.

She only listens if there are songs on that she likes.

(Mother of 7, 10 and 12-year-olds)

Parents have few concerns about radio content, and children even fewer. As has been highlighted in previous sections, what children see as unsuitable for them to watch on television is violence and scary scenes. The radio depicts neither violence nor scary scenes, and it is therefore difficult for children to imagine what would not be suitable for them to listen to on the radio. For parents, too, there is little that they are concerned with on the radio, the only mention being particular songs which contain bad language.

While most parents in this qualitative study feel that children are not interested in talkback radio stations, some parents believe that there is potential for their children to listen to undesirable talkback, especially as they get older. Concern with talkback relates to the tendency for the subject matter to be negative.

Talkbacks, usually it's the older two [15 and 18 years] who listen when they ring up and talk about their problems. There's a theme for the night, there may be something going down. Alcohol on the streets with children. They'll ring up. The announcer will start it off, drinking in town, nothing to do. It does concern me that they're hearing it sometimes. They feel like they're the only ones at home. That comes up big time! Teenage pregnancy I've heard discussed. Suicide's been on there as well. Things they can do through Youthline, which I think is a good thing in some ways, but it can also go the other way. One could say to a child it's a minor problem that's happening at home but then it becomes a big issue. The child makes it into a bigger issue. Instead of talking to the parent, they're talking to the radio.

(Mother of 12, 15 and 18-year-olds)

Parents appear seldom to impose controls on what their children listen to on the radio.

It's more stuff you [as a parent] don't want to hear.

(Mother of 7, 10 and 12-year-olds)

We listen to the local radio station and I have never yet heard anything bad on it. Wouldn't let them listen to talkback, but that is on late at night anyway. Normally if we have the radio on it is music or the news.

(Mother of 1, 3, 5, 7 and 9-year-olds)

## Conclusion

This chapter has presented the findings of the qualitative research which preceded the respective national surveys of parents and children. The purpose of the qualitative phase of the research was to explore the broader issues relating to children's use of television and radio use in the context of household and peer environments. The qualitative research also provided the opportunity to tap into the language which the young employ when talking about radio and television. Both objectives served in aiding the development of the questionnaires which were administered in the two successive phases.

The household viewing environment – especially characterised by the number of televisions in a household – is a crucial element in evaluating children's use of the medium, as well as attitudes to parental control. While multiple television households appear to experience less conflict about television viewing, they are also the environment where children are likely to be unsupervised in front of the television. A television set in a child's bedroom is an obvious case in point. In this respect, parents and caregivers in multiple television households are, on the whole, more permissive as regards the television viewing habits of their children. These permissive attitudes also translate into parents being less proactive in supervising their children's use of television.

While radio drew hardly any concern among parents, the potential influence of television in the lives of children was widely acknowledged. In particular, parents voiced strong concerns about copy-cat imitation. Interestingly, children themselves identified this risk, but tended to single it out for younger siblings. Children also expressed their relative maturity in the ways in which they circumvent parental rules in order to use radio and television to suit their own particular cultural style.

The following chapters examine in more detail the themes raised in this chapter by presenting the findings of two national surveys involving parents and children respectively.

# Parental Attitudes Towards Children's Radio and Television Use

## **Introduction**

The qualitative research pointed to the household media environment and parental attitudes as being important factors in the regulation of children's broadcast media consumption habits. This chapter investigates these themes and related issues quantitatively by reporting on the findings of a national telephone survey of parents.

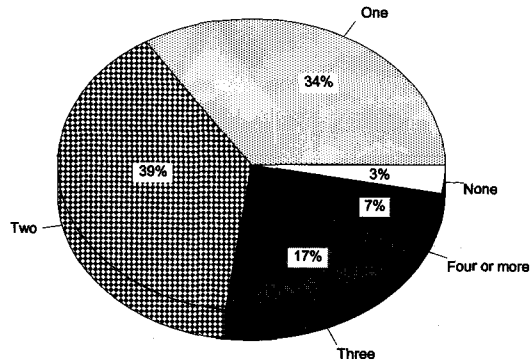
During December 1999, a nation-wide telephone survey of 500 parents and caregivers of children aged 4–13 years was conducted. A multi-stage stratified sample design was employed to ensure that the sample was nationally representative. Assuming simple random sampling, the maximum sampling error for the total of 500 was +/- 4.4%. The average length of the interview for this survey was 16.1 minutes. This chapter starts by detailing the findings of that survey relating to the household viewing environment.

## **Household viewing environment**

This section profiles households with children, in terms of the number of televisions in the household, the location of the television(s), and whether the household subscribes to Pay TV.

### *Number of television sets and their location in the household*

Graph 1 illustrates the reported number of television sets in the households participating in the survey.

**Graph 1: Number of Televisions**

Base: All respondents (500)  
Question reference: Q5a

Nearly all households with children have at least one television (97%). Thirty-four per cent of households have one television and 39% have two. Around one quarter (24%) of households with children have three or more televisions.

### *Location of television(s)*

Graph 2 illustrates where the television set(s) are located in the household, along with where the children normally watch television. With respect to the latter, parents were able to nominate several locations.

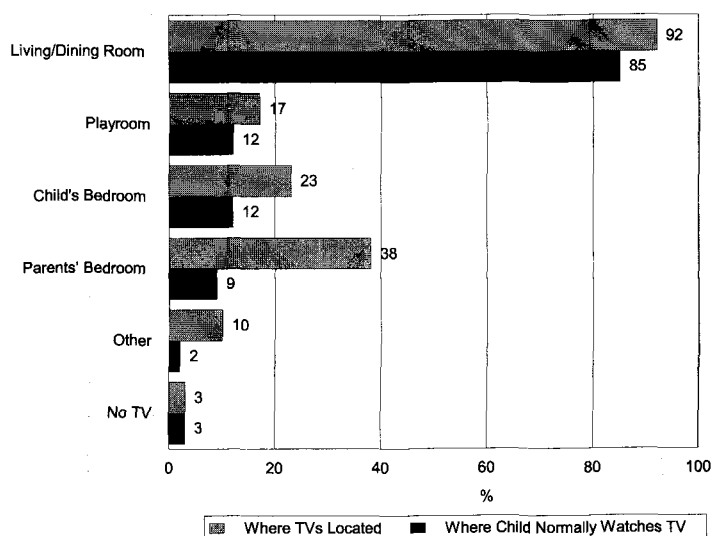
The substantial majority (92%) of homes have a television in the living room/dining room. According to the parents interviewed, this television is normally watched by 85% of children. Thirty-eight per cent of households with children have a television in the parents' bedroom. However, this is normally used by just 9% of children. In nearly a quarter (23%) of the households surveyed, there is a television set in a child's bedroom, and 12% of children in these households normally watch this television.

In terms of the number of television sets owned, further analysis shows that households with two televisions are more likely to have one in the parents' bedroom (56% compared to 38% for the total sample). Households with three televisions are more likely to have television sets in the playroom (38% compared to 17%), or child's bedroom (38% compared to 23%).

The incidence of a television in the child's bedroom (23%) is significantly higher among households with three or more televisions, of which 63% have a television in the child's bedroom. Households where there are children aged 10–13 (35%), and households which subscribe to Pay TV (35%) are also more likely to have a television in the child's bedroom. However, there is a significantly lower incidence of televisions in children's bedrooms in households where the children are aged 4–6 (14%). In terms of the location of the television normally used by children, 10–13-year-olds living in households with three or more televisions tend to watch television in their bedrooms.



**Graph 2: Location of Television(s)**

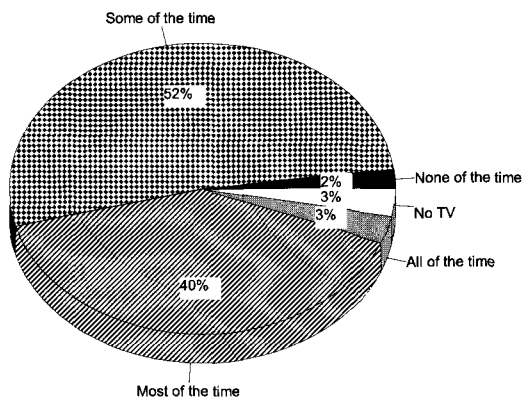


Base: All respondents (500)  
Question reference: Q5b and Q5c

*Presence of an adult*

As one measure of the extent to which parents have the opportunity to influence what their children watch, parents were asked whether they were present when their children were watching television. Graph 3 presents the results.

**Graph 3: Presence of an Adult**



Base: All respondents (500)  
Question reference: Q5d

In the majority of households, children watch television with a parent or caregiver in the room most of the time (40%) or some of the time (52%). Very few parents (3%) are

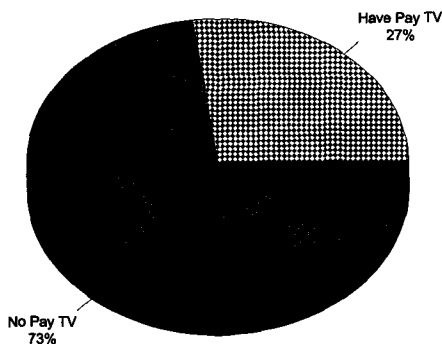
present all of the time when children watch television. Further breakdown of this data suggests that children living in larger households with older siblings are less likely to watch television with their parents. Similarly, where there is a higher number of television sets in a household, children tend to watch by themselves.

*Subscription to Pay TV*

Just over a quarter (27%) of households with children aged 4–13 years subscribe to Pay TV (see Graph 4). Households which are more likely to subscribe to Pay TV tend to have three or more televisions in the house (46% compared to 27% of the total sample).

Children in Pay TV households normally watch television in the playroom (42% compared to 12%) or child’s bedroom (41% compared to 12%). The latter also seems to suggest that both parents and children mostly view Pay TV from the ‘main set’ in the living room.

**Graph 4: Household Subscription to Pay TV**



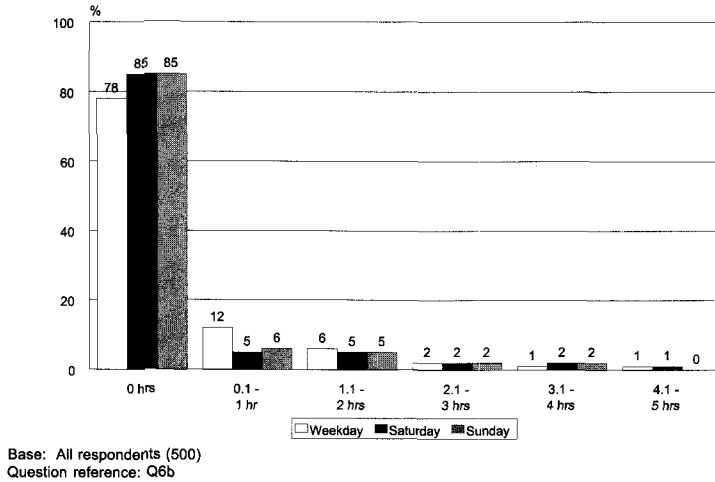
Base: All respondents (500)  
Question reference: Q6a

**Children’s viewing of Pay TV and free-to-air television**

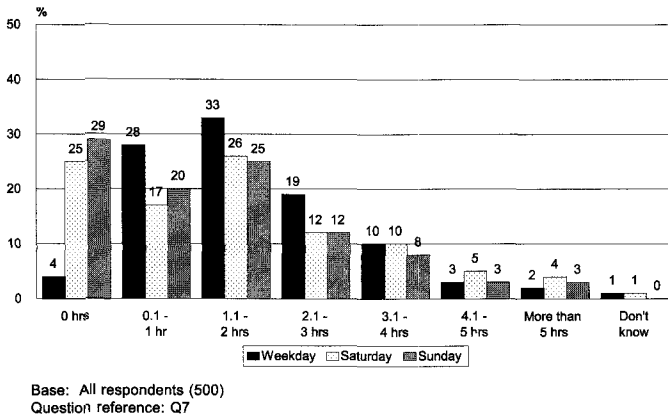
This section discusses children’s television viewing habits as reported by parents. It deals with both Pay TV and free-to-air television.

Graph 5 illustrates the amount of time parents report children spend viewing Pay TV. The percentages have been calculated using all 500 respondents as a base, with respondents who do not subscribe to Pay TV being included in the category of zero hours. On an average weekday, 12% of all children aged 4–13 are reported by parents to watch up to one hour of Pay TV. Ten per cent of children are reported to watch more than one hour of Pay TV. Viewing levels on Saturday and Sunday are very similar. On the weekend, approximately 10% of all children watch up to two hours of Pay TV, and approximately 5% of children are reported to watch more than two hours of Pay TV. Among those households with Pay TV, the mean number of hours children are reported to watch Pay TV respectively are: 1.04 hours on an average weekday, 0.98 hours on Saturdays, and 0.84 hours on Sundays.

**Graph 5: Children's Viewing of Pay TV**



**Graph 6: Children's Viewing of All TV**



When free-to-air television is added to the equation, the following picture emerges. This is detailed in Graph 6 above, and Table 1 below.

**Table 1: Mean Number of Hours Children Watch TV**

Days	Mean number of hours
Weekday	1.72
Saturday	1.61
Sunday	1.32

On average, children are reported by parents to watch just under two hours of television (1.72 hours) on a weekday. As the graph and the mean scores in the table show, children watch less television on Saturday and Sunday. There is a far higher incidence of television not being watched at all during weekends, as compared to during the week. Children aged 10–13 years and those who usually watch television in their own bedroom watch considerably more television, with a mean of 2.01 hours and 2.47 hours respectively.

### *Times of day when children watch television*

Graph 7 shows the times of day when children watch television, as reported by their parents. During the week peak viewing is after school, with nearly three-quarters of children (74%) watching television between 3:00pm and 6:00pm. Sixty-one per cent watch television between 6:00pm and 8:30pm. Fifteen per cent of children are still watching television after 8:30pm. Graph 7 also illustrates lower levels of television viewing from 9:00am to 6:00pm on both Saturday and Sunday.

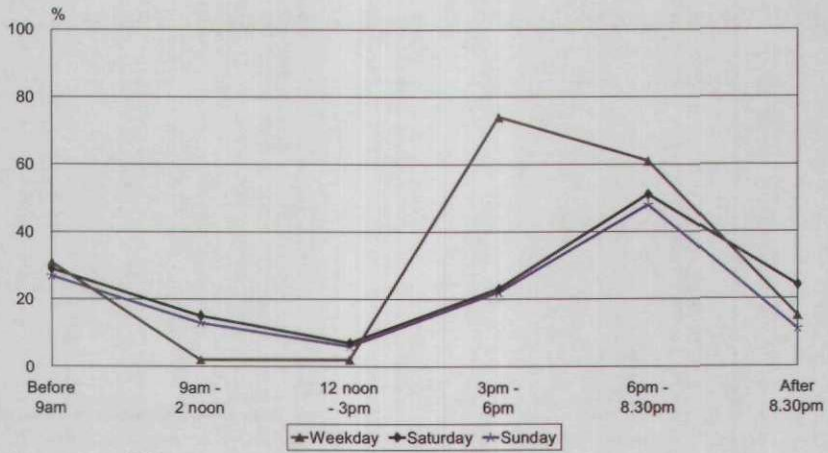
Analysis by weekdays and the weekend reveals a number of patterns. On weekdays, children aged four and five tend to watch television before 9:00am. Furthermore, children aged four are more likely to watch television between 9:00am and 3:00pm. However, children aged 7–9 years tend to watch television between 3:00pm and 6:00pm. Finally, those aged 10 years or older tend to watch television between 6:00pm and 8:30pm, and may do so in their bedroom. On weekdays, 12–13-year-olds are most likely to watch television beyond the 8:30pm watershed, as are children living in households with three or more television sets.

On the weekend, a similar pattern emerges for Saturday and Sunday, although more children tend to watch television after 8:30pm on a Saturday night (24%) than on a Sunday night (11%). Children aged 12 and over, and those who usually watch television in their own room or in their parents' bedroom, are part of the Saturday and Sunday night audience after 8:30pm.

As Graph 8 shows, on weekdays (Mondays to Thursdays), 44% of children are reported by parents to stop watching television before 7:00pm. A further 24% stop watching television between 7:01pm and 8:00pm, while 17% stop watching before 8:30pm. Just 9% of children are still watching television after 8:30pm on weekdays. On Fridays, 13% of parents surveyed claim children do not watch television at all. Just over a third (35%) of children stop watching television by 7:00pm, while a further 25% stop watching television by 8:30pm. However a quarter of children (26%) are still watching television on Friday nights at 8:30pm, 10–13-year-olds in particular (43%).

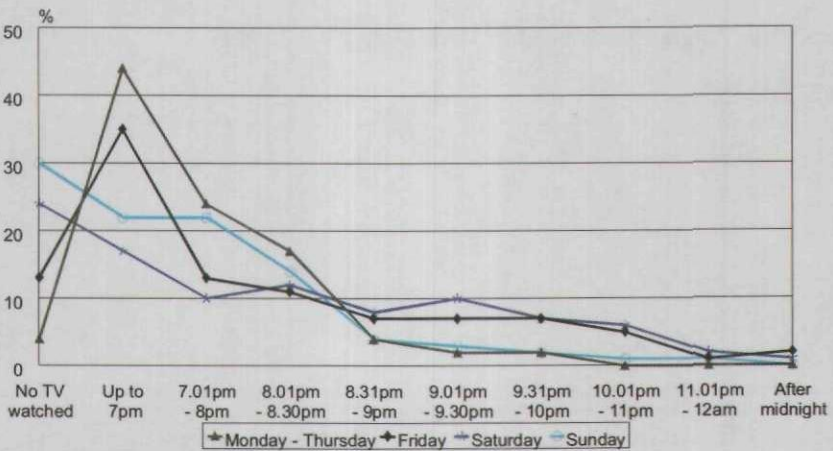
On Saturdays, one in four children (24%) do not watch any television at all. A high proportion of children stop watching television before 8:30pm (39%). However 34% remain watching television after 8:30pm. On Sundays, one in four children (26%) are reported not to watch television at all. A high proportion of those who do watch television stop watching before 8:30pm (56%). Just 11% of children watch television after 8:30pm on a Sunday night. For both Saturday and Sunday, children who watch television after 8:30pm tend to be older, and watch television in their own bedroom.

**Graph 7: Viewing Times of Day**



Base: All respondents (500)  
Question reference: Q8

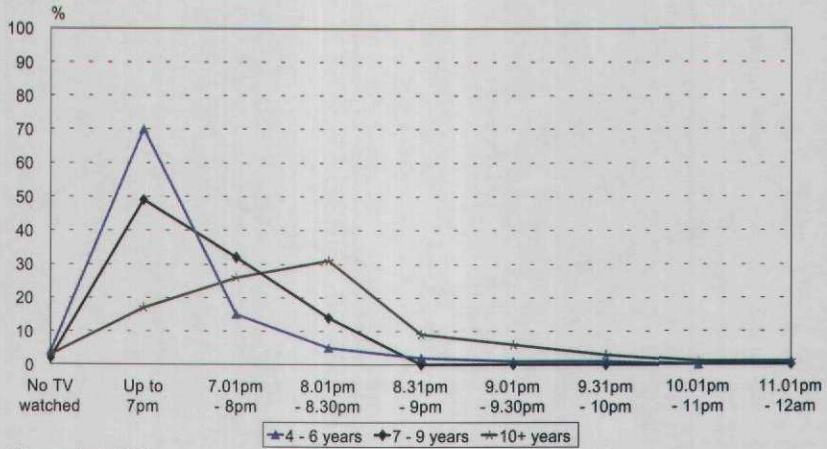
**Graph 8: When Children Stop Watching TV**



Base: All respondents (500)  
Question reference: Q9b

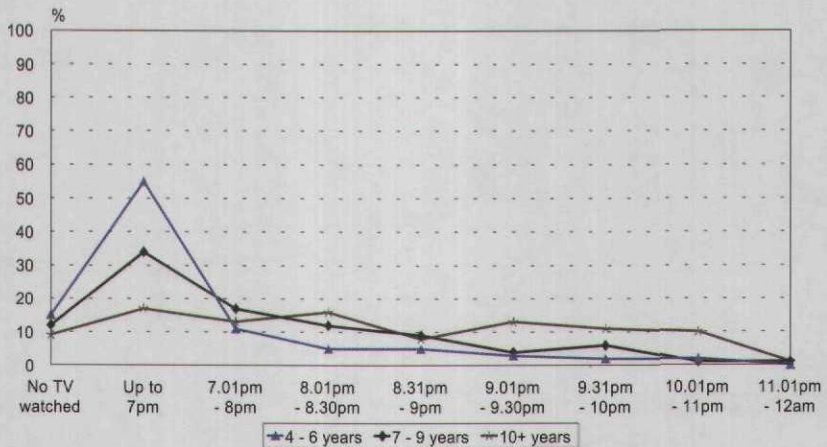
Graphs 9–12 on pages 50 and 51 display the evening hours when different age groups stop watching television.

**Graph 9: When Children Stop Watching TV – Monday to Thursday**



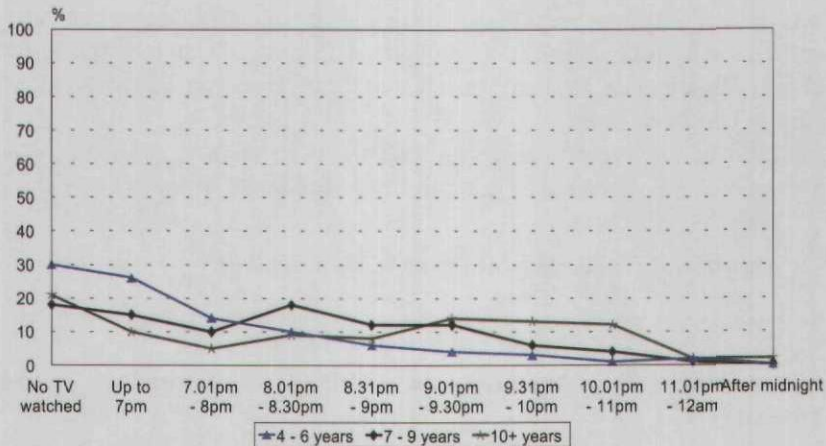
Base: All respondents (500)  
Question reference: Q9b and 3a

**Graph 10: When Children Stop Watching TV – Friday**



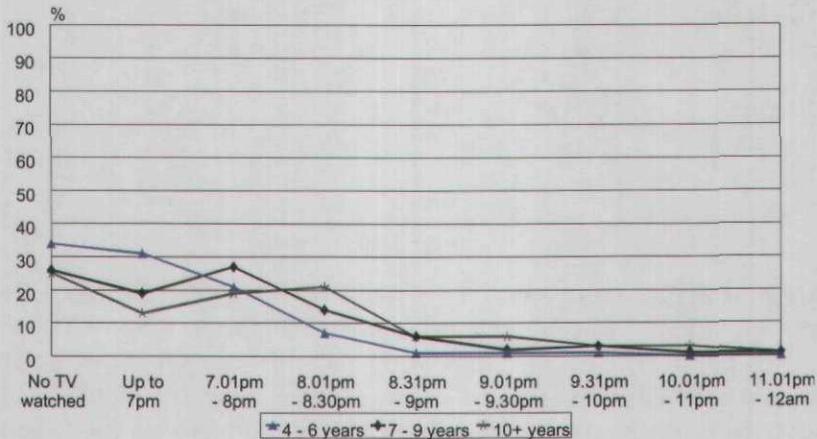
Base: All respondents (500)  
Question reference: Q9b and 3a

**Graph 11: When Children Stop Watching TV – Saturday**



Base: All respondents (500)  
Question reference: Q9b and 3a

**Graph 12: When Children Stop Watching TV – Sunday**



Base: All respondents (500)  
Question reference: Q9b and 3a

**Television and bedtimes**

On an average weekday (Monday–Thursday), 9% of children aged 4–13 are reported by the parents surveyed to go to bed before 7:00pm, whereas 41% of children go to bed between 7:01pm and 8:00pm. A further 27% go to bed between 8:01pm and 8:30pm.

On weekdays, 22% of all 4–13-year-olds are still up after 8:30pm, 12–13-year-olds (60%) in particular. There is a wider range of bedtimes on a Friday night with 54% of children still up at 8:30pm. Eighty-one per cent of 10–13-year-olds are reported to go to bed after 8:30pm.

Bedtimes on Saturday nights are similar to Friday nights and, if anything, children are allowed to stay up later. Sixty-four per cent of children aged 4-13 are still up at 8:30pm on a Saturday night. The majority go to bed by 10:00pm, although 16% are still

up at this time. As with Friday nights, a greater percentage (89%) of 10-13 year-olds were found to go to bed after 8:30pm.

Sundays tend to mirror weekdays, with children tending to go to bed earlier. Forty-five per cent of children are in bed by 8:00pm. A further 21% go to bed between 8:01pm and 8:30pm. This leaves 31% still up after 8:30pm. However the majority of children (91%) are in bed by 9:30pm.

Table 2 shows the proportion of children still not in bed at 8:30pm. For example, 7% of four-year-olds are still up after 8:30pm from Monday to Thursday.

**Table 2: Number of Children Still Up at 8:30pm by Age**

Age of child Thursday	Still not in bed at 8:30pm			
	Monday-	Friday	Saturday	Sunday
	%	%	%	%
4 years	7	28	30	19
5 years	6	15	33	8
6 years	10	40	43	22
7 years	10	46	54	19
8 years	5	45	76	18
9 years	12	62	68	32
10 years	21	65	84	33
11 years	31	79	83	45
12 years	53	92	94	53
13 years	66	84	93	70

Table 2 clearly demonstrates that a sizeable portion of children aged six or older have the opportunity to watch television after 8:30pm on Fridays and Saturdays. Almost two-thirds of those aged nine years and older are not in bed by 8:30pm on Fridays, and over half of those aged seven years and older are not in bed by 8:30pm on Saturdays. The time when children go to bed more strongly dictates when children stop watching television on Friday and Saturday nights than on Monday to Thursday or Sunday nights, when children may pursue other activities after they have finished watching television.

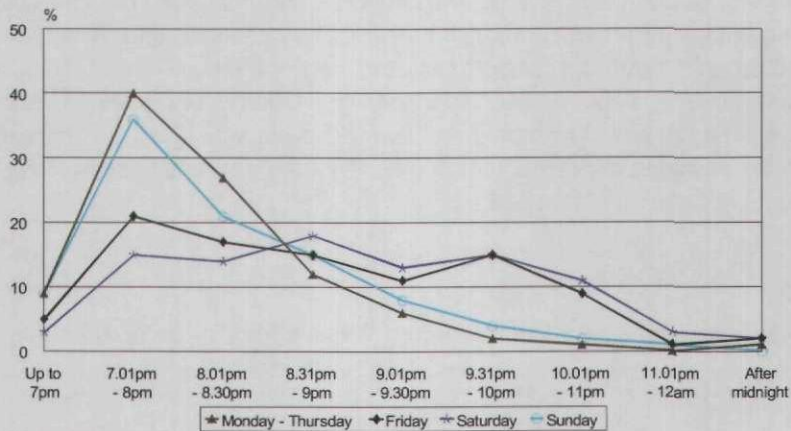
Predictably, bedtimes are earlier on nights before school days. On an average weekday (Monday to Thursday), 22% of children are still up after 8:30pm. On a Sunday night, this proportion is slightly higher at 31%. On a Friday night, around one half of children (54%) are still up at 8:30pm. Finally, on a Saturday night 64% of children are still up at 8:30pm, and 16% of all children are still up after 10:00pm (see Graph 13).

Graphs 14-17 show the gap between the time children stop watching television and the time they go to bed. Children who do not watch television during the particular time period in question have been excluded from the analysis.

During the week (Monday to Thursday) there is a notable gap between the time children finish watching television and bedtime, indicating that this is likely to be the time children

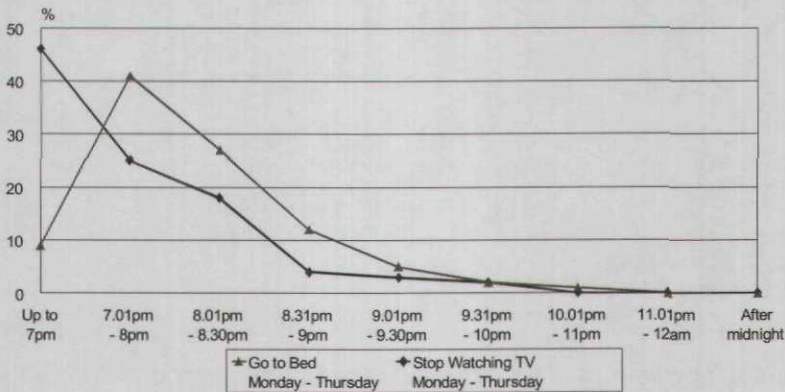


**Graph 13: Children's Bedtimes**



Base: All respondents (500)  
Question reference: Q9a

**Graph 14: Comparison of Bedtime and When Child Stops Watching TV – Monday to Thursday**



Base: Watched TV Monday to Thursday (479)  
Question reference: Q9a and Q9b

do their homework, have a bath, and otherwise get ready for bed. Unsurprisingly, the gap is larger earlier in the evening.

As Graph 15 shows, there is also quite a gap between the time children finish watching television on a Friday and bedtime, although this is not as great as on earlier weeknights.

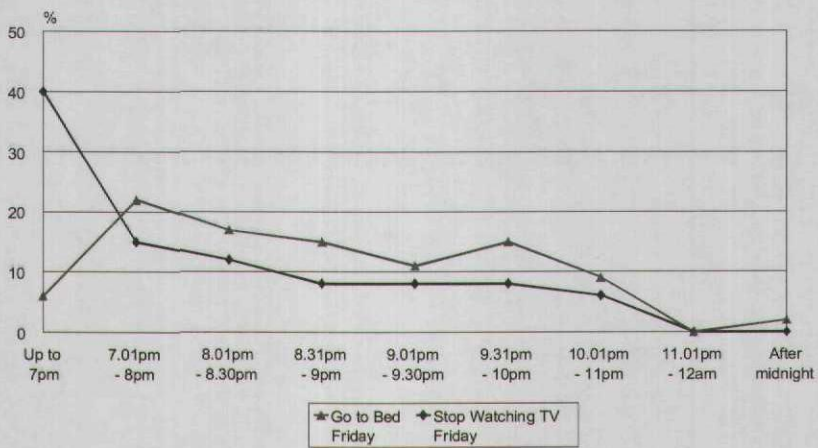
As Graph 16 shows, there is a small gap between the time children finish watching television and bedtime on a Saturday. This pattern is similar to that displayed for Friday night, with a gap evident until after 10:00pm.

On a Sunday, there is a small gap up until 9:00pm. After 9:00pm, the time that children stop watching television tends to coincide with bedtime. This pattern tends to mirror the pattern evident for Monday to Thursday (see Graph 17).

The qualitative research conducted prior to this survey suggested that children's

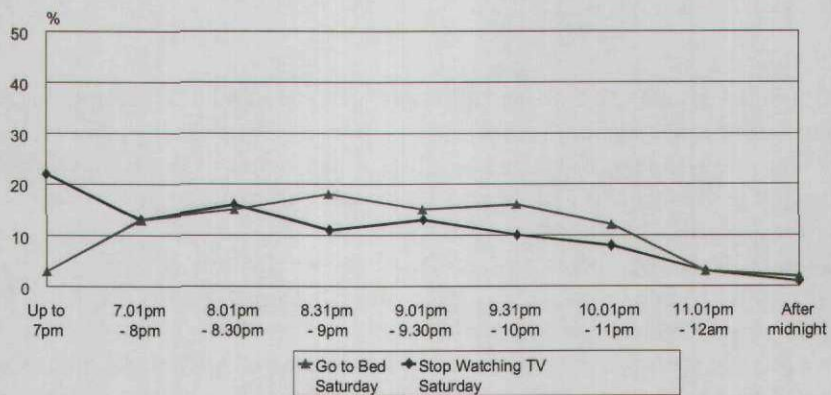
bedtimes provide a useful indicator of the potential for 'exposure' to particular television programmes. In particular, talking to parents and children about the times children stop watching television provided an insight as to when planned, intentional viewing ends. The findings of the survey of parents and caregivers reveal that some unintended exposure to programmes may occur during the period when children stop planned viewing and are getting ready for bed. Further, the research findings suggest that parents may not necessarily be aware of when children stop watching television, particularly if children watch television in their own bedroom.

**Graph 15: Comparisons of Bedtime and When Child Stops Watching TV – Friday**

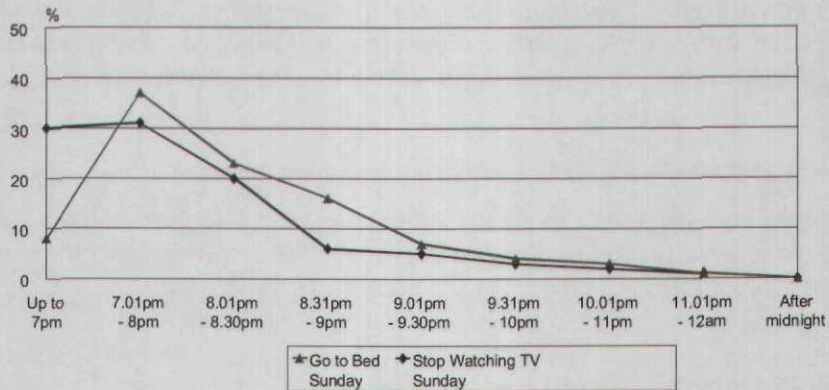


Base: Watched TV Friday (436)  
Question reference: Q9a and Q9b

**Graph 16: Comparisons of Bedtime and When Child Stops Watching TV – Saturday**



Base: Watched TV Saturday (378)  
Question reference: Q9a and Q9b

**Graph 17: Comparisons of Bedtime and When Child Stops Watching TV – Sunday**

Base: Watched TV Sunday (353)  
Question reference: Q9a and Q9b

Parents were asked for reasons other than set bedtimes as to why children stop watching television. This question was designed to explore, in an unprompted fashion, the role that 'unsuitable' programme content plays in children's viewing habits. Parents were asked why children stop watching television at that particular time (see Table 3). Nearly two-

**Table 3: All Reasons Why Children Stopped Watching TV**

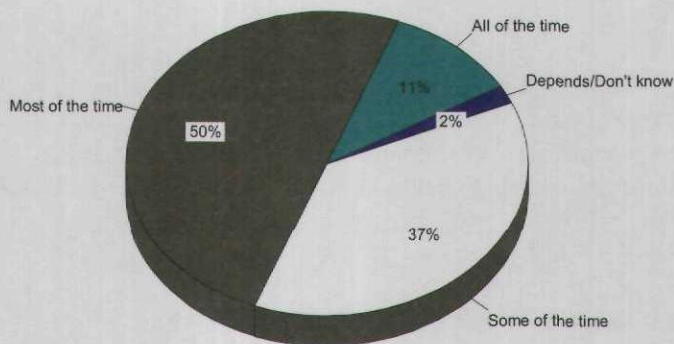
Reasons for stopping	% of parents
<b>Time for bed</b>	<b>63</b>
Time for bed (no further information given)	31
Time for bed because they have a set bedtime	27
Time for bed because they are tired	8
<b>Time for other activity</b>	<b>39</b>
Does homework or reading or other activity	26
<b>Other parental intervention/control</b>	<b>16</b>
Want to watch my programme/don't want to watch what my child wants to watch	4
Only allowed limited time to watch/allowed occasional watching	4
<b>Unsuitable content</b>	<b>15</b>
Content on TV is not suitable for my child to watch/I don't want my child to watch the programmes that are on then	15
<b>Other</b>	<b>25</b>
Child is bored/not interested in what is on television	22
Programme has finished	2

thirds of children (63%) stop watching television because it is time for bed. A further 39% stop watching television because it is time to do other things such as homework, have a meal, or leave the house for some other activity. Fifteen per cent of parents surveyed claim children stop watching television because the content is unsuitable. As parents were invited to list all the reasons why children stop watching television, percentages exceed 100.

### Parental attitudes to children's television watching routines

The survey also sought to capture the attitudes of parents to their children's television use. Parents were first asked to what extent they are comfortable with the television content their children are exposed to (see Graph 18).

**Graph 18: Parental Comfort with TV Content**



Base: All respondents (500)  
Question reference: Q11

As Graph 18 indicates, half the parents surveyed are comfortable with what their children see or hear on television 'most of the time', and a further 11% are comfortable 'all of the time'. However, a sizeable proportion of parents (37%) is only comfortable 'some of the time' with the programme content their child is exposed to. In other words, just over one in three New Zealand parents express some degree of concern about television content suitability for their children.

Table 4 displays a summary of what parents consider to be unsuitable content. Fifty-six per cent of parents express concern about the portrayal of violence, followed by sexual content (40%) and the use of bad language (26%). While these findings are in line with previous research conducted for the Authority, the New Zealand parents in this study show higher levels of concern regarding violence, sexual content and bad language than the general population (see, for instance, Dickinson *et al.*, 2000).

Seventeen per cent of parents also mention specific programmes which are of concern. The two most frequently mentioned programmes are *The Simpsons* – 'children are too

young/bad language/attitude of characters/children copy Bart's actions' (8%) – and *Shortland Street* – 'on too early/issues unsuitable/language' (5%).

**Table 4: Parental Concern about Unsuitable Content**

Type of Content	% of parents
Violence	56
Sexual content	40
Bad language	26
Adult content	14
Cartoons – general	11
Advertising	9
News	8
Scary content	8
Other	20

Parents' discomfort mainly centres around concern that television content will unfavourably influence the children's behaviour (34%) or the children's belief system/values (18%). Parents are also concerned about the content being inappropriate or too complex for someone of the child's age (26%). Twenty-eight per cent of parents state that they would not want their children to watch such programming, without giving specific reasons (see Table 5).

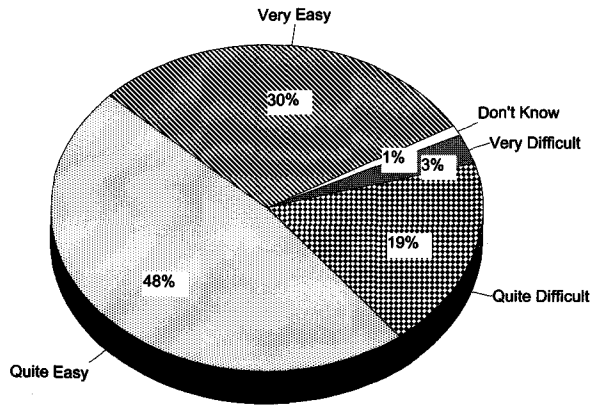
**Table 5: Reasons for Parental Discomfort**

Reasons given	% of parents
Child copies bad behaviour/inappropriate behaviour/language	34
It's not what I want my child to watch	28
My child doesn't need to know about that – inappropriate for age/ too young/not mature enough to understand/loss of innocence	26
Child thinks that some things are okay that I don't agree with/ values I don't agree with	18
Child not able to distinguish between real life and story	16
Child becomes aggressive/violent	12
Child scared/nightmares/scared of the dark	9
Child confused/not able to understand what is going on	8
The language/dislike swearing/do not allow bad language	1
Other	8

### Parental control of television viewing

After expressing their levels of concern regarding television content, parents were asked about issues relating to parental control and supervision. Graph 19 presents the results.

**Graph 19: Perceived Ability to Control Child’s Viewing**



Base: All respondents (500)  
Question reference: Q14a

The majority of parents (78%) find it easy to control their children’s viewing. A sizeable portion (22%), however, finds it difficult to control children’s viewing. Parents with children who usually watch television in the child’s bedroom are significantly more likely to find it very difficult to control viewing. They are also more likely to claim they frequently stop their child watching certain programmes. Parents who assert that it is difficult to control their child’s viewing also tend to be those who are uncomfortable with content screened on television.

In addition, parents were asked for the reasons they experience difficulty in controlling their children’s viewing. Table 6 displays the reasons cited.

**Table 6: Reasons for Difficulty in Controlling Child’s Viewing**

Reasons for Difficulty	% of parents
Difficult to control/discipline child	11
Parent not physically present	10
Peer pressure – from school friends/other children	8
Poor programming	4

For those who find it hard to control their child’s viewing, the main reasons given are that it is difficult to control or discipline the child (11%), or that the parent is not physically present (10%). Peer pressure from school friends and other children also makes it difficult for 8% of parents. Four per cent put some blame on broadcasters.

Most parents (59%) regard their child’s viewing as easy to control due to the success they experience in enforcing their rules or views. ‘What I say goes’ (34%), and ‘Easy to just turn the television off’ (33%) are some of the comments which illustrate this sense

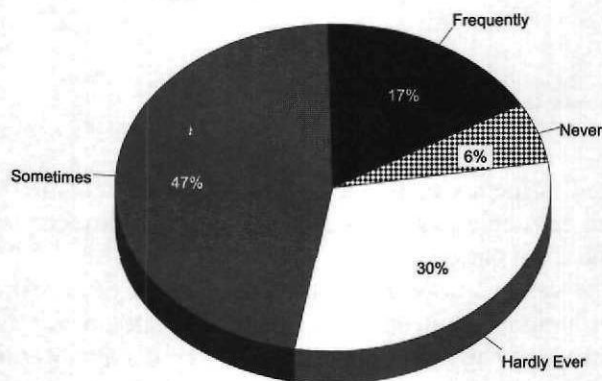
of being in control. Other families have planned television viewing routines, low levels of television viewing, or have a shared understanding of television viewing rules. In the context of parental control, few parents (2%) rely on classifications or the time of the broadcast as guidelines of what is suitable. Table 7 summarises the results.

**Table 7: Reasons for Ease in Controlling Child's Viewing**

<b>Control is Easy</b>	<b>% of parents</b>
Use rules/enforce parent's views	59
Child interested/doing other activities	21
Parent physically present	7
Shared understanding	6
Low television viewing	4
Planned viewing	4
Rely on classifications/programme timing	2
Let child use own discretion/know what is suitable	3
Other	8

As one measure of the extent to which parents control their child's viewing, respondents were asked how often they had stopped their child from watching something on television because of the content. Graph 20 shows these results.

**Graph 20: Frequency in Stopping Children's Viewing**



Base: All respondents (500)  
Question reference: Q15

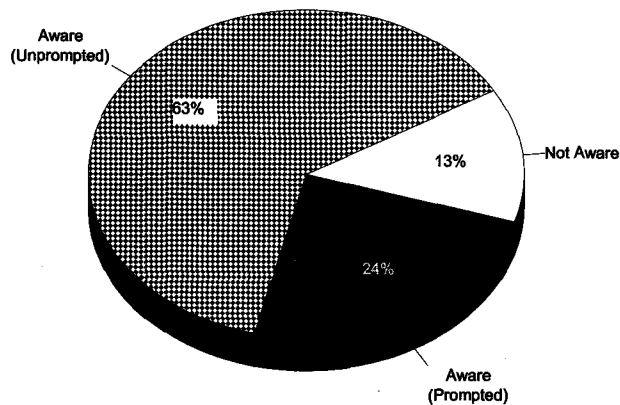
Nearly two-thirds (64%) of parents sometimes or frequently stop children from watching television. However, over a third of parents (36%) report having hardly ever or

never stopped their children watching television. Parents with children aged between four and six years, and those who are comfortable with the television content of their children's viewing all the time, report that they hardly ever or never stop their child from watching something on television.

### Awareness of watershed, and use of classifications and warnings

This section discusses parents' awareness of the 8:30pm watershed, and awareness and use of classifications. Graph 21 summarises the results obtained regarding parents' awareness of the 8:30pm watershed.

**Graph 21: Awareness of the Watershed**

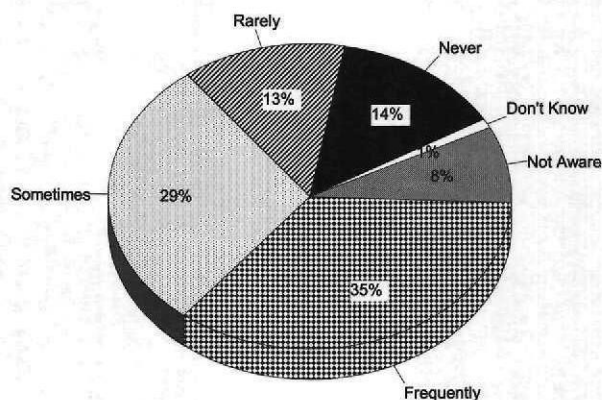


Base: All respondents (500)  
Question reference: Q16b and 17

As illustrated in the above graph, the majority of parents (87%) are aware of the watershed, with 63% being aware without prompting. Thirteen per cent of parents are not aware of the watershed.

Similarly the vast majority of parents (92%) know of classification symbols and warnings on programme content. As Graph 22 illustrates, nearly two-thirds of parents (64%) report that they use the classification symbols and warnings to help decide whether their child will watch a particular programme. Over a quarter of parents (27%) rarely or never use television classification symbols and warnings to guide their children's viewing decisions. Parents who are always comfortable with television content, and those who hardly ever or never stop their children from watching television, are the most likely not to use classification symbols and warning information. Somewhat surprisingly perhaps, parents of younger children aged 4–6 years do not use them either. Parents who are unaware of the 8:30pm watershed also tend to be unaware of the classification symbols.



**Graph 22: Frequency of Using Classification Symbols and Warnings**

Base: All respondents (500)  
Question reference: Q19a

Parents were further asked to name any of the classification labels which are used to give advice on programme content. Table 8 presents the results. They show that around half of parents interviewed are spontaneously aware of the Parental Guidance Recommended classification symbol (51%) and the Adults Only symbol (49%), while one-third (32%) are spontaneously aware of the G-rating, 19% are aware of R-ratings, and 18% are aware of warnings.

**Table 8: Unprompted Awareness of Classifications**

Type of Classification	% of parents
Parental Guidance/PGR/PG	51
AO/Adults Only/A	49
G	32
R Ratings	19
Warnings – V/L/S	18
M/Mature/Mature Audience	18
GA	1
Other	6
None/Nothing	11

To determine parents' understanding of the classifications, respondents were asked what the classification symbols 'AO', 'G' and 'PGR' referred to. Table 9 gives the results which show that a majority of parents know what the symbols 'AO' (88%), 'G' (85%) and 'PGR' (84%) stand for.

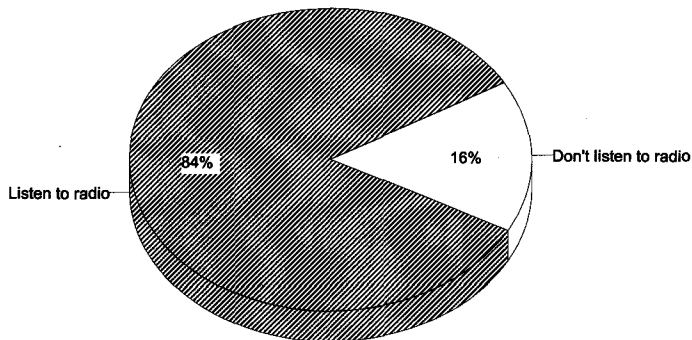
**Table 9: Knowledge of Classification Meanings**

Classification Meanings	% of parents
<b>AO</b>	
Adults only	88
Other	1
Don't know	11
<b>G</b>	
General/General viewing	85
Guidance	2
Other	2
Don't know	13
<b>PGR</b>	
Parental guidance/Parental guidance recommended/Parental guidance required	84
Other	2
Don't know	14

**Radio**

This section discusses parental attitudes to children's radio listening behaviour. To elicit this information, parents were first asked whether or not their children listened to the radio.

**Graph 23: Incidence of Radio Listening**

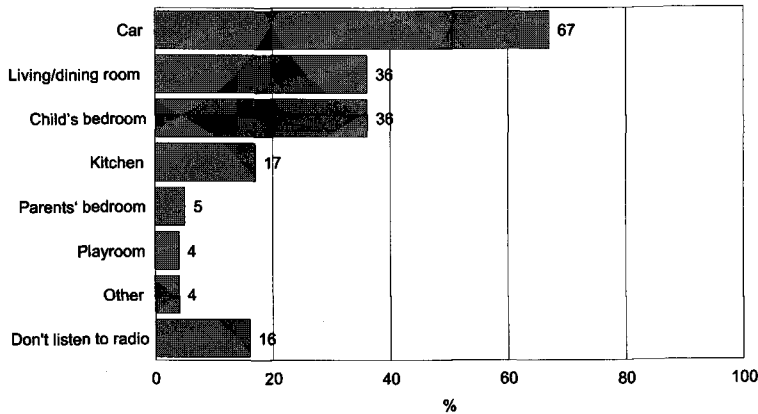


Base: All respondents (500)  
Question reference: Q20

As Graph 23 shows, parents report that more than four in five children (84%) listen to the radio. Over two-thirds of children (67%) listen to the radio in the car. Other frequently

mentioned places children listen to the radio are the living/dining room (36%), the child's bedroom (36%) and the kitchen (17%) (see Graph 24).

**Graph 24: Location of Listening**



Base: All respondents (500)  
Question reference: Q21

*Radio stations listened to*

**Table 10: Radio Stations Listened to**

Radio Format	%
Current hits	26
Contemporary	18
Mainstream	16
Niche	12
Public radio	8
Talk	8
Rock	8
Soft	6
Gold	3
New Rock	3
Alternative	1
Miscellaneous	11
Don't know	6
Don't listen to radio	16

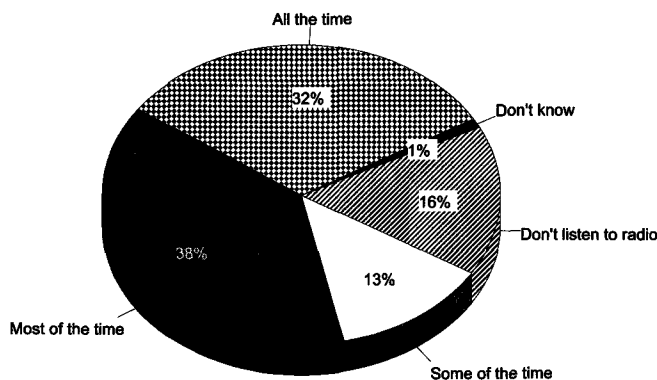
As Table 10 shows, most children are reported to listen to current hits (26%), mainstream (16%) or contemporary (18%) stations. It is likely that these levels reflect parental

station preferences and not those of children. This is particularly the case for younger children.

### *Comfort levels with radio content*

Most parents (70%) are comfortable with what their children hear on the radio (see Graph 25). Parents who are comfortable only 'some of the time' (13%) are the same as those not too comfortable with television content.

**Graph 25: Level of Comfort with Radio Content**



Base: All respondents (500)  
Question reference: Q22b

Finally, with respect to unsuitable content on radio, Table 11 on page 65 highlights parental responses. Content that parents are not comfortable with includes bad language/swearing (23%) and music content generally (19%), but specifically music about sex (13%). Parents who are concerned about music with sexual content have children who listen to current hits stations (26%). Those who are concerned about jokes, and specifically 'dirty jokes' tend to be parents of 10-year-olds who listen to rock stations. Parents who are concerned about bad language/swearing have children – mostly 13-year-olds – who listen to rock, new rock, current hits, or talk stations. Those who are concerned about music content generally tend to be parents of 13-year-olds who listen to rock, current hits, or contemporary stations. In other words, radio content becomes a concern when children grow older and possibly begin to assert their choice for radio programming which is likely to be different to that of their parents.

### **Conclusion**

Parents report that the role of television in the lives of New Zealand children is significant. Viewing patterns clearly show that television is a 'normal' part of everyday life for most New Zealand children. The research indicates that the children's household viewing

**Table 11: Unsuitable Radio Content**

Type of content	% of parents
<b>Music content</b>	<b>19</b>
Music about sex	13
Inappropriate lyrics of some songs/explicit lyrics/bad language/ sexual	4
Music is about death/violence	3
Song or band is about antisocial/antiestablishment issues, for example Marilyn Manson	3
<b>Other</b>	<b>38</b>
Bad language/swearing	23
Jokes/dirty jokes/jokes sometime inappropriate/adult-only jokes	6
Subject is too complex for children to understand, for example talkback	5
<b>None/nothing</b>	<b>4</b>
<b>Don't know</b>	<b>2</b>

environments make the protection of children from unsuitable programme content a potentially challenging task. A major factor contributing to this environment is the high number of households with multiple television sets, including sets in the child's bedroom and the playroom. Other issues of concern are the inability of parents to be physically present at all times, and children going to bed after the 8:30pm watershed.

Parents' views on the suitability of programme content range quite widely. This quantitative research suggests that parents perceive there to be both positive and negative television content. There appears to be a reasonably strong belief that television can and does influence children's behaviour. Parents consider factors such as the behaviours portrayed, good taste and decency, the values that programmes espouse, and the maturity of their children. Television will, of course, never meet all parents' values and tastes. However, some common areas of concern are violence, bad language, the portrayal of sex, anything too graphic or gruesome, and poor moral tone.

Parental attitudes can be summarised as follows. Around one-tenth of parents are totally comfortable with what their children see and hear on television. The majority of parents are generally comfortable with what their children see and hear on television. Areas of greatest concern to parents are the portrayal of violence, sexual content, and the use of bad language. Parents are uncomfortable with this type of content because they are concerned that children will copy inappropriate behaviour and that watching such content will conflict with what the parent desires.

The degree to which parents feel able to control what their children watch varies. The qualitative research suggested that this is also likely to reflect, in part, a variation in the extent to which parents see the need to control their child's viewing. It appears, however,

that most parents prevent their children from watching certain programmes on at least some occasions. Finally, awareness levels of both the classification system and the watershed appear to be high. The research indicates that the classifications allow parents to take an active role in protecting their children from unsuitable content by enabling them to determine whether a television programme is suitable for their child.

Perhaps because it is used to a far lesser extent by children, and particularly by younger children, radio did not elicit the same levels of concern as television. Overall, parents were comfortable with radio content. However, as children got older and started to use the medium for their own preferences, parents became somewhat more circumspect. Parents articulated concern about bad language and music with sexual themes more frequently as their children got older, presumably because older children tune into such programming more regularly than their younger peers.

The next chapter reports on the survey conducted with children aged 6–13 years. It provides an opportunity to hear the issues covered thus far from children's own perspectives. This is important, as children are not always consulted about the issues directly affecting them.

# Children's Views On their Radio and Television Use

## Introduction

One of the important goals of this book is to provide New Zealand children with a voice, in order to engage actively with and understand their media behaviour. The specific research objective of the quantitative survey reported in this chapter was to measure children's current television consumption, including what, when, and where they watch television, and with whom. This survey also sought to examine children's attitudes towards television, their attitudes towards household viewing rules, their awareness of the mechanisms in place to protect them from unsuitable content, and their current radio consumption. The survey was conducted during February and March 2000. It consisted of a nation-wide face-to-face survey of a representative sample of 752 children aged 6–13 years. The sampling error for the total sample was +/- 3.6%.

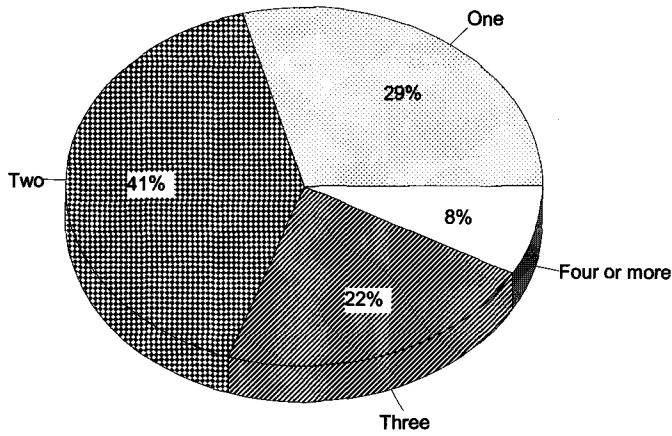
## Household viewing environment

This section examines the broader household viewing environment in which children watch television. It covers the following aspects: the number of televisions in the household; the location of television sets; the use of remote controls and video recorders; and, whether or not the household subscribes to Pay TV.

Most children report that they live in households with two or more televisions. The responses of children are very similar to the findings obtained through the survey of parents (see Chapter 2). As shown in Graph 26, most households (71%) have two or more television sets. The largest proportion of households (41%) has two televisions. However, almost one in three (30%) has three or more televisions.

Households with 11–13-year-olds are more likely to have three or more televisions. This suggests that as children get older more television sets are acquired, possibly to accommodate for different viewing preferences in households.

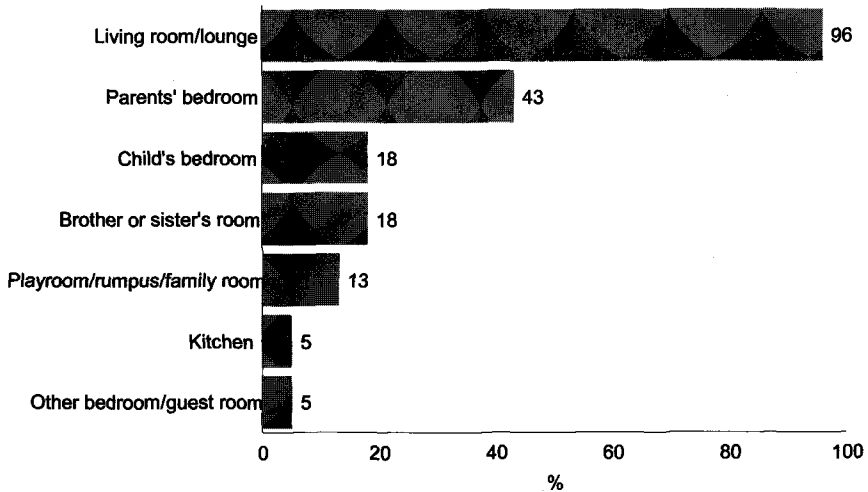
**Graph 26: Number of Televisions in Households**



Base: All respondents (752)  
Question reference: Q2

The children interviewed report that a majority of households have a television in the lounge (96%). As can also be seen from Graph 27, the second most common place is the parents' bedroom (43%), followed by the child's own bedroom (18%) or a sibling's bedroom (18%). Children who have a television in their bedroom tend to be 11–13-year-

**Graph 27: Location of Television Sets**



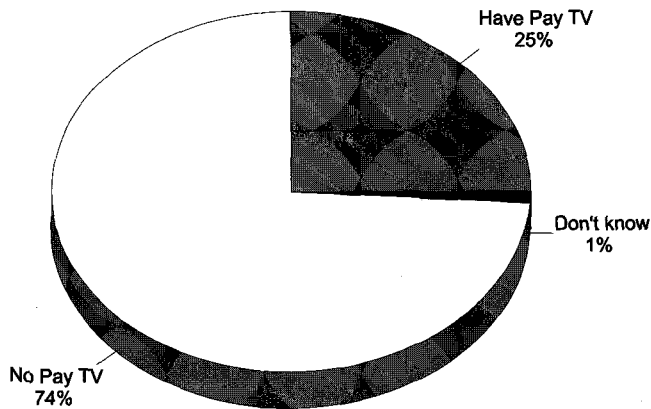
Base: All respondents (752)  
Question reference: Q3



olds who live in households which have three or more televisions, and have a sibling who also has a television in his or her bedroom.

One in four households (25%) are reported to subscribe to Pay TV (see Graph 28). Households that subscribe to Pay TV tend to have three or more televisions, including one in the child's bedroom. It is unlikely that children receive Pay TV in their bedroom as the decoder is usually connected to the television set in the lounge.

**Graph 28: Subscription to Pay Television**



Base: All respondents (752)  
Question reference: Q2

The incidence and use of video recorders can be used to determine the proportion of 6–13-year-olds who have the opportunity to record television programmes outside their normal viewing hours. Table 12 shows the level of VCR use. Nine in ten (89%) households have a video recorder, and approximately one in three children (36%) reported watching a taped television programme during the week preceding the survey.

**Table 12: VCR Use in Week Preceding the Survey**

VCR Use	% of children
Yes	36
No	52
Don't know	1
Do not have VCR	11

### Television viewing behaviour

This section discusses the television viewing behaviour of children in terms of the times of day they watch, how these times vary between weekdays and weekends, and how viewing varies according to age. It also examines whether or not bedtimes are related to viewing times. (For the graphs referred to in this section, see pages 73–77.)

As Graph 29 displays, apart from Saturdays, viewing television is much more common after dinner than in the mornings. However, almost half of the children (46%) report watching on a school morning. Given that all the children surveyed are of school age, this is a notable proportion. On the whole, children who report watching television on Monday to Thursday mornings are 6–7-year-olds. There appear to be no significant age-group differences among those who watch television on Friday morning.

Children were also asked at what specific times they watched television programmes. Graph 30 shows the proportion of 6–13-year-olds watching a television programme in each of five different time periods: 3:30–5:59pm; 6:00–6:59pm; 7:00–8:29pm; 8:30–9:29pm; and 9:30pm onwards. Importantly, the figures presented in this graph show that a substantial number of children watch beyond the 8:30pm watershed, particularly on Friday and Saturday nights. This finding will be revisited later in this chapter.

As a measure of the extent to which parents are able to influence what their children watch, children were asked with whom they watched programmes the day before the interview. Across the total sample of children, the findings cover all days of the week. Graph 31 shows, for each time bracket, the proportion of children who watched at least one programme alone, at least one programme with a sibling or friend, or at least one programme with a parent or an adult. Those who watched with a sibling or friend and with a parent or adult are recorded in both categories. For example, between 6:00 and 6:59pm, 71% of children watched television with a friend or sibling. Some of these children may also have watched television with an adult during that same time period.

Graph 31 shows that adult presence increases incrementally during the period from 3:30pm to 7:00pm. After 7:00pm, adult presence remains consistent. Beyond 8:30pm a significant number of children (29% between 8:30 and 9:29pm, and 17% from 9:30pm onwards) report watching television. Of those children, almost half watch at least one programme without adult supervision from 8:30pm onwards (48% between 8:30 and 9:29pm, and 45% from 9:30pm onwards).

Approximately one in five children watch at least one programme alone from 8:30pm onwards (19% between 8:30 and 9:29pm, and 15% from 9:30pm onwards). Children who watch alone between 8:30–9:29pm are most likely to be 11–13-year-olds, and have a television in their own bedroom. Children who watch from 9:30pm onwards without adult supervision tend to live in households with Pay TV.

The times at which children reported they stopped watching television were used to calculate the proportion of children still watching at each point in time shown on the horizontal axis in Graph 32. For example on a Saturday night, 62% of children aged 6–13 are still watching television at 8:30pm or later.

On weekdays (Monday to Thursday) and Sundays children stop watching television

considerably earlier. Fewer children are still viewing at 8:30pm, which is the 'Adults Only' watershed (26% on weekdays and 24% on Sundays), and even fewer are viewing at 9:30pm (8% for both).

On Friday and Saturday, more children view later than on weekdays and Sundays. Children stay up later on Saturdays than on Fridays. After the 8:30pm watershed, 62% are still viewing on a Saturday (compared to 51% on Friday), and almost one in two children (44%) are still viewing from 9:30pm onwards (compared to 29% on Friday).

Children who watch television after 8:30pm on a Monday to Thursday tend to be from households with multiple television sets. These children report having a television set in their bedroom. They also report living in households with three or more children aged 6–13, and having Pay TV.

The following four graphs (33–36) highlight the differences in viewing patterns for three age groups: 6–7-year-olds; 8–10-year-olds; and, 11–13-year-olds. The sample sizes for Friday, Saturday and Sunday are quite small, especially for 6–7-year-olds. Therefore the results for these days are indicative only. Not surprisingly, the results suggest that older children watch television later than younger children. However, on Friday and Saturday nights, which have already been identified as the nights on which children tend to watch until much later, 8–10-year-olds tend to watch television until almost as late as 11–13-year-olds.

On a Friday, three out of five children aged 8–13 are still watching television at 8:30pm or later, and one in three are still watching at 9:30pm or later. On a Saturday, seven out of 10 children aged 8–13 are still watching television at 8:30pm or later, and almost half are still watching at 9:30pm or later.

As Graph 37 shows, most children go to bed within half an hour of stopping watching. To investigate the extent to which there is potential for unintentional exposure to programmes, children in the survey were asked: 'What time did you go to bed last night?' Graph 37 also shows the gap between the time children report that they stop watching television and the time they go to bed. For example, if a child watches television until 7.00pm and goes to bed at 9.00pm, then there is a time gap of two hours. It is this gap of two hours which is shown in Graph 37.

Overall, patterns are similar across the week. For the majority of children, the time they stop watching television is closely related to their bedtime, with around three in five going to bed within half an hour of stopping watching television. On Saturdays, when children view television later than on any other day of the week, children are much more likely to go to bed within half an hour of the end of viewing than any other day. Depending on the day, between 6% and 12% of children go to bed and continue to watch television in their bedroom.

### **Television content**

This section examines what children are watching on television, including an analysis by programme genre, programme classification, and whether the programme was aired on Pay TV or a free-to-air channel. The section also investigates with whom children watch the programmes.

Children were shown relevant programme-guide pages from the *New Zealand Listener* and asked which television programmes they had watched in the preceding two weekdays and two weekend days prior to the interview. Only programmes they reported watching between 3:30pm and 10:30pm were recorded. Any programme watched was noted, even if the child only saw a little of it.

The results indicate that children mainly watch children's television programmes, comedy, and drama (see Graph 38 on page 77). This is particularly the case during the week. On the weekend, however, comedy programmes clearly attract the largest audience. On a Saturday the feature film is also popular, while on a Sunday documentaries are popular with almost half the children.

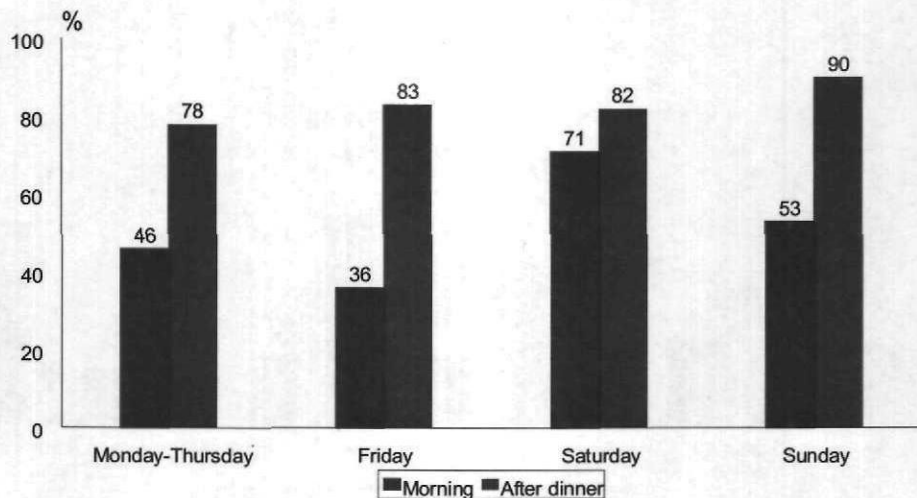
In terms of actual programmes, feature movies and *The Simpsons* were the most commonly watched television programmes screening during the period when the survey was conducted (see Table 13).

**Table 13: Most Commonly Watched Programmes**

<b>TV Programmes Watched</b>	<b>% of children</b>
<i>Bean – The Ultimate Disaster Movie</i>	58
<i>Jurassic Park</i>	49
<i>The Simpsons</i>	46
<i>The Amazing Panda Adventure</i>	42
<i>Shortland Street</i>	39
<i>Jumanji</i>	38
<i>Pokemon</i>	38
<i>What Now? PM</i>	36
<i>Hey Arnold</i>	34
<i>The Wild Thornberrys</i>	33
<i>Friends</i>	31
<i>Australian Popstars</i>	31
<i>Sister Sister</i>	30
<i>Angus</i>	28
<i>Home and Away</i>	27
<i>Rugrats</i>	26

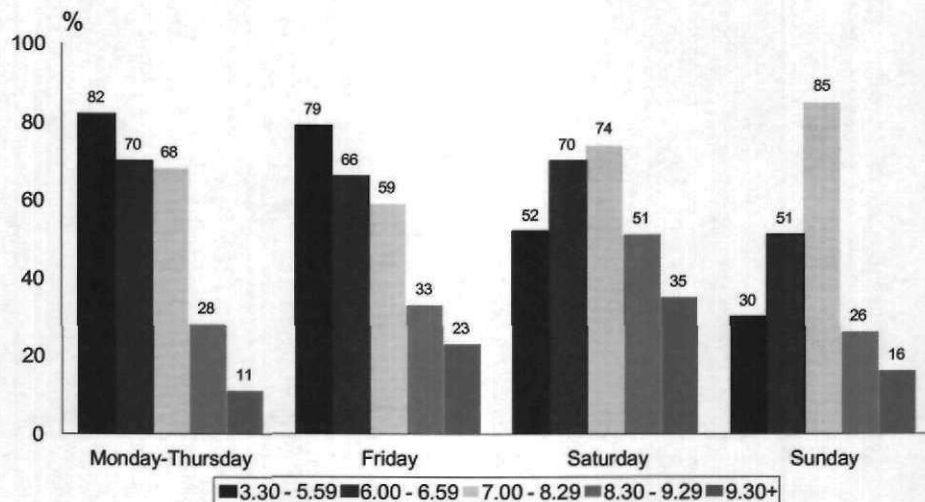
Approximately one in eight children view Pay TV during the weekend, as is shown in Graph 39 (see page 78). Children predominantly watch free-to-air television during weekdays. Approximately one in ten, however, also watch Pay TV during weekdays.

**Graph 29: Children's Television Viewing by Day of the Week**



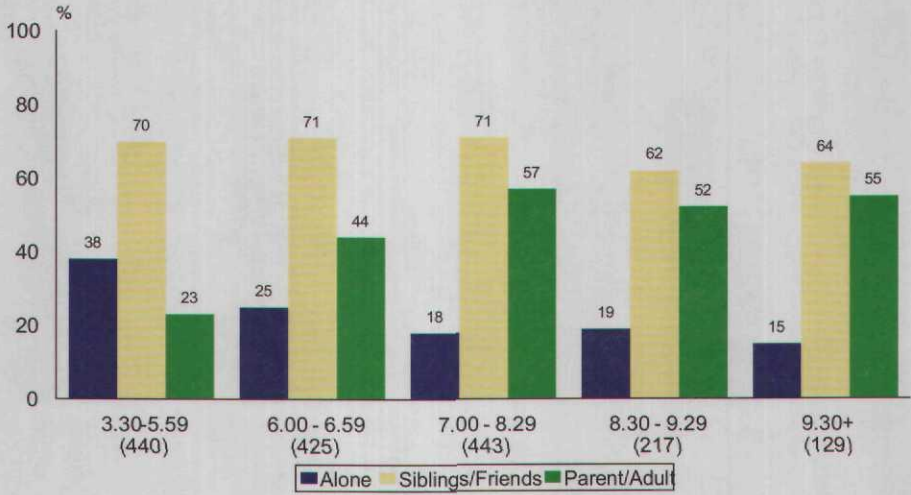
Base: Respondents asked about Monday-Thursday (435), Friday (108), Saturday (108), Sunday (101)  
 Question reference: Q6 and Q7a

**Graph 30: Children's Daily Television Viewing Hours**



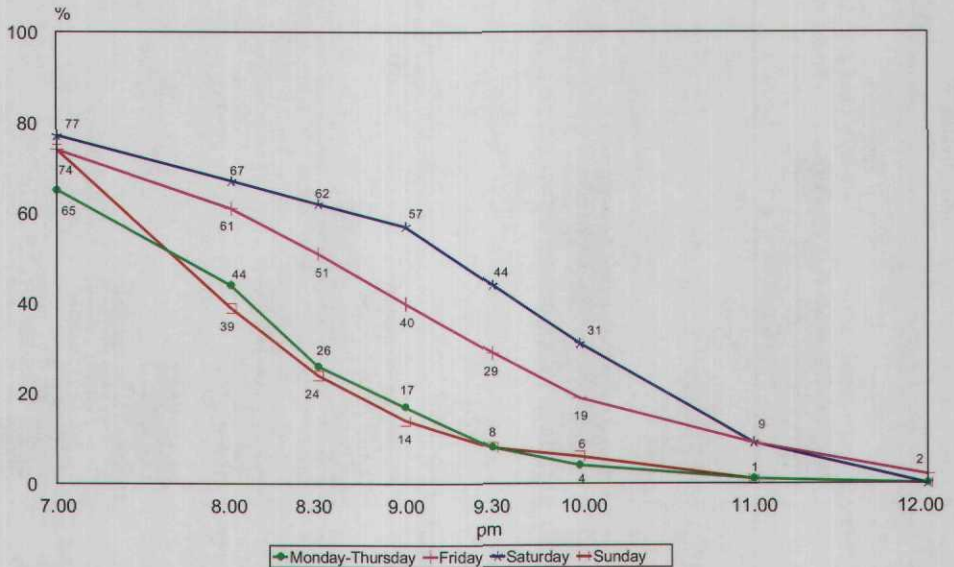
Base: Asked about Monday-Thursday (698), Friday (379), Saturday (577), Sunday (570)  
 Question reference: Q8

**Graph 31: Presence of Adult by Viewing Time**



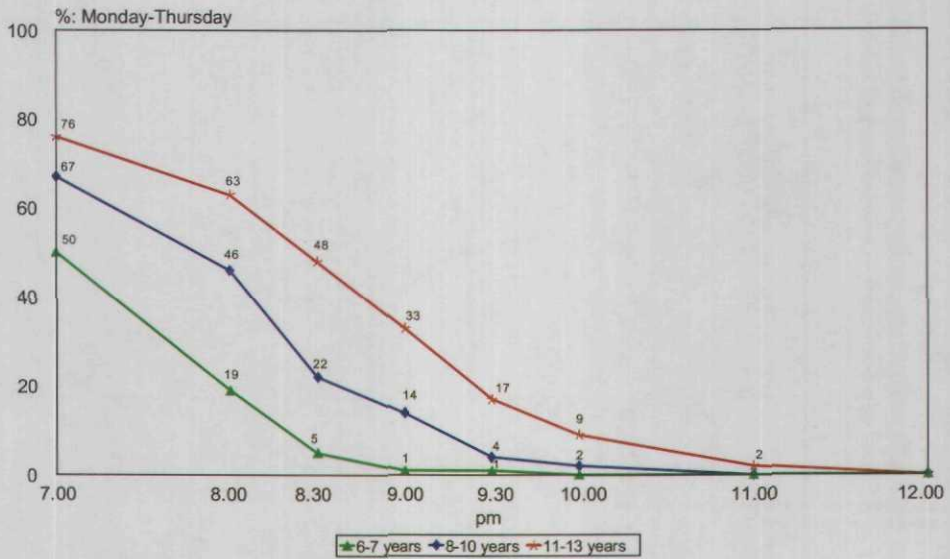
Base: Watched at specified time (see numbers in brackets above)  
 Question reference: Q9

**Graph 32: Children Still Viewing at ...**



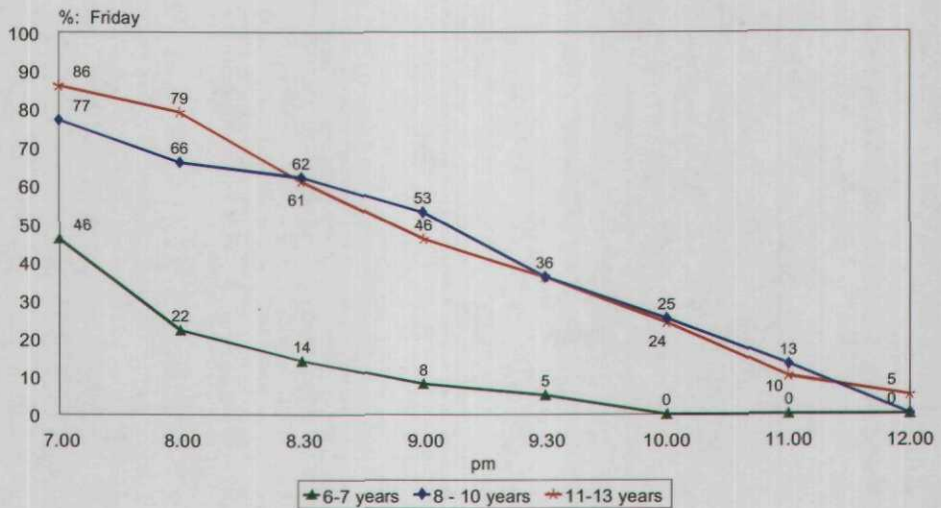
Base: Respondents asked about Monday-Thursday (435), Friday (108), Saturday (108), Sunday (101)  
 Question reference: Q7c

**Graph 33: Monday–Thursday: Children Still Viewing at ...**



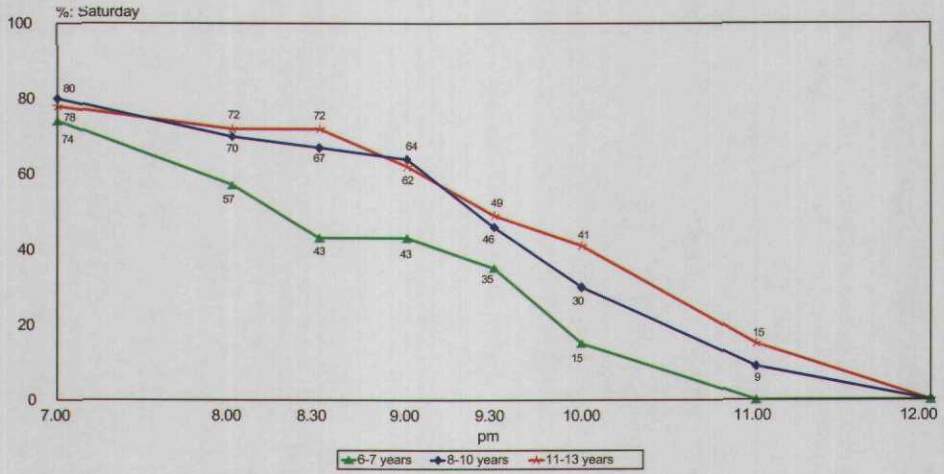
Base: Respondents asked about Monday-Thursday, aged 6-7 (111), 8-10 (173), 11-13 (151)  
 Question reference: Q7c and Q1

**Graph 34: Friday: Children Still Viewing at ...**



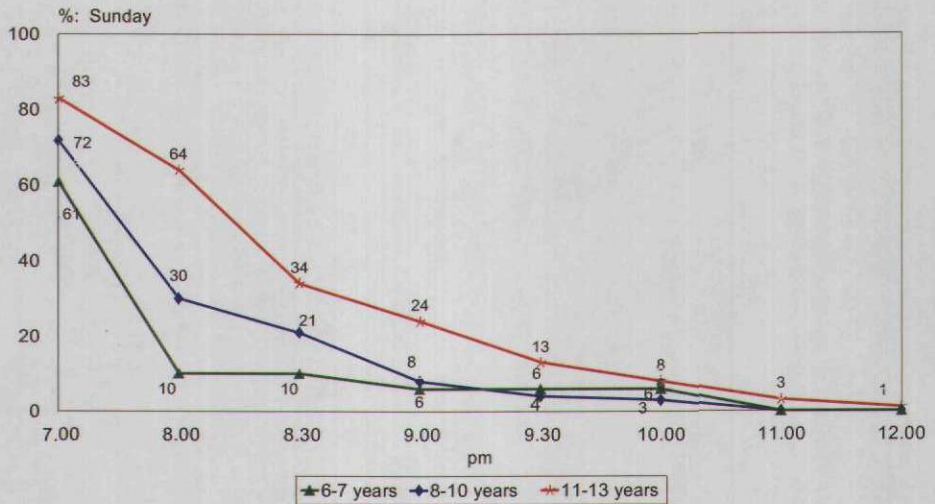
Base: Respondents asked about Friday, aged 6-7 (26), 8-10 (39), 11-13 (43)  
 Question reference: Q7c and Q1

**Graph 35: Saturday: Children Still Viewing at ...**



Base: Respondents asked about Saturday, aged 6-7 (23), 8-10 (40), 11-13 (45)  
 Question reference: Q7c and Q1

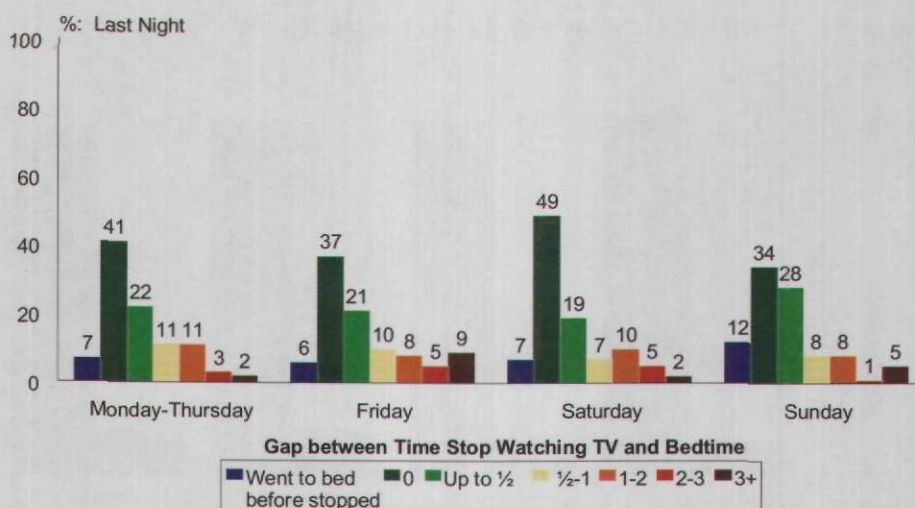
**Graph 36: Sunday: Children Still Viewing at ...**



Base: Respondents asked about Sunday, aged 6-7 (21), 8-10 (41), 11-13 (39)  
 Question reference: Q7c and Q1

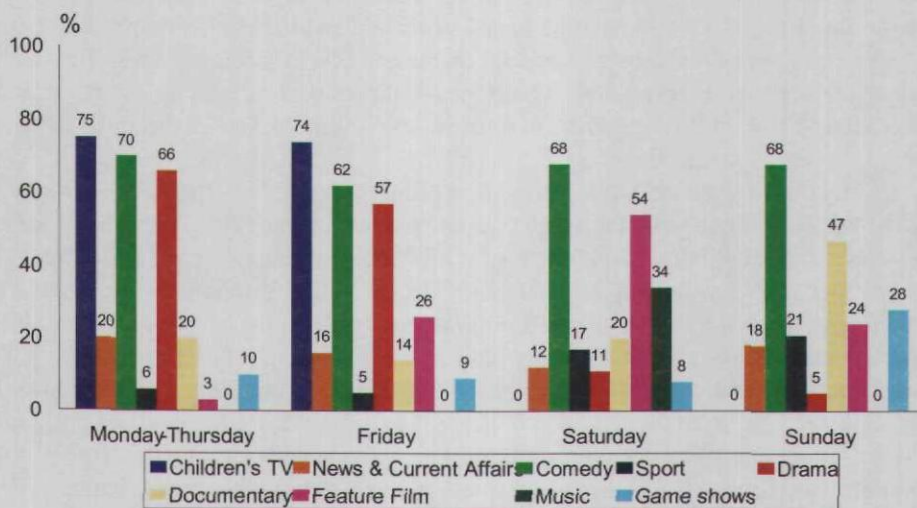


**Graph 37: Gap between Time of Stopping Watching TV and Bedtime**



Base: Watched TV Monday-Thursday (341), Friday (92), Saturday (87), Sunday (86)  
 Question reference: Q16a and Q7c

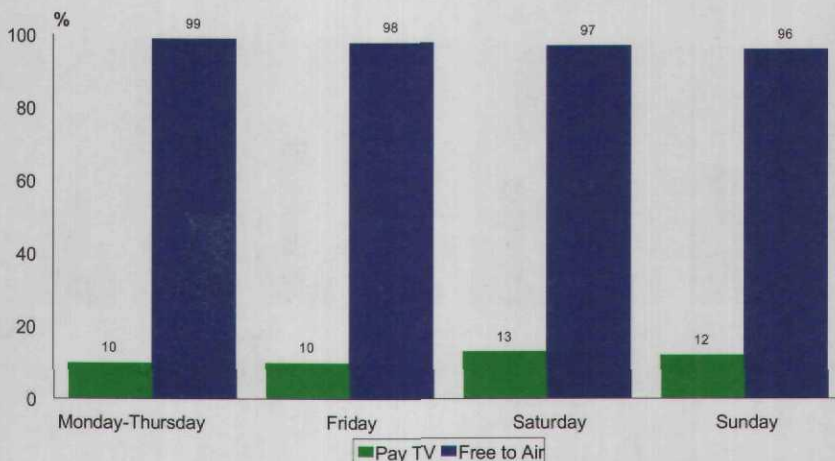
**Graph 38: Viewing Content by Programme Genre**



Base: Asked about Monday-Thursday (692), Friday (379), Saturday (577), Sunday (570)  
 Question reference: Q8

This does not change significantly across the various days of the week.

**Graph 39: Viewing Content by Pay TV vs. Free-to-Air TV**



Base: Asked about Monday-Thursday (698), Friday (387), Saturday (601), Sunday (591)  
Question reference: Q8

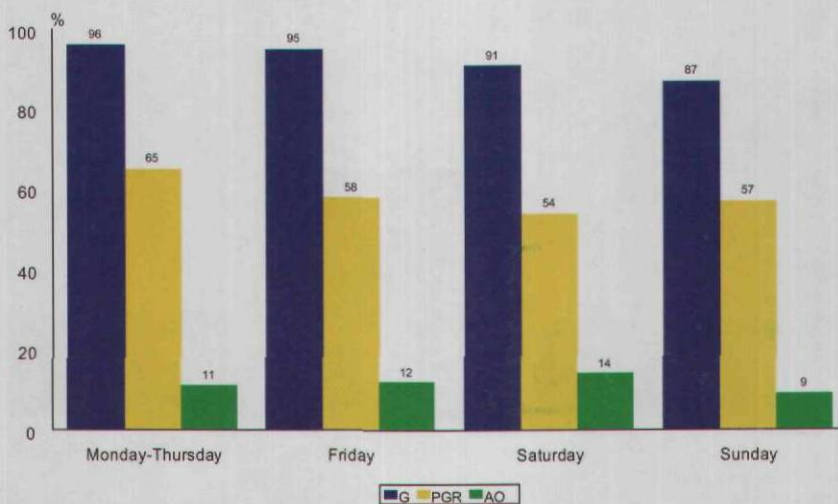
Viewing patterns with regard to programme classifications do not alter substantially across the various days of the week. The vast majority of children watch G-classified programmes. Between half and two-thirds watch PGR-classified programmes, and approximately one in eight watch AO-classified programmes (see Graph 40). Further analysis finds that children who watch AO-classified or PGR-classified programmes are, on the whole, likely to be aged 11–13 years and have a television in their bedroom.

As a measure of the extent to which parents are able to influence what their children watch, children were asked with whom they watched each programme. Presence of an adult alters little with programme classification. Graph 41 shows the results based on each programme classification.

Of those who watched an AO-classified programme, 55% watched at least one AO-classified programme with adult supervision, and one in five (20%) watched at least one AO-classified programme alone. PGR-classified programmes show a similar trend, with one in five (19%) watching at least one PGR-classified programme alone, and 52% watching at least one PGR-classified programme with adult supervision. Older children tend to watch PGR-classified programmes alone. Children who report watching PGR-classified programmes alone tend to be 11–13 years old, and have a television in their own bedroom. Furthermore, children in larger families watch PGR-classified programmes without adult supervision. Older children (11–13-year-olds) with a television in their bedroom tend to watch AO-classified programmes without adult supervision.

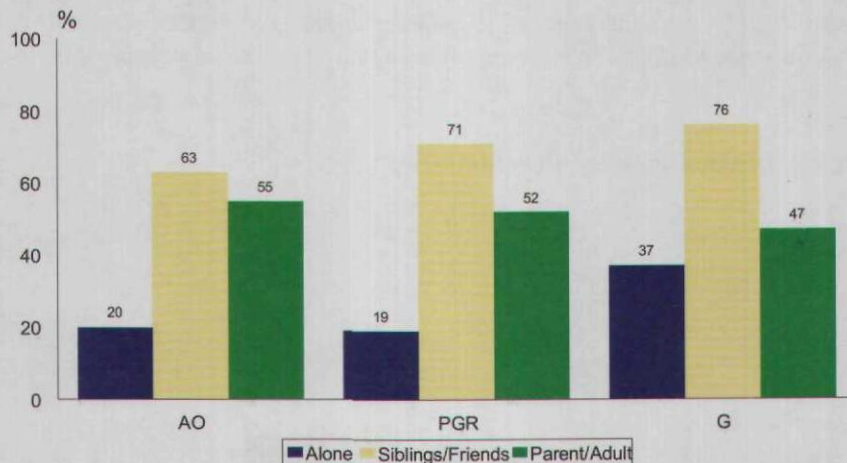
The following analysis assesses the proportion of all programmes (of a particular classification type) which are watched alone, with siblings or friends, or with adult

**Graph 40: Viewing Content by Programme Classification**



Base: Asked about Monday-Thursday (692), Friday (379), Saturday (577), Sunday (570)  
 Question reference: Q8

**Graph 41: Presence of an Adult by Programme Classification**

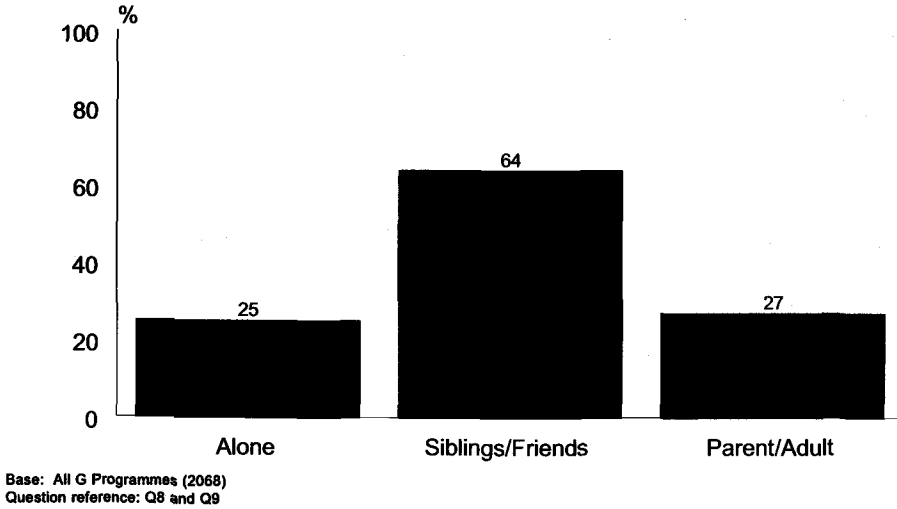


Base: Watched AO (68), PGR (395), G (614)  
 Question reference: Q9

supervision. The following graphs (42–44) look at each classification (AO, PGR, and G) separately.

Predictably, the majority of G-rated programmes are viewed without an adult. Graph 42 shows that, of all the G-classified programmes watched, one in four (25%) are watched by children alone, and the majority of such programmes (73%) are watched without adult supervision.

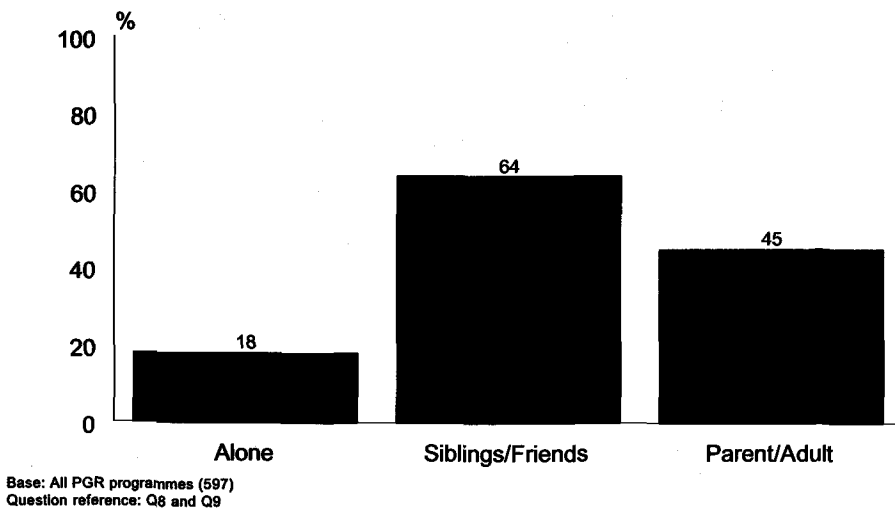
**Graph 42: G-Classified Programmes**

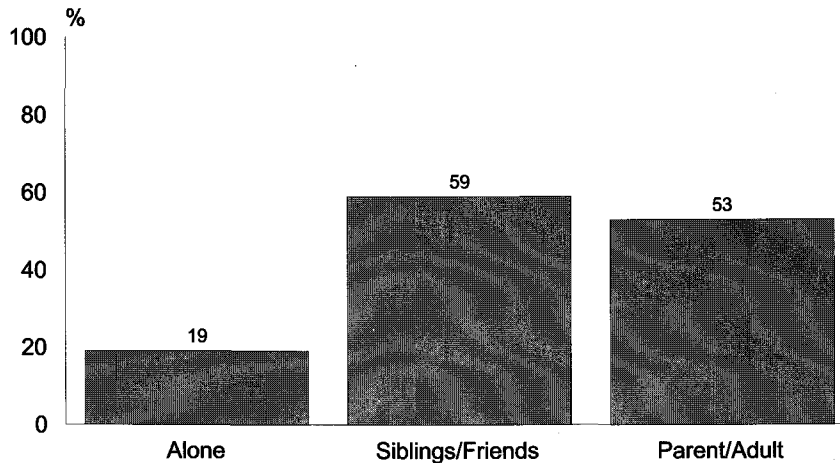


Under half (45%) of PGR-rated programmes are viewed with an adult. Graph 43 depicts that, of all PGR-classified programmes watched, one in five (18%) are watched by children alone, and over half (55%) are watched without adult supervision.

As Graph 44 demonstrates, of all AO-classified programmes watched, one in five (19%) are watched alone. These results are very similar to the proportion of PGR-classified

**Graph 43: PGR-Classified Programmes**



**Graph 44: AO-Classified Programmes**

Base: All AO programmes (76)  
Question reference: Q8 and Q9

programmes watched alone, suggesting that children (and their parents) make little distinction between PGR and AO-classified programmes, as almost half (47%) of AO-rated programmes are watched without adult supervision.

### Children's attitudes to watching television

Children's attitudes towards television viewing and programme content reveal that television is watched primarily for entertainment. Table 14 shows the results grouped into categories of what children perceive to be positive aspects of television. As children could make more than one comment, percentages exceed 100. In answering 'What's good about watching television?', children were free to give any comment they wished, and they did not have any suggestions read out to them.

Entertainment and enjoyment (76%) are by far the most commonly mentioned positive aspects of watching television. More specifically, children say television is fun and makes them laugh. For one in three (38%), it is also something to do to fill in time or to combat boredom, and a similar proportion (29%) mention an educational aspect to watching television. The results are not specific to New Zealand children as similar attitudes are expressed by British children (Livingstone and Bovill, 1999). Children who mention that television provides 'something to do' or is educational tend to be 11–13-year-olds. There are no significant age differences among those who say television is entertaining.

Children were also asked what sort of things they thought were not good for children their age to see on television (see Table 15). Again, this table shows the results grouped into various categories and multiple responses have produced percentages that exceed 100. As above, children were free to give any comment they wished to give, and they did not have suggestions read out to them.

**Table 14: Positive Aspects of Watching Television**

<b>Positives about Watching TV</b>	<b>% of children</b>
<b>Entertainment/Enjoyment</b>	<b>76</b>
Fun/makes me laugh	45
Entertaining	23
Exciting/adventure	4
It's cool	4
<b>Something to do</b>	<b>38</b>
Something to do	18
If don't watch TV I get bored	11
Nothing else to do	9
<b>Educational</b>	<b>29</b>
Learn things/education	29
<b>Other</b>	<b>13</b>
Relaxing, for example after school/in-between homework	5
Miscellaneous	8
Nothing/don't know	10

The most commonly mentioned negative aspects are violence (55%), bad language (31%), sexual or 'rude' things (28%), and scary content (21%). 'Adult' programmes are mentioned by one in five (21%) and, judging by the specific programmes mentioned, are perceived to include programmes such as *Shortland Street*, *South Park* and *Coronation Street*.

To determine why children feel certain content is negative, children were asked why they thought that 'kids your age' should not see these things on television. Table 16 on page 83 shows the results. Children believe that certain programmes should not be watched primarily because children may imitate the behaviour (50%) or become frightened or upset (37%). For one in six, the latter can mean nightmares (17%).

### **Control of television viewing**

As an indication of who decides what to watch, children were asked who was in charge of the remote control after dinner the night before the survey. In a third of evening viewing situations (34%) a parent or adult is in charge of the remote control. In one in four cases (23%) the child is in control. To a lesser extent, another child is in control of the remote (14%), and for 6% the remote is shared. One in six (17%) have no remote control (see Table 17 on page 84).

**Table 15: Negative Aspects of Watching Television**

<b>Negatives about Watching TV</b>	<b>% of children</b>
<b>Violence</b>	<b>55</b>
Violence	28
Killing	15
Fighting	12
<b>Bad Language</b>	<b>31</b>
Swearing	17
Bad language	14
<b>Sexual/'Rude' things</b>	<b>28</b>
Rude things	15
Sex/naked people	13
<b>Scary things</b>	<b>21</b>
Scary/spooky things	18
Horror/horror movies	3
<b>Adult programmes</b>	<b>21</b>
<b>Programmes with warnings/ratings</b>	<b>5</b>
Programmes that have warnings	3
R18 programmes	2
<b>Specific programmes</b>	<b>4</b>
<b>Other</b>	<b>21</b>
<b>Nothing/Don't know</b>	<b>10</b>

**Table 16: Concerns about Television Content**

<b>Reasons for Concern</b>	<b>% of children</b>
<b>Imitation</b>	<b>50</b>
Might copy	35
Bad influence/get bad ideas	15
<b>Become frightened/upset</b>	<b>37</b>
Get scared	20
Nightmares	17
<b>Other</b>	<b>30</b>
Not old enough	14
Might not understand what is happening	6
Don't need to know about these	5
Other	5
Nothing/Don't know	14

**Table 17: Control of the Remote**

Control of Remote	Watched TV 'Last Night' %
Parent/other adult	34
Child	23
Sibling/other child	14
Nobody – share	6
Don't know	6
No remote control	17

Children were also asked about their perceptions regarding the regulation of their viewing behaviour at home. To determine what types of limitations parents and caregivers place on television viewing, children were asked if there were any rules about watching television in their household. It transpires that almost all households have television viewing rules. Table 18 below shows the results.

**Table 18: Rules about Television Viewing**

Household has rules about watching television	%
Yes	96
No	4

Almost all households (96%) have some form of rules about watching television. Households which do not have rules tend to be families with only one child. To determine further what the household rules entail, children were questioned about the types of rules currently in place. Table 19 details the results.

The most common rules relate to not being allowed to watch at particular times (52%). More specifically, 19% of children are not allowed to watch television after bedtime, and 15% are not allowed to watch in the mornings. Two in five (41%) are not allowed to watch if they have other priorities, particularly homework (28%), chores (10%) or getting ready for school (9%). One in four children (24%) are not allowed to watch certain programmes, particularly those deemed to be 'adult' programmes (12%). Specific programmes mentioned give an indication of what parents do not like their children to see, and what types of programmes may be considered 'adult' programmes, for example *WWF*, *Shortland Street*, *Home and Away*, *Charmed*, *The X-Files* and *Coronation Street*. Some of these programmes are similar to those mentioned by parents as being inappropriate for children to watch (see Chapter Two).

Children who say that adult programmes are not good for children to watch tend to have this as a rule in their household. This suggests that some children have internalised parental rules or agree with their parents that these programmes are not good for them or others children to see. Of all children, 11–13-year-olds are most likely to have parents challenge their choice of programme. Children of these ages become more autonomous



**Table 19: Type of Household Rules**

<b>Types of Viewing Rules</b>	<b>% of children</b>
<b>Not allowed to watch at particular times</b>	<b>52</b>
Not allowed to watch TV after bedtime	19
Not allowed to watch TV in the mornings	15
Not allowed to stay up late	12
Not allowed to watch TV at dinnertime	6
<b>Not allowed to watch if have other priorities</b>	<b>41</b>
Homework	28
Chores	10
Getting ready for school	9
<b>Not allowed to watch certain programmes</b>	<b>24</b>
Adult programmes	12
<b>Not allowed to watch as a punishment</b>	<b>10</b>
If I'm naughty	10
<b>Rules about controlling the TV/Remote</b>	<b>5</b>
<b>Other</b>	<b>25</b>
<b>Don't know</b>	<b>1</b>
<b>No rules</b>	<b>4</b>

and quite selective about television content. Their independence often draws parental criticism. As they begin to explore new life experiences and test boundaries, they frequently encounter opposition from parents and other adults.

Younger children mention that they are not allowed to fiddle with the television or the remote control. There are no significant age differences for other rules.

### **Classifications and watershed**

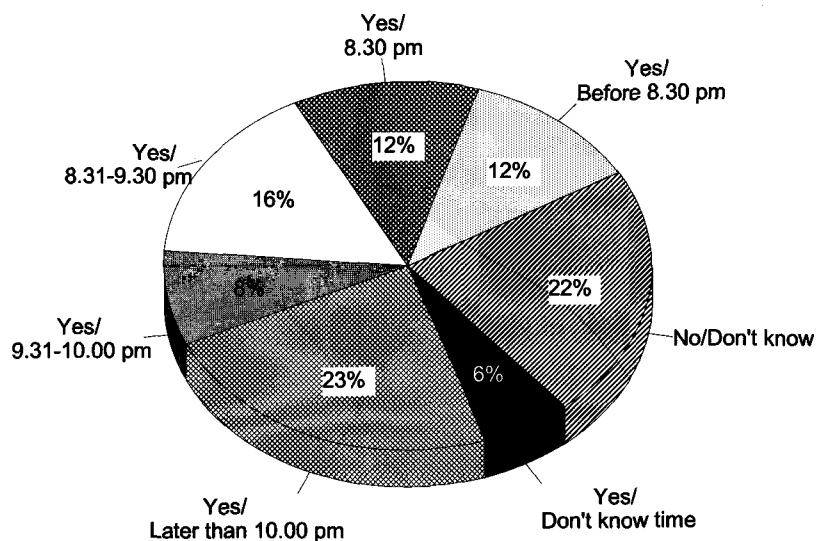
This section investigates the way in which children determine the suitability of a television programme and, in particular, whether or not classifications and the watershed are part of their decision-making process. Ideally, consumers use warnings and classifications to determine the suitability of a programme. In order to establish which strategies children use to decide the suitability of television programming, children were asked how they determine when a programme is not suitable for children. Table 20 shows the results.

Warnings (44%), classifications (AO – 33%, and to a much lesser extent PGR – 7%), and R-ratings (16%) are most widely used to determine a programme's suitability. Parents or other adults saying a programme is not suitable is mentioned by 14% of children. Older children tend to mention AO classifications and R-ratings. By contrast, children who mention that 'Mum and Dad say so' are more likely to be 6–7 years old.

**Table 20: Use of Classifications and Watershed**

	%
<b>Warnings/Classifications/Ratings</b>	
Warning/message on television	44
AO programme	33
R rating/restricted age rating	16
PGR programme	7
<b>Mum/Dad/other adult say so</b>	14
<b>Other</b>	
Content unsuitable/yucky	14
<b>Don't know</b>	12

To discover whether or not children have any recognition of the watershed, children were asked whether they thought there was a certain time of night when programmes start that are not suitable for children to watch. They were then asked whether they knew what time of night this was. Responses from these questions are summarised in Graph 45, and are based on the total sample.

**Graph 45: Time that Unsuitable Programmes Begin**

Base: All respondents (752)  
Question reference: Q14a and Q14b

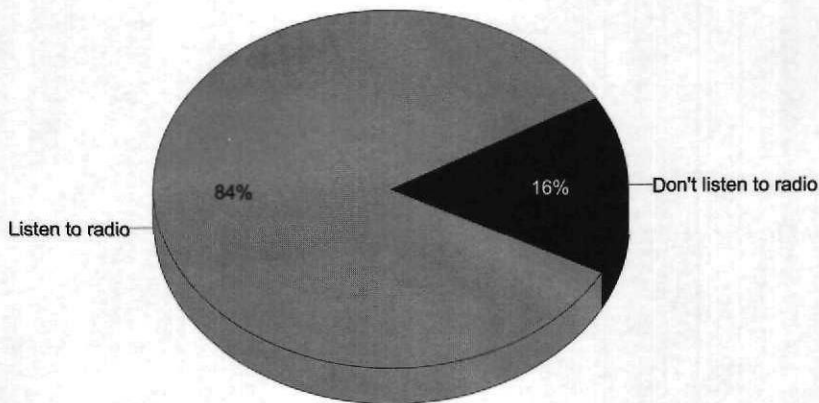
Almost four in five children (78%) believe there is a certain time of night when programmes start that are unsuitable for children. For almost half (47%), however, that

time is later than 8:30pm, with almost one in four (23%) mentioning a time later than 10:00pm. This is consistent with recent research findings in the United Kingdom where one in four children suggest that the UK watershed be moved from 9:00pm to 10:00pm (see Livingstone and Bovill, 1999). Children who mention 8:30pm, as well as those who give a time later than 8:30pm, tend to be older children aged 11–13 years. In general, younger children are unable to nominate a time for adult programming.

### Radio listening habits

This section discusses children's radio listening behaviour. Children were asked whether or not they listened to radio. As Graph 46 depicts, just over four in five children (84%) listen to radio.

**Graph 46: Radio Listenership**



Base: All respondents (752)  
Question reference: Q15a

Table 21 below shows the listenership results by radio format based on the total sample. Current hits, contemporary and mainstream stations are the most popular with children aged 6–13 years. This is similar to the stations parents report their children listen to (see Chapter 2). Also, children listen at a variety of times. Graph 47 shows the results for three time periods, based on the total sample.

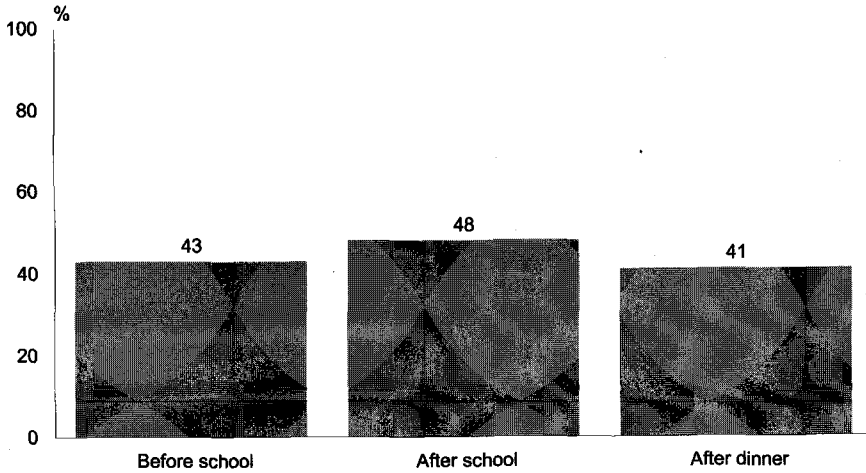
Listenership is reasonably consistent across all three periods in the day, although slightly more children tend to listen after school. Of all children participating in the survey, 11–13-year-olds are most likely to listen to the radio, and this includes at breakfast, after school, and during the evening.

One in five listen to the radio at 8:30pm or later. Twenty-five per cent of children are listening at 8:00pm or later. Not surprisingly, listenership is much lower than television viewing. One in three (30%) are listening at 7:00pm and this drops to one in five (21%) by 8:30pm, and to one in ten (9%) by 9:30pm (see Graph 48 on page 89).

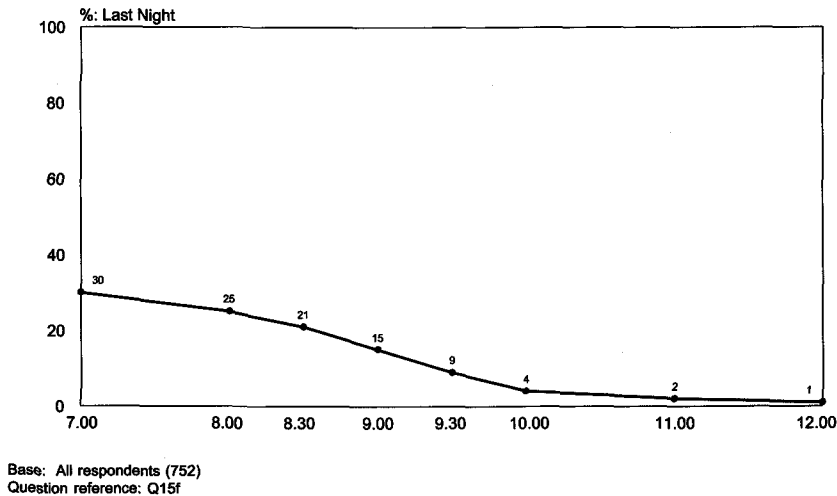
**Table 21: Radio Listening by Format**

Radio Format Streams	%
Current hits	16
Mainstream	14
Contemporary	13
Niche	8
Soft	3
New Rock	3
Rock	3
Talk	2
Public radio	1
Gold	1
Alternative	1
Miscellaneous	5
Don't know	14
Don't listen to radio	16

**Graph 47: Radio Listening Hours**



Base: All respondents (752)  
 Question reference: Q15c and Q15d and Q15e

**Graph 48: Children Still Listening at ...**

## Conclusion

This chapter has reported the findings of a nation-wide face-to-face survey of children, conducted in February–March 2000. As with the survey of parents (see Chapter 2), the children's survey reveals that most children in New Zealand live in multiple-television households. A television in the child's bedroom is not uncommon, particularly among older children. Children who have a television in their own bedroom tend to have siblings who also have their own television sets in their bedrooms. Radio may also be part of the multi-media bedroom. However, compared to television, younger children are not active radio listeners. Radio use tends to increase among children older than 10. Whereas with radio programming children tend to follow their parents' station preferences, their use of television follows a far more distinct pattern.

The research found that a significant number of children watch television in the morning on a weekday. Overall, children tend to finish watching television earlier on nights before school, and to watch later on Friday and Saturday nights. Four in ten children are regularly viewing after 9:30pm on a Saturday night, and about half are viewing after 8:30pm on a Friday night. One-third is still viewing at 10:00pm or later on a Saturday night. Perhaps not surprisingly, younger viewers (that is, those aged 6–7 years) generally tend to stop viewing earlier than older children. However, on a Saturday one third of younger children appear to be viewing after 9:30pm. Almost half of those aged 8–13 years are viewing at 9:30pm or later in the evening on Saturday.

Children tend to watch television either with siblings or by themselves before 6:00pm. From this time onwards the amount of parental or adult supervision increases, peaking at 7:00pm at which time over half of children are watching with an adult. Generally, bedtime indicates the time children stop watching television.

The most popular programme genre is children's television, followed by comedy and

drama. The Saturday feature film is popular with over half the children surveyed, and to a slightly lesser extent Sunday documentaries. Approximately one in 10 watch Pay TV. A majority of children watch G-classified programmes, and at least half watch PGR-classified programmes. Around one in eight watch AO-classified programmes. Viewing AO-classified programmes is more common among older children, and among those who have a television in their own room. Among those who watch AO-classified programmes, almost half have no parental supervision.

When asked about the positive aspects of viewing television, the majority of children spontaneously talk about its entertainment value. The next most common positive aspect they report is that it provides 'something to do to fill in time' or combats boredom. However, nearly one-third comment on some aspect of television's educational merits. With regard to undesirable content, violence is most frequently mentioned, followed by sexual or 'rude things', bad language, and 'scary things'. Scary content is particularly an issue for younger children. Children believe content can be undesirable because (younger) children may imitate bad behaviour. The other main concern expressed is that children may become frightened and upset, with about one in five specifically mentioning nightmares.

To sum up, the multiple television environment of many New Zealand households – especially the existence of television sets in children's bedrooms and playrooms – leads to individualised viewing for many children. This includes notable proportions watching without adult supervision during the evening (including both PGR and AO-classified programmes). On Friday and Saturday nights, viewing programmes later in the evening (after 9:30pm) is relatively common, even for younger children. The implications for parents, broadcasters and regulators will be explored in the Conclusion.

# Conclusion

This research concludes that New Zealand children (notably those aged between 10–13 years) consume various television genres for different reasons, and often without adult supervision. Children regularly view programmes with adult themes, within an environment where they feel empowered (such as their bedroom) and frequently beyond the 8:30pm watershed, especially on Friday and Saturday nights. Indeed, parents report that 85% of children aged 10–13 years watch television after 8:30pm on Friday and Saturday evenings.

In addition, this research identifies that children do not passively interact with television; for the most part they actively self-select and control their viewing, and they articulate clear ideas about what is harmful and unsuitable content for themselves and their more junior peers. Like parents, children find violence on television both distasteful and disturbing. Interestingly, children aged 10–13 years articulate quite mature attitudes when discussing violent television content. They express concerns about violence, not so much for themselves, but for younger children who may experience nightmares, or more importantly, may mimic or copy violent television content in their everyday behaviour.

Children exhibit a significant degree of autonomy and independence regarding their television viewing habits. While almost all New Zealand households have rules regarding television, and children are acutely aware of what these rules are, they will often circumvent parental rules to view the kind of television they want to. Seventy-three per cent of children aged 10–13 years report that they regularly watch AO or PGR television. However almost half of those acknowledge that such viewing is achieved without an adult present.

New Zealand children watch on average 1 hour and 40 minutes of television a day. Seventy-five per cent of children report watching television for entertainment because it makes them laugh, and is fun, exciting and adventurous. As already mentioned, children are often quite discerning about their viewing and will consume various forms of television ranging from children's programmes to adult comedy and drama. This viewing is not confined to their desire for entertainment but also includes programmes that provide learning. Almost one-third of New Zealand children state that they watch television for educational reasons – notably documentaries and nature programmes. The educational

effects of television have been demonstrated in international research, especially when children view material that is not readily accessible from alternative sources (van der Voort *et al.*, 1998).

This research also confirms the existence of what has been termed a 'bedroom television culture' (Livingstone, 1998). Parents report that one in four New Zealand children have a television in their bedroom. Parents often report that multiple television sets resolve household conflicts over viewing. As a result, 25% of New Zealand children regularly watch television, sometimes beyond the 8:30pm watershed, on sets in their bedrooms. The bedroom is often a place where children retreat to view 'their kind' of television or to share their bedroom viewing experience with siblings or friends. This separation of viewing from parents – whether at parents' or children's initiative – allows children to explore their television experiences within an environment of seclusion and autonomy.

Parents frequently report not being worried about what their children are watching when their children are visiting a friend. As a result, many children actively seek viewing experiences outside their family home with peers within a permissive atmosphere. The bedroom culture is further typified by radio use. Eighty-four per cent of New Zealand children listen to the radio, with those who do not listen tending to be the 6–7-year-olds. Children are most likely to listen to current hits, mainstream and contemporary radio. Twenty-one per cent of children listen to the radio after 8:30pm, and 10% listen to the radio after 9:30pm. It is possible that these children are not permitted to watch television at these times. However, they seek media entertainment in the privacy of their own rooms by listening to the radio using headphones. More than 70% of parents do not express concern about what their children listen to on the radio, possibly because they are unaware of what the content might be.

The fact that children seek pleasure and leisure within an environment where they feel empowered points to a distinct and discerning culture. Children bend rules and test boundaries in order to access their kind of media. This should not be perceived as rebellious or delinquent behaviour but as an aspect of personal and social development. For children, the consumption of television provides important cultural dimensions. For example, New Zealand children may watch AO television for amusement, education or to share and discuss the adult content with peers. Presdee (2000) notes this type of behaviour can be compared with that of adults who access multiple forms of pleasure and excitement as a way of seeking or expressing identity. Modern forms of popular culture – dance, music, television and video – are all consumed, by adults and young people alike, in what Presdee suggests is essential to 'survive socially' (Presdee, 2000:28). People seek acceptance, friendship, humour, notoriety and dialogue in their social interactions. Popular culture provides an avenue for self-expression and social discourse. Children access television for personal pleasure but also in an attempt to make sense of the world around them. In an effort to understand why teachers, parents or other adult authority figures act in the way they do, children seek meaning in various ways. Television provides meaning to be sifted, accepted and/or discarded by children and, on some occasions, transposed into the behaviours, attitudes and mores of their everyday lives.

Children's viewing of television with adult themes within the confines of their bedroom, with or without the permission of a parent, must be viewed within a cultural context.



That is, children, like adults, seek to interpret the worlds in which they live and to develop their identities by being individual and responsible, by experiencing diversity and by taking risks. The rhetoric of 'individual responsibility and accountability' has become embedded in New Zealand society. Children are not immune from the effects of emerging governmental mechanisms that require individuals to take responsibility for a range of social and economic aspects of their lives. This also includes media consumption. However, in spite of the cultural contexts in which children access television, there are potential dangers from viewing certain forms of television and, it is argued, these must be regulated. This research concurs with overseas research findings that the regulation of such content cannot rest solely with parents (Truglio *et al.*, 1996; CPMLP, 1999; Schmitt, 2000).

Twenty-two per cent of parents report that they find it difficult to control their children's viewing behaviour. This is sometimes an issue of discipline or linked to peer pressure ('all the other kids at school are watching it'), but often parents are not physically present to monitor what is or what is not being watched. More than one in three parents report that they hardly ever or never stop their children from watching television. This finding is consistent with the comments made by children who state that in only 14% of cases do they cease watching a programme because parents tell them it is unsuitable – 86% of the time children rely upon warnings and classification symbols. In other words, a substantial number of New Zealand children rely upon broadcasters to convey the suitability of television content.

Given the findings of this research, it is argued that broadcasters must continue to take responsibility, if not assume greater responsibility, for educating and advising all New Zealand television audiences about programme ratings. Where appropriate, they need to broadcast warnings. Seventy-eight per cent of children report that they know there is a certain time of night when programmes start that are unsuitable for children. Of considerable concern, however, is that almost half state that time as later than the 8:30pm watershed. Moreover, almost one in four New Zealand children think that 'adult time' starts after 10:00pm.

In a deregulated media environment, it is imperative that broadcasters and government continue to take responsibility for television content. Although this research does not explore the harmful effects of television on children, there is a substantial body of international research (see Introduction) that identifies the potential harm of certain television content to children. Notably, violence to humans and animals has the capacity to desensitise a child's emotional development, promote aggressive behaviour, influence negatively interpersonal relationships and contribute to emotional and social withdrawal. What this research does reveal is that New Zealand children frequently watch television with adult themes, unsupervised and beyond the 8:30pm watershed. In addition, children say they dislike violence; they find it distasteful, disturbing and potentially harmful. As a result, children seek advice on their choice of programmes and often look to broadcasters and regulators to guide their viewing decisions.

Government regulators are required to perform a 'high-wire act' when it comes to setting acceptable broadcasting standards for the protection of children. On the one hand, it is important to grant children the right to media, to allow them to access various genres and styles of programming for their entertainment, leisure and education. On the other

hand, it is essential that regulators take a lead role to ensure that children are not exposed to potentially harmful television content. This balancing act between rights and regulation requires an understanding of the needs and wishes of children and their families, as well as an appreciation of what is disturbing and harmful to children's development. This research concludes that parents cannot be solely responsible for regulating and monitoring the content of television viewed by their children. Broadcasters, with government support, must continue to provide children with diverse media opportunities, and regulators, in partnership with parents and broadcasters, must take an active role in ensuring adequate regulation and standards for the protection of children.

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# Appendix – Survey Questionnaires

## BROADCASTING STANDARDS AUTHORITY

### PARENTS' SURVEY QUESTIONNAIRE

INTERVIEWER'S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ EMPLOYEE No.

PHONE NUMBER: \_\_\_\_\_ INTERVIEW DURATION:

START TIME: \_\_\_\_\_ FINISH TIME: \_\_\_\_\_

AUDIT DETAILS: \_\_\_\_\_

#### CODE CALL NUMBER

Call One .....	6
Call Two .....	7
Call Three .....	8

#### CODE GENDER

Male .....	6
Female .....	7

#### CODE AREA

Auckland .....	06
Wellington .....	07
Christchurch .....	08
Hawkes Bay .....	09
Dunedin .....	10
Hamilton .....	11
Nelson .....	12
Palmerston North .....	13
Tauranga .....	14

Invercargill .....	5
Whangarei .....	16
New Plymouth .....	17
Gisborne .....	18
Wanganui .....	19
Rotorua .....	20

1 To begin the survey can you please tell me how many children aged 4 to 13 years you have living with you in your care?  
**CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
One .....	6
Two .....	7
Three .....	8
Four or more .....	9

2 And what are the ages of each of the children you care for?  
**WRITE IN AGE BY USING WHOLE NUMBER IE.  
ROUND DOWN IF NECESSARY, EG. 6 ½ = 6 YEARS**

	<b>WRITE IN</b>
Child one .....	_____
Child two .....	_____
Child three .....	_____
Child four .....	_____
Child five .....	_____
Child six .....	_____

**IF ONLY ONE CHILD GO TO 3B, OTHERWISE CONTINUE.**

3a Now we want you to think about the child aged 4 to 13 years who last had a birthday. How old is that child?  
**WRITE IN AGE.**

	<b>WRITE IN</b>
Record age of child .....	_____

3b We will be talking about that child throughout the interview. Would you mind telling me what is the child's name? **WRITE IN NAME.**

Name of child \_\_\_\_\_

3c Record the gender of the child. **CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
Male .....	6
Female .....	7

**USE NAME OF CHILD FOR REMAINDER OF INTERVIEW.**

- 4 **IF ONLY ONE CHILD CODE AS ONLY CHILD AND GO TO Q 5, OTHERWISE ASK Where in the family does [CHILD] come? READ ... CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
... Eldest .....	6
... Middle .....	7
... Youngest .....	8
... Only child .....	9

- 5a Now thinking about TV, how many television sets do you have in your household? **CODE NUMBER AS ONE DIGIT.**

**CODE NO. AS ONE DIGIT**

**IF NONE GO TO Q7.**

- 5b In which rooms of the house are the TV(s)? **CODE EACH MENTIONED.**

	<b>CODE EACH MENTIONED</b>
Living room/lounge .....	06
Kitchen .....	07
Playroom/rumpus room/family room .....	08
Child's bedroom .....	09
Parents' bedroom .....	10
Other (SPECIFY) _____	

**IF ONLY ONE TV CODE BELOW AND GO TO Q5d**

- 5c In which rooms of the house are the TV(s) that [CHILD] normally watches? **CODE EACH MENTIONED.**

	<b>CODE EACH MENTIONED</b>
Living room/lounge .....	06
Kitchen .....	07
Playroom/rumpus room/family room .....	08
Child's bedroom .....	09
Parents' bedroom .....	10
Other (SPECIFY) _____	



5d Does (CHILD) watch TV with a parent or other adult in the same room? **READ ...**

- ... none of the time ..... 6
- ... some of the time ..... 7
- ... most of the time ..... 8
- ... all of the time ..... 9
- DON'T READ**
- Don't know ..... 4

6a Do you have Pay TV, such as Sky or Saturn, in your household? **CODE ONE ONLY.**

- |                  |         |
|------------------|---------|
| Yes .....        | 6 → Q6b |
| No .....         | 7 → Q7  |
| Don't know ..... | 4       |

**CODE ONE ONLY**

6b Now, we want you to think about the **Pay TV** (CHILD) has watched in the last week. This includes TV programmes or movies including anything your child has on tape. About how many **hours** did [CHILD] spend watching **Pay TV**, both daytime and evening ... **READ WRITE IN TIME AS A FOUR-DIGIT NUMBER (IF NONE WRITE IN "0000"), EG. 2 HOURS 30 MINUTES = 0230**

- ... on an average day between Monday and Friday last week .....
- ... last Saturday .....
- ... last Sunday .....

**FOR MONDAY TO FRIDAY CHECK THAT IT IS THE AVERAGE PER DAY AND NOT THE TOTAL FOR THE WEEK ... so that's xx hours per day?**

7 Now, we want you to think about **all the TV** [CHILD] has watched in the last week. This includes TV programmes or movies including anything your child has on tape. About how many **hours** did [CHILD] spend watching TV, both daytime and evening, at home and away from home ... **READ. WRITE IN TIME AS A FOUR-DIGIT NUMBER (IF NONE WRITE IN "0000"), EG. 2 HOURS 30 MINUTES = 0230.**

- (a) ... on an average day between Monday and Friday last week .....

- (b) ... last Saturday .....
- (c) ... last Sunday .....

**FOR MONDAY TO FRIDAY CHECK THAT IT IS THE AVERAGE PER DAY AND NOT THE TOTAL FOR THE WEEK ... so that's xx hours per day?**

**IF NO TV WATCHED AT ANY TIME DURING MONDAY TO SUNDAY GO TO Q11, OTHERWISE CONTINUE.**

**8 What times of the day or evening did [CHILD] watch TV ... READ AS APPROPRIATE (IE IF TV WATCHED IN CATEGORY AT Q7) AND CODE EACH MENTIONED.**

- (a) ... between Monday and Friday last week
- (b) ... last Saturday
- (c) ... last Sunday

	(a) Monday -Friday	(b) Saturday	(c) Sunday
Before 9 am	06	06	06
9 am to 12 noon	07	07	07
12 noon to 3 pm	08	08	08
3 pm to 6 pm	09	09	09
6 pm to 8.30 pm	10	10	10
after 8.30 pm	11	11	11

**9a What time did [CHILD] go to bed on ... READ AND WRITE IN TIME FOR EACH AS 4 DIGIT TIME WITH AM AND PM, EG. 11.30 AT NIGHT = 1130 PM.**

- ... an average day Monday to Thursday last week .....
- ... Friday last week .....
- ... last Saturday .....
- ... last Sunday .....

**9b What time did [CHILD] stop watching TV on ... READ AND WRITE IN TIME FOR EACH AS 4 DIGIT TIME WITH AM AND PM, EG. 11.30 AT NIGHT = 1130 PM. (IF NONE WRITE IN "0000".)**

- ... an average day Monday to Thursday last week .....
- ... Friday last week .....
- ... last Saturday .....
- ... last Sunday .....

10 What are all the reasons that [CHILD] stopped watching TV at those times? What else? **DON'T READ. PROBE TO NO. CODE EACH MENTIONED.**

**CODE EACH MENTIONED**

- Time for bed because they have a set bedtime ..... 06
- Time for bed because they are too tired ..... 07
- Time for bed (NO FURTHER INFORMATION GIVEN) ..... 08
- Does homework or reading or other activity ..... 09
- Want to have peace and quiet/my time to relax ..... 10
- Want to watch my programme/don't want to watch what my child wants to watch ..... 11
- Child is bored/not interested in what is on TV ..... 12
- Content on TV is not suitable for my child to watch/I don't want my child to watch the programmes that are on then ..... 13
- Other (SPECIFY) \_\_\_\_\_

11 Thinking about all the things that [CHILD] sees or hears on TV – this might be things [CHILD] sits down to watch or maybe things that are on TV when [CHILD] is in the room . Are you comfortable about the things [CHILD] sees or hears on TV? **READ ... CODE ONE ONLY.**

**CODE ONE ONLY**

- ... All of the time ..... 6 → Q14
- ... Most of the time ..... 7
- ... Some of the time ..... 8
- DON'T READ**
- Depends ..... 9 → Q12
- Don't know ..... 4

12a What type of things on TV are you not comfortable about [CHILD] watching? **IF THEY SAY FOR ADULTS ONLY ASK THEM IN WHAT WAY IT IS TOO ADULT.** What else? **PROBE TO NO. WRITE IN VERBATIM.**

12b Of all the things you have mentioned which **one** thing are you least comfortable about [CHILD] watching? **WRITE IN ONE THING.**

13 What are all the reasons that you are not comfortable about [CHILD] seeing or hearing these things on TV? What else? **DON'T READ. PROBE TO NO. CODE EACH MENTIONED.**

	<b>CODE EACH MENTIONED</b>
Child scared/nightmares/scared of the dark .....	06
Child copy/bad behaviour/inappropriate behaviour/language .....	07
Child become aggressive/violent .....	08
Child confused/not able to understand what is going on .....	09
Child not able to distinguish between real life and story .....	10
Child think that some things are okay that I don't agree with/ values I don't agree with .....	11
It's not what I want my child to watch/listen to .....	12
My child doesn't need to know about that/too young/loss of innocence .....	13
Other (SPECIFY) _____	

14a Which of the following best describes how easy or difficult you feel it is to control what [CHILD] watches on TV? **READ ... CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
... Very easy .....	6
... Quite easy .....	7
... Quite difficult .....	8
... Very difficult .....	9
<b>[DON'T READ]</b>	
Don't know .....	4

14b What are the all the reasons you say that? What else? **DON'T READ. PROBE TO NO. CODE EACH MENTIONED.**

	<b>CODE EACH MENTIONED</b>
Difficult	
I'm not there .....	06
I'm busy .....	07

I'm too tired .....	08
Other children/parent/adult watching .....	09
Watch it at someone else's place .....	10
Don't want a fight or tantrum .....	11
Other parents say it's okay .....	12
TV in another room .....	13
Child wants to watch it .....	14
Child too old to tell what to do .....	15
Other difficult (SPECIFY) _____	

Easy	
Easy to just turn the TV off .....	16
It's on too late/gone to bed anyway .....	17
What I say goes .....	18
Child not interested anyway/don't know about these types of programmes .....	19
Child is too young to argue .....	20
Other easy (SPECIFY) _____	

15 How often, if ever have you [READ IF HAVE PARTNER: or your partner] stopped [CHILD] from watching something on TV because of what was in the programme or movie? READ ... CODE ONE ONLY

**CODE ONE ONLY**

... Frequently .....	6
... Sometimes .....	7
... Hardly ever .....	8
... Never .....	9
[DON'T READ] Don't know .....	4

16a Do you know if there is a certain time after which programmes that are not suitable for children are supposed to be shown on TV? CODE ONE ONLY.

**CODE ONE ONLY**

Yes .....	6 → Q16b
No .....	7 → Q17
Don't know .....	4

16b What is the cut-off time that programmes not suitable for children are shown on TV? CODE ONE ONLY.

**CODE ONE ONLY**

After 8.30 pm .....	6 → Q18
Other (SPECIFY) _____	

- 17 Programmes that the TV broadcasters believe are not suitable for children are shown after 8.30 pm on TV. Before I mentioned it, had you seen or heard anything about broadcasters screening some programmes after a certain time for this reason? **CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
Yes .....	6
No .....	7
Don't know .....	4

- 18 Sometimes TV broadcasters use classification symbols and warnings on programme content. Have you noticed this information before? **CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
Yes .....	6
No .....	7 → Q20
Don't know .....	4 → Q20

- 19a How frequently, if at all, do you personally use this information to help decide whether [CHILD] will watch a particular programme? **READ. CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
... Never .....	6
... Rarely .....	7
... Sometimes .....	8
... Frequently .....	9
<b>DON'T READ</b>	
Don't know .....	4

- 19b Can you name any of the classifications that are used to give advice on programme content? **CODE EACH MENTIONED ONLY IF EXACT CLASSIFICATION LETTERS ARE GIVEN. OTHERWISE CODE VERBATIM IN OTHER.**

	<b>CODE EACH MENTIONED</b>
AO .....	6
G .....	7
PGR .....	8
Other (SPECIFY) _____	
_____	
None .....	3

19c What do the following initials stand for? **READ INITIALS ONLY AND CODE ALL MENTIONS BESIDE EACH LETTER.**

	<b>CODE EACH MENTIONED</b>
... <b>AO</b>	
<b>DON'T READ:</b>	
Adults/adults only .....	6
Other _____	
... <b>G</b>	
<b>DON'T READ:</b>	
General/General Viewing/General Exhibition/ General Audience .....	6
Other _____	
... <b>PGR</b>	
<b>DON'T READ:</b>	
Parental Guidance/Parental Guidance Recommended/ Parental Guidance Required .....	6
Other _____	

20 Now thinking about radio. Does [CHILD] listen to any radio at any time of the day or evening including in the car? **CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
Yes .....	6 → Q21
No .....	7 → Q24
Don't know .....	4

**IF NO RADIO LISTENED TO AT ALL GO TO Q24.**

21 Where are all the places that [CHILD] listens to the radio? Where else? **DON'T READ. PROBE TO NO. CODE EACH MENTIONED.**

	<b>CODE EACH MENTIONED</b>
Living room/lounge .....	06
Kitchen .....	07
Playroom/rumpus room/family room .....	08
Child's bedroom .....	09
Parents' bedroom .....	10
Car .....	11
Other (SPECIFY) _____	

22a What are all the radio stations that [CHILD] listens to? **PROBE TO NO. CODE EACH MENTIONED. ENTER CODES FROM SHOWCARD. ONLY WRITE IN NAME OF STATION IF DOESN'T FIT CODES ON SHOWCARD.**

22b Thinking about all the things that [CHILD] hears on radio – this might be things [CHILD] is specifically listening to or maybe things that are on the radio when [CHILD] is in the room. Are you comfortable about what [CHILD] hears on the radio? **READ ... CODE ONE ONLY.**

... All of the time .....	<b>CODE ONE ONLY</b> 6 → Q24
... Most of the time .....	7 → Q23
... Some of the time .....	8 → Q23
<b>DON'T READ:</b> Depends .....	9 → Q23
<b>DON'T READ:</b> Don't know .....	4 → Q23

23 What type of things on the radio are you not comfortable about [CHILD] listening to? **IF THEY SAY FOR ADULTS ONLY ASK THEM IN WHAT WAY IT IS TOO ADULT. What else? DON'T READ. PROBE TO NO. CODE EACH MENTIONED.**

Bad language/swearing .....	<b>CODE EACH MENTIONED</b> 06
Subject is too complex for children to understand, eg. talkback .....	07
Subject is too scary/frightening, eg. news .....	08
Music about sex .....	09
Song or band is about antisocial/antiestablishment, eg. Marilyn Manson .....	10
Music is about death/violence .....	11
Music about drugs .....	12
Other (SPECIFY) _____	

## DEMOGRAPHICS

To finish, I have a few questions about yourself to make sure we speak to a variety of people in New Zealand.

24a What is your occupation? **GET FULL DETAILS. PROBE INDUSTRY/POSITION/JOB AND WRITE IN.**



24b What is the occupation of the main income earner in this household? **GET FULL DETAILS. PROBE INDUSTRY/ POSITION/JOB AND WRITE IN. IF RETIRED, ASK WHAT WAS LAST JOB. IF SELF, TICK BOX.**

25 Which of the following age groups do you come into? **READ. CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
... 15 to 19 years .....	06
... 20 to 29 years .....	07
... 30 to 39 years .....	08
... 40 to 49 years .....	09
... 50 to 59 years .....	10
... 60 years and over .....	11

26 Which of the following ethnic groups do you belong to? **READ. CODE EACH MENTIONED.**

	<b>CODE EACH MENTIONED</b>
... New Zealand European .....	06
... Maori .....	07
... Samoan .....	08
... Cook Island Maori .....	09
... Tongan .....	10
... Niuean .....	11
... Tokelauan .....	12
... Fijian .....	13
... Other Pacific Island .....	14
... Chinese .....	15
... Indian .....	16
Other ( <b>NOT SPECIFIED</b> ) .....	

27 What is your highest level of education? **READ. CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
... No school qualification .....	06
... School Certificate in one or more subjects .....	07
... Sixth Form Certificate or University Entrance in one or more subjects .....	08

... Higher School Certificate or Higher Leaving Certificate .....	09
... University Bursary or Scholarship .....	10
... Technical or trade qualifications .....	11
... University/tertiary qualifications .....	12
Other (SPECIFY) _____	

28 Which of the following categories best describes your marital status?  
**READ. CODE ONE ONLY.**

**CODE ONE  
 ONLY**

... Married/living with a partner .....	6
... Single/never married .....	7
... Separated or divorced .....	8
... Widowed .....	9

29a Which of the following categories best describes your  
 employment status? **READ. CODE ONE ONLY IN COL A.**

**CHECK MARITAL STATUS Q28. IF MARRIED OR LIVING  
 WITH A PARTNER ASK. OTHERWISE GO TO Q30A.**

29b And which of these categories best describes your partner's  
 employment status? **READ. CODE ONE ONLY IN COL B.**

	<b>COL A YOU</b>	<b>COL B YOUR PARTNER</b>
... In full-time (30 hours or more per week) paid employment	06	06
... In part-time paid employment	07	07
... Not in paid employment	08	08

30a Now a few questions about income. First, annual personal income  
 before tax. Which of the following groups does your personal income  
 from all sources fall into? **READ. CODE ONE ONLY IN COL A.**

**CHECK MARITAL STATUS Q28. IF MARRIED OR  
 LIVING WITH A PARTNER ASK. OTHERWISE CLOSE.**

30b And which of these groups does your combined household income

fall into, including yours and your partner's? **READ.**  
**CODE ONE ONLY IN COL B.**

	<b>COL A PERSONAL</b>	<b>COL B COMBINED</b>
... Up to and including \$10,000	06	06
... Over \$10,000 to \$20,000	07	07
... Over \$20,000 to \$30,000	08	08
... Over \$30,000 to \$40,000	09	09
... Over \$40,000 to \$50,000	10	10
... Over \$50,000 to \$60,000	11	11
... Over \$60,000 to \$70,000	12	12
... Over \$70,000 to \$80,000	13	13
... Over \$80,000	14	14
<b>DON'T READ</b>		
Don't know	04	04
Refused	05	05

31 And how many people aged 15+ are living in this household?  
**CODE TWO DIGITS.**

**CLOSE:**

That's the end of the survey. Thank you very much for your time. As I said before I'm from Colmar Brunton, a market research company. If you have any questions please feel free to call my supervisor. **(GIVE RESPONDENT SUPERVISOR'S NAME AND PHONE NUMBER IF REQUESTED.)**

"I certify that I have conducted this interview in accordance with the guidelines set out in the Market Research Society Code of Practice and in accordance with the instructions from Colmar Brunton. I have thoroughly checked the questionnaire and it is complete in all respects."

**INTERVIEWER'S SIGNATURE:** \_\_\_\_\_

**WRITE IN:**  
 Respondent's Name: \_\_\_\_\_

**DON'T ASK BUT WRITE IN:**  
 Respondent's Address: \_\_\_\_\_

\_\_\_\_\_

## BROADCASTING STANDARDS AUTHORITY

## CHILDREN'S SURVEY QUESTIONNAIRE

INTERVIEWER'S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ EMPLOYEE No.     PHONE NUMBER: \_\_\_\_\_ INTERVIEW DURATION:  

START TIME: \_\_\_\_\_ FINISH TIME: \_\_\_\_\_

AUDIT DETAILS: \_\_\_\_\_

## CODE CALL NUMBER

Call One .....	06
Call Two .....	07
Call Three .....	08
Call Four .....	09
Call Five .....	10
Call Six .....	11

## CODE NUMBER OF CHILDREN AGED 6-13 IN

HOUSEHOLD (FROM CONTACT SHEET) ..... 

## CODE NUMBER OF TEENAGERS AGED 14-17 IN

HOUSEHOLD (FROM CONTACT SHEET) ..... 

## CODE NUMBER OF ADULTS IN HOUSEHOLD

(FROM CONTACT SHEET) ..... 

## CODE FAMILY POSITION OF CHILD (FROM CONTACT SHEET)

oldest .....	6
middle .....	7
youngest .....	8
only person aged 6-17 in household .....	9

## CODE GENDER OF CHILD

Male .....	6
Female .....	7

## CODE AREA

Auckland .....	06
Wellington .....	07

Christchurch.....	08
Hamilton .....	09
Dunedin .....	10
Hawkes Bay .....	11
Palmerston North .....	12
Tauranga .....	13
Invercargill .....	14
Nelson .....	15
Whangarei .....	16
Gisborne .....	17
Rotorua .....	18
Wanganui .....	19
New Plymouth .....	20

**CODE MAIN URBAN/NON MAIN URBAN**

Main urban .....	6
Non main urban .....	7

**CODE DAY OF WEEK OF INTERVIEW**

Monday .....	06
Tuesday .....	07
Wednesday .....	08
Thursday .....	09
Friday .....	10
Saturday .....	11
Sunday .....	12

I'm going to ask you some questions about TV and a few about radio. This is not a test. There are no right or wrong answers. We're just interested in what you think about these things. You don't have to do any writing. Just talk to me and I will copy down what you say.

1 Before we talk about TV, how old are you? **WRITE IN TWO DIGITS.**

2 How many TVs are there in your house? **CODE NUMBER AS ONE DIGIT.**

**CODE NO. AS ONE DIGIT**

3 Where are the TVs? **CODE EACH MENTIONED. ENSURE CHILD HAS COVERED ALL TVs MENTIONED AT Q2.**

**CODE EACH MENTIONED**

Living room/lounge .....	06
Kitchen .....	07
Playroom/rumpus room/family room .....	08
Child's (respondent's) bedroom .....	09
Brother or sister's bedroom .....	10
Parents' bedroom .....	11
Other person's bedroom .....	12
Other .....	13
Don't know .....	04

4 Does your house get Sky TV? **CODE ONE ONLY.**

**CODE ONE  
ONLY**

Yes .....	6
No .....	7
Don't know .....	4

5a Does your house have a video recorder? **CODE ONE ONLY.**

**CODE ONE  
ONLY**

Yes .....	6 → Q5b
No .....	7 → Q6
Don't know .....	4 → Q6

5b In the last week or so have you watched a TV programme that was taped on a video recorder? **IF YES: CHECK THAT CHILD IS REFERRING TO TV PROGRAMME RATHER THAN SHOP VIDEO BY ASKING WHAT THE PROGRAMME WAS. CODE ONE ONLY.**

**CODE ONE  
ONLY**

Yes .....	6
No .....	7
Don't know .....	4

6 Now we are going to talk some more about TV. When we talk about TV we mean whatever TV you watch, but we're not talking about any videos you might get out at the video shop.

Yesterday, did you watch TV in the morning? **CODE ONE ONLY.**

**CODE ONE  
ONLY**

Yes .....	6
No .....	7
Don't know .....	4

7a Yesterday, did you watch TV after dinner? **CODE ONE ONLY.**

- |                  |         |
|------------------|---------|
| Yes .....        | 6 → Q7b |
| No .....         | 7 → Q8  |
| Don't know ..... | 4 → Q8  |

**CODE ONE ONLY**

7b And when you were watching TV after dinner last night, who was in charge of the remote control? **CODE ONE ONLY.**

- |   |   |
|---|---|
| Child (respondent)/me .....             | 6 |
| Brother/sister/friend/other child ..... | 7 |
| Mum/Dad/other adult .....               | 8 |
| No remote control .....                 | 9 |
| Don't know .....                        | 4 |

**CODE ONE ONLY**

7c And what time did you stop watching TV last night? **CODE AS FOUR DIGITS. USE 12 HOUR CLOCK. Eg. 9.30PM = 0930 pm**

**CODE AS FOUR DIGITS**

8 Now we are going to talk about what TV you have watched during the last week. We're just going to talk about programmes you saw that started from about half past 3 in the afternoon onwards. I've got some TV programmes here. Let's go through them and I want you to tell me each programme that you've seen. Tell me about it even if you only saw a little bit of the programme.

**SHOW CHILD RELEVANT PAGES IN 'NZ LISTENER' FOR:**

- **THE LAST TWO WEEKDAY DAYS (NOT INCLUDING TODAY)**
- **THE LAST TWO WEEKEND DAYS (NOT INCLUDING TODAY).**

**CODE EACH PROGRAMME CHILD HAS SEEN IN COL A ON PROGRAMME SHEETS FOR APPROPRIATE DAYS.**

**ONLY ASK Q9 FOR PROGRAMMES WATCHED YESTERDAY**

9 Now we are just going to think about the programmes you saw yesterday. Did you watch **(PROGRAMME WATCHED YESTERDAY)** by yourself, **(READ IF APPROPRIATE: with**

your brothers or sisters) or with friends, or with Mum or Dad?

**CODE IN COL B ON PROGRAMME SHEET.**

By myself.....	06
Brothers/sisters/friends .....	07
Mum/Dad/other adult .....	08

**REPEAT FOR ALL PROGRAMMES WATCHED YESTERDAY:**

What about (PROGRAMME)? **REPEAT IF NECESSARY:** Did you watch it by yourself, with your brothers or sisters or friends, or with Mum or Dad?

- 10 What's good about watching TV? **IF CHILD DOESN'T APPEAR TO UNDERSTAND QUESTION, ASK:** Why is it good to watch TV? **IF CHILD SAYS GOOD/I LIKE IT ... ASK:** What's good about it? What do you like about it? **IF CHILD SAYS SPECIFIC PROGRAMME ASK:** What's good about watching (PROGRAMME)?

**DON'T READ. CODE EACH MENTIONED.**

	<b>CODE EACH MENTIONED</b>
Learn things/education .....	06
Helps with school projects .....	07
If don't watch TV get bored .....	08
Fun/makes me laugh .....	09
Entertaining .....	10
Nothing else to do .....	11
Something to do .....	12
Good thing to do when it's raining .....	13
Keeps me from bothering Mum/Dad .....	14
Other (SPECIFY) _____	
_____	
Don't know .....	04

- 11a What sort of things do you think are **not good** for kids your age to see on TV? What else?

**IF CHILD DOESN'T APPEAR TO UNDERSTAND QUESTION, ASK:** What sort of things shouldn't kids your age see on TV?

**IF THEY SAY ADULT PROGRAMMES, PROBE:** Why are adult programmes not good for kids your age to see?

**DON'T READ. CODE EACH MENTIONED.**



	<b>CODE EACH MENTIONED</b>
Bad language .....	06
Swearing .....	07
Naked people .....	08
Sex / naked people .....	09
Rude things .....	10
Kissing .....	11
Violence .....	12
Hitting .....	13
Fighting .....	14
Killing .....	15
Shooting .....	16
Blood and gore .....	17
Scary/spooky things .....	18
Adult programmes .....	19
Complicated words or stories .....	20
Things that are hard to understand .....	21
Programmes that are on late at night .....	22
Programmes that have warnings for kids not to watch .....	23
Other (SPECIFY) _____	
Don't know .....	04

11b Why do you think kids your age shouldn't see these things on TV?  
**DON'T READ. CODE EACH MENTIONED.**

	<b>CODE EACH MENTIONED</b>
Get scared .....	06
Might copy .....	07
Nightmares .....	08
Might not understand what's happening, get confused .....	09
Not old enough .....	10
Don't need to know about these things .....	11
Other (SPECIFY) _____	
Don't know .....	04

12a In some families there are rules about watching TV and in some there aren't. Are there rules in your house about TV? **CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
Yes .....	6 → Q12c
No .....	7 → Q12b
Don't know .....	4 → Q12b

12b Are there times when you are not allowed to watch TV? **CODE ONE ONLY.**

	<b>CODE ONE ONLY</b>
Yes .....	6 → Q12d
No .....	7 → Q13
Don't know .....	4 → Q13

12c What are the rules about? **CODE EACH MENTIONED BELOW AND THEN GO TO Q13. DON'T READ.**

12d When is that? **CODE EACH MENTIONED BELOW. DON'T READ.**

	<b>CODE EACH MENTIONED</b>
Not allowed to watch TV in the mornings .....	06
Not allowed to watch TV in morning until ready for school .....	07
Not allowed to watch TV at dinner time .....	08
Not allowed to watch TV after bedtime .....	09
Not allowed to stay up late .....	10
Not allowed to watch certain programme (SPECIFY) _____	
_____	
Not allowed to watch adult programmes generally .....	11
Not allowed to watch TV if I've got homework .....	12
Not allowed to watch TV if I've got chores to do .....	13
Not allowed to watch if Mum/Dad watching their programme .....	14
Not allowed if I'm naughty/grounded/being punished .....	15
Other (SPECIFY) _____	
_____	
Don't know .....	04

13 How do you know if a TV programme is not for kids? How else? **PROBE TO NO. CODE EACH MENTIONED. DON'T READ.**

	<b>CODE EACH MENTIONED</b>
Warning/message on TV .....	06
AO programme .....	07
PGR programme .....	08
R rating / restricted age rating .....	09
Programme is on late at night .....	10
Programme is on after 8.30 pm .....	11
Content – unsuitable/yucky/bad/boring .....	12
Mum/Dad/other adult say so .....	13
Other (SPECIFY) _____	
_____	
Don't know .....	04

14a Do you think there is a certain time of night when programmes start that are not OK for children to watch? **CODE ONE ONLY.**

**CODE ONE ONLY**

- Yes ..... 6 → Q14b
- No ..... 7 → Q15a
- Don't know ..... 4 → Q15a

14b Do you know what time of night that is? What is it? **CODE ONE ONLY APPROPRIATE TIME CATEGORY.**

- Before 8pm ..... 06
- 8.00 – 8.29pm ..... 07
- 8.30pm ..... 08
- 8.31 – 9.00pm ..... 09
- 9.01 – 9.30pm ..... 10
- 9.31 – 10.00pm ..... 11
- 10.01 – 10.30pm ..... 12
- 10.31 – 11.00pm ..... 13
- 11.01 – midnight ..... 14
- after midnight ..... 15
- don't know ..... 04

15a Now, just a few more questions, this time about radio. Do you ever listen to the radio? **CODE ONE ONLY.**

**CODE ONE ONLY**

- Yes ..... 6 → Q15b
- No ..... 7 → Q16a
- Don't know ..... 4 → Q16a

15b What radio station do you usually listen to? **CODE ONE ONLY. IF MENTION MORE THAN ONE ASK: Which do you listen to the most? ENTER CODE FROM SHOWCARD. ONLY WRITE IN NAME OF STATION IF DOESN'T FIT CODES ON SHOWCARD.**

---

15c Do you listen to the radio before you go to school? **CODE ONE ONLY.**

**CODE ONE ONLY**

- Yes ..... 6
- No ..... 7
- Don't know ..... 4

15d Do you listen to the radio after school but before dinner?

**CODE ONE ONLY.**

Yes .....	6
No .....	7
Don't know .....	4

**CODE ONE  
ONLY**

15e Do you listen to the radio after dinner? **CODE ONE ONLY.**

Yes .....	6 → Q15f
No .....	7 → Q16a
Don't know .....	4 → Q16a

**CODE ONE  
ONLY**

15f When was the last time you listened to the radio at night time? What time of night did you stop listening to the radio then? **RECORD TIME OF NIGHT CHILD STOPPED LISTENING TO RADIO. CODE AS FOUR DIGITS. USE 12 HOUR CLOCK Eg. 9.30PM = 0930**

**CODE AS  
FOUR DIGITS**

16a And what time did you go to bed last night? **CODE AS FOUR DIGITS. USE 12 HOUR CLOCK Eg. 9.30PM = 0930**

**CODE AS  
FOUR DIGITS**

16b What time do you usually go to bed during the week or on a school night? **CODE AS FOUR DIGITS. USE 12 HOUR CLOCK Eg. 9.30PM = 0930**

**CODE AS  
FOUR DIGITS**

16c Last of all, what time do you usually go to bed on a Friday or Saturday night? **CODE AS FOUR DIGITS. USE 12 HOUR CLOCK Eg. 9.30PM = 0930**

**CODE AS  
FOUR DIGITS**

**CLOSE:**

That's the end of the survey. You did really well. Thanks so much for your time. **TO PARENT:** As I said before I'm from Colmar Brunton, a market research company. If you have any questions please feel free to call my supervisor. **(GIVE RESPONDENT SUPERVISOR'S NAME AND PHONE NUMBER IF REQUESTED.)**

"I certify that I have conducted this interview in accordance with the guidelines set out in the Market Research Society Code of Practice and in accordance with the instructions from Colmar Brunton. I have thoroughly checked the questionnaire and it is complete in all respects."

**INTERVIEWER'S SIGNATURE:** \_\_\_\_\_

**WRITE IN:**

Respondent's Name: \_\_\_\_\_

**DON'T ASK BUT WRITE IN:**

Respondent's Address: \_\_\_\_\_

\_\_\_\_\_

# The Authors

**Reece Walters** is a Senior Lecturer at Victoria University of Wellington in the School of Social and Cultural Studies. He came to Wellington in 1995 after being a Research Fellow in the School of Law and Legal Studies at LaTrobe University in Melbourne. He has published widely in the areas of youth and cultural studies as well as on issues of governance, media and regulation.

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During 1999-2000, the Broadcasting Standards Authority commissioned research which focused on the use of television and radio by New Zealand children.

*The Younger Audience* reports the results of this research in which both parents and children participated.

The findings support the notion that children are not passive consumers of television and radio. In terms of their media use patterns, however, the findings point to areas of potential risk.

The authors conclude that the protection of children from unsuitable content remains an important concern for broadcasters, parents and government regulators.

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