

Family Perceptions of the use of Interactive Entertainment Technologies and new Patterns of Social Behaviour among Children in Mbengwi Sub Division

By

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Abstract

This study investigated family perceptions of the use of interactive entertainment technologies and whether it leads to new patterns of social behaviour among children in Mbengwi sub division. The main research question for this study was; does the use of interactive entertainment technologies as perceived by parents lead to new patterns of social behaviour among children? To answer this question a hypothesis was formulated as follows; there is a significant relationship between family perceptions of the use of interactive entertainment technologies and new patterns of social behaviour among children. A triangulation of both the descriptive survey design and the phenomenological research design were used to conduct this study. In this light, qualitative data was used to buttress quantitative data. The population of this study was made up of families living in the Mbengwi sub division. A sample of 200 parents was chosen for this study using the purposive and snowball sampling techniques to obtain quantitative data with the aid of a close ended questionnaire and qualitative data with the aid of an open ended focused group discussion guide. Data were analysed following a triangulation approach in methodology, analytical process and statistical packages. From the data analysed, it was realised that, the use of interactive entertainment technologies as perceived by parents lead significantly to new patterns of social behaviour among children which were negative by nature (sexual immorality, violent actions, drug abuse and poor dressing styles). The following recommendations were made to various stakeholders concerned as follows; parents should strive as much as possible to provide parental guidance and select the types of programmes their children watch over television and other interactive entertainment technologies. Parents should equally monitor, regulate and control the amount of time children spend on socialising with interactive entertainment technologies.

Keywords: *Family, Interactive Entertainment Technologies, New Patterns of Social behavior*

I. Introduction

Social change in its most concrete sense means that large numbers of persons are engaging in activities, attitudes and behaviours that differ from those in

which, they or their parents, engaged sometimes before. Change is one of the most evident characteristic of every society. The culture of any given society is not a static construction in time and space, but it is rather in a state of constant change, thus societies are not static but rather dynamic (Kiwako, 2000). Just as social change can be beneficial to a society, it can as well result in negative side-effects or consequences that undermine or eliminate the existing ways of life of a people and families that are considered positive.

The African family as far back as recorded history takes us, has by common consent been recognised as the basic social institution for the procreation and development of human beings. The African family is regarded as the principle and pioneer setting in which personality, values, skills and discipline required for effective functioning in the larger society are formed. The African family structure is the framework within which the family functions as far as educating, socialising, and providing emotional support for its members are concerned. The primary role of the African family is to develop human potential that is by creating new human life and has the major responsibility for developing and shaping a nurturing environment for the family that will provide a climate conducive to commitment, growth and self-realization (Cohen, 2002). But today, the transition and transformation of African social institutions and culture has become a major cause for concern. The family as the basic social unit of all human institutions is constantly undergoing changes as far as its roles and functions are concerned. The socialisation function is dramatically changing and shifting away from the family as a result of the emergence of other socialisation agencies like schools and interactive entertainment technologies (the television, video games, mobile phones, computers and the internet (Weisner, Bradley & Kilbride, 1997).

According to Greenfield & Cocking (1996), globalisation and its mechanisms have aggravated this trend of changes affecting the African culture and family. This is evident by the fact that, unprecedented numbers of children and some of the old are spending increasingly more time and resources on interactive entertainment and modern information and communicative technologies. Interactive entertainment technologies, including; the television and internet are also an increasingly important part of play, leisure and major socialisation agents in all parts of the shrinking global village for children, teenagers and adults. These ever expanding interactive entertainment technologies are not without developmental consequences, but however it is of pivotal importance to investigate the effects of these interactive entertainment technologies on human social behaviour. The main purpose of this study therefore, was to find out family perceptions of the use of interactive entertainment technologies (television, video games, mobile phones, computers and internet) and new patterns of social behaviour among children.

II. Background of the Study

According to Merrill (2000), social change in its most concrete sense means that large numbers of persons are engaging in activities, attitudes and social

behaviours that differ from those in which they or their parents, engaged in sometimes before. Social change is an involvement of ideas, such as interaction, movement, growth and function. These concepts deal with social interaction, the changing context of personality, modifications in social structure or the emerging forms of social institutions. Weisner et al (1997), focused on the disintegration of the multigenerational African family, the breakdown of moral and social standards, and loss of values, language and cultural traditions in the wake of social change and modernisation. According to Weisner et al (1997), most African families are gradually shifting away from their pastime socialisation practices and roles as far as human development is concerned, thus most children and parents nowadays spend more time socialising with interactive entertainment technologies rather than important social gatherings like participating in cultural activities with family members as was the case in the past, which could help children develop a set of social and moral values which can serve them in future as a guide to good social behaviour and good decision taking. Such social and cultural activities include; doing household chores, going to farm, market, and other professional guilds with parents and attending important family meetings and cultural ceremonies.

Bronfenbrenner's (1979), ecological systems theory contextualises human development and shows a variety of influences on the development of children in different ethno cultural settings. Bronfenbrenner's ecological systems theory enables us to also understand that we are living in a changing society, and it is important to understand socio-historical changes and its influence on children's development. Bronfenbrenner has increasingly given attention to the chronosystem as an important environmental system which impacts greatly on children's development. The Chronosystem refers to socio-historical conditions of children's development. This system deals with variations not in space or extent, but in time. That is it involves the patterns of stability and change in children's environment overtime. For example, children today are living in environments defined by computers and new forms of media which influences their development.

Vygotsky (1978) in his socio-cultural theory, states that human development cannot be understood without considering how historical social changes affect human behaviour and its development. In this light knowledge is seen as social, created by society and transmitted to the individual. Neither child nor adult therefore processes stimuli as simple reflections of the real world. Instead, both apply internalized historical and cultural factors to their sensations. That is by accepting and adapting to socio-historical changes which influence their development. According to Vygotsky, when development is approached in this way, major cultural changes and social changes (such as the advent of computers, television, video games, cars and other forms of new media) are seen perhaps as altering how people perceive the world, categorize it, think, behave and organize their inner consciousness (Vygotsky, 1978).

In line with the above, with the advent of various interactive entertainment technologies (television, video games, internet and cyber cafés), family life has

been disrupted in the sense that, children nowadays spend more time socialising with interactive entertainment technologies rather than with parents, family members and other community members. According to Nsamenang (2005), as the first educators and cognitive stimulators of children, parents are the source of primary knowledge and cognitive orientation for children's start on life and school. Off course, parents are expected to play a pivotal role of orienting and guiding their children towards the right ways of the family, the community and the world at large. In this light, much still has to be done by parents and family members in shaping children's personality as early as possible with regards to the use of interactive entertainment technologies and dramatic social changes.

III. Method

A triangulation of both the descriptive survey design and the phenomenological research design were used to conduct this study. The population of this study was made up of families living in the Mbengwi sub division. A sample of 200 parents was chosen for this study using the purposive and snowball sampling techniques to obtain quantitative data with the aid of a close ended questionnaire and qualitative data with the aid of an open ended focused group discussion guide. The instruments used, were validated in two phases that is face validity and content validity in order to ensure that the instruments used were actually measuring what they were intended to measure. The copies of questionnaire were administered to parents by the researcher, using the self-delivery technique. The researcher made sure that he was always by the side of each respondent so as to provide clarity on any item on the questionnaire that was not quite clear to the respondents.

In addition to the copies of questionnaire administered to respondents, a focus group discussion guide was administered to respondents by the researcher, through the use of focus group discussions. Five groups made up of at least 10 parents each was selected for this exercise. The researcher used a maximum of 3 hours per day for each focus group discussion. The researcher also did probing and prompting to get more information that was reliable from respondents and to redirect respondents especially when they were not answering some of the questions in track. Data were analysed following a triangulation approach in methodology, analytical process and statistical packages. The Epi-Data Version 3.1 and Epi-Info 6.04d were used for data entry and analyses with the support of SPSS 17.0. The relationship between indicators was appraised using the Chi-Square test of independence. For the analysis of qualitative data, thematic, content and grounded conceptual modelling with the support of Atlas Ti 5.2 was used.

IV. Measures

Items were measured with the aid of a 4-point Likert scale questionnaire whereby respondents were required to state how they feel about each item, that is by stating whether they strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD), pertaining to the variables of the study. To facilitate

analysis, responses were further collapsed into two categories (agreed and disagreed) as clearly shown in Table 1 below:

Table 1: Family perceptions of the use of interactive entertainment technologies and new patterns of social behaviour among children (N=200)

Indicators	SA	A	D	SD	N
Children learn violence from war films and wrestling programs they watch over TV.	80 (40%)	65 (32.5%)	44 (22%)	11 (5.5%)	200
Children learn sexual promiscuity from pornographic films and programs they watch over TV.	77 (38.5%)	86 (43%)	23 (11.5%)	14 (7%)	200
Children imitate indecent dressing styles from some musicians and artists they watch over TV.	57 (28.5%)	64 (32%)	55 (27.5%)	24 (12%)	200
Children learn smoking and drinking habits from some TV films and programs that portray drug abuse.	64 (32%)	50 (25%)	42 (21%)	44 (22%)	200
Children learn sexual promiscuity and indecent dressing styles from pornographic sites they explore over the internet.	64 (32%)	50 (25%)	42 (21%)	44 (22%)	200
Children portray their naked pictures through face book and tagged sites over the internet.	77 (38.5%)	69 (34.5%)	44 (22%)	10 (5%)	200
Children spend most of their time playing online games over the internet.	64 (32%)	50 (25%)	42 (21%)	44 (22%)	200
Children spend a lot of time browsing pornographic sites over the internet via their mobile phones.	77 (38.5%)	69 (34.5%)	44 (22%)	10 (5%)	200
Children spend their time browsing the internet to scam people within and out of the country.	80 (40%)	65 (32.5%)	44 (22%)	11 (5.5%)	200
	697	632	435	236	2000
MRS (aggregated score)	(34.8%)	(31.6%)	(21.7%)	(11.8%)	(100%)

Table 1 shows the different indicators and scales that were used to measure family perceptions of the use of interactive entertainment technologies and new patterns of social behaviour among children. From table 1 above, taken into consideration the Multiple Response Score (aggregate score) it shows that a majority of parents strongly agreed (34.8%) and agreed (31.6%) to the fact that:

- Children learn violence from war films and wrestling programs they watch over television.
- Children learn sexual promiscuity from pornographic films and programs they watch over television.
- Children imitate indecent dressing styles from some musicians and artists they watch over television.
- Children learn smoking and drinking habits from some television films and programs that portray drug abuse.
- Children learn sexual promiscuity and indecent dressing styles from pornographic sites they explore over the internet.
- Children portray their naked pictures through face book and tagged sites over the internet.
- Children spend most of their time playing online games over the internet.
- Children spend a lot of time browsing pornographic sites over the internet via their mobile phones.
- Children spend their time browsing the internet to scam people within and out of the country.

V. Results

Binary logistic regression model was used to appraise the effect of the use of interactive entertainment technologies on new patterns of social behaviour among children as shown in table 2 below.

Table 2: Likelihood ratio test of use of interactive entertainment technologies and new patterns of social behaviour among children (N=200)

Indicators	Score	Df	Sig.
Children learn violence from war films and wrestling programs they watch over TV	21.585	1	.000
Children learn sexual promiscuity from pornographic films and programs they watch over TV	8.405	1	.003
Children imitate indecent dressing styles from some musicians and artists they watch over TV	3.710	1	.001
Children learn smoking and drinking habits from some TV films and programs that portray drug abuse	4.945	1	.004
Children learn sexual promiscuity and indecent dressing styles from pornographic sites they explore over the internet	4.164	1	.001
Children portray their naked pictures through face book and tagged sites over the internet	7.071	1	.000

Children spend most of their time playing online games over the internet	9.304	1	.002
Children spend a lot of time browsing pornographic sites over the internet via their mobile phones	3.947	1	.000
Children spend their time browsing the internet to scam people within and out of the country	2.705	1	.001
Overall Statistics	65.836	9	.001

($\chi^2 = 65.836$; df =9; P=0.001<0.005; N=200)

Table 2 above shows that, binary logistic regression model was used to appraise the effect of the use of interactive entertainment technologies on new patterns of social behaviour among children. The variability explained by the model was significant (Omnibus Tests of Model Coefficient: Likelihood Ratio Tests: Chi-Square=65.836; df =9; P=0.001; N=200). The explanatory power of the model was very high, 80.6% (Nagelkerke R Square =0.806). The validity of the model is also confirmed by the Hosmer-Lemeshow Test. This test evaluates how the observed frequencies versus expected frequencies agree over the entire range of probability values. This test is a chi-square test that compares the difference between observed and expected frequencies for each of the 2 * 9 matrix. With this test, a non-significant chi-square is desired as to confirm the assumption that the model being tested is not different from the perfect model therefore supporting the inference that the variability explained by the model is good. In the context of this model, this assumption is verified (Hosmer-Lemeshow test: Chi-Square=65.836; df =9; P=0.001; N=200).

The effect of the individual model indicator was equally computed as presented in table 2 above. From table 2, it was realised that all the indicators of the use of interactive entertainment technologies, demarcated themselves as significant predictors of new patterns of social behaviours among children (P<0.05) with “children learn violence from war films and wrestling programs they watch over TV” (P=.000<0.05), “children portray their naked pictures through face book and tagged sites over the internet (P=.000<0.05) and “children spend a lot of time browsing pornographic sites over the internet via their mobile phones” as the most significant predictors of new patterns of social behaviour among children. This trend was closely followed by “children imitate indecent dressing styles from some musicians and artists they watch over television” (P=.001<0.05), “children learn sexual promiscuity and indecent dressing styles from pornographic sites they explore over the internet” (P=.001<0.05) and “children spend their time browsing the internet to scam people within and out of the country” (P=.001<0.05). Furthermore “children spend most of their time playing online games over the internet” (P=.002<0.05), “children learn sexual promiscuity from pornographic films and programs they watch over television” (P=.003<0.05), and “children learn smoking and drinking habits from some television films and programs that portray drug abuse” (P=.004<0.05).

From the above it was realised that, the use of interactive entertainment technologies as perceived by parents has an influence on new patterns of social behaviour among children in the Mbengwi sub-division which are negative and anti-social.

VI. Discussion of findings

The findings revealed that, the use of interactive entertainment technologies as perceived by parents influences new patterns of social behaviour among children. The variability explained by the model was significant (Omnibus Tests of Model Coefficient: Likelihood Ratio Tests: Chi-Square=65.836; df =9; P=0.001; N=200) indicating that, parents are affirming the fact that, their children are engaged in the use of interactive entertainment technologies and it is affecting their children's social behaviours negatively. The findings with regards to the above can be explained from information gotten from the copies of questionnaire administered to respondents and focus group discussions with parents. Based on the focus group discussions, to begin with, it was realised that "children watch a variety of programs over television which influences and contributes to new patterns of social behaviour among children". To support this, Singer & Singer (1993) states that the potential social effects of television viewing depends greatly on the types of programmes and channels children watch over the television. According to Singer & Singer (1993), much of television programming is highly characterised by abundant portrayal of violent and pornographic movies which greatly captivates the interest of children. In this light, Singer & Singer (1993) stipulate that the effects of the types of programmes and channels children watch over television have been most extensively in the area of problem social behaviour, such as aggression, pornography, and drug abuse which children often learn and practice after viewing such social behaviours portrayed over some television programmes and channels.

In same light, Caprara & Cervone (2000), also state that much of television programming however is neither wholesome nor educational, as most impassioned criticism comes from people who decry television's abundant and graphic portrayal of violence, pornography and drug abuse. According to Caprara & Cervone (2000), most programmes portrayed over the television does not teach what parents say they want their children to learn because many television shows and programmes are filled with stereotypes, violent solutions to problems, pornography, drug abuse and mean social behaviour. According to Nsamenang (2005), the benefits of various communication technologies notwithstanding, is obvious that the expectations of the young are on edge, to the extent that some experiment with sexuality and substance abuse, not just because they are available, but because a sensual expectation has been created or induced for the experience of it. According to Nsamenang (2005), to blame is the mass media, videogames and other interactive electronic media, with particular focus on interactive television and new information and communication technologies are partly responsible for this. Nsamenang (2005) further states that these ever expanding interactive entertainment technologies are not without developmental consequences. But whether their impact is positive or negative is an important research question. The sheer amount of time spent with them obviously excludes or keeps away many of their users from other, perhaps more valuable activities. According to Nsamenang (2005) one

major issue is the extent to which the young are being pulled together into a world community, as opposed to being thrust apart into religious, ethnic, socioeconomic, or other factions. Adolescents, exemplified by an intensifying global youth culture, are at the centre of the globalisation phenomenon initiated and sustained by these instant interactive entertainment technologies.

More so it was also realised from the focus group discussions that, “children in the Mbengwi sub-division, spend a high amount of time watching television which has significantly disrupted their participation in other important social activities such as; doing house hold chores, accompanying their parents to the farm and other professional guilds, attending family meetings and cultural ceremonies and doing school assignments and taking their studies seriously”. These findings corroborates with that of Weisner et al, 1997 which indicates that the more programmes and channels are available over television, the more children spend time watching undesirable and unhealthy programmes, which influences their social behaviours negatively. In this light, Weisner et al (1997) further states that, as a result of African children watching numerous television programmes, the less they engage in their social and cultural activities thus causing concern for people who feel children need physical activities and social interaction activities with competent members of their societies in order to enable children grow into the most productive citizens and acquire social responsible behaviour.

The above findings are also consistent with those of Caprara & Cervone (2000) which depicts that, even if television is not intrinsically more powerful as a socialisation agent than are other factors, its effects are particularly large for the simple reason that children all over the world are now spending so much of their day watching it. According to Caprara & Cervone (2000), heavy viewing of television programs can cut into useful family time; hinder important social interactions among family members that can enhance pro-social behaviours among children, hinder reading and academic performance of children and influence children’s social behaviour negatively if the programs they watch all day long are not healthy for children’s viewing. In the same regard, Wilson (2006) states that to a significant extent it is not what is seen on the television screen that adversely affects children’s social behaviour but the disproportionate amount of time allotted to television viewing that is harmful. According to (Wilson 2006), over indulgence in television watching, may leave little time for the development of personal and social potentials through activities like social play and participation in important socio- cultural activities, the development of good study and work habits ,reading skills, and psychosocially realistic relevant attitudes and beliefs. Accordingly, Wilson (2006) proposes a balancing between the time spent on watching television and other important socio-cultural activities that can enhance children’s social behaviour positively.

Wahlstrom (2002) supports the above view by stipulating that, television, in the most recent, years have become a major source of leisure and recreation for children and adults in different communities of the world. In this regard,

Wahlstrom (2002) criticizes and puts the blame for children's lack of physical fitness in different cultures to the fact that children spend more time watching television, at the negligence of other active pastime social interaction activities such as social play with peers and participating in cultural activities and ceremonies. Wahlstrom (2002) indicates that, over the last twenty years, children in many parts of the world watch about two-and-a-half hours of television daily by the time they enter school. From about eight through early adolescence, a child averages four hours of viewing each day. As a result of viewing television, children experience a cut back from important social gatherings and leisure activities such as storytelling, sharing of proverbs, riddles and folklores and enculturation ceremonies, chiefly co-ordinated by family members and members of the society as a whole.

Furthermore, based on the focus group discussions, it was also realised that "children explore a variety of sites over the internet which has influenced and contributed greatly to new patterns of social behaviour among children". This finding, was consistent with that of Netcraft (2000) which illustrates that, most children are fond of visiting pornographic sites, playing online games, watching movies, and visiting the web pages of celebrities and super stars while only a few children visit educational sites and down load useful information for their studies and make important communications via e-mail to close friends and relatives within and without their immediate environments. According to Netcraft (2000), the children who are fond of browsing pornographic sites imitate the indecent dressing styles and practice the sexual activities of the pornographic actors and actresses. While those who spend their time, playing on line games and watching movies over the internet, find it difficult to interact well among people in social gatherings and are easily exposed to problem social behaviours such as; drug abuse, pornography, crime and scamming. Finally, those who spend their time visiting educational sites and down loading relevant information for their studies, often perform well academically and portray a high degree of good social behaviour.

Finally, it was also realised from the findings that, "children in the Mbengwi sub-division often go to the cybercafé and spend a high amount of time exploring a variety of sites over the internet which has actually disrupted their participation in other useful social activities". This finding was consistent with that of Robinson & Godby (2007) which shows that, the high amount of time children spend over the internet attenuates human relationships and promotes a decline in the rate at which children socialise with their parents in home conversation, do house work, and even personal care and social activities. According to Robinson & Godby (2007), children nowadays spend most of their time exploring websites over the internet and chatting online with familiar and unfamiliar individuals in chat rooms rather than interacting and socialising with family members and other members of their respective societies. As a result of this some children end up learning and imitating new patterns of undesirable social behaviours from individuals of different vicinities.

To wrap it up, the above findings are equally discussed within the frame work of Bandura's social learning theory. Bandura (1977) in his social learning theory stresses the importance of what goes on in a person's mind during the learning process. According to Bandura, children often learn new patterns of social behaviour just by watching and observing others perform them, without ever having tried out those new patterns of social behaviours themselves. In addition, children often receive encouragement or discouragement for actions when they see others rewarded or punished and think about the implications for themselves. Bandura, Ross & Ross (1963) demonstrated these important processes in a classic set of studies in which children watched an adult model hitting a large inflated doll. Whether the model was rewarded or punished influenced the children's social behaviour. If the model was rewarded, the child was apt to readily imitate what the model had done. If the model was punished, however the child was likely to imitate the actions only in a different context.

According to Bandura (1997), cognitive processes are important in explaining these results because how children interpret a situation and what consequences they anticipate will greatly affect their social behaviour. Social learning theorist such as Bandura has a much broader view of behaviour, and this includes developmental changes in the child's mental capacities. Bandura's (1977) social learning theory, is of great relevance to this study in the sense that, he makes us to understand that children are capable of learning social behaviours by observing and imitating models in their immediate environments. In this light, parents should be careful of the type of models they expose their children too, especially the types of programmes children watch over the television. This is because children can easily observe, learn and imitate undesirable social behaviours from models in television movies and other interactive entertainment technologies.

VII. Implications of findings

From the findings, it is apparent that as perceived by parents, children learn new patterns of social behaviour such as violence, sexual promiscuity, indecent dressing styles, and drug abuse from some television programs they watch at home, internet sites they explore using android mobile phones and at cybercafés. The findings also indicates that, children spend a high amount of time, interacting and socialising with interactive entertainment technologies (television, internet and video games) rather than participating effectively in other important social activities such as; doing house hold chores, accompanying their parents to the farm, market and other professional guilds, attending family meetings, cultural ceremonies and socialising with parents and other family members. Hence, interactive entertainment technologies such as television, video games and internet as perceived by parents influences children's social behaviour negatively as the findings of this study clearly shows us.

VIII. Conclusion

Drawing inference from above, it is quite clear that, interactive entertainment technologies such as television, videogames and internet as perceived by parents, contributes greatly to new patterns of social behaviour among children which are mostly anti-social, as clearly shown above from the findings of the study and works of related authors. Such new patterns of social behaviour include; children nowadays are disrespectful, disobedient, rude, violent, sexually promiscuous, and are fond of dressing indecently, smoking cigarettes and drinking alcohol excessively. All these above new patterns of social behaviour among children nowadays are anti-social behaviours that were not so common among children in the past. Therefore, this current trend of affairs needs to be addressed and given attention to by parents, teachers, social workers, the clergy and other significant stake holders in order to ensure that children refrain from such new patterns of social behaviour and grow up into socially mature individuals with responsible social behaviours. In this light, the following recommendations below are set forth to ameliorate the situation.

IX. Recommendations

The following recommendations are put forward for parents, teachers, the clergy and other significant stake holders to address the problem of this study.

- *Parents should strive as much as possible to provide parental guidance and select the types of programmes their children watch over television. Parents can do this by encouraging children to watch educative programmes that can help children learn responsible social behaviours.*
- *Parents should also strive as much as possible to control the amount of time; their children spend on watching television and exploring the internet. Parents can do this by ensuring that, their children watch television and go to the cybercafé only when they must have completed their house hold chores and other important social activities.*
- *Parents should also endeavour to go and find out the types of sites children explore over the internet in cyber cafés.*
- *Parents should strive as much as possible to balance the amount of time children spend on socialising with interactive entertainment technologies and participate in other social useful activities.*
- *Parents, teachers, the clergy and other significant stake holders should endeavour to transmit and inculcate social values onto children so as to help them acquire the socially responsible behaviours so much needed in the African development process, so that children can become responsible citizens.*
- *Parents should try as much as possible to create time out of their busy schedules to socialise with their children at home and monitor the types of activities children engage in and correct their children immediately when they do something wrong.*
- *Parents, teachers, the clergy and other stake holders should also act as a model of excellence as far as responsible social behaviour is concerned so that children can emulate and imitate their social behavioural patterns.*
- *Parents, teachers, the clergy and other stake holders should also strive as much as possible to censor the types of films portrayed in film halls and video*

clubs available in the community, where children often find delight at times to go and watch television.

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