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Familial Regulation of Young Children's TV Viewing in Ghana

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ABSTRACT

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This study examined familial regulation of young children's TV viewing in Ghana. Participants were families with young children four through eight years enrolled at a school in the south of Ghana. An online survey of TV regulation practices of families (restrictive, coviewing, and instructive), TV viewing hours of young children, and families' perception of TV influence on their children was completed by 158 family members (mostly parents). Results showed that restrictive regulation is the most predominately used strategy in Ghana, although all 3 regulation styles were used. College educated families were significantly more likely to use restrictive regulation than families with a primary school education. Further, over 70% of the young children exceeded the World Health Organization (2019), and the American Academy of Pediatrics (2016) recommended two hours of young children's TV viewing. Results are discussed in terms of policy suggestions and future research.

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Chapter 1. Introduction

The current generation of young children grow up in digital households where screen media abounds and is easily accessible. Television (TV), computers, smartphones, tablets, and video games are among the highest screen gadgets and software used in childhood (Antwi-Danso, 2019; Johnson & Puplampu, 2008; NAEYC & The Fred Rogers Center, 2012; Young & Nabuco de Abreu, 2017). It is estimated that 30% of toddlers below two years have experienced TV and other media viewing in the United States, and 75% of children below eight have access to at least one type of screen media (Madden et al., 2013). Parents introduce children to screen media as early as four months, with technology serving as a type of digital nanny (Young & Nabuco de Abreu, 2017; UNICEF, 2020). This practice is contrary to children's TV viewing in 1970, when children typically first viewed television at age four (AAP, 2016).

The benefits children derive from TV viewing depend on their age, the TV content, and the program design (AAP, 2016). Per the National Association for the Education of Young Children's (NAEYC) position statement, effective media use will aid learning and promote optimal development of young children's potentials (NAEYC & The Fred Rogers Center, 2012). On the other hand, children's exposure to inappropriate media content can harm them. The Ministry of Gender, Children and Social Protection of Ghana (MoGCSP, 2015) defines harm as any societal factors, including neglect of children in any form, that have the potential to impact children emotionally, physically, and behaviorally, as well as affecting their general wellness, self-esteem, academic successes, family and social relationships. According to Adeyemo (2007) and Johnson and Puplampu (2008), unlimited access to TV content and time is a potential threat to impair children's optimal development. Valkenburg et al. (1999) also posit that parents' perception about the possible harm of TV content on children informs their regulation style.

Several studies, including those from the neuroscience quarters, have confirmed that young children's early exposure and prolonged screen activities harm childhood development. According to Young and Nabuco de Abreu (2017), screen media penetration has adversely impacted young children and adolescents more than any other group of individuals. Childhood obesity, visual problems, social-emotional issues, aggression, and language development are among the negative impacts of screen media on children (Johnson & Puplampu, 2008; Young & Nabuco de Abreu, 2017).

Familial Regulation of TV Viewing

Valkenburg et al. (1999) classified TV regulation by parents into three types: restrictive, active, and co-viewing, as a way to protect children from harm and the negative effects of TV viewing. Restrictive regulation is a mediation strategy where parents limit the amount of time children watch TV, and the type of content children can view (Valkenburg et al., 1999). Nikken and Jansz (2014) state that parents with less academic backgrounds employ more content restrictions. Warren (2005) also found that low-income families tend to adopt restrictive content mediation, particularly for younger children. Active or instructive regulation is prescriptive, sharing an idea, comment, and explanation of characters' behaviors on-screen. Warren (2003) reports that younger children's parents focus more on instructive mediation than co-viewing. Co-viewing is a mediation practice where parents watch and play together with the child as an intentional practice to monitor media use (Valkenburg et al., 1999). Vijayalakshmi (2015) reports that co-viewing helps parents select content best suited for the child. Parental co-viewing also shortens the length of time a child watches television (Nikken & Jansz, 2014). As a side note, while studies like these have referred to this process as parental regulation, this study

will use the term familial regulation to convey the idea that it is not just parents but also other family members that might be involved in the process.

According to the United Nations Convention on the Rights of the Child, access to mass media in the form of TV, radio, and newspapers is a child's right (UNICEF, 2017). Still, families should consider what is appropriate for their children. Unlike other parts of the world, particularly the United States, where children's access to interactive screen media (smartphones, tablets, gaming consoles, etc.) is widespread, TV is the most common screen media for young children in Ghana. Nevill (2016) and Reporters without Borders and Media Foundation for West Africa (n.d.) reported that the penetration of TV audiences in Ghana is 92%, with more than half of the almost 30 million population consuming television daily. The national media commission's total number of TV stations is 93, with 51 actives in operation. Children's access to TV viewing is not determined by the age in Ghana's context (Antwi-Danso, 2019), meaning children of all ages have access to television viewing.

Against this background, the researcher's interest in undertaking this study stems from personal observation in her home country of Ghana. Almost all the major television stations in Ghana are full of foreign telenovelas. Mostly from Mexico and India, these telenovelas revolve around romance, sexuality, and violence. According to Bielby and Harrington (2005) TV serials are classified into two types. Soap operas are open-ended in narrative and are typically from the United States, Great Britain, and Australia, while telenovelas are closed-ended serials that are more characteristic of Latin America, India, South Africa, and elsewhere. Thematically, emotions or melodrama are predominant in serials from Mexico, Venezuela, and the US while political and social issues are seen more in Brazilian and Columbian series (Bielby & Harrington, 2005).

The media companies in Ghana translate these telenovelas into the most prominent Ghanaian local language (Twi) and broadcast day and night, accessible to children. The sex and violence of the telenovelas are contrary to the supportive cultural norms, values, and strong cultural traditions that children ought to enjoy, as stipulated by the MoGCSP (2015). Davin and Jackson (2008) and Barker (1999) explained that television should be considered a cultural system more than a visual media and as a means to hype well-known cultures, ethnicity, and national identity. Some studies have established that dramatic violence in movies and films promotes childhood aggression, anxiety, and hostility (Johnson & Puplampu, 2008; UNICEF, 2020; Young & Nabuco de Abreu, 2017). A longitudinal study by Huesmann et al. (2003) reported a positive relationship between adulthood aggression and violent television exposure in childhood.

Although many empirical studies worldwide show both advantages and disadvantages of young children's access to media content, studies to examine familial regulation of children's access to media content in Ghana is limited or non-existent. Research on children's TV regulation focuses on older children (Antwi-Danso, 2019; Gyamfi & Pobbi, 2016). Although Gyamfi and Pobbi (2016) employed a mixed-methods design to collect data from parents to get an in-depth understanding of parental monitoring of children's 6 through 12 years old activities at home, the study did not focus on familial regulation of young children's TV viewing.

They measured parental monitoring at home, such as "setting TV time," "selecting TV programs for children," and "limiting children's playtime." Gyamfi and Pobbi (2016) found that parental monitoring at home was low, with 56.4% confirmed as not at all monitoring and 21% reported often monitoring. Moreover, many parents reported that their work duties prevented

them from monitoring their children's activities at home, and when they did regulate their children's TV viewing of inappropriate content, they often adopted a restrictive approach.

Problem Statement

Studies support that unregulated TV content potentially harms young children's development (Huesmann et al., 2003; Johnson & Puplampu, 2008; Young & Nabuco de Abreu, 2017). Based on the American Academy of Pediatrics (AAP, 2016) recommendations, parents must regulate children's TV viewing. The current study's problem is that young children's access to all forms of TV content is ongoing in the Ghanaian context, with less knowledge about how families are regulating it. Therefore, researchers have a role to play by providing context-based evidence to advocate for change. Data from this study could be used to reach out to policymakers and regulatory bodies and create awareness of the possible harm of unregulated TV content viewing on children's development in Ghana.

Research Questions

RQ1) What type(s) of regulation practices do families use?

RQ2) Are there any significant differences in TV regulation scores among children who are four, five, six, seven or eight years of age?

RQ3) Is there a significant difference in TV regulation scores between male and female children?

RQ4) Are there any significant differences in TV regulation scores among families whose highest educational level is Primary, Junior High, Senior High, or Tertiary?

RQ5) Do family regulation practices of children's (ages four to eight years) time spent in front of the TV align with the AAP recommendation of two hours of screen time a day?

RQ6) What are families' perceptions about television's influence on their children?

Purpose Statement

The purpose of this study is to understand how families in Ghana regulate their children's TV viewing and their perception of possible effects of TV viewing on children.

Definition of Terms

- **Familial regulation** is a strategy families adopt to protect children from harm and adverse effects of TV viewing.
    - **Coviewing regulation** is a mediation practice where adult family members, particularly parents, watch and play with the child as an intentional practice to monitor the child's TV viewing.
    - **Instructive regulation** is a prescriptive mediation strategy, where adult family members share an idea, comment, and explanation of TV content and characters' behaviors.
    - **Restrictive regulation** is a mediation strategy where adult family members limit the number of times children watch TV and the type of content they view (Valkenburg et al., 1999).
- **The amount of TV viewing** is the length of time children spend watching TV (typically number of minutes or hours in a 24-hour time period).
- **Telenovela** is drama series aired on television with different characters and settings broadcast many times a week for a limited time (usually 1 year or less) mostly from Latin America. The primary focus is on characters' sensitive and private lives, which depict a specific culture's norms and behaviors (Solange & Jackson., 2008).

Chapter 2. Review of Literature

Theoretical Framework

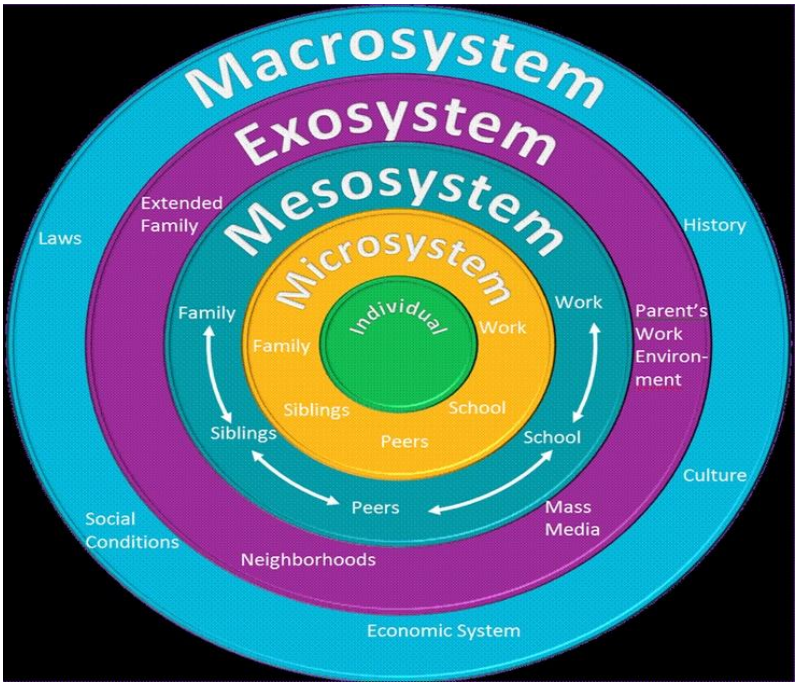
The Ecological Systems Theory

Ecology is the interaction between organisms such as humans or animals and the environment (Bronfenbrenner, 1979). Human ecology is the interaction with people, cultures, and value systems that influence the individual's personality. Therefore, the upsurge of young children's screen activities, which is a technological environment, will positively or negatively impact them. The influence of interactive media content on children cannot be completely understood without considering the underlying theory that supports it, which is ecological systems theory. This theory was developed by Urie Bronfenbrenner, a Russian-born American developmental psychologist. It emphasizes how people differ in terms of learning, language, understanding, behavior, and values due to direct and indirect influences of the family members, peers, the environment, media, school, society, community, and government policies (Bronfenbrenner, 1979). The ecological systems theory consists of four basic systems or structures within the larger community that directly and indirectly affect the newborn child (Bronfenbrenner, 1979). These are the microsystem, mesosystem, exosystem, and macrosystem (see Figure 1).

The microsystem consists of associations within the immediate family and people who have a direct contact with the child. They include the child's family, siblings, peers, the school (that is, the child-teacher dyad), and the people in the neighborhood, which is the community (Bronfenbrenner, 1979). The relationships within this microsystem are dyadic (between two people) and reciprocal, where both parts of the dyad influence each other. In other words, families influence children, but children also influence their families.

Figure 1

The Ecological Systems Theory



According to Bronfenbrenner (1979), the mesosystem is the association between two or more dyads in the microsystem, such as family-school and family-community relationships. For example, the relationships between the teacher and the parent, the child and the parent, and the teacher and the child can all interact within a mesosystem.

In the exosystem, the child is not an active participant in what happens. However, the exosystem can indirectly impact the child through its direct interaction with the child's microsystem members. For example, the quality of the family or parents' friends and decisions in the workplace can indirectly impact the child (Bronfenbrenner, 1979).

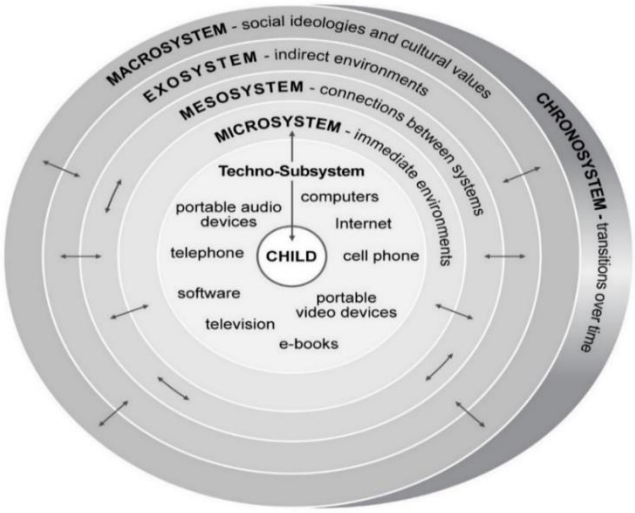
The macrosystem's central key elements are culture or ethnicity, religion, economics (SES), politics, mass media, and government policies. These elements are the belief systems, values, lifestyles, and patterns of social interaction which indirectly influence the child and

determine identity and behavior patterns. The last addition to this theory is the chronosystem which talks about changes over time in the child's experiences in the environment, such as parents' untimely death and changes in family socioeconomic status as well as historical events of great importance (e.g., 9/11, the COVID-19 pandemic).

The Ecology of the Child and Techno-subsystem. Johnson and Puplampu (2008) updated the ecological system theory for the new millennium by adding a techno-subsystem. The techno-subsystem is an aspect of the microsystem where young children directly interact with screen media within the immediate family (Johnson & Puplampu, 2008). Per this development, Johnson and Puplampu (2008) stated that children are highly exposed to screen media within the microsystem, including TV and the internet, which serve as channels of interaction, information, and entertainment (see Figure 2). Hence, children's screen activities must be regulated to protect them from the adverse effects of viewing inappropriate content. The above theory connects with Bandura's social learning theory which argues that children learn through imitating observed behavior.

Figure 2

Technosubsystem (Johnson & Puplampu, 2008)



Bandura's *Observational Learning Theory*

According to Bandura (1977), children learn through modeling adults and behavior that is observed. The author proposed four aspects of social learning theory on how information is used to guide behavior. First, observers pay more attention to events or behavior that attract them and later imitate the original behavior. Second, they maintain the information observed, either verbal or imaginal, and retain it in memory. Third, they transmit the symbolic representation in the same form as the original. Lastly, the element of motivation spurs an observer to imitate the original observed behavior (Bandura,1977). Grusec (1992) posits that TV and other screen devices are an effective channel that captures people's attention, leading to imitation. Writing under the lens of social learning theory, Daily (2019) reported that children imitate symbolic behavior from movies, TV shows, and the internet. Additionally, they easily acquire behavior just by viewing. Spurlock (2011) conducted a study to ascertain whether there is a difference between the video imitation of sign language and in-person imitation of sign language with three autistic children under two. The children were asked to imitate sign language lessons by watching a video and participating in an in-person sign language class as well. The author recorded both sessions as the children imitated the sign language and analyzed the recordings. Spurlock (2011) reported no differences in video and in-person imitation and concluded that video modeling could serve as well as in-person sign language instruction.

Baumrind's Parenting Styles

Baumrind developed a theory of parenting styles such as authoritative, authoritarian, and permissive parenting. Authoritarian parents are high in expectations but low in warmth and nurturance. Parents expect absolute obedience and punish children for non-compliance (Baumrind, 1991). Authoritative parents are high in warmth and expectations. They set rules

with explanations, and children are free to seek clarification, ask questions, and focus more on nurturing than punishment when children misbehave. On the other hand, permissive parents are low in expectations but high in warmth and nurturance. They do not set rules and boundaries for children (Baumrind, 1991). These parents do not expect much from their children and hardly discipline or correct their waywardness. This theory could predict that families' parental style may influence their mediation strategies on young children's television viewing.

Familial Regulation of TV Viewing

Valkenburg et al. (1999) classified the mediation of young children's TV viewing by their families into three types of regulations that hope to protect children from harm and adverse effects of TV viewing. They are restrictive, active or instructive, and co-viewing. According to Valkenburg et al. (1999), parents' perception about the possible harm of TV viewing on children informed their regulation style.

Restrictive Mediation

This is a mediation strategy where parents limit the amount of time children watch TV and the type of content they view (Valkenburg et al., 1999). Nikken and Jansz (2014) state that parents with less academic backgrounds employ more content restriction. Warren (2005) also found that low-income families adopted a restrictive approach to content mediation, especially for younger children.

Active or Instructive Mediation

This is prescriptive, sharing ideas, comments, and explanations of characters' behaviors and content. Warren (2003) reported that families with younger children focus more on instructive/active mediation than co-viewing and restrictive strategies. In addition, the AAP

(2016) reported that instructive/active mediation is effective because children whose parents talk to them while viewing educational programs acquire competence in language development.

Co-viewing Mediation

This is a mediation practice where parents watch and play together with the child as an intentional practice to monitor the child's TV viewing (Valkenburg et al., 1999). Vijayalakshmi (2015) reports that co-viewing helps families select content best suited for the child. Again, parental co-viewing shortens the length of time a child will be online (Nikken & Jansz, 2014).

Empirical Studies of Familial Regulation of TV Viewing

Valkenburg et al. (1999) developed a scale to measure parental television mediation style. They tested differences in parents' mediation strategies, the most common mediation style, and how the impact of television on childhood aggression, fears and exposing children to sexual materials influence parents' mediation practice.

They employed a random sample through telephone interviews with 519 parents with children between 5-12 years. The respondents included Dutch mothers (61%) and fathers (39%). They initially piloted the scale with 123 parents for three weeks. They employed regression analysis and MANOVA to measure the variables. The study's main result, which uses a 15-item scale of mediation style of co-viewing, instructive and restrictive, was the same as the initial piloted study with 123 Dutch parents. That is, irrespective of child age, parents' age, gender, and socioeconomic background, co-viewing was the most adopted regulation style among Dutch parents. Again, parents use more instructive mediation than restrictive. The Cronbach's alpha values for all the mediation styles were .80.

The second part of the study on parental mediation styles employed hierarchical multiple regression analysis to assess parental mediation style factors. Children's age, parental educational background, and gender were measured using children's viewing time as a control variable. They found that mothers use instructive and restrictive mediation more than fathers. High-level educated parents employed restrictive mediation. Although there were insignificant findings of instructive mediations with younger children, parents of younger children often adopted instructive and restrictive mediation more than parents with older children. The findings also showed that parents of younger children worry more about the bad influence of inappropriate content on their children. For co-viewing, the study reported that children who watched a lot of TV led to parental co-viewing. For children's gender and mediation style, their findings aligned with an earlier study showing no influence on parental mediation. There was a significant finding about parents who perceived television to fuel aggression and put fears in their children employing more restrictive mediation, but the findings were not significant for instructive mediation on aggression and fears. The MANOVA analysis of the TV mediation style's frequency shows a significant result of parental gender where mothers applied all three mediation styles more than the father.

Warren (2003) surveyed parental mediation style of preschoolers' television engagement with 129 parents. The study was in three parts. The first part focused on assessing TV mediation at home (i.e., co-viewing, restrictive, and instructive mediation). The second part consisted of the precursor of TV mediation style, which previous studies have established that mothers are more likely to adopt restrictions. The last part of the study focused on the impact of TV on children. Warren (2003) examined mediation style through the lens of parental involvement and argued that children's TV viewing can be a joint activity with parents or individualistic. In addition, the

principle of parental involvement has two categories: direct or indirect, where parents practicing direct involvement engage in activities with their children from conversation to recreation and provision of needs. On the contrary, parents practicing indirect involvement just provided what the child needed without personal relationships. The author employed a survey questionnaire to gather data from parents who had children between one to five years from 36 elementary schools in southern cities. The children brought the questionnaire home. A graduate with Spanish background assisted Spanish native parents to answer the questionnaire. Out of 491 participants, the response rate was 129, representing 26%.

Warren (2003) measured the amount of time children and parents spend on TV during weekdays and weekends. The number of hours parents and children view a day from morning to evening was calculated and multiplied by five days and those for the weekend were multiplied by two. He measured parental mediation style: restrictive, instructive, and co-viewing using Valkenburg et al.' s (1999) mediation scale. He assessed parental involvement using two scales for engagement and access. The author found that parents employed all the mediation styles, but restrictive mediation was highly used to regulate young children's TV viewing, followed by instructive and co-viewing. There was a significant difference between restrictive and co-viewing, restrictive and instructive, and co-viewing and instructive. There was a highly significant positive association between child age and parental involvement, and hours children spent watching TV and the three mediation strategies. Parental education was negatively related to parental TV viewing but positively linked with the number of hours children spend on TV and co-viewing. The findings revealed no significant relationship for restrictive mediation regarding parental engagement, but there was a significant association between parental engagement, co-viewing and instructive mediation. Parental access was linked with child and parental co-

viewing. Again, parental attitude towards TV showed a significant relationship for using all three mediation styles despite the child's age.

Warren (2005) conducted a study on parental regulation of children' TV consumption in low socioeconomic households under the lens of Bronfenbrenner's ecological systems theory. The quantitative study used a questionnaire to collect data from 306 parents who enrolled their children in 15 Head Starts in five counties in Arkansas. Seventy-five percent of the respondents were African-American and 25% were Caucasian. Forty-four percent of the sample population were married, while 39% were single. Forty-six percent of the parents worked 10 hours per week not in their home, while 39% of the parents reported 30 work hours in a week. Warren (2005) assessed TV mediation using Valkenburg et al.'s (1999) mediation scale for restrictive, co-viewing, and instructive regulation and parents' behavior toward TV with a parental television attitude Likert scale. They measured parents' hours of TV viewing in a week (M = 39.55 hours) and that of the children (M = 35.29 hours).

Warren (2005) argued that due to the adoption of path analysis, he could not tell which of the mediation strategies was more often adopted by parents, but *t*-test analysis showed that low SES families adopted restrictive mediation more often than instructive or co-viewing. Parents' approach of using restrictive mediation results from the negative impact of TV content on children. On the analysis of parental mediation under the influence of the ecological systems theory, parental education and marital status variables greatly influenced work hours while parental availability and involvement with the child significantly impacted viewing hours per week. Parents' work demands and educational level prevented them from having enough time with their children. This made it less likely parents would use instructive and co-viewing mediation, hence adopting a restrictive mediation style. The findings align with the ecological

systems theory that parents' work and education influence their mediation style. Parents' attitude toward TV viewing had a significant impact on the use of restrictive mediation. The parental educational level had a negative effect on their viewing time but led to a positive effect on co-viewing. Parental education impacts their work, which also negatively impacts their availability and engagement with children. Restrictive mediation style results from parents' presumptions about the negative impact of TV viewing. Parents adopted the co-viewing approach only when they were interested in the content of what children were watching.

Ghana History

The Republic of Ghana is a country in West Africa formerly known as Gold Coast. It is surrounded by Cote d'Ivoire, Togo, Burkina Faso, and the Atlantic Ocean. Accra is the capital city, followed by Kumasi as its second-largest City. Kumasi is where the data for this study was collected. Ghana was the first Black Africa Nation to secure independence from Britain in 1957 (Frimpong & Vaccari, 2015). It is a leading country in West Africa and a citadel of democracy with Eight successful presidential and parliamentary elections under the fourth Republic. It is a high-context macrosystem and collectivistic human society where socialization is standard practice everywhere. These practices include child's naming, birthday celebrations, marriages, religious gathering, funerals, and family meetings (Frimpong & Vaccari, 2015). Smartphones, tablets, and laptops are emerging screen activities in many households. However, the most available screen media accessible to young children is the television (Antwi-Danso, 2019)

TV Content in Ghana

Content on Ghana's television media include current affairs, news bulletins, local drama series, sporting events, romantic talk shows, documentaries, and religious broadcasts. Programs

targeted at young children include *Talented Kids,* a reality show offering children a platform to showcase their talents and develop their potentials through coaching and training, *Children's Channels, Smart Children* and *By The Fire Side,* which involve play and enactment of young children's stories to educate moral values and acceptable behaviors (Antwi-Danso, 2019), are also available for viewing.

Aside from this content, most of the major television stations in Ghana are full of foreign telenovelas (Donkor, 2013). These telenovelas, mostly from Mexico and India, revolve around romance, sexuality, violence, and rebellious characters fundamentally different from Ghana's culture and traditions. Telenovelas are drama series aired on television or radio with different characters and settings. They broadcast many times a week. Additionally, such programs focus mostly on characters' sensitive and private lives, which depict a specific culture's norms and behaviors (Davin & Jackson, 2008). Further, most of these telenovelas air in primetime between 14:30 GMT and 18:00 GMT (after school hours when parents are often out of the home) (Donkor, 2013). Thus, children of all ages have access to view such programs day and night (Antwi-Danso, 2019; Donkor, 2013). Donkor (2013) points out that on average, TV stations in Ghana broadcast 33 hours a week of telenovelas, representing 25% of the entire programming of these TV stations. Aside from the adverse effect of such content on childhood development, there is a risk of remote acculturation (Donkor, 2013; Zhao, 2012).

Influence of Foreign Content on Ghanaian Values. The inception of technological devices, especially television and the internet, has facilitated the concept of globalization and interconnectedness rapidly. Barker (1999) points out that television's capability of reaching many people in different countries encourages globalization, mixed identity, and Western culture

promotion. Davin and Jackson (2008) and Barker (1999) explain that television should be considered a cultural system more than a visual media. It hypes well-known cultures, ethnicity, and national identity. Further, Bielby and Harrington (2005) argued that themes from TV programs such as telenovelas are intentionally created within a specific social, historical, and ideological context. In a proposed policy document, Ghana National Media Policy (GNMP, 2000), which seeks to streamline mass media activities including television broadcasting, states that the influence of foreign television content and movies is undermining Ghanaian culture and making children more vulnerable. Per the draft policy document, the diversity in Ghanaian culture supports how individuals relate and communicate with others. Therefore, digital communication, such as TV broadcasting, should consider infusing traditional communication systems into their activities.

Parenting Style in Ghana

The parenting style in Ghana is less permissive. Every child's conduct, attitude, behavior, and actions in public are links to their parents as a by-product of the children's training at home (Dickson et al., 2014). The above supposition connects with a proverbial saying in the Akan language, a dominant dialect in Ghana: "*abofra anse oni a, na ose nagya"* (*A child's behavior reflects their parents*). Dickson et al. (2014) conducted a quantitative study to examine the association between parental style and parental personality in Accra's suburb in Ghanaian settings. They employed both snowball and purposeful sampling to select 120 middle-class parents with 50 males and 70 females. The authors reported that male parents are more authoritarian than female parents. As a result, children are more fearful of establishing a personal relationship with their father than their mother. Additionally, the stern male parental figure is encouraged by their female counterparts because mothers often perceive the child's discipline,

mostly punishment, as the father's role. This finding connects well with Querido et al.'s (2002) idea that many studies in African-American communities about parenting style show a more authoritarian parental approach. Another finding was that the only child privileges in other parts of the world do not apply in Ghana. Because society and the community held parents responsible for their children's waywardness, a parent with only one child raises them to avoid public ridicule and shame. Hurd et al. (1995) share the same idea in their research that African-American families prioritized communal parenting and adopted physical punishment more than European Americans.

Connection between Parenting Styles and Familial Regulation Types

Brito et al. (2017) conducted a qualitative study to examine young children's screen media use, including TV parenting style. The study stemmed from significant research conducted in 14 countries in Europe involving 140 families. Brito et al. (2017) report that the authoritarian parenting style is a widely adopted approach for young children's screen media control. Findings from Norway and Cyprus connect with Plowman et al.'s (2008) previous study of children's media activities' of permissive parenting style. The typical approach among all the parenting styles, aside from laissez-faire, was that young children's screen media use was tied to parents' attitudes towards screen engagement. The research also revealed that parents' preconceived ideas about technology, income level, and their screen activities were informed by each parenting style. In Ghana, a study was conducted by Antwi-Danso (2019) to examine the link between parenting styles, television viewing, and academic success of 13-year-old Grade-8 students. The author reported that parenting styles do not influence children's television viewing.

Familial Role as Regulators of Children TV Viewing

According to Dias et al. (2016), families must protect young children from on-screen media and its content because children rely on them as models and protectors. Although it comes with challenges, parents must ensure children are safe and protected from viewing content that will adversely affect their development (Young & Nabuco de Abreu, 2017). Families admitted responsibility to protect children from screen media and inappropriate content viewing in a study conducted by Auxier et al. (2020), which gathered data from 3,640 families with children below age 12 in the US through an online survey. Per AAP's (2016) recommendations, families should consistently monitor children's TV viewing and other media activities.

Familial Screen Media Behaviors and its Effect on Children's Content Viewing

Lacricella et al. (2014) examined media engagement with smartphones, computers, television, and tablets of parents with children under the age of eight. The focus was to find out whether parents' attitude affects children's screen time beyond AAP's 2-hour per day recommendation. The authors reported that parents' screen media engagement across all the devices was positively linked with young children's media use and emphasized the need for regulating parents' screen media activities instead of children’s. This finding aligns with Poulain et al. (2019) who examined the linkage between parent media engagement, child media engagement, and the effect of mother-child relatedness on children's behavior. The research findings revealed that an increase in mother media engagement for five hours a day is positively associated with a significant rise in likely 2 hours of child media use. This finding connected with Kucirnova and Sakr (2015) and Plowman et al. (2008) when they reported that children model their parents' screen behavior and content choice.

TV Content and Target Audience

Roberts and Foehr (2004) posit that the United States' full embrace of television in the 1950s provided children with much broader content than ever. Access to this content gave information freedom to children without caregivers' control. The situation begins to change the role of parents as protectors and gatekeepers of children.

TV content has variations and target audiences. Some content is meant for adults, and others are for adolescents, children, and younger children. It is common knowledge worldwide that some adult content contains sexual situations, gun-related violence, foul language, fraud, bribery, and many more things that might be deemed inappropriate for young children**.** Content of screen media, such as TV, is a powerful tool for enhancing or harming children's development (Addae-Boahene & Akorful, 2000; Nyarko, 2007). Collins et al. (2017) reported that two out of three television shows contain a sexual element. In a biannual report to the Kaiser Family Foundation, Kunkel et al. (1999) found that out of 1000 parents surveyed, 46% were alarmed about the violent content in the media, while 51% were more concerned about heavy sexual content in the broadcast media. Research supports that child-related and purposeful television content facilitates learning and child development with appropriate use and parental or caregiver guidance (Anderson & Dill, 2000; NAEYC & The Fred Rogers Center, 2012). Adult and caregivers' guidance will help children derive the benefit of children's content viewing. But in all spheres, TV viewing should not override the guiding principles of optimal development: active engagement, play, and human interaction (NAEYC & The Fred Rogers Center, 2012).

Factors that Determine an Educational TV Program for Young Children

Educational content includes programs that help children to learn and comprehend unexperienced behavior. Many empirical studies have established the educational benefit of

young children's screen activities as better reading performance and cognitive development. It also facilitates math, science, literacy, social-emotional development, sports, and physical activities (Alosaimi,1995; Johnson & Puplampu, 2008). A study where children were assigned to consume TV programs that focused on promoting acceptable social behavior demonstrated positive prosocial behaviors (AAP, 2016). Parents affirmed that when authorities in charge of program ratings confirm that programs are educational and age-appropriate for children, families worry less about what the children watch on television. Again, they use such educational programs to reinforce children's learning at home.

These findings call for the proper regulation of television content at the national level (Bryant, 2001). In the US, the Federal Communications Commission (FCC, 2021) defines educational television programs as content that positively affects children's (16 and younger) development in all aspects, including intellectual, cognitive, and social-emotional needs (Bryant, 2001). According to the FCC (2021), an educational program should have the following characteristics: the main program's purpose is education, the program's objective and target audiences are known, the program is broadcast between 6 AM and 10 PM, the program duration is 15 or 30 minutes, and the program has been classified as an educational program at the time of broadcasting by the licensing authority.

TV Viewing and Its Impact on Child Development and Behavior Risk Factors

Studies support that heavy TV viewing in childhood is associated with cognitive, social-emotional, and language developmental delays. The delays could be due to developmentally inappropriate adult content viewing, poorly-generated children's programs, and lack of child-adult communication during TV viewing (AAP, 2016). Boxer et al. (2009) conducted a mixed-method study to investigate violent media's influence on children's non-sociable behavior and

acts of violence. The authors interviewed 390 detained children in state facilities and surveyed 430 high-school students in urban-suburban and urban cities. They also gathered data on their consumption of the type of TV content viewed, movies, and computer games when they were seven and eight years old. They as well collected data on these children's unsociable behavior. Parents and educators of these children also provided information on violent acts and behavioral issues. They found that violent media exposure in childhood and adolescence is positively associated with children's violence and aggression. The authors concluded that exposure to minimal violent content is linked with children's aggressive behavior and indulgence in a violent act.

A longitudinal study by Huesmann et al. (2003) about the linkage between violent television exposure in childhood and aggressive behavior in adulthood reported a positive relationship between adulthood aggression. In this study, the author surveyed the participants at ages 6-10 years in the 1970s and a follow-up interview with 329 in adulthood. They collected data from their partners and friends and investigated their criminal records. The authors measured self-reports and other-person-reports on a scale of aggression due to childhood violence TV viewing through structural model analysis. Huesmann et al. (2003) reported that irrespective of families' socioeconomic status, educational level, social class, occupations, and parenting style, heavy TV viewing of violence during childhood led to adulthood aggression. Children who perceived violence on TV as a real-life situation were significantly more aggressive in adulthood. The structural model analysis also found that men were more highly rated for physical attack and crime-related issues than women. Nonetheless, women scored higher on indirect aggression. Both men and women were rated almost the same on verbal, general, and spousal aggression in adulthood. Huesmann et al. (2003) concluded that violent

content viewing on TV during childhood is more damaging with the long-term effects into adulthood than adulthood viewing of TV violence.

Television Viewing, Human Interaction, and Active Play

AAP (2016) and UNICEF (2020) urged parents to encourage human engagement and discourage TV viewing in the early years. According to them, infants' actual learning and brain development did not happen with screen media but rather in human-to-human activities. Per their report, zero percent of learning occurs when babies below a year old interact with screen media. The best way to communicate with babies and infants is to engage in non-verbal actions with a human by face contact to get meaning. Regulation of children under age five's TV viewing and high-level parent-child interaction received support by Poulain et al. (2019). The authors' findings noted that an increase in parent-child engagement is related to fewer behavioral difficulties, high incidents of peer interactions, and a good display of acceptable behavior among children. Play, especially active play, is associated with young children's optimal development (NAEYC & The Fred Rogers Center, 2012). Children learn best and develop social and cognitive skills during off-screen activities (UNICEF, 2020). Therefore, parents are advised to discourage young children under five years from screen media and involve more active play based on the World Health Organization's (WHO, 2019) recommendation. For children between one to four years, they recommend three hours of physical activities. However, if the children are to engage in any sedentary activities for an hour a day, it should be storytelling, reading, and not strollers and others. Notwithstanding the importance of active play in childhood development, Oliemat et al. (2018) reported that screen activities have taken over young children's traditional active play.

In Ghana, until the introduction of the internet television viewing, young children of every class gathered in the neighborhood in the evening and engaged in physical, social-

dramatic, and constructive outdoor play. But these activities are seen much less with children in the urban cities and affluent households due to internet access and screen media engagement (Frimpong & Vaccari, 2015). These children are now surrounded by screen media such as television and much more.

Television Viewing as a Sedentary Behavior

WHO (2019) defined sedentary behavior as a lack of physical activities, like TV viewing, that involved bodily movement and energy like running, active play, walking, and many more. In contrast, in their investigation, Khouja et al. (2019) reported that engagement with screen activities, such as TV viewing, does not indicate sedentary behavior, since some screen content promotes physical activities. Among recommendations to reduce sedentary behavior by the World Health Organization is a limitation of children's screen media engagement. When children are to engage in sedentary activities, it should focus on storytelling and reading with care providers or families (WHO,2019). In their perspective, the quality of health habits formed at the childhood stage runs through a lifetime.

Television Viewing and Childhood Obesity

The World Health Organization (2019) had classified screen media engagement as a promoter of childhood obesity. A report by the WHO's Commission on Ending Childhood Obesity (2016) found that the worldwide obesity rate in children under five years is 41 million. In Africa, the figure doubled from 5.4 million in 1990 to 10.3 million in 2014. The increase in childhood obesity stemmed from increased time on screen media like TV and decreased active physical play (NAEYC & The Fred Rogers Center, 2012; Watson, 2018; WHO, 2016 A longitudinal study conducted by Saelens et al. (2002) examined household environmental impacts on young children’s television of six- year- olds in 169 families. The researchers

followed the children for six years. They concluded that children's television consumption increased as they grew. Watching television is significantly associated with weight gains in childhood and as they age. Above two hours of television viewing is a potential risk for weight gain. In Ghana, Darko (2019) reported that 3% of children under five years are obese. Male children are more likely to be obese than females. These findings are based on a quantitative study that examined secondary data of 3,118 children under five years for causes of obesity. Childhood obesity is positively associated with health problems in childhood that continue into adolescence and adulthood. It affects sleep, causes heart problems, Type Two diabetes, and depression leading to stigmatization and antisocial behavior among children (WHO, 2016).

Amount of TV Viewing

The American Academy of Pediatrics (2016) and the World Health Organization (WHO, 2019) defined the amount of TV viewing as the length of time children spend watching TV. The AAP (2016) recommendations of TV viewing and other screen media activities for families are as follows;

a) Children below two years should not engage with TV viewing and other media except video chatting.
b) Children two through five years old should have one hour of TV viewing and other screen time per day with familial co-viewing.
c) Those above 5 years should not have more than two hours of TV and other screen activities a day.
d) Children are discouraged from having TV or other screen activities one hour before bedtime.
e) All screen gadgets must be removed from children's bedrooms before bedtime.

More recently, WHO (2019) has announced that TV and other screen activities for children two through four years should not be more than one hour; less is better. Per their guidelines, active and vigorous play and fewer restrictions in a particular position for less than an hour a day support children's optimal growth. However, UNICEF (2020) reported that modern families often rely on a screen device to engage children as a nanny. In a study conducted by Brito et al. (2017), parents admitted that their child spent almost 7 hours engaged in on-screen activities undistracted because they consider the device as a digital nanny.

Regarding this, experts say such activities have implications on the child's brain. It harms the executive function of the brain and attention span (UNICEF, 2020). However, AAP (2016) reports that there has been a decrease in the amount of time children spend consuming TV to two hours in the Western world, but they cannot establish whether families are heeding to their recommendation or shifting from TV viewing to interactive media.

Chapter 3. Methods

This study focused on familial regulation and monitoring of children's (ages four to eight years) TV viewing in Ghana. As research has revealed, unregulated TV viewing is potentially harmful to children's development, despite the possible educational benefit of child-related content. Unfortunately, in Ghana, not much is known about how families regulate their children's TV viewing. Therefore, Valkenburg et al.'s (1999) parental TV mediation questionnaire was used to examined how families regulate children's television viewing in Ghana's southern region. This chapter outlines the methodology used to answer the research questions.

Research Questions

The research questions guiding this study are:

RQ1) What type(s) of regulation practices do families use?

RQ2) Are there any significant differences in TV regulation scores among children who are four, five, six, seven, or eight years of age?

RQ3) Is there a significant difference in TV regulation scores between male and female children?

RQ4) Are there any significant differences in TV regulation scores among parents whose highest educational level is Primary, Junior High, Senior High, or Tertiary?

RQ5) Do family regulation practices of children's (ages four to eight years) time spent in front of the TV align with the AAP recommendation of two hours of screen time a day?

RQ6) What are families' perceptions about television's influence on their children?

Research Design

The researcher adopted a quantitative research design using the Qualtrics online survey platform to gather data from 500 families through a convenience sample. To qualify, the participants needed to have a child ages four to eight years old enrolled in the selected public

school in southern Ghana. The public school had almost 1500 students from pre-kindergarten (pre-K) through grade six, with about 700 students enrolled in pre-K to grade three (children four to eight years old). Although the student population was almost 700, some families had more than one child (ages 4-8 years) in the same school, making the number of the families less than the student population. The researcher collected data from this school because of the diverse nature of familial education and socioeconomic status.

Instrument

This study used an online survey administered through the Qualtrics platform. The survey was divided into 4 sections. See Appendix A for a full version of the survey.

Demographic Information

The first section of this survey collected demographic data about the families, including age and sex of the child, sex of the family member, education level of the child and family member, relationship status, occupation, income along with information about the number of televisions in the home, etc. These demographic variables were used to give a description of the families surveyed, and some (age of child, family education level) were used in the analysis to answer research questions.

Valkenburg's Television Mediation Scale

The second section of the survey comprised the scale to measure television mediation developed by Valkenburg et al. (1999). The researcher sought and received permission to use this scale from the authors (see Appendix B) prior to the study.

A 15-item Likert-style questionnaire developed by Valkenburg et al. (1999) was used to measure three different types of families' mediation of children's TV viewing: restrictive, co-viewing, and instructive. The 5-point scale items are rated "very often," "often," "sometimes,"

“rarely," and “never.” and coded 1 to 5 respectively. The scale is divided into 3 subscales of 5 questions each. The first subscale includes five questions to assess restrictive mediation, where families prevent children from viewing certain programs. An example is, “How often do you tell this child to turn the TV off when they are watching inappropriate content?” The second subscale includes five questions to assess co-viewing mediation, where families watch television with their children due to their own interest in the program. An example is: “How often do you watch TV with this child because you both like a program? The last subscale includes five questions to assess instructive mediation, where families explain the content and characters' behavior when watching TV with the child. An example is: “How often do you laugh with this child about things you see on TV?”

Children’s TV Time

The third section of the survey used in this study included two questions to measure the amount of children's television viewing. Families were asked to estimate the time their children watch television for a weekday and on the weekend. For example, “On a typical weekday (Monday through Friday), for how many hours does your child watch TV during each of the following times? (6 AM to Noon; Noon to 6 PM; 6 PM to Midnight). Families were given the option to check a box for 0, 1, 2, 3, 4, 5, or 6 hours for each block of time.

TV Concerns

The final section of the survey assessed families' worries about the potential adverse effect of violence and sexual content viewing on their children. A 4-point Likert-scale originally developed by Cantor et al. (1996) and included on the Valkenburg et al. (1999) scale was used to measure these four items. For each item, families answered, "Not at all concerned," "A little bit concerned," "Moderately concerned," and "Very concerned” and were coded 1 to 4 respectively.

The first two items focus on families' concern about the potential effect of violent television content on their children's aggressive behavior. An example is, “How concerned are you that watching what you consider to be inappropriate programs would encourage your child to think violence is an acceptable way to solve problems?” The second set of two items measured families' concern about the impact of sexual content viewing on children. For example, “How concerned are you that watching what you consider to be inappropriate programs would teach your child prematurely about sexual matter?”

Validity and Reliability of the Instrument

Valkenburg et al. (1999) measured the reliability of the familial mediation style of children's TV viewing, such as co-viewing, restrictive and instructive mediation. The researchers adopted varimax rotation analysis, similar to a procedure done by Warren (2003) with preschool parents. The sum of the component item scores listed for co-viewing is (range = 5-25, *SD* = 4.68, *a* = .83), restrictive mediation (5-25, *SD* = 5.41, *a* = .84), instructive mediation (5-25, *SD* = 6.06, *a* =.96). Additionally, Nikken and Jansz (2014) adopted Valkenburg et al.'s (1999) parental mediation scale when they developed a scale to measure parental mediation of young children's online activities. They recorded (*a* = .94) for active mediation, *(a* = .80*)* for co-use (co-viewing), and for restrictive mediation, they categorized it into two types: a general restriction as *(a* = .78), and content restriction as *(a* = .83).

For the scale measuring familial perception about television’s influence on their children, this study uses the reliability principal-component results by Valkenburg et al. (1999). The sum score for the scale measuring familial concern about TV influence on concerns about aggression are (*a* =. 85; *M* =1.27; *SD* = .96) and a scale for sexual content concern of parents are (*a* = .82; *M* = 1.08; *SD* = 1.03).

Procedures

This study focused on how families regulate young children's television content viewing in Ghana through quantitative data collection. The participants were informed about the study through recruitment flyers (see Appendix C) containing a 13-minute online survey link to various parent-teacher WhatsApp groups. After the Institutional Review Board (IRB) approval, the researcher contacted the headmistress (principal) and the research assistants about the study's data collection stage and shared the recruitment flyers with them. The research assistant then shared the recruitment flyers with the parents on their WhatsApp platform. As an alternative plan, the researcher provided internet-connected smartphones for the two research assistants in the school. The smartphones assisted some families willing to participate but who had connectivity and technological challenges such as unclickable links, which denied them access to the survey.

Data Collection

The researcher collected data from an online survey through Qualtrics in the last week of June 2021 through the whole month of July 2021. The five-week period gave ample time for participants willing to participate in responding to the survey. Additionally, the research assistants sent out weekly reminders until the end of July (see Appendix D).

Data Analysis

The data assembled from the various families were analyzed using one-way analysis of variance (ANOVA) independent *t*-tests, post-hoc and descriptive analysis using SPSS. For simple statistical analysis, the answers to the questionnaires had been coded and ordered. The education levels of the families were coded*: Lower =primary, low =Junior High, Middle=Senior High School, High =Tertiary.* However, the names of the respondents were not applied to

answers in the data obtained from the selected families in the school to ensure privacy and confidentiality.

Institutional Review Board Process (IRB)

Research studies concerning human subjects must go through the institutional review process (Creswell &Guetterman, 2019; Leedy & Ormrod, 2019). The current research secured IRB approval in the middle part of June after the researcher successfully defended the thesis prospectus to the research committee. Although the researcher collected the data in Ghana, the IRB at East Tennessee State University (ETSU) has a supervisory role in ensuring that the study conforms to Ghana's research standards. The researcher, having foreknowledge of the international nature of the study and the need to secure IRB approval from Ghana before final approval from the IRB at ETSU, started a personal search before prospectus defense. The researcher engaged with four university lecturers in Ghana at Kwame Nkrumah University of Science and Technology in Kumasi and Cape Coast University to inquire more about IRB operations. The search revealed that human research that involves adults but does not concern clinical trials, like in this study, does not need IRB approval. Instead, what works is permission from gatekeepers and consent of the participants.

Gatekeepers' Permission

Human subject studies require researchers to seek permission from authorities in charge of the site and individuals at all levels (Creswell & Guetterman, 2019; Leedy & Ormrod, 2019). In this study, the gatekeepers are Ghana Education Service, a government institution in charge of all public schools, including the basic school where the researcher collected data from families. The researcher secured permission from the Ghana Education Service and the school's headmistress.

Chapter 4. Presentation of Results

Overview

This chapter of the thesis presents the results of the data collected on the research questions. The questionnaire was distributed to parents, grandparents, older siblings and other relatives of 500 households. A total of 208 family members (mostly parents) attempted the survey (41.6% response rate). However, only 158 surveys were usable. Therefore, the data analysis is based on 158 completed responses representing over 31% of the entire population. The chapter starts with descriptive statistics and inferential statistical computations conducted on the various research questions.

Descriptive Statistics

A variety of demographic variables were gathered to give a more complete picture of the sample surveyed. Participants in the study were 102 females (64.6%) and 56 males (35.4%). Figures 3 through 9 provide additional information about the families (age of respondent, marital status, educational qualifications, relationship to child; see Figures 3-6); their children (age, sex, grade; see Figures 7-8), and their households (number of TVs; see Figure 9). Not all demographic variables were used in the subsequent analyses, but charts are provided to give a window into the sample population.

Figure 3

Age Distribution of Respondents

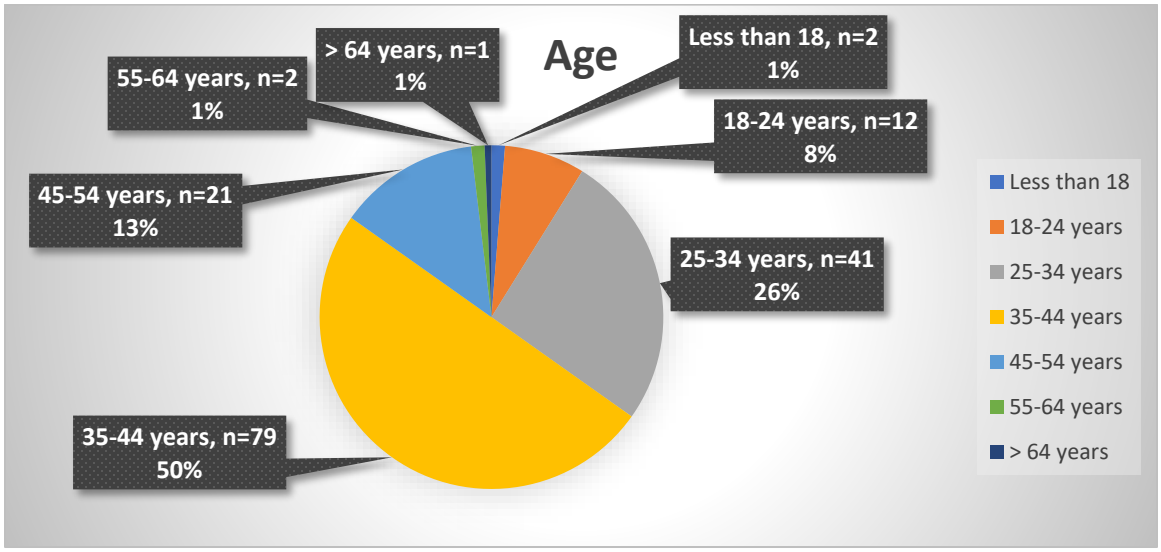


Figure 4

Relationship Status of Respondents

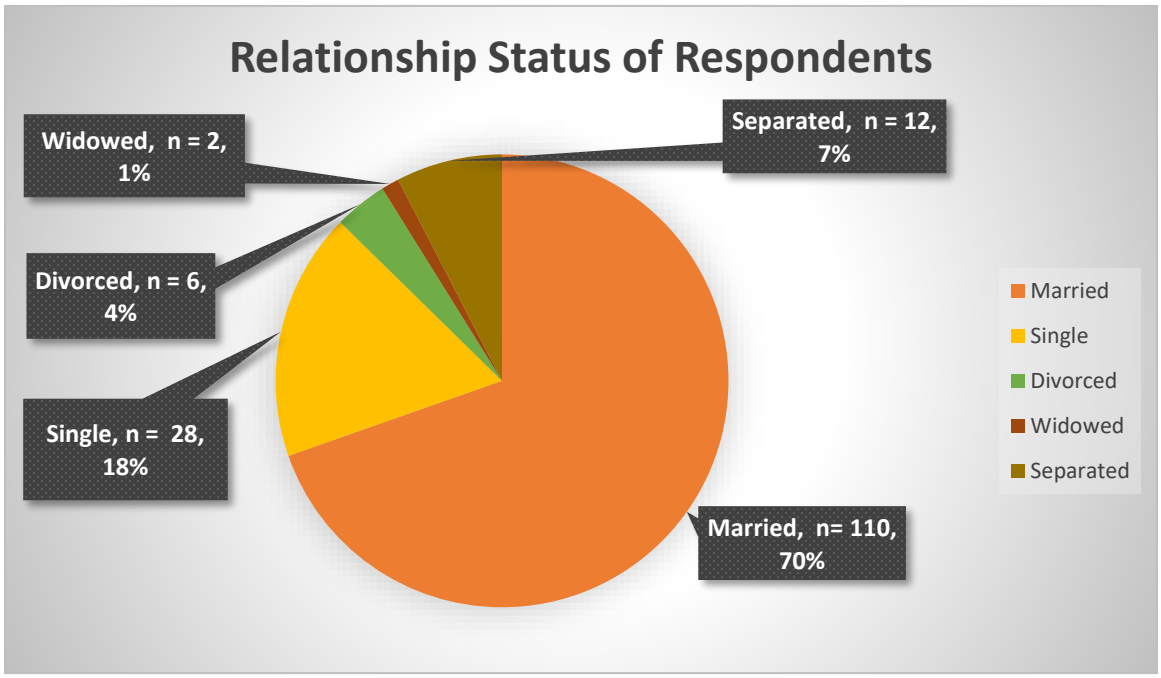
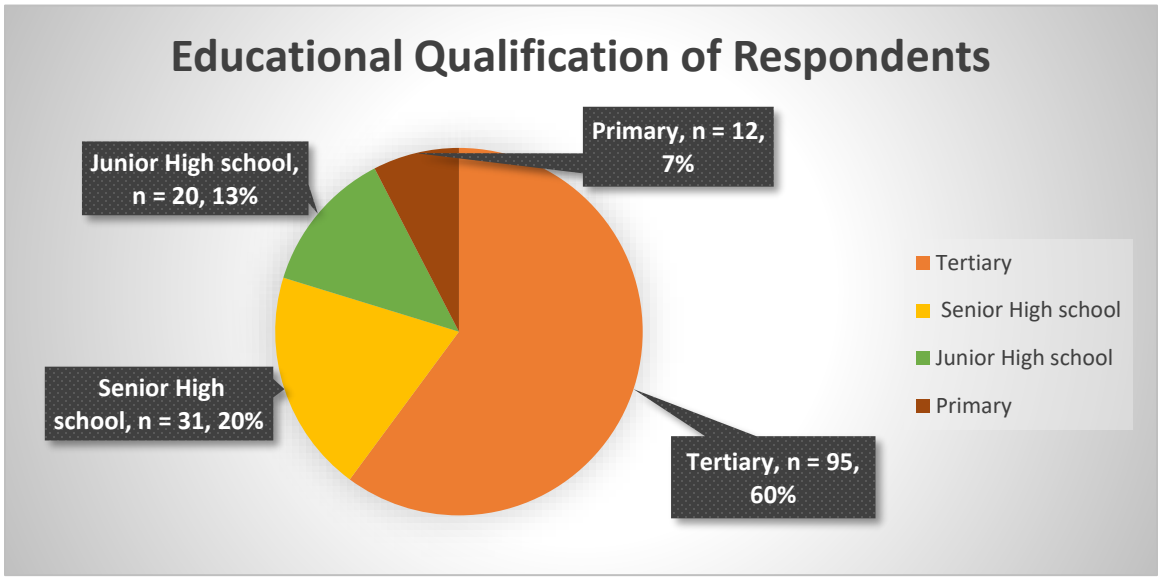


Figure 5

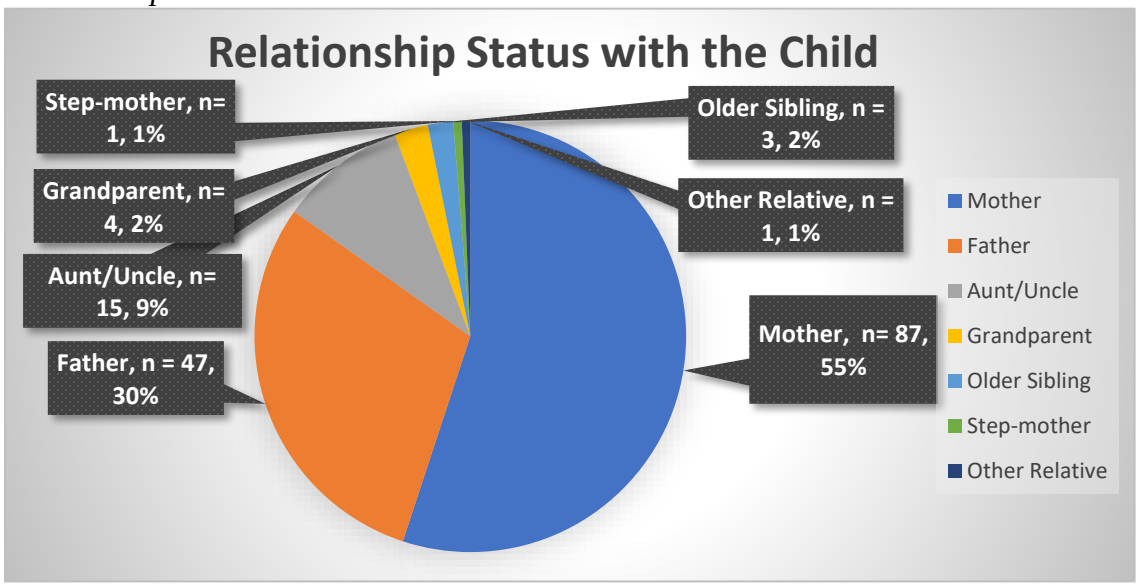
Educational Qualifications of Respondents



Note: Primary and Junior high school (Elementary school), Senior High (High school), Tertiary (College)

Figure 6

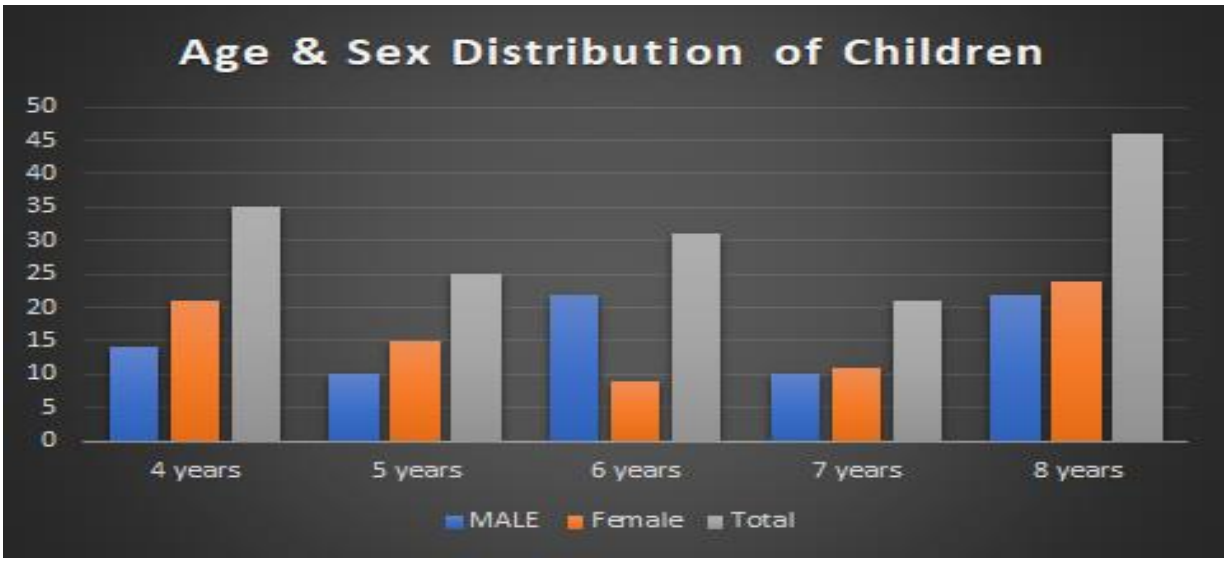
Relationship Status with the Child



From Figure 6 the cumulative sum of mothers and fathers is 85%, indicating most children live with their biological parents whiles 15% live with other family members and relatives.

Figure 7

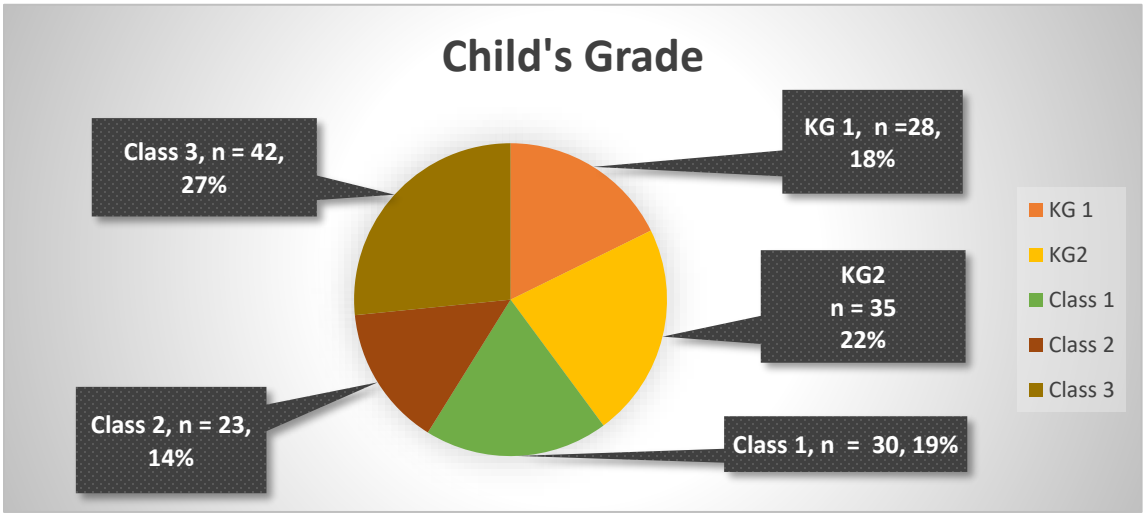
Age/Sex Distribution of the Children



The children, who were the focus of the question, included 80 females (50.6%) and 78 males (48.4%) ranging in age from four to eight years (*M* = 6.1), with the majority being eight years of age (29.1%)

Figure 8

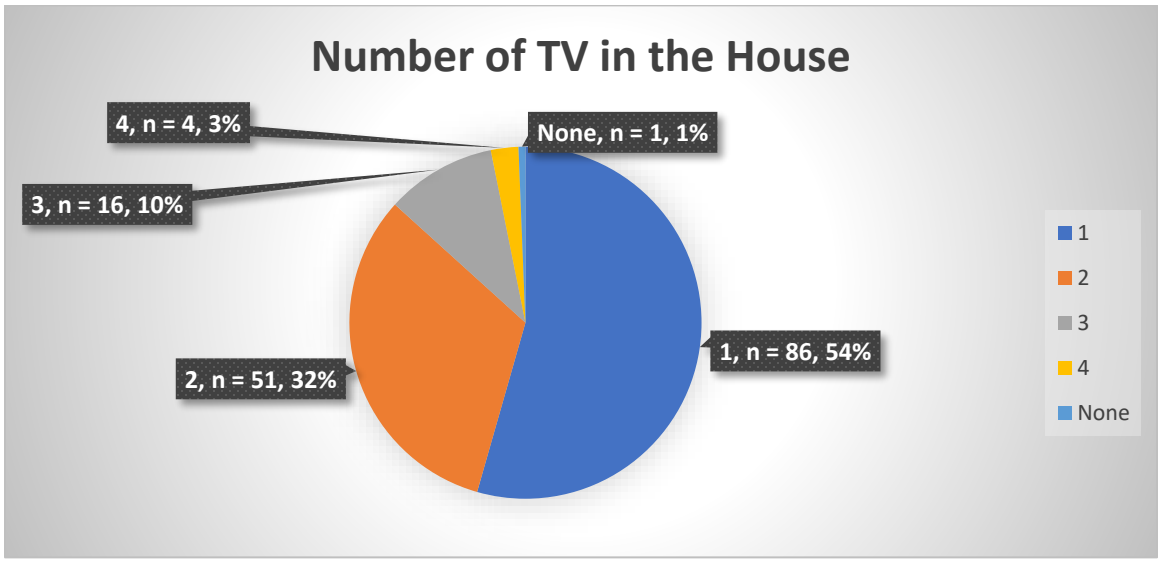
Child's Grade or Recently Completed Grade



Note: KGI (preschool), KG2 (kindergarten), class 1, 2, 3, (grade one, two, three, respectively)

Figure 9

Number of Televisions in the House



Presentation of Results on Research Questions

(RQ1) (a). What type(s) of regulation practices do families use?

To understand the types of TV regulation being used by the respondents, the study set out to adopt Valkenburg et al. (1999) children's TV regulation styles. A descriptive analysis was performed using SPSS software. The internal consistency and reliability of the scale was established through Cronbach's alpha coefficient. The reliability coefficient for the current study was $\alpha = .75$ which is reliable because, per Amin's (2005) explanation, a coefficient value $\alpha \geq .57$ is accepted in social research.

Table 1

Descriptive Analysis of Familial Regulation on TV Viewing

How often do you……	*N*	*M*	*Median*	*Mode*	*SD*
Restrictive Regulation					
1. tell the child to turn off the TV when he/she is watching an inappropriate program?	158	1.97	2.00	1	1.076
2. set specific viewing hours for this child?	158	2.55	3.00	3	1.187
3. forbid this child to watch certain shows?	158	2.42	2.00	1	1.303
4. limit the amount of TV this child may watch?	158	2.35	2.00	3	1.145
5. specify in advance the shows this child may watch?	158	2.30	2.00	1	1.245
Overall Mean		2.318			
Co-viewing Regulation					
6.watch TV with this child because you both like a program?	158	2.54	3.00	3	1.110
7.watch TV with this child because of a common interest in a program?	158	2.67	3.00	3	1.061
8.watch TV with this child just for the fun of it?	158	2.63	3.00	3	1.114
9. watch your favorite program with this child?	158	2.84	3.00	3	1.103
10. laugh with this child about things you see on TV?	158	2.41	2.00	3	1.072
Overall Mean		2.618			
Instructive Regulation					
11. try to help this child understand what he/she sees on TV?	158	2.36	2.00	3	1.023
12. point out why some things TV characters do are good?	158	2.52	3.00	3	1.161
13. point out why some things TV characters do are bad?	158	2.57	3.00	3	1.131
14. explain reasons why TV characters do what they do?	158	2.71	3.00	3	1.113
15. explain what something on TV really means?	158	2.67	3.00	3	1.079
Overall Mean		2.566			

A five-point Likert scale, ranging from “very often” to “never”, was used to assess the respondents about restrictive regulation practices of young children's television viewing. From

Table 1 you can see that the overall mean for restrictive (M = 2.318), co-viewing (M = 2.618), and instructive (M = 2.566), combined with the more frequent rating (mode) of 1 (very often) for questions on the restrictive regulation subscale, suggest families adopt restrictive regulation more often than instructive and co-viewing.

RQ2) Are there any significant differences between TV regulation scores among children who are four, five, six, seven, or eight years old?

A one-way analysis of variance was conducted to evaluate the difference between TV regulation scores based on child's ages. The independent variable is the child's age, and the dependent variable is TV regulation scores. The independent variable has five levels: four years, five years, six years, seven years, and eight years, and the dependent variable has three levels: restrictive, instructive, and coviewing regulations. The ANOVA was not significant between child's age and restrictive regulation scores $F(4, 153) = .373$, $p = .827$. The variance estimates between the subject scores (child's ages) are .288 and within the child's age is .771. This means that the population variance is approximately 0.4 times greater than within the subject experience (child's age) that is being accounted for. The value for the R-squared is .010.

Also, there was no statistically significant difference between instructive regulation scores among child's age $F(4, 153) = 1.648$, $p = .165$. The variance estimates between the subject experience (child's age) are 1.29 and within the subject scores (child's age) is .783. This implies that the population variance is approximately 1.7 times greater than within the subject scores (child's age) that are being accounted for. The value R-squared is .041.

Again, the ANOVA was not significant between co-viewing regulation scores among child's age $F(4, 153) = 1.512$, $p = .201$. The variance estimates between the subject scores (group of ages) is .993 and within the group of ages is .657. The value for the R-squared is .038. This

shows that, in this model, only approximately 3% of the variance accounts for co-viewing regulation scores. It could be concluded that there was no significant difference between TV regulation scores based on child's age.

RQ3) *Is there any significant difference between TV regulation scores among the sex of the children?*

Independent sample *t*-tests were conducted to evaluate whether there was a significant difference between TV regulation scores based on the sex of the children. The grouping variables were male and female. A *t*-test was run for each of the 3 subscales. Results were restrictive: $t(156) = -.550$, $p = .563$; instructive: $t(156) = .190$, $p = .850$; and co-viewing: $t(156) = -.552$, $p = .603$. All results were not significant.

RQ4) Are there any significant differences between TV regulation score and education levels of families (lower, low, middle and high)

A one-way analysis of variance was conducted to evaluate the difference between TV regulation scores and the education levels of families. The independent variable is the education levels of families, and the dependent variable is TV regulation scores. The independent variable has four levels: lower, low, middle, and high. The ANOVA was significant between restrictive regulation scores and education levels of families $F(3, 154) = 4.506$, $p = .005$. The variance estimates between the subject scores (education levels of families) are 3.204 and within the subject scores (education levels of families) is .711. This implies that the population variance is nearly 4.1 times greater than within the subject scores (education levels of families) that are being accounted for. The value for the R-squared is .080. This shows that, in this model, only approximately 8% of the variance accounts for restrictive regulation scores.

Also, there was no statistically significant difference between education levels of families and instructive regulation $F(3, 154) = 2.168$, $p = .094$. The value R-squared is .041. The scores between education levels of families and coviewing regulation was also not significant, $F(3, 154) = .745$, $p = .527$, and the value for the R-squared is .014.

Since the overall *F*-test was only statistically significant between restrictive regulation scores and educational levels of families, post hoc multiple comparisons were conducted to determine the pairwise difference among the means of the four groups of education levels. The procedure adopted for these multiple comparisons is Tukey. The post-hoc *t*-tests indicated that there was a significant difference in the means between families with lower and high education levels and restrictive regulation scores ($p = .019$). The 95% confidence intervals for the pairwise differences are reported in Table 2. Again, the descriptive analysis score for tertiary ($M = 2.1368$) in Table 3 also suggest restrictive regulation among high-educated families. However, low and middle-educated families did not indicate the tendency to engage in restrictive regulation style ($p = .939$). Again, there was no significant difference in the means between families with middle and high education levels ($p = .226$).

Table 2

Tukey HSD – Restrictive Regulation Score by Education Level

Education (highest level attained with certificate)		Mean Difference	Std. Error	*p*	95% Confidence Interval	
					Lower Bound	Upper Bound
Primary	Junior High School	.2900	.30791	.782	-.5097	1.0897
	Senior High School	.4290	.28669	.442	-.3156	1.1737
	Tertiary	.7632*	.25834	.019	.0922	1.4341
Junior High School	Primary	-.2900	.30791	.782	-1.089	.5097
	Senior High School	.1390	.24185	.939	-.4891	.7672
	Tertiary	.4732	.20746	.107	-.0657	1.0120

Senior High School	Primary	-.4290	.28669	.442	-1.174	.3156
	Junior High School	-.1390	.24185	.939	-.7672	.4891
	Tertiary	.3341	.17442	.226	-.1189	.7871
Tertiary	Primary	-.7632*	.25834	.019	-1.434	-.0922
	Junior High School	-.4732	.20746	.107	-1.012	.0657
	Senior High School	-.3341	.17442	.226	-.787	.1189

***** $p < .05$

Table 3

Mean Scores – Restrictive Regulation

Education (highest level attained with certificate)	*M*	*SD*	*N*
Primary	2.90	.71	12
Junior High School	2.61	1.05	20
Senior High School	2.47	.90	31
Tertiary (College)	2.14	.79	95
Total	2.32	.87	158

(RQ5). Do family regulation practices of children's (ages 4 to 8 years) time spent in front of the TV align with the AAP and WHO recommendation of two hours of screen time a day?

The researcher wanted to determine whether families in the current study are guiding young children to stick to the recommended two hours of TV viewing by the American Academy of Pediatricians (AAP) and the World Health Organization (WHO). To have a fair idea about the number of hours a child watches TV a day during the weekdays and weekend, families were asked to estimate the time their children watch television for a weekday and on the weekend

during three 6-hour blocks between 6 AM-midnight. The cumulative sum of the child's TV viewing hours a day was grouped into four categories as shown in Figures 10 and 11 below.

Figure 10

Weekday TV Viewing Hours

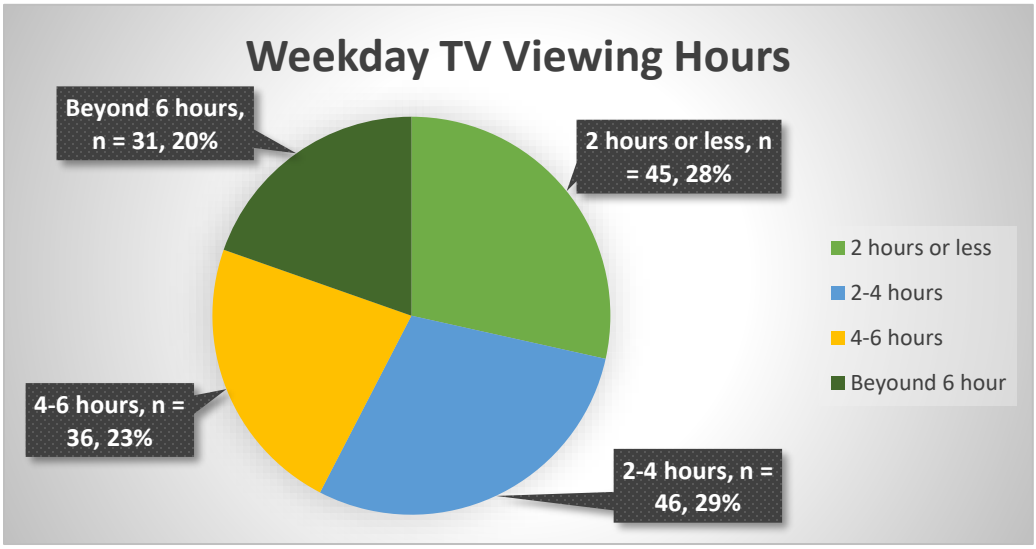


Figure 10 shows that out of the total number of 158 households that responded to the survey, more than 70% exceeded the recommended two hours of young children's TV viewing a day during weekdays.

Figure 11

Weekends TV Viewing Hours

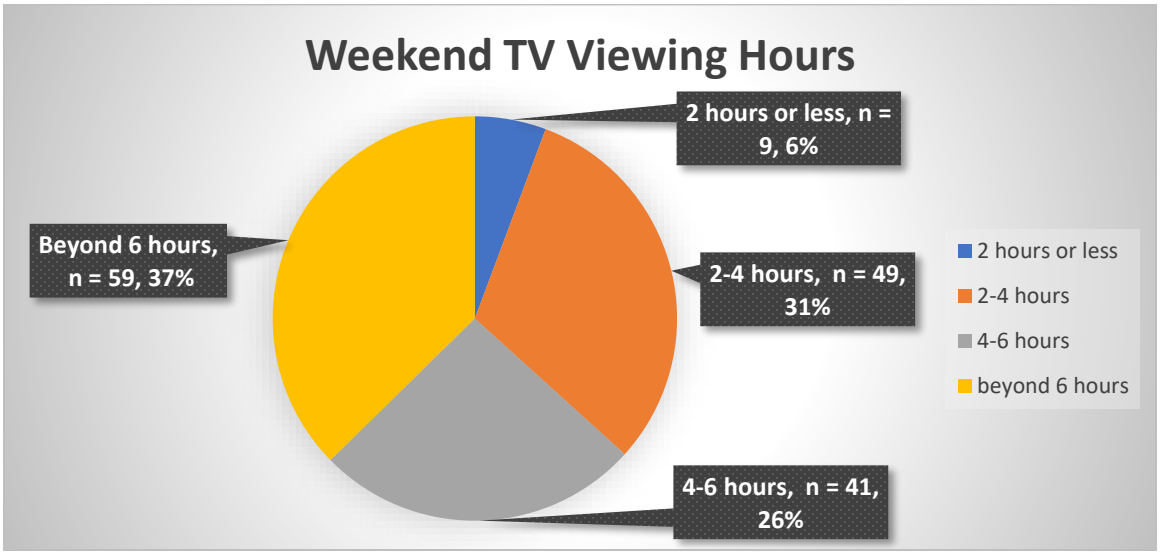


Figure 11 shows that out of the total number of 158 households that responded to the survey, only 6% adhered to the recommended two hours or less of young children's TV viewing during weekends. The remaining 94% exceeded the recommended viewing hours.

RQ6) What are families' perceptions about television's influence on their children?

Table 4 shows families' perceptions of TV's influence on children. Questions were scored from 1 (not at all concerned) to 4 (very concerned), so the closer the mean is to 4, the more concerned families are about the issue. Families were most concerned about TV teaching their children prematurely about sexual matter and were least concerned about TV encouraging their child to engage in sexual activities prematurely, although the difference in means was small. The overall mean suggests that the respondents in this study show moderate concern about television's influence on their children.

Table 4

Descriptive Analysis of Families' Perceptions of TV Influence on their Children

How concerned are you that watching what you consider to be inappropriate programs would…..	*N*	*M*	*Median*	*Mode*	*SD*
1.encourage your child to think violence is an acceptable way to solve problems?	158	2.62	2.50	4	1.265

2. stimulate your child to imitate violence?	158	2.69	3.00	4	1.236
3. teach your child prematurely about sexual matter?	158	2.73	3.00	4	1.191
4. encourage your child to engage in sexual activities prematurely?	158	2.55	2.00	4	1.299
Overall Mean		2.648			

Chapter 5. Discussion

Introduction

The current study aimed to examine how families in southern Ghana regulate young children's TV viewing. Valkenburg et al.'s (1999) parental TV mediation questionnaire was used to assess the three regulation styles of restrictive, co-viewing, and instructive regulation. Families' perception of TV influences on their children and the number of hours young children watched TV a day were also measured with the same scale. The questionnaire was distributed to 500 households of families with four through eight-year-old children in a single school in Ghana. A total of 208 family members (mostly parents) attempted the survey, however, due to internet issues only 158 surveys were usable.

Summary of Results

The findings of this study indicate that all three types of familial regulation are practiced in Ghana, but restrictive regulation is the most predominantly used regulation by Ghanaian families based on the overall mean and mode scores on the three subscales of restrictive, instructive, and coviewing regulation. However, it should be noted that there were only small,

nonsignificant differences between the 3 regulation strategies, with the average scores on all subscales falling between *often* and *sometimes*. When the mode is taken into consideration with mean, it becomes clearer that more families reported using restrictive regulation *very often* instead of just *sometimes*, but again, the differences between means were not significant. When examining the independent variables of the age of the child and families' educational level, only the educational levels of families showed a significant difference between TV regulation scores on restrictive regulation for the highest educated families and the least educated families. In other words, the more education the family had, the more likely they were to use restrictive regulation. All other results were not significant.

These findings are partially supported by previous research. Warren (2003) reported that American parents frequently used restrictive mediation to regulate young children's TV viewing. Valkenburg et al. (1999) found that Dutch parents use co-viewing most frequently, although as in the current study, they also found that highly educated parents employed restrictive regulation more than parents with lower education levels. Contrary to this, Nikken and Jansz (2014) found that parents with less academic backgrounds employed a more restrictive approach. The researcher hypothesizes that differences in parenting styles between different countries might partially explain the contradictory findings. Anecdotally and based on previous research, parenting styles in Ghana tend to be more authoritarian (Dickson et al., 2014; Querido et al., 2002), and as a result, parents might be more restrictive in their approach toward many things, including television viewing. The limited analyses and lack of follow-up focus groups/interviews does not allow the researcher to do more than just pose suppositions, and further studies would be needed to provide a more complete understanding.

The other key finding from this study came from the analysis on young children's TV viewing hours, which showed that about two-thirds of the respondents said their children exceeded the recommended two hours of TV viewing a day. On weekends, almost all the children exceeded the recommended TV viewing hours. However, the overall mean scores on families' perceptions about TV's influence on their children indicated that families were not overly concerned about the potential of TV to teach or encourage their children to engage in sex and violent activities, despite theory that supports that children learn through observation (Bandura, 1977).

The initial motivation of the researcher in conducting this study stemmed from her concern about the predominance in Ghanaian TV programming of telenovelas featuring sex and violence. While this study showed that most children were exceeding the AAP recommended 2 hours or less of TV viewing per day, it could not be determined from the data whether the excessive time spent watching TV, combined with the anecdotal evidence of a large number of telenovelas from India and Mexico being featured on Ghanaian TV, actually resulted in children viewing inappropriate TV content. Further research would need to be done to determine exactly what percentage of Ghanaian TV is comprised of foreign telenovelas, whether these shows have inappropriate levels of sex and violence for young audiences, and whether children are actually viewing these programs.

Implications

The results from this study, while limited, serve to provide a framework for understanding Ghanaian families' regulation and concerns about TV viewing on their children. Evidence from the current study's literature review shows long and short-term effects of unregulated young children's TV viewing. The findings on estimated TV viewing hours in this

current study shows that children in Ghana watch more than the recommended hours of TV, a situation classified as a sedentary behavior by WHO (2019), due to lack of physical activities that involve bodily movement and energy like running, active play, walking, and many more (NAEYC & The Fred Rogers Center, 2012). In Ghana, Frimpong and Vaccari (2015) reported that access to TV and other screens influenced children in urban cities to abandon neighborhood gatherings for physical, social-dramatic, and constructive play. At the very least, the results of the current study support calls for encouraging children to engage in less screen time.

Young children's heavy TV consumption and restrictive regulation by families as evidenced in this study also raise the notion of adult-child interaction and human-to-human engagement that support optimal childhood development (AAP, 2016; UNICEF, 2020). Restrictive regulation limits the chance of adult-child interaction when compared to co-viewing and instructive regulation, and while we can't know for certain that families aren't watching TV with their children, the odds of lower family-child interaction because of high levels of TV viewing is a concern. Poulain et al. (2019) reported that an increase in parent-child engagement is related to fewer behavioral difficulties, high incidents of peer interactions, and more acceptable behavior among children. According to UNICEF (2020), children learn best and develop social and cognitive skills during off-screen activities. Aside from this, Young and Nabuco de Abreu (2017) reported that heavy TV viewing and other screen activities may lead to addiction that calls for clinical therapy treatment. The large amount of TV consumption by children in this study is a cause for concern, and should be considered an issue by teachers, families, and policymakers in Ghana.

Limitations

There are many limitations with the current study; among them are the lack of internet connectivity in Ghana. Because the data was gathered through an online survey, families outside the connectivity zone could not participate in the survey. Other families reported that after they agreed to the consent form, the research questions did not open for them to continue the survey, resulting in about 50 uncompleted surveys. This resulted in lower response rates as well as the possible exclusion of participants without internet access from the study, which likely skewed the results. Lower-income families are less likely to have internet access, and this might be seen in the large percentage of highly educated higher SES families in this study.

A second problem was caused by the lack of CITI (Collaborative Institutional Training Initiative) certification required by the university's Institutional Review Board (IRB). Due to the lack of CITI certification, the research assistants at the Ghana site were not permitted to read the questionnaire to any non-readers. This resulted in any families who were not able to read the survey being excluded, which in turn meant that there was only a small percentage of families with lower education levels in the study. The unequal group sizes and the exclusion of many possible participants due to literacy is a major limitation of the study, and something that should be considered when interpreting results.

As a master's student with a limited statistical background, the researcher lacked the knowledge to run a multivariate analysis of variance (MANOVA), which would have been most appropriate to the data given that there were 3 dependent variables. Instead, multiple one-way analyses of variance (ANOVA) and *t*-tests were run. This introduced greater error into the study and limited the analysis of interaction effects.

Another limitation was that this study only gathered quantitative data from a single survey. While that gave some interesting findings and general information about young children's TV regulation and viewing habits by families in Ghana, a mixed-methods study would have added detail and specific information about why families used the regulation strategies they did, and also more information about when and what children were watching, and with whom.

Future Research

Future studies should address the limitations of the current research in order to gain a clearer picture of family regulation of TV viewing in Ghana, as well as children's TV viewing habits. Again, a mixed-methods design would provide specific and detailed findings on what the children view on TV and family's perceptions about TV's influence on their children. A longitudinal study might offer an understanding of long and short-term context-based effects of young children's TV viewing in Ghana. The initial motivation for this study was concern about children's exposure to foreign telenovelas, but due to a variety of factors, this was not able to be studied. Future research could include content analysis of TV programs in Ghanaian television particularly telenovelas. Studies could also look at what Ghanaian children are watching, when, and with whom, to gain a clearer idea about how much (if any) inappropriate content children are viewing. This was just a pilot study, so future research has many possible directions to examine.

Conclusion

While this study had many limitations, on another level, this was a groundbreaking study for the department. To date, no other theses or dissertations in the Department of Early Childhood Education at East Tennessee State University have been conducted internationally. The fact that the researcher was able to successfully complete an IRB-approved study in a foreign country was a milestone, and much was learned about the challenges and opportunities

involved in international research that will be of use to future researchers in the department. The researcher would like to do further studies to find evidence to encourage families to limit young children's TV viewing and to practice coviewing to aid adult-child interaction during TV viewing to support optimal childhood development (AAP, 2016).

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APPENDICES

Appendix A: Data Collection Scale

Section A: Demographic Information

1. **Name** (please print): _____
2. **Gender**: ☐ Female ☐ Male
3. **Age**: ☐ < 18 ☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ > 64
4. **Occupation:** ☐ Agriculture ☐ Artisan ☐ Civil Servant ☐ Education ☐Food Service ☐ Mining ☐ Trader ☐ Unemployed ☐ Other (please list): _____
5. **Education** (highest level attained with certificate): ☐ Primary ☐ Junior High School ☐ Senior High School ☐ Tertiary ☐ Other (please list): _____
6. **Relationship Status:** ☐ Single ☐ Married ☐ Separated ☐ Divorced ☐ Widowed
7. **How many TVs are in the household?**

   ☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more
8. **How many children (birth through 18 years) live in the household?**

   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more
9. **How many children between the ages of 4-8 years old live in the household?**

   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more

IMPORTANT: *For this next part, if you have more than one child ages 4-8 years, please choose* ***one*** *child and think about that child <u>ONLY</u> when answering the rest of this survey:*

10. **How old is this child?** ☐ 4 years ☐ 5 years ☐ 6 years ☐ 7 years ☐ 8 years

11. **What is the sex of this child?** ☐ Male ☐ Female

12. **What is your relationship to this child?** ☐ Mother ☐ Father ☐ Grandparent

    ☐ Aunt/Uncle ☐ Older Sibling ☐ Step-mother ☐ Step-father

    ☐ Other Relative ☐ Other Non-Relative (please list): _____

13. **What grade is this child in (or did this child most recently complete if school is out)?**

    ☐ KG 1 ☐ KG 2 ☐ Class 1 ☐ Class 2 ☐ Class 3

Section B: Mediation Style Survey

Thinking just about the child chosen in Questions 11-13, how often do you…

1. *tell the child to turn off the TV when he/she is watching an inappropriate program*?

   ☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

2. *set specific viewing hours for this child*?

   ☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

3. *forbid this child to watch certain shows*?

   ☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

4. *limit the amount of TV this child may watch*?

   ☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

5. *specify in advance the shows this child may watch*?

   ☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

6. *watch TV with this child because you both like a program*?

   ☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

7. *watch TV with this child because of a common interest in a program*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

8. *watch TV with this child just for the fun of it*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

9. *watch your favorite program with this child*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

10. *laugh with this child about things you see on TV*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

11. *try to help this child understand what he/she sees on TV*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

12. *point out why some things TV characters do are good*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

13. *point out why some things TV characters do are bad*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

14. *explain reasons why TV characters do what they do*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

15. *explain what something on TV really means*?

☐ Very Often ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Section C: Children's TV Time

Again, thinking just about the child chosen in Questions 11-13…

1. On a typical **WEEKDAY** (Monday-Friday) about how many **hours** does this child watch TV during the following times:

   6 AM-Noon: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

   Noon-6 PM: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

   6 PM-Midnight: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

2. On a typical **WEEKEND** (Saturday-Sunday) about how many **hours** does this child watch TV during the following times:

   6 AM-Noon: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

   Noon-6 PM: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

   6 PM-Midnight: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

Section D: TV Concerns

Finally, thinking just about the child chosen in Questions 11-13, how concerned are you that watching what you consider to be inappropriate programs would…

1. *encourage your child to think violence is an acceptable way to solve problems*?

   ☐ Not at all concerned ☐ A little bit concerned ☐ Moderately concerned ☐ Very concerned

2. *stimulate your child to imitate violence*?

   ☐ Not at all concerned ☐ A little bit concerned ☐ Moderately concerned ☐ Very concerned

3. *teach your child prematurely about sexual matter*?

   ☐ Not at all concerned ☐ A little bit concerned ☐ Moderately concerned ☐ Very concerned

4. *encourage your child to engage in sexual activities prematurely*?

   ☐ Not at all concerned ☐ A little bit concerned ☐ Moderately concerned ☐ Very concerned

Thank you for taking the time to complete this survey. Your contribution to this research is greatly appreciated!

Appendix B: Permission to Use Valkenburg's Television Mediation Scale

From: Nyamesem, Clara Puni <NYAMESEM@mail.etsu.edu>
Sent: dinsdag 18 mei 2021 18:13
To: Pa Valkenburg <P.M.Valkenburg@uva.nl>
Subject: Permission to Use Television Mediation Scale

Dear Dr. Valkenburg,

I am Clara Puni Nyamesem, an international student completing Master of Art in Early Childhood Education at East Tennessee State University in the United States.
I am currently investigating familial regulation of young children's TV viewing in Ghana, and I hope to use the television mediation scale developed by you to gather data from families. I, therefore, request your permission to use your instrument.

FEEDBACK FROM DR. VALKENBURG

From: Secr. Valkenburg <secretariaat.valkenburg@uva.nl>
Sent: 19 May 2021 02:19
To: Nyamesem, Clara Puni <NYAMESEM@mail.etsu.edu>
Subject: [EXTERNAL] RE: Permission to Use Television Media on Scale

Dear Clara Puni Nyamesem,

Please feel free to use the scale for your research. You can find it here: Television Media on Scale (ccam-ascor.nl) Good luck!

Kind regards,

Wieneke Rollman

Personal Assistant to Professor Patti Valkenburg

University of Amsterdam

Executive Staff

Appendix C: Recruitment Flyer

Appendix D: Survey Reminder

Dear Family,

This is a friendly reminder to participate in an online survey. I am a graduate student at East Tennessee State University (ETSU), and I am conducting a research study that involves "Familial Regulation of Young Children's TV Viewing in Ghana." This study involves quantitative data collection through a survey which should take about 13 minutes. The survey will be online. Please think about participating. Participation is voluntary. If you have any questions, please contact me at (0014233833693) (nyamesem@etsu.edu)

For more details about the survey, please follow the link here:

HTTPS://ETSUCLEMMER.IAD1.QUALTRICS.COM/JFE/FORM/SV_79UIBONZOTTP7VA

VITA

CLARA PUNI NYAMESEM

Education:	Master of Arts in Early Childhood Education, East Tennessee State University (ETSU), December 2021
	B. Ed -Bachelor of Education, University of Cape Coast, June 2015
	Dip. Basic Education (Early Childhood), St. Louis College of Education July 2012
	West African Senior High School Certificate Examination (WASSCE) Private Candidate, June 2008
Presentation:	International Conference on Early Childhood Education, 2013 Center for the Study of Child Development, University of Haifa, Israel. Topic: Making Learning Meaningful for Young Children by Integrating the Learning domains.
Teaching Experience:	Early Childhood Educator, Ghana Education Service, Sep 2012 – Dec 2019
Conferences:	National Association of Early Childhood Teacher Educators Summer Conference, Jun 2021.Topic: Challenges and Changing Times: Doing Early Childhood Education and Early Childhood Teacher Education in the New Era
	Association of Infant Mental Health in Tennessee Annual Conference, Apr 2021. Topic: Our Way of Being: Rooted in a Relationship

35th Annual R.T. Garcia Early Childhood Winter Conference, United States, Jan 2021, Topic: An Integrated Approach to Early Childhood Development and Education

International Conference on Early Childhood Education, Dec 2013
Center for the Study of Child Development, University of Haifa, Israel

Professional Training and Development:

Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: An Overview of DC:0-5TM, ZERO TO THREE, May 2021

Equitable Learning Opportunities through Culturally grounded, Anti-bias Child Assessments, Early Childhood Investigations, Apr 2021

Developmental Screening: Successfully Manage Implementation, Early Childhood Investigations, Apr 2021

Learning Early Grade Reading, Aug 2017 - Jul 2019
USAID Partnership for Education, Kumasi, Ghana

Capacity Development in Early Childhood Education Trainers: Moving Ahead, Mashav Workshop, Kumasi, Ghana, Jun 2016

Expanding and Enhancing our Practice as Educators and Trainers, Mashav Training Workshop, Kumasi, Ghana, October 2014