THE EFFECTIVENESS OF SOUTH AFRICAN BROADCASTING CORPORATIONS AS AGENTS OF SOCIA LISATION ON HIGH SCHOOLS LEARNERS IN ESIKHALENI TOWNSHIP

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ABSTRACT
This article investigates the effectiveness of South African broadcasting stations 1, 2, & 3 as agents of socialisation in high schools among learners in Esikhawini. Quantitative and qualitative approaches were applied to examine and identify the kinds of programmes that affect learners positively and negatively. The research instrument that was used to collect data was questionnaire and five high schools were involved in this study and 100 questionnaires were administered to each high school involved in this study. The results show from the findings that South African Broadcasting Corporation 1, 2 & 3 have made both positively and negatively to the moral contribution to the lives of high school learners in Esikhalen i Township. It was found that there is tendency that television’s characters would be imitated either good or bad by the learners. It is also observed that learners who watch television for more than three hours are likely to become obese and have scored lower in their school works. There is tendency that those children that are not restricted to certain television programmes would be watching violence, crime and pornography movies. The conclusions drawn in this articles suggest that the governing body and watchdog for SABC, the Broadcasting Complaints Commission of South African should try and create time in monitoring the programmes, movies and advertisements that are being presented on SABC1, 2 and 3. They should not always depend and wait until people lodge complaints about SABC1, 2 and 3. In addition, parents/caregivers should try and limit the hours their children watch television and this would make the children to be more concentrating on their school works rather than sitting for hours watching television and it would also prevent children from becoming obese. Parents/caregivers should try and select programmes they consider acceptable for their children on television. This would prevent children from watching violence, crime, pornography and reduce aggression on them.

Key word: Television, Learners, SABC, Programme, Socialisation, Mass media, Advertisement, Parents

A. INTRODUCTION
The democratic government of any nation is made up of three arms, namely, the executive, the legislature and the judiciary. The roles of the mass media cannot be overlooked in these categories of government, whether democratic or military. For this reason, the mass media are qualified as watchdog and gatekeeper of the society because they serve as intermediary between government and its publics. Kline &Tichenor (1972:43) view gate keeping in mass media as all forms of information control, that can arise in decisions about message encoding such as selection, shaping, displaying, timing, withholding or the repetition of entire messages or message components. Similarly, Ajibola (2003:3) states that the function of mass media as watchdog of society is to inform, educate, entertain and to mobilise. Mass media are key institutions that affect how we learn about our world and interact with one another.
According to Biagi (2005:11) mass media affect our culture, our buying habits, our politics and they also change our beliefs, tastes, interest and behaviour. Mass media are, therefore, the channels of communication for dissemination of information, ideals and message to large heterogeneous audience. Mass media can be categorised into two print and electronic (broadcast) media. Print media can be referred to as pen and paper. These comprise newspapers, magazines, books, pamphlets, brochures and posters while electronic or broadcast media refer to audio/visual signals. These include television, radio, film, recording, internet and home video. In addition, Ogunyemi (2002:2) says that both print and broadcast media perform the same functions but through different mean.

B. THE PURPOSE OF THE STUDY

The purpose of this study was to investigate the positive and negative effects of South African Broadcasting Station 1, 2 & 3 as agent of social transformation on high school learners in Esikhaleeni Township.

B.1. Objective Of The Study

The study set out to achieve the following objectives:

- To evaluate if television has made a positive or negative moral contribution to the lives of learners in Esikhaleeni Township;
- To examine reasons the learners in Esikhaleeni Township watch television;
- To investigate the impact of television programmes on learners in Esikhaleeni Township;
- To identify television programmes that are harmful, obscene and violent on SABC 1, 2 and 3 and
- To investigate the impact of television advertisements on high learners of Esikhaleeni Township.

C. REVIEW OF LITERATURE ON TELEVISION

Among broadcast media, television has been the pioneer of delivering sound and motion picture, television, unlike radio combines several factors of sight, sound, and motion and colour into one composite whole and is an essential commodity in many communities. Baran (2006:213) states that no one is neutral about television: “we either love it or hate it, if you don’t watch it, and you are surrounded by those who watch it.” Television offers varieties of shows such as comedies, drama, soap opera, detective stories, movies. Blythe (2006:88) agrees that TV is part of people’s lives in a way that no billboard or press medium can equal with it. Television offers varieties of shows such as comedies, drama, soap opera, detective stories, movies. Brown & Keller (2000) observe that people watch television for a significant number of hours per day by watching educative, informative and entertaining programmes.

C.1. Television and Its Audience

According to Bignell (2004:24) television companies are especially interested in who is watching and which kinds of programmes, when and why. He further states that television broadcasters have always referred to audiences, in order to back up their claims to give the publics what they want, to set the level of fees charged to advertisers and as an indication of which forms and genres of programme seem to work. Bignell(ibid) explains that the competition between channels is measured by audience size (the rating, calculated by multiplying of the total available audience watching one channel rather than another, audience share).Biagi (2005:160) agrees that by the late 1950, the A.C. Nielsen Company dominated the television rating, describes audience rating by providing two sets of numbers known as rating and share. Baran (2006:221) notes that ratings and shares can be computed using these formula;

\[
\text{Rating} = \frac{\text{households turned in to a given programmes}}{\text{All households with television}}
\]

\[
\text{Share} = \frac{\text{households turned in to a given programmes}}{\text{All households tuned in to television at that time}}
\]

For example, your talk show is aired in a market that has 1 million television households; 400,000 are turned in to you. Therefore, the rating will be

\[
\frac{400,000}{1,000,000} = .40, \text{ or a rating of 40}
\]
At the time your show airs, however, there are only 800,000 households using television. Therefore, your share of the available audience is
\[
\frac{400,000}{800,000} = .50 \text{ or a rating of 50}
\]

C.2. Television Genre (Programmes)
Brown & Keller (2000) observe that people watch television for a significant number of hours per day by watching educative, informative and entertaining programmes. Bignell (2004:18) states that television has always placed emphasis on the witnessing of events in the real world. Biagi (2005: 157) notes that early television entertainment was like late radio with pictures which offered variety shows like comedies, drama, detective stories, movies, soap opera and quiz. Hanson (2008:327) states that television genres include a broad range of programming types that entertain, inform, and educate viewers. It further states that popular entertainment genres include action-oriented shows such as police, crime, detective dramas, horror or thriller shows. Similarly, Hanson (2008:327) also notes that one of the television genres is children's genre which is defined by the audience rather than by the content of the programming, children's programming includes animated programmes aimed at the child demographic, documentaries for children and music variety shows targeted at kids.

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

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

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

However, television as an agent of social transformation has been seen into two different ways-positive and negative sides of television viewing. Echeat (2006) states that television has potential for both good and bad effects but it does not act alone, society itself remains far more influential over the development and behaviour of individual human beings.

D.1. The Positive Views of Critics on Television as an Agent of Socialisation
According to Vansickle&Zlogar (1996) the positive effects of television definitely out weighs its negatives side when it comes to the important of information, education and entertainment for our society.
Echeat(2006) also points out schools often use television as way of educating students because on television, they can demonstrate many things that cannot be done in the classroom.

D.1.1. Television can teach kids important values and life lessons
American Academy of Pediatrics (1999) states that studies show that preschool children who watch educational TV programmes do better on reading and math tests than children who do not watch those programmes. In addition, Ledingham et al (1993) note that there is strong evidence that children’s shows on TV that were developed to teach academic and social skills can help children learn effectively. Echeat (2006) also adds that through television, people can fulfil their desire, it can take viewers across time and space, to witness a vast amount of experiences they would not usually have the opportunity to go through and it offers a way to explore the world and life without actually travelling.

Furthermore, Noronha (2005:119) observes that as an entertainment medium, television brings both the amazing and the banal right into the living room- the influence of television on our society has been and remains incalculable. Vansickle&Zlogar (1996) note that television serves as entertainer, they explain that TV has become an important part of our entertainment today and when television was first developed, entertainment was not of its main purposes but as time went on, people began to sit and watch the television for that reason. They further stress that television is convenient than going to movies, plays, concerts or sporting events which is also cheaper and with modern day television people do not have to leave their houses and get dressed up to drive to see what they could be watching on their own TV sets at home. Moreover, Media Awareness (2004) mentions the benefits of television to children: Because of its ability to create powerful touchstones, TV enables young people to share cultural experiences with other. It gives family members of all ages an opportunity to spend time together while watching and Parents use TV as catalyst to get kids reading-following up TV programmes by getting books on the same subjects or reading authors whose work was adapted for the programme. Television educational programming can develop young children’s socialisation and learning skills; News, correct events and historical programming on television can make young people more aware other culture and people.

D.1.2. Television delivers an audience to advertisers
Television offers new dynamic dimension to advertising. According to Biagi (2005:154) advertisers target their messages to an audience according to the audience’s need. Similarly, Biagi further states that television offers new dynamic dimension to advertising because TV can deliver a large audience faster than any other medium. Whitney (2001:253) also adds that National advertising uses television primarily because of its “massive reach.” In addition, Noronha (2005:119) notes that television encourages consumers to buy products, help politicians and social activities to mold public opinion and enables preachers to spread their message.

D.2. The Negative Views of Critics on Television As An Agent Of Socialisation.
Albert Herzog in Beer (1998:211) regards television as a negative influence on society throughout the world and referred to it as the evil box. These are the views of critics on negative effects of television as an agent of socialisation. Berger (1980:95) argues that television attacks our rationality, turns us into creatures of whim and impulse and destroys our sense of reality.

D.2.1. Television teaches children to be violent
Madonna in Westphal (2006) states that “television is trash, I was raised without it I didn’t miss anything, TV is poison.” According to Echeat (2006) the studies have been carried out and all the results point to one conclusion that television violence causes children to be violent. Huesmann&Eron (1998) observe that there is overwhelming evidence that excessive violence on television causes violent behaviour in children. They further stress that watching violence on television is the single factor that associated with aggressive behaviour than poverty, race or parental behaviour. Aric (2005) adds that some of the crimes and violence people committed are from what they saw in the television. The American Academy of Pediatrics points out that a child may learn that, it is okay to use force to handle aggression and disagreement.
C.2.2. Television causes obesity
Westphal (2006) explains that heavy TV watchers are twice as likely to be obese. She observes that the large amount of time spent motionlessly staring at a television screen is also hazardous to people’s health and girth. She further stresses that numerous studies show a strong relationship between TV watching and obesity. Echeat (2006) finds out that people who watched three or more hours of television per day were almost twice as likely to be obese than people who watched less than one hour per day.

C.2.3. Television commercials pollute the air wave
According to Westphal (2006) TV advertisements may try to convince young children that having a certain food will make them happy or popular. She also observes that TV commercials encourage children to nag their parents for cheap toys and junk food. Rodman (2007:430) observes that television commercials make a child desire a product that the parent does not want to buy ends up adding to family tension and drinks during children’s programmes on TV. Dominick (2005:473) points out that by the early part of the 1980s, must people had accepted the notion that children deserve special consideration from television advertisers the long term effects of expose to television advertisements might have a negative effective on a child’s socialization as future consumer.

C.2.4. Television exposes children to alcohol, tobacco and other drugs
Westphal (2006) states that young people today are surrounded by messages that say drinking alcohol and smoking are normal activities on television commercials but these messages do not say that alcohol and tobacco harm people and may lead to death. The American Academy of Pediatrics (1999) argues that beer and wine are some of the advertised products on television. It also observes that TV programmes and commercials often show people who drink and smoke are healthy, energetic, sexy and successful. The National Institution on Media Family (2002) reports the following:
By the time teenagers reach driving age, they will have seen 75,000 alcohol advertisements;
Young people report more positive feelings about drinking and their own likehood to drink after watching alcohol commercials and Fifty-six percent of children in grades 5 to 12 say that alcohol advertising encourages them to drink.

C.2.5. Television exposure to sex
Westphal (2006) observes that TV sexual activities are shown as normal, fun, exciting and without risks. She also notes that scenes featuring kissing, funning and talking about sex have nearly doubled on television. Rand in Westphal (2006) adds that teenagers who watch television that has more sexual content are more likely to have sexual intercourse for the first time in the following year.

C.2.6. Effects of television watching on reading, schoolwork and long-term success
Biagi (2005:279) states that students who said they watched a lot of television scored lower in reading, writing and mathematics than students who did not watch any. Westphal further points out that, several recent studies in 2005 also demonstrated that watching excessive amounts of TV negatively influences academic achievement. Cyber (2001) also concurs that television can disrupt a child’s learning and thinking ability which will cause life-long problems and if a child cannot do well in school his or her whole future is at stake.

E. BRIEF HISTORY OF SOUTH AFRICAN BROADCASTING CORPORATION
According to Beer (1998:211) in 1971 the government constituted the Meyer Commission to report on the introduction of a television service. “The commission proposed that the South African Broadcasting Corporation should run the service under statutory control, to advance the self-development of all its peoples and to foster their pride in their own identity and culture” (Meyer, 1971:17). This set the stage for the National government’s control over SABC television for almost 20 years. Beer (1998:211) also adds that the first SABC television test transmission began on May 1975 and a regular service was officially inaugurated on 5 January 1976. This service started with 37 hours of programmes on a single television channel per week in English and Afrikaans while television advertisements began in 1978. Beer further adds that the political and social impact of apartheid largely dictated the form, structure and content of the SABC programmes.
However, Mersham & Skinner (2005:60) states that a one-channel television service was introduced by the SABC in January 1976 but today, the SABC offers six television channels in 11 languages. Four are
free-to-air, namely SABC1, SABC2, SABC3 and Bop-TV, While Africa2Africa and SABC Africa are pay-television channels, broadcasting into Africa by satellite. The Public Broadcasting Service (PBS) consists of three television channels. PBS1 will focus on Nguni languages, PBS2 on Afrikaans, TshiVenda and xiTsonga language and PBS3 on Sotho languages with an expanded transmitted network. The Public Commercial Broadcasting Service (PCBS) is made up of SABC3 as the corporation’s commercial television service.

F. CLARIFYING THE PROBLEM OF THE STUDY

The main problem that arises is that some television scholar agreed that television is an excellent educational instrument, it can teach lessons from geography to mathematics and some schools often use television as a way of educating students because on television, they can demonstrate many things that cannot be done in the classroom while some scholar argued that if television technology had never been developed, there would be 10,000 fewer homicides each year in every nation, 70,000 fewer rapes, and 700,000 fewer injurious assaults violent crime would be half of what it is and believed that most people who have no contact with criminals learn about crime by watching television.In addition, some parents see television as an agent of destruction because they believe that some of the programmes, movies and advertisements, which are being shown on television, are harmful, obscene and violent and are likely to have a negative effect on their children.

In view of these conflicting, this study examined the impact and effect of SABC television stations on high school learners in Esikhaleni Township because some of the examples mentioned by the scholars were western world not from the Africa but this study aimed to find out if television has positive and negative impact on African child.

G. METHOD APPLIED IN THIS STUDY

Basically, the researchers used both quantitative and qualitative approaches because the nature of data dictated that the two approaches should be used in the design and methodology of this study. Neuman (2006:150) states that there are three types of research methods, namely quantitative, qualitative and the combination of both quantitative and qualitative approaches. The quantitative approach is based on numerical data while qualitative approach involves analysis of data such as words (e.g. interview, pictures e.g. video). Survey is one of the quantitative research methods and it was used in this study to quantify data on the effectiveness of television as an agent of social transformation in Esikhaleni Township. Leedy & Ormrod (2005:183) explain that survey research involves acquiring information about one or more groups of people, perhaps about their characteristics, opinions, attitudes or previous experiences by asking them questions and tabulating their answers. The survey also consists of several research methods; one of these methods is the self-administered questionnaire which was used to conduct this study. (Leedy & Ormrod, 2005:184 and Neuman, 2006:272) mention types of survey methods. These are: mail, self-administered questionnaires, telephone interview, face-to-face interview and web or online survey.

The study also used qualitative research method to complement the quantitative research approach on effectiveness of South African Broadcasting Corporations as agents of social transformation in society i.e. to allow the learners in Esikhaleni Township to comment freely on the impact of television on their social development and to know reasons the learners watch television and to know the programmes that learners do not want on SABC 1, 2 and 3 and their reasons for such programmes.

According to Leedy & Ormrod (2005:199) the sampling approach can be categorised into two groups namely, probability or random sampling and non-probability. This study used probability sampling because it helped the researcher to estimate the accuracy of the generalisation from the sample to population. Sarantakos (2004:141) states that the majority of social researchers employ probability sampling for several reasons, but especially due to its reliability, degree of representative and high generalisability of the results. He mentions that probability samplings are employed in many forms, namely: simple random, systematic sampling stratified random sampling and cluster sampling. The researcher employed simple and stratified random samplings for this study.

In this study, the sampling frame collected from the circuit director of education in Esikhaleni Township, there are ten government high schools in Esikhaleni Township that have both males and females. Five high schools were selected for this study using simple random sampling and the researcher also used stratified random sampling in selecting grades 10, 11 & 12 from five high schools selected for this study in
Esikhaleni Township. 20 grade ten learners were chosen from each five high schools and 40 grades 11 & 40 grades 12 were also chosen from each five high schools selected for the study. The researchers have chosen these grades because of the belief that these grades would clearly understand the topic and able to respond well.

However, data collection can be very tedious work but it is made easier by the choice and use of reliable and valid research instruments. In addition, the nature of data is the determinant factor when it comes to choosing the research instrument to use. Errors in the analysis and interpretation of data can be avoided by the used of valid and reliable instruments. This study used questionnaire and 500 questionnaires were administered to five high schools in Esikhaleni Township.

H.FINDINGS AND OBSERVATION

Discussion of the findings, according to Neuman in Onyancha (2002:113) is not “a selective emphasis or partisan interpretation but candid discussion of what is in the result section”, which is separated from the discussions section so that a reader can examine the data and arrive at different interpretation of findings.

H.1.Background Information of Learners.

The data analysis show that 57.2% of the respondents were female and the remaining 42.8% are male. The majority of learners (93%) were between 15-19 years age group. This means that the learners from grade 10 to grade 12 are either between 15 to 19 years age group.

H.1.1. How many television sets do learners have?

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

H.2. The Impact of Television Programmes on Learners

H.2.1. Why do learners watch television?

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

H.2.2. Do learners’ parents restrict them to certain television programmes?

The majority of 75% learners were restricted to certain television programmes by their parents. This means that parents select the kinds of programmes their children watch on television them. Moreover, the restriction to television programmes is common to parents that are watching programmes with their children regularly. Gunter & Mcsheer (1990:136) state that parents and other people can both influence children’s television viewing behaviour. This affects what types of programmes children watch and in turn can control the impact television has on children by limiting the extent to which they watch certain of programmes.

H.2.3. Do the programmes learners watch on television help learners with their school works?

The majority of learners 94% stated that the programmes they watch on television had helped them with their school work. This shows that television serves as a teaching aid by assisting learners to do some of
their school works. Media Awareness (2004) notes that schools often use television as a way of educating students because television can demonstrate many things that cannot be done in the classroom.

H.2.4. Do learners enjoy watching movies/programmes presented on television?
The majority of learners 99% enjoyed watching movies and programmes presented on television. This shows that television serves as an entertainer for the learners. Vansickle & Zlogar (1996) note that TV has become an important part of our entertainment today and when television was first developed, entertainment was not one of its main purposes but as time went on people began to sit and watch the television for that reason. They further stress that television is convenient than going to movies, plays, concerts or sporting events which is also cheaper and with modern day television people do not have to leave their houses to get dressed up to drive to see what they could be watching on their own TV sets at home.

H.2.5. What types of movie/programmes do learners enjoy watching on television?
The majority of the learners enjoyed watching soapies, comedy, music and cartoon programmes while minority enjoyed watching violence crime, wrestling, pornography, boxing, war and kung fu. This means that those who like watching soapies, comedy, music are the ones that are being restricted by their parents not to watch certain programmes and it can be also viewed that learners who do not like watching violence moving are those that always watching television with their parents and they are also likely to be females. Gunter & McAleer (1991:121) state that boys are more likely to watch more action and adventure movies and sport, while girls watch more of soap operas, music and comedy. On the other side, those who like watching violence, war, crime movies and wrestling are likely to be more aggressive and become hooligan, and belligerent. According to information-imitation theory in Wilson (1992:263), television violence plays a prominent role in causing bizarre and violent behaviour in the lives of children. Alethanin Westphal (2006) points out that the children who watched the violent movies and wrestling were likely to hit out at their playmates, argue, disobey class rules, leave tasks unfinished and were less willing to wait for things than those children who watched non-violent programmes. Echeat (2006) argues that children who have been exposed to large amounts of television violence have been proven to have more violent tendencies and more likely to resolve conflicts through physical violence. Neuman (2006:4) observes that most people who have no contact with criminals learn about crime by watching television. In this regard there is a tendency for learners who like watching crime movies to become criminals. It can be also perceived that those learners who like watching pornography are likely to put into practice what they have watched. Rand in Westphal (2006) adds that teens who watch television that has more sexual content are more likely to have sexual intercourse for the first time in the following year.

H.2.6. Do learners put into practice with friends what they may have watched on television?
It was observed that 69% of the learners had put into practice with friends what they had watched on television. This indicates that there is a tendency that learners will imitate television characters’ behaviours either positively or negatively. Echeat (2006) states that people’s view of the real world will be influenced with what they see on television and they will modify their behaviour to conform to what they believe are the successful, normal lives of the characters on television.

H.2.7. Do violent scenes on television movies give learners bad dreams?
It was noted that 63% of the learners stated that violence scenes on television movies gave them bad dreams. This means that most of violence movies present on SABC 1 & 2 & 3 are scary and give nightmares. National Clearinghouse (2004) states that scary programmes on TV can give children nightmares and can make them be afraid of the world.

H.2.8. Do television programmes help improve learners knowledge?
The majority of learners 97% stated that television programmes had improved their knowledge. This shows that SABC 1, 2 & 3 provide helpful information about places, people and the way society operates. Gunter & Mcaleer (1990:18) observe that through television, children may learn about themselves, about life, about how to behave in different situations and how to deal with personal and family problems.
Awareness (2004) adds that television can teach kids important values and life lesson and television documentaries can help develop critical thinking about society and the world.

H.2.9. How much time in hours do learners spend each day watching television programmes?
The findings revealed that 73% of the learners spent more than five each day watching television. There is probability that learners that watch television more than five hours may not perform well in their school works and they are also likely to become obese. In addition, the learners who watch television more than five hours are those that have television in their rooms. Biagi (2005:279) states that students who said they watched a lot of television scored lower in reading, writing and mathematics than students who didn’t watch any. Westphal (2006) explains that several recent studies in 2005 demonstrated that watching excessive amounts of TV can negatively influences academic achievement. According to Westphal, the first study found that 26-year-olds, who had watched excessive amounts of TV during childhood, had lower education level than those who watched less TV and they were more likely to leave school without qualification. The American Academy of Pediatrics (1999) adds that children who watch too much television are more likely to be overweight because they do not spend as much time running, jumping and getting the exercise they need. However, children that spent one to three hours every day watching television are being controlled by their parents or impose an early bedtime.

H.2.10. Have learners ever requested from their parents to buy them any television advertised product?
The majority of learners 83% had requested form their parents to buy them any television advertised product. This shows that SABC advertisements have effect on children by influencing their attitudes. Herbert (1998:82) adds that television reaches a vast audience and the combination of sight and sound gives television advertisers strong advantage over advertisers in other media.

H.2.11. Things learners have seen on television advertisements that they have asked their parents to buy?
The majority of learners have requested from their parents to buy them snack/foods, ice cream, chocolate, DVD, cell phone, cosmetics, roll on/perfume, junior computer, fashion clothes/shoes and bicycle for them after seeing them on television advertisements. This shows that television commercials cause learners to be nagging to their parents to buy certain products for them. Dominick (2005:368) states that advertising critics argue that television advertisements create conflicts between parents and children by encouraging kids to pester their parents for all the products they see on television. Rodman (2007:430) notes that television commercials make a child desire a product that the parent does not want to buy ends up adding due to family tension.

H.2.12. Programmes on SABC1, 2 & 3 that learners feel should not be aired on television with reasons.
The majority of learners felt that the following programmes on SABC should not be aired on television with some reasons-
  o **When were we black** - it reminded them how South African Blacks were being maltreated by Whites during apartheid.
  o **Gazimila** - it was a violent programme. It showed how to use drugs and showed how young girls could use their bodies for prostitution which encouraged prostitution and contained sex scenes.
  o **Sarafina** - it showed what South African Blacks passed through during the apartheid
  o **Passion** - it was a demonic programme and it showed that people were being controlled by evil spirits.
  o **Wrestling** - it made children to believe that fighting is the way of solving problems between two people. It exposed children to violence, it trained children how to fight. It was harmful for children and it instilled violence in children.

- **Days of our lives** - it did not teach any lesson and it was full of lies. Respondents said that in one scene a person is dead next he or she would be portrayed and alive in the next scene.

- **Emmanuel** - it caused young people to practice sex. It taught teenagers to have sex at a tender age and it taught young people to be involved in sex.

- **Bold and Beautiful** - it showed people’s nakedness and caused young children to do things that are reserved for adults.

- **Rhythm City** - it taught young ladies to use sex to get a work or use sex to keep business working.

- **Soprano** - it was full of sexual harassment.

- **Hijacker story** - it encouraged crime for living and taught young people that crime is an easiest way of becoming rich; it taught how to hijack cars, rob people and it did not show negative effect of being a crime.

- **Home affairs** - it showed that Black people are poor and it also showed that Black women are used as slaves and for sexual pleasure only.

- **Fear factor** - it was horrible and caused people vomit while watching it.

- **Yizoyizo** - it encouraged bad behaviour like smoking, taking dagga, mandrax and abusing girls by raping. Respondents also said that was full of rape and showed violence in schools and how learners can be rude to their teachers and encouraged learners to have negative attitudes towards their educators.

- **I should not be alive** - it showed things that could never happen to human being, it was scary and caused bad dreams.

- **Nip tuck** - it showed nudity of women like breasts.

- **Real Gbosa** - it exposed people's affairs especially celebrities lives.

- **After9** - it promoted gays and lesbians and it showed that being a gay is the best thing.

- **Tsotsi** - it showed different ways of stealing and it used vulgar language.

### I. CONCLUSION

The following conclusions, based on the findings of this study, are drawn: It was discovered that programmes on SABC1, 2 and 3 have influenced lifestyles of learners in Esikhalieni Township. It was found that learners watch television for educational purposes, knowledge gaining, relaxation, entertainment and companion. It was also found that violence scenes present on SABC 1, 2 and 3 give learners bad dreams. It is revealed that learners who watch Television for more than three hours are likely to become obese and have scored lower in their school works.

In addition, it was revealed that learners who watch violent movies are likely to be more aggressive. It was revealed that television advertisements cause conflict between parents and learners and also television advertisements encourage learners to nag to their parents for toys, junk food & clothes.

Nevertheless, there is tendency that those learners that are not being restricted to certain television programmes will be watching violence, crime and pornography movies and it was found that who watch pornography movies on SABC1, 2, and 3 are likely to have sexual intercourse for the first time in the following year.

### J. RECOMMENDATION

Based on the findings of the study, the following recommendation are suggested:

- The management and board of directors of South African Broadcasting Corporation1, 2 and 3 should try and reduce the number of advertisements that are being directed to children on television and try to edit advertisements that are sexually explicit before they are broadcast on air.

- As the governing body and watchdog for SABC, the Broadcasting Complaints Commission of South African should try and create time in monitoring the programmes, movies and advertisements that are being presented on SABC1, 2 and 3. They should not always depending and waiting until people lodge complaints about SABC1, 2 and 3.
Parents/caregivers should try and select programmes they consider acceptable for their children on television. This would prevent children from watching violence, crime, pornography and reduce aggression on them.

Parents/caregivers should try and watch television with their children. This would help children to be watching educative and informative programmes on television and children may not be able to resist advertisements for toys, junk foods, clothes, shoes but if they ask for products that have been advertised on television, parents should try and explain that the purpose of commercials is to make people want things they may not need.

A comparative study should be conducted on SABC1, 2 and 3 in order to know Which SABC present educative and informative, violence, harmful and obscene programmes.

This study was limited to public broadcast media, it is recommended that further research should be carried out to distinguish the functions of private broadcast media and public broadcast media (television)

REFERENCES


