

**TELEVISION  
VIEWING  
OF THE  
FILIPINO CHILD**

**A RESEARCH CONDUCTED BY THE  
NATIONAL COUNCIL FOR CHILDREN'S TELEVISION**



# NATIONAL COUNCIL FOR CHILDREN'S TELEVISION

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Department of Education

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**Television-Viewing Habits, Amount of Exposure,  
and Program Preferences of Children in Public  
and Private Schools in the Philippines**

*A research conducted by the National Council for Children's Television*

*December 2015*



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## **THE NATIONAL COUNCIL FOR CHILDREN'S TELEVISION**

The National Council for Children's Television (NCCT) is the sole policy-making agency mandated to encourage and promote the production and broadcast of children's and child-friendly television programs for the Filipino children.

The agency was created by Republic Ct No. 8370, otherwise known as the "Children's Television Act of 1997". NCCT works together with its Council, Secretariat, Advisory Committee, and other linkages in the broadcast industry to strengthen and implement policies stated in its mandates.

To further achieve its goals, the agency also grants funding to program producers and writers for the production of quality children's television through the National Endowment Fund.

Alongside policy-making and grant-giving efforts, NCCT also advocates and promotes media education, specifically television literacy, among key stakeholders, more particularly to children, parents, and educators, through various trainings and orientation services. Through the orientation services, the agency creates its community of media monitors who comment and report on television programs aired during child-viewing hours. Research on children's television-viewing habits, preferences, and other highly relevant topics are also being undertaken by the agency.

## **OUR VISION**

NCCT ensures that quality television programs are offered to Filipino children for their empowerment and holistic development.

## **OUR MISSION**

1. Promotes quality television programs that develop the moral values and strong sense of national identity of the Filipino child.
2. Formulates plans, sets standards for children's television, and ensures their implementation.
3. Researches on impacts of television on Filipino children.
4. Monitors and evaluates child-friendly television.
5. Advocates media literacy among various stakeholders.
6. Supports the production of quality television programs for children.
7. Strengthens linkages with the broadcast industry.

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National Commission for Culture and the Arts  
National Telecommunications Commission  
Philippine Association of National Advertisers  
Philippine Information Agency



## **FOREWORD**

Television is a powerful form of media. Many times it has been labelled as the window of the world. It shows and teaches everyone about the world, people, and culture. Most of all, television contains a value system that may enhance or affect what is taught at home, in the school, and in the church. Thus, the National Council for Children's Television was created pursuant to Republic Act 8370, otherwise known as the Television Act of 1997.

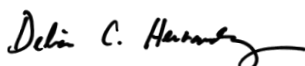
NCCT, an attached agency of the Department of Education, aims to ensure that quality television programs are offered to Filipino children for their empowerment and holistic development. One of the mandates of NCCT is to initiate research on issues related to television programming and its impact on the Filipino children and to share the results to broadcasters, advertisers, parents, and educators.

In March, 2015, NCCT embarked on a research entitled TELEVISION VIEWING HABITS, AMOUNT OF EXPOSURE, AND PROGRAM PREFERENCES OF CHILDREN IN PUBLIC AND PRIVATE ELEMENTARY SCHOOLS OF THE PHILIPPINES. This research, which involved almost five thousand students, aimed to describe the general characteristics of the television viewing habits, amount of exposure, and program

preferences of children in randomly selected primary and secondary schools in the Philippines.

For NCCT, the research will help in ensuring that the agency's policies and projects will be based on timely data and updated information on the television-viewing habits of children. It will help NCCT in its task of formulating and recommending plans and policies for children's television programs that will meet the developmental and informational needs of the children.

Hopefully this report will be a valuable tool for all those involved with children in their homes, school, and church. Thus, NCCT shares the results of this study to as many institutions and organizations as possible. Furthermore, we, at NCCT, encourage parents, educators, mentors, formators, and all those interested in learning about television and children to consider using this research as basis for their developmental growth, for developing their critical understanding of what they hear and view on television as their values, lifestyles, and attitudes are formed toward becoming a better citizen of our country and the world.



**Delia C. Hernandez**

Executive Director



## **INTRODUCTION**



## **Rationale and Background of the Study**

Marking the start of the Digital Age, the 21<sup>st</sup> century signalled the evolution of technology as tools multiply and innovations advance on a daily basis. New technologies come and go, as they become easily outdated, as fast as how they hit the market (Beers, 2012). As technology advances and develops, information becomes easily accessible to users of any age. In many areas, children now have access to the Internet and all that is available in it, including television programs.

In one way or another, television has traversed into other media forms and technological channels, making it more and more accessible to different audiences. What used to be a bulky television unit can now be accessed in the palm of the audience's hand—on their way to school or work, while they are sitting on a park bench, and even in the comforts of their bathrooms. As Campbell et al. (2011) have put it, television is being reinvented and so is its audience.

Despite the rise of other forms of media and the Internet, television continues to play an increasingly dominant role for children all around the globe. However, the effect of television on children and the concerns carried over from the motion pictures have troubled parents, as well as researchers, given television's omnipresent nature (Pecora, 2007).

Even with the presence of a parent while watching television, proper viewing guidance and harmful media protection among children are not guaranteed. According to Molina (2008), parents tend to think that watching television with their children beside them is equivalent to

proper viewing guidance. He further stated that parents have yet to realize that interaction—explaining the scenes or answering the children’s queries—is rather different from the mere presence of a parent, sitting beside a child while watching; hence, it needs more highlight in a family television-viewing experience.

Apart from looking into the violent and harmful content of television programs, Jordan et al. (2006) mentioned that the amount of time children spend in watching television is an important factor in the cognitive, behavioral, and physical well-being of children. In relation to this, the American Academy of Pediatrics (AAP) recommends that parents should limit their children’s total media exposure to no more than two hours every day, with emphasis on exposure only to quality programming, further suggesting the removal of television sets from children’s bedrooms.

According to Republic Act 8370, or the Children’s Television Act of 1997, children’s programs should be aired during regular time slots when children are available for viewing, and these programs should be of high quality and made specifically for children.

Given these premises, the National Council for Children’s Television (NCCT) sought to find out the common viewing habits, amount of exposure, and programs to which children are commonly exposed to during their usual television-viewing schedule. The findings of this study will contribute in pushing for NCCT’s main mandate of promoting and encouraging the production of television programs that are highly suitable for children.

This research also aims to help gather information on the current state of television viewing among children, given their background of having more access to the Internet and other media channels. Establishing the baseline data on this area will help in determining if further coverage for the NCCT mandate is needed, or if there is a need to create more policies relating to media exposure, rights, and access of the Filipino children.

## Statement of the Problem

As specified in Rosario-Braid and Tuazon's (2011) *Communication Media and the Future of Filipino Children*, one of the general trends observable among Filipino children is the increasing amount of time they spend exposed to media, as compared to formal school-related activities. Furthermore, Rosario-Braid and Tuazon (2011) pointed out that the availability of more channels and program choices, including the media format, has not only widened the reach of media but also made it relatively cheaper.

The proliferation of and easier access to television raised the need to determine whether children are exposed to programs that are harmful to their development. According to Doubleday and Droege (1993) in Pecora et al. (2007, p. 317), because of their young age, there is a high chance that children will "miss concepts in television program content, make incorrect inferences, do not infer relations between scenes well, and often retain stereotypical information." Moreover, according to noted Filipino psychologist Dr. Lourdes Carandang (as cited in Rosario-Braid & Tuazon, 2011), media exposure to violence, aggression, and meaningless sexual activities stimulates aggressive impulses and, therefore, influences the child to act aggressively.

Schramm et al. (1961, p. 8) cited one main reason why television is appealing to children: "first, the obvious reason: the passive pleasure of being entertained, living a fantasy, taking part vicariously in thrill play, identifying with exciting and attractive people, getting away from real-life problems, and escaping real-life boredom—in

other words, all the gratifications that come from having a superlative means of entertainment in one's living room, at one's command." They added that there could also be a "subsidiary appeal" or the role of television as a "social utility". As an example, Schramm et al. (1964) cited that the previous evening's television programs—or what the generation nowadays generally tag as what is "trending"—can establish a common ground of shared experiences for conversations (Schramm et al., 1964 as cited in Schramm, 1964; p. 9). Hence, this study will also look at the main reasons why Filipino children watch television and what makes it appealing to them.

In general, this study sought to identify the characteristics of television-viewing habits of children from selected primary and secondary schools in the Philippines, considering the emergence of the Internet and other digital media.

Specifically, this study aimed to address the following questions:

1. What is the usual television-viewing schedule and average viewing time of children in the Philippines?
2. What types of programs do these children prefer to watch?
3. What is/are their reason/s for watching television?
4. Do parents/guardians/teachers influence the television-viewing activities of children?

## **Objectives**

The main objective of the study is to describe the general characteristics of the television-viewing habits, amount of exposure, and program preferences of children in randomly selected primary and secondary schools in the Philippines.

Specifically, the study sought to:

1. determine the usual television-viewing schedule of children in the Philippines,
2. identify the types of programs children prefer to watch,
3. identify the common and popular reasons for watching television, and
4. determine whether or not parents/guardians/teachers influence the television-viewing activities of children.



## **Significance**

Several studies on children and television in the Philippines have been conducted, such as the identification of viewers' exposure to violence in Philippine television (PCTVF, 2001) and the length of average viewing time among Filipino children (AGB Nielsen, 2006).

This study will contribute to the exploration of additional knowledge on the television-viewing habits of children in the Philippines. Up-to-date understanding on the continuously transforming television-viewing habits of children is essential to adapt to the fast-paced changes happening in the media scene.

The findings of this study could be used to develop new children's television show policies or in amending the existing ones. Moreover, its results will be essential for media groups and other concerned agencies, as this will aid in tailor-fitting new and existing youth-oriented shows.

With regard to the mandate of the NCCT, the study will help in ensuring that the agency bases its policies and projects on timely data and updated information on the television-viewing habits of children. It will also help the NCCT in its task of formulating and recommending plans and policies for children's television programs that will meet the development and information needs of children.

## **Scope and Limitations**

The study covered the television-viewing habits of children in certain academic levels (i.e., grades three to ten), excluding children who are out of school. Because this study focused on describing the current television-viewing habits, program preferences, and some sociodemographic characteristics, knowledge about the effects of television programs or the pre-watching and post-watching television behavior of children will be limited.

The choice of programs—determined by who holds the remote during a child’s television-viewing hours—was also identified in this study. However, the findings of this study is limited to the answer provided by the child, and data on the actual parental guidance that the child gets when he/she watches television programs are not addressed.

Furthermore, data collected on this study covered a specific time period—February to March 2015. Hence, the interpretation of the survey results exclusively examined the television-viewing habits of children on the inclusive dates of research.

## **Operational Definition of Terms**

*Children* – all persons below eighteen (18) years of age

*Television-viewing habits* – identified in this study as the patterned practices of children relating to watching television. It would also refer to the collective term used in this study for the following: television-viewing schedule, average length of exposure, and program classifications watched and preferred, including commercials.

*Children's television* – refers to programs and other materials broadcasted on television that are specifically designed for viewing by children

*Television-viewing schedule* – the hours specified by the children as the usual time slots during the day when they are watching television

*Average exposure time* – average number of hours daily that a child is exposed to television or the amount/number of hours that a child is watching television

*Program types*– television program categorizations divided among the following types: drama series/soap opera, news and public affairs, music, science/discovery, reality shows, lifestyle/magazine, sports/sports entertainment, children's shows, action/thriller, comedy shows, education, documentary shows, and others.

*Program preference* – the programs or types of programs that a child prefers or likes to watch during the time that he/she has access to television



## REVIEW OF LITERATURE

*“Not only is TV being reinvented but its audience—although fragmented—is also growing, given all the new ways there are to watch television.” (Campbell et al., 2011; p. 169)*



## **Television in the Digital Age**

According to Paul Saffo (2005) as cited in Campbell et al. (2011, p. 169), television was about to go through a profound reinvention. He further stated that no old media form ever disappears; they just get reinvented into a new purpose. Despite the changes in the format of television program consumption, television was able to retain its purpose of entertaining, selling, and influencing through effective marketing; now, it even serves a wider set of audience in many other ways. The findings of the 2006 McCann-Erickson Intergenerational Youth Study revealed that traditional media, such as watching television and listening to the radio, remained to be on the top leisure activities of teens after school. However, the study also found out that there is an emerging prominence of technology-related activities like cellular phones and the Internet. (McCann-Erickson, 2006 as cited in Rosario-Braid & Tuazon, 2011)

Television, developed by technicians with certain goals, is said to have fallen as prey to the sellers who are more interested in marketing it (Williams, 1990). Ratings determine which programs are selling and which are not. The historical importance of ratings and shares to the eventual survival of television programs is something that should not be underestimated (Campbell et al., 2011). As evident in the current television programming, many television programs that were helpful to the development of the Filipino children were axed because they are “unmarketable”.

## **Children and Television**

Given the television-watching culture in the Philippines, the Philippine Children's Television Foundation (2001) stated that the media—particularly in terms of the increasingly dominant role of television—has become as much a part of childhood as the traditional games passed on from one generation to another.

However, the effect and impact of television on children, although tackled in many other researches, are still being raised nowadays, as television-viewing habits continue to evolve. The amount of exposure to television, including its violent and vulgar contents and its effects on behavior, such as meal patterns and physical activities, are areas in children's television that need attention. In the case of the Philippines, a television unit has become the “center” of the household; hence, understanding how it affects the lives of the Filipino people, particularly the children, has significant implications.

For some parents, allowing their children to watch television or giving them longer television-viewing hours serve as a form of reward. Others use television to get their children's attention, while they are busy running some errands or doing other chores. In this regard, parents need to realize that letting their children sit with them while watching television, or even letting their children watch television programs alone, could do more harm than good. According to Lee-Chua (2007), watching too much television is one of the reasons why young people nowadays fail to focus well or sustain their attention (as cited in Rosario-Braid & Tuazon, 2011).



In 2001, the Philippine Children's Television Foundation (PCTVF) found out that in every hour, there is an average of 6.2 violent incidents on Philippine television. On the average, a television viewer could be exposed to one violent incident every 10 minutes of television time.

According to Molina (2008), watching violent television programs can desensitize children to acts of violence. As suggested by the PCTVF (2001), almost 45 percent of the programs with violent content that they analyzed rarely or never showed violence as causing visible harm or pain to the perpetrator, increasing likelihood of learning aggression among children. Moreover, they found out that violent acts portrayed in a realistic and graphic manner, as well as those that are rewarded at the end, would also increase the likelihood of learning aggression among children.

Furthermore, Adak (2004) as cited in Ivrendi and Ozdemir (2010) said that children, because of their young age, may not fully understand and differentiate the reality from fantasy. "In fact, children's imitation of positive or negative behaviors is affected by the type of programs they watch," he further explained (Adak, 2004 as cited in Ivrendi and Ozdemir, 2010; p. 2562).

International efforts have been done to address the situation. In fact, the World Health Organization advised that children and adolescents should spend no more than two hours a day watching television, computers, or video games (Freidrich et al., 2014). As mentioned earlier, the American Academy of Pediatrics also suggested that parents should limit their children's total media exposure to not more than two hours every day, emphasizing on exposing the children only to quality programming (Jordan

et al., 2006). According to Facts for Families—*Children and TV Violence*—the amount of time spent by children in watching television, regardless of its content, should still be moderated. Even if it was spent for quality programming, it still decreases the time a child could spend on more beneficial activities like reading, interacting with friends, and developing hobbies (American Academy of Child and Adolescents Psychiatry, 2012).

### *Television-viewing preference among children*

Schramm et al. (1961) said that television is appealing to children because it is near at hand and is easy to use. Even without the existence of a remote control for a household's television, it is still relatively easy to use compared to a laptop or computer. In many Filipino households, children learn to operate a television set even before they learn how to read. In a nutshell, Schramm et al. (1961) stated that television appeals to children because of the gratifications that it brings to them (i.e., needs minimal effort to use, allows them to escape from real-life problems, and provides visions of exciting and attractive people whom they can idolize).

Moreover, Schramm et al. (1961) pointed out that another reason why children would prefer watching television than other activities is its "*social utility*". This means that watching the same television programs as his/her peers allows a child to be in-the-know of what is socially acceptable. In the Philippines, even adults form different in-groups based on the TV programs or TV networks that they tune into—relating to certain groups

formed because of their support to certain television networks (i.e., *"Kapamilya"* for ABS-CBN viewers, *"Kapuso"* for GMA Network viewers, *"Kapatid"* for TV5 viewers, among others). According to Maccoby (1954) as cited in Schramm (1964), television strikes a responsive chord in a child: (1) it satisfies certain needs, (2) it gives them the information they want, or (3) it releases them from any particular tension of childhood.

## **Television Parental Guidance**

Additional to the alarming level of violent incidents in television programs (PCTVF, 2001), Molina (2008) stated that television programs need not be violent or vulgar to have a negative effect on children. Ivrendi and Ozdemir (2010) further stated that the content of television programs that does not include violent scenes but has low-quality educational value could still have a negative effect on the children's attention and cognition. The act of watching television, leading to increased hours of becoming sedentary, leads to the development of an unhealthy lifestyle among adolescents (Jacob, 2007 as cited in Rosario-Braid & Tuazon, 2011).

"A child's cognition starts to develop at the age of eight, which is why parents need to be involved in their television viewing as early as possible," said Molina (2008, p. 28). Filipino culture involves early exposure to television—the unit being a part of a family's everyday activities. One thing that should be noted is an observation of Austin et al. (1999): parents are not usually inclined into watching children-oriented television programs with their children; however, children can watch adult programs (ranging from general patronage to those requiring parental guidance) with their parents. In the Philippine setting, Molina's (2008) study stresses that parents should be more responsible by monitoring the television programs watched by their children—with or without the "parental guidance" or PG rating.

The intervention of adults in television viewing makes the difference between learning something valuable or picking up a negative attitude from the programs that a child is exposed to. According to D. Singer and J. Singer

(2005) as cited in Singer et al. (2008), a parent or an adult's critical role in television exposure is to act as a mediator (i.e., to explain contents and scenes if a child is confused and to use the material to strengthen concepts and values). In such situations, they said, the television can indeed become a teacher. However, this goes back to whether parents treat television as a tool for imparting values or as a technology that makes "pacifying" children easier.



## **METHODOLOGY**





To achieve the objectives of the study, a quantitative research structure was used, wherein self-administered survey questionnaires served as the main research instrument. In each region, field supervisors were assigned to monitor the survey implementation. The population of respondents included 2014–2015 student enrollees in Grades 3 through 10 in all public and private, primary and secondary institutions in the Philippines. Children who do not go to school or the out-of-school youth, were excluded from the sampling of the survey. The survey was implemented on late February all throughout March 2015 in all the regions of the Philippines.

The sampling design involved three stages wherein regions became the domains of the study. The three stages are as follows: (1) probability proportional to size sampling of provinces, (2) probability proportional to size sampling of schools, and (3) simple random sampling of the students in the sampled schools.

The survey was carried out to a total of 4,395 children. Covering the 17 regions of the Philippines, 209 primary and secondary educational institutions were surveyed from the 71 cities and municipalities in the 37 provinces that were sampled. Of the 4,395 children, 44 percent came from private schools, and 56 percent were from public schools.

The self-administered survey questionnaire was the main data gathering instrument, and it covered areas of basic sociodemographic characteristics, television-viewing schedule, average television-viewing time, and programs watched and preferred by children.



## **RESULTS AND DISCUSSION**



## ***Participant Information***

A total of 4,395 children from the 209 primary and secondary educational institutions (both private and public) across the 17 regions of the Philippines were surveyed for the study. Of the 4,395 children respondents, about 44 percent came from private schools, and 56 percent came from public schools.

### ***Sex***

Majority of the respondents are female (65.60%), and only a third of the sample are male (35.40%).

The table and figure below reflect the respondent mix according to sex:

Table 1. Sex distribution of respondents

<b>Sex</b>	<b>N</b>	<b>%</b>
Male	1,554	35.40
Female	2,841	64.60

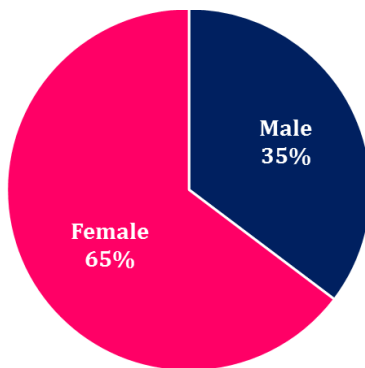


Figure 1. Sex distribution of respondents

## *Age*

The youngest respondent is 7 years old, while the oldest is 20 years old. Given that the target population under study are children enrolled in Grades 3 to 10, it is expected that there is a heavy and an almost equal distribution on the number of respondents aged 9 to 16 years old. Only about 4 percent are of age 8 and below, while only 2 percent are of age 17 and up.

**Table 2. Age distribution of respondents**

<b>Age (in years)</b>	<b>N</b>	<b>%</b>
7	1	0.02
8	164	3.80
9	524	12.00
10	563	12.90
11	605	13.80
12	622	14.20
13	456	10.40
14	467	10.70
15	483	11.10
16	384	8.80
17	79	1.80
18	18	0.40
19	3	0.06
20	1	0.02

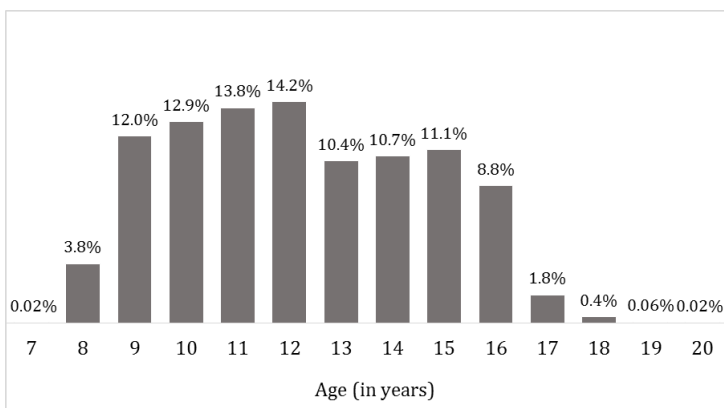


Figure 2. Age distribution of respondents

### *Grade level*

Consistent with the design of the survey, there is an almost equal number of respondents from Grades 3 to 10, with elementary school children having a slightly higher number of respondents compared to the secondary school children. The distribution of the respondents according to grade level is reflected in Table 3 and Figure 3:

Table 3. Grade level distribution of respondents

<b>Grade Level</b>	<b>N</b>	<b>%</b>
Grade 3	587	13.40
Grade 4	635	14.50
Grade 5	619	14.10
Grade 6	635	14.50
Grade 7	462	10.50
Grade 8	460	10.50
Grade 9	483	11.00
Grade 10	508	11.60



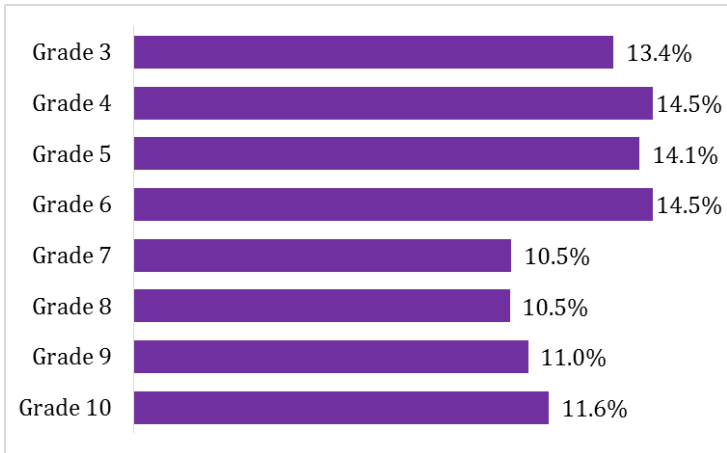


Figure 3. Grade level distribution of respondents

### *Household composition*

About 9 in 10 children are living together with their mother. Only three-fourths are living with their father. Moreover, about 6 in 10 children have a brother or a sister. Nearly half of the respondents are living with other relatives, such as extended families or non-relatives (e.g., maids).

Table 4. Number of respondents who are living in one household with each specified household member

Household Member	N	%
Father	3,263	74.20
Mother	3,821	86.90
Brother	2,766	62.90
Sisters	2,632	59.90
Others	2,091	47.60

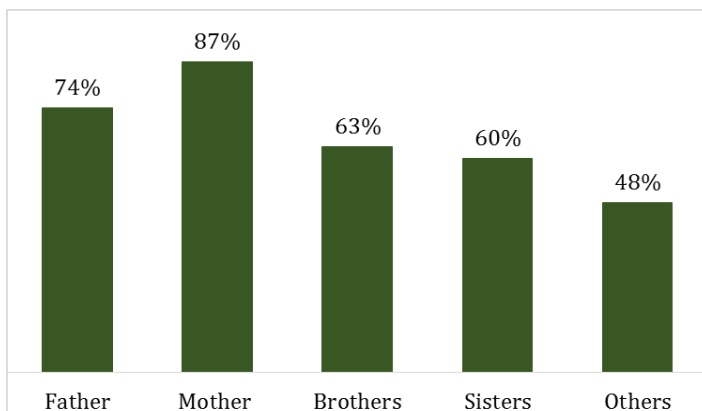


Figure 4. Percentage of respondents who are living in one household with each specified household member

On the average, a respondent is living in one house with a sister or a brother and two “other” individuals who are either of the following: an extended relative, a household border, or a household helper. These numbers represent the group that would most likely be with the children during television-viewing hours, or the group that may have some influence on the access to television of respondents. However, data on the extent and specificity of such influence are not covered in this study.

Table 5. Statistics on number of household members who are living in one household with the respondent

<b>Household Member</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Median</b>	<b>Maximum</b>
Brother	1	1.10	0	1	10
Sisters	1	1.10	0	1	19
Others	2	2.40	0	0	45

### *Parent's occupation*

Among all of the respondents, majority of the children have a father who is either regularly employed (39%) or self-employed (30%) in the Philippines. Few of the respondents have a father who is an Overseas Filipino Worker (14%), contractual employee (7%), or unemployed (10%). A very small percentage of the respondents (0.30%) had not known their father since birth, have a father who is a foreigner currently living outside the Philippines, or a father who is already deceased.

As for their mothers, most of the children (35%) have an unemployed mother or a mother who is not in the labor force (e.g., housewife). Likewise, many children have a mother who is a regular employee (30%) or is self-employed (23%). Relatively, few children have a mother who is an Overseas Filipino Worker (9%) and a contractual employee (3%).

**Table 6. Distribution of respondents by parent's occupation**

<b>Occupation</b>	<b>Father</b>		<b>Mother</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Overseas Filipino Worker	614	14.20	374	8.60
Regular employee based in the Philippines	1,678	38.80	1,331	30.40
Contractual employee based in the Philippines	304	7.00	134	3.10
Self-employed	1,297	30.00	1,014	23.20
Unemployed	416	9.60	1,518	34.70
Others (foreigner, deceased, don't know)	12	0.30	1	0.02

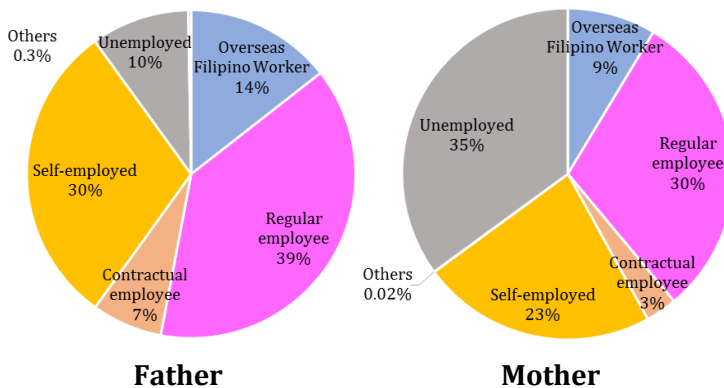


Figure 5. Distribution of respondents by parents' occupation

### *House ownership*

Most of the children (65%) said they are currently living in a family-owned or amortized house. Thirteen percent (13%) of the children live in houses where the family pays for the rent, while the remaining twenty-two percent (22%) squat in houses without paying any rent, including but not exclusive to those who live with extended relatives or other people for free.

Table 7. Distribution of respondents by house ownership

House Ownership	N	%
Owned or Mortgaged	2,829	64.70
Rented	582	13.30
Squatted	964	22.00

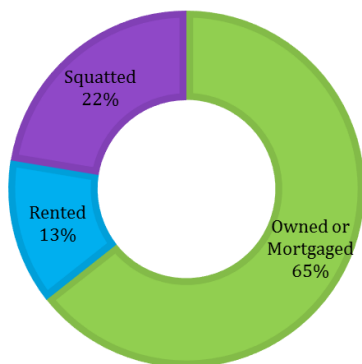


Figure 6. Distribution of respondents by house ownership

## ***Children's Television Exposure***

### ***Number of television sets***

Only 3 percent of the children surveyed were found out to have no television sets in their houses. However, this does not conclude that these children have no access to any television program.

In every 10 children, five (5) own one television set, three (3) own two television sets, and two (2) own at least three functioning television sets at home. The number of functioning television sets that children have access to is indicated in Table 8 and Figure 7.

**Table 8. Distribution of respondents by TV ownership**

<b>Number of television sets</b>	<b>N</b>	<b>%</b>
None	120	2.70
One	2,137	48.70
Two	1,358	30.90
Three	490	11.20
Four	171	3.90
Five or more	112	2.60

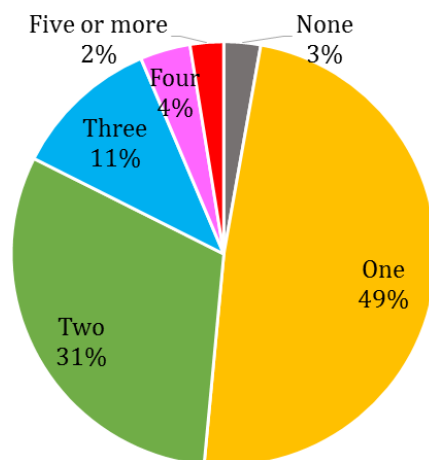


Figure 7. Distribution of respondents by television ownership



### *Television set location/configuration*

During the survey, children were instructed to identify if they have a television inside their bedrooms—wherein a television in the room they are regularly sleeping in (including studio-type apartment where the living room is essentially the bedroom) is equivalent to a “yes”. Approximately one in every three children (34%) has a television in his/her bedroom. On the other hand, two in every three children (65%) do not have a television in their bedroom.

Table 9. Table 9. Distribution of respondents by television set location/configuration

<b>Television set location</b>	<b>N</b>	<b>%</b>
In the child's bedroom	1,505	34.40
Not in the child's bedroom	2,870	65.60

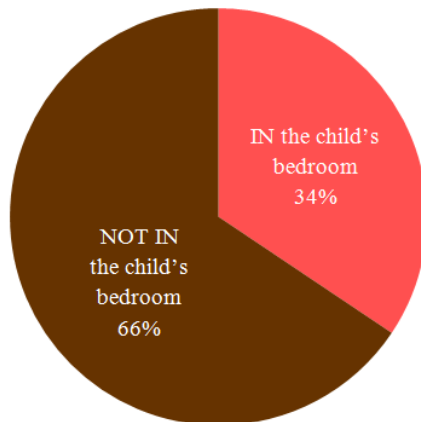


Figure 8. Distribution of respondents by television set location/configuration

### *Television set cable connection*

About half of the total respondents (51.50%) said they have a cable connection on their television set, while the other half (48.50%) said they do not have any cable connection (i.e., they can only access free television programs). This means that a little more than half of the respondents have access to more international television programs—all of which are not covered by the jurisdiction of the NCCT.

Table 10. Distribution of respondents by television set cable connection

<b>Television set cable connection</b>	<b>N</b>	<b>%</b>
With cable connection	2,247	51.50
Without cable connection	2,113	48.50

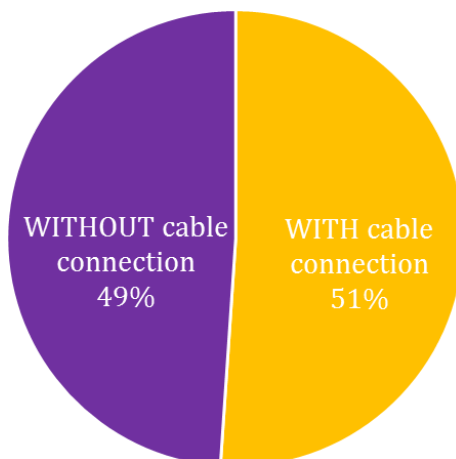


Figure 9. Distribution of respondents by television set cable connection

### *Appliances/gadgets ownership*

It was noted that television and cellular/smart phones are the two most common appliances/gadgets in every Filipino child's home, accounting for 97 and 94 percent prevalence among the respondents, respectively. The appliances/gadgets that are also commonly found in the respondents' houses are computers (69%), movie players (70%), music players (68%), and tablets (57%). The least common among the respondents are game consoles (18%), such as PSP or Xbox.

As mentioned earlier, research group McCann-Erickson found in 2006 that despite the rise of other technologies and media forms, traditional media like watching television and listening to the radio is still popular among teens. Nevertheless, technology-related activities like cellular/smart phones and the Internet are also on the rise. (Rosario-Braid & Tuazon, 2011)

Table 11. Distribution of respondents by appliance or gadget ownership

<b>Appliances/Gadgets Owned</b>	<b>N</b>	<b>%</b>
Television	4,268	97.30
Computer or Laptop	3,035	69.10
Tablet or iPad	2,519	57.30
Music player such as Stereo or Radio	2,966	67.50
Movie player such as DVD or VCD player	3,058	69.60
Game console such as PSP or Xbox	773	17.60
Cellular/smart phone	4,115	94.00

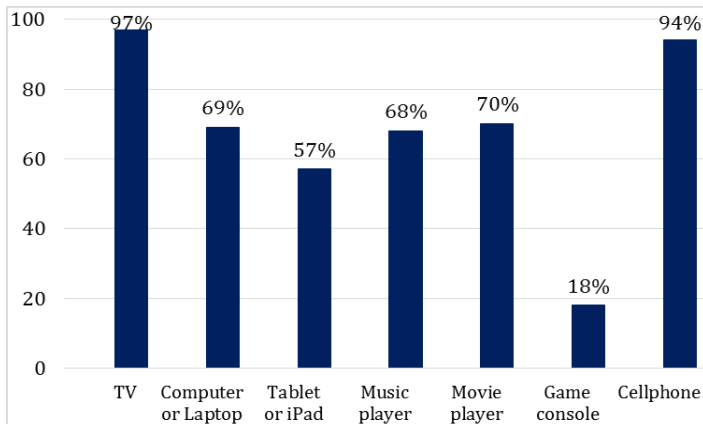


Figure 10. Distribution of respondents by appliance or gadget ownership

Table 12. Statistics on number of appliances/gadgets owned by the family

Appliances	Mean	Standard Deviation	Min	Median	Max
Computer or Laptop	1.20	1.30	0	1	22
Tablet or iPad	1.00	1.20	0	1	16
Music player such as Stereo or Radio	1.00	1.10	0	1	20
Movie player such as DVD or VCD player	1.10	1.60	0	1	50
Game console such as PSP or Xbox	0.20	0.70	0	0	13
Cellular/smart phone	4.40	2.80	0	4	50

## ***Children's Television-Viewing Habits and Preferences***

### ***Hours spent on watching television***

On the average, the respondents watch television close to three (3) hours per day during weekdays and six (6) hours during weekends. Compared to exposure during weekdays, their duration of watching television shows on weekends is highly varied.

During weekdays, half of the respondents watch television shows at most two (2) hours a day, and the other half are exposed to television shows for more than two (2) hours, with the exception of respondents who said that their television at home is switched on 24 hours every day. On weekends, however, half of the respondents watch television shows less than five (5) hours a day, and the other half watch for five (5) hours or more. It was further noted that 5 percent of the respondents do not watch television on weekdays, while 3 percent of them do not watch television even on weekends.

Table 13. Statistics on the number of hours spent on watching television during weekdays and weekends

<b>Statistics</b>	<b>Weekday</b>	<b>Weekends</b>
Mean	2.90	6.00
Standard Deviation	2.10	4.00
Minimum	0.00	0.00
Median	2.00	5.00
Maximum	24.00	24.00

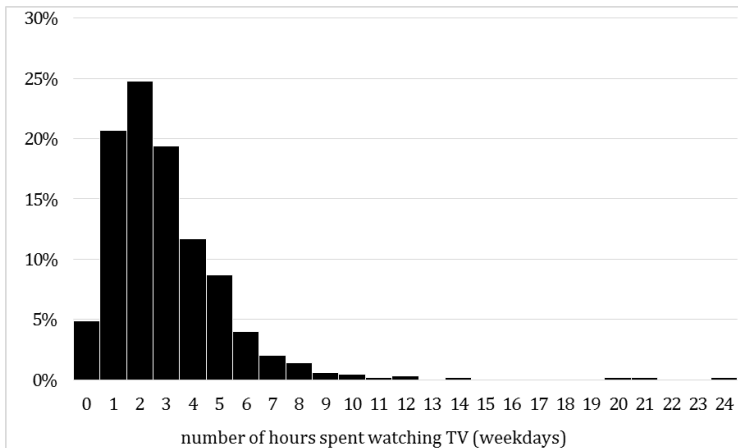


Figure 11. Distribution of respondent's number of hours spent watching television on weekdays

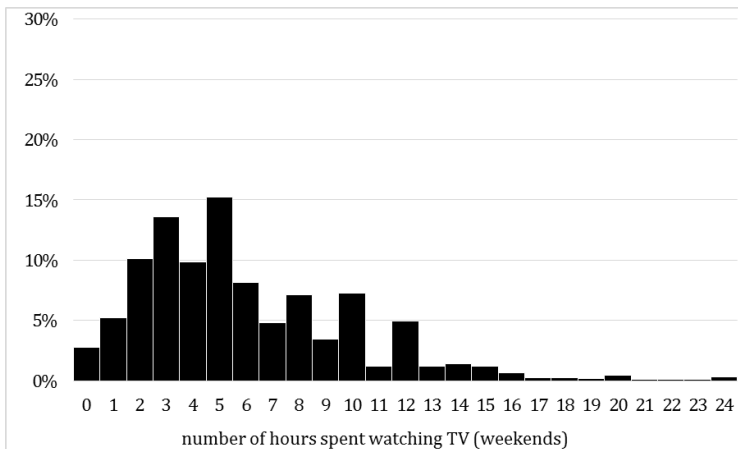


Figure 12. Distribution of respondent's number of hours spent watching television on weekends

### *Time slots in watching television*

During weekdays, about half of the children surveyed watch television shows during the 5pm–7pm and 7pm–10pm air time. Morning and afternoon time slots have low number of children viewers because the respondents are in school during weekdays. More than 10 percent of the children surveyed watch the 6am–9am and 12nn–1pm air time, while less than 10 percent of them watch the 9am–12nn and 1pm–5pm time slots.

During weekends, however, respondents have more varied options of when to watch the television, at any time of the day. Thirty to fifty percent of the respondents watch television programs from any time interval between 6am and 10pm. Moreover, there are relatively more children who said that they watch television from 9am–12nn in the morning and from 7pm–10pm in the evening time slots, compared to other weekend time slots.

Table 14. Distribution of the number of respondents who watches television per time slot

<b>Time Slots</b>	<b>Weekday</b>		<b>Weekends</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
6am–9am	600	13.70	1,295	29.50
9am–12nn	277	6.30	1,895	43.20
12nn–1pm	548	12.50	1,382	31.50
1pm–5pm	353	8.00	1,608	36.60
5pm–7pm	2,276	51.80	1,626	37.00
7pm–10pm	2,125	48.40	2,177	49.60

It is important to note that, in general, children in the Philippines watch television longer than the recommended length of exposure. The American Academy of Pediatrics (Jordan et al., 2006) and the World Health Organization (Freidrich et al., 2004) recommend no more than two (2) hours every day, with emphasis to quality programming. The same is recommended by the American Academy of Child and Adolescents Psychiatry (2012): children's television viewing should be moderated because time spent on television could have been spent on more beneficial activities like reading, interacting with friends, and developing hobbies.



### *Purpose for watching television*

One of the questions that this research would like to address is to identify the reasons why children watch and access the television. According to majority of the children (72%), they watch television for educational purposes, such as gathering information and learning new things. Half of the respondents watch television as simply a habit of tuning in to certain programs. Lastly, minority of the students watch television as part of their pastime activity or a prerequisite in doing their homework.

Table 15. Distribution of respondents based on their reason or purpose for watching television

<b>Purpose for Watching Television</b>	<b>N</b>	<b>%</b>
Gather information	3,148	71.80
Learn new things	2,881	65.70
Tune to certain programs	2,218	50.60
Pastime activities	1,447	33.00
Need in homework	867	19.80

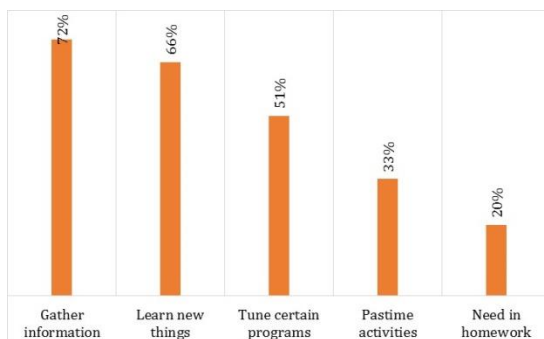


Figure 13. Distribution of respondents based on their reason or purpose for watching television

### *Television genre preference*

More children watch shows that fall under the children's and comedy television program categories. This is followed by news, education, drama, and music. Only a few children prefer to watch lifestyle shows, reality shows, and sports shows. Their television genre preference is reflected in the following table and figure:

Table 16. Distribution of the number of respondents based on their television genre preference

	<b>Always N (%)</b>	<b>Often N (%)</b>	<b>Seldom N (%)</b>	<b>Never N (%)</b>
News and Public Affairs	1,257 (29%)	1,791 (41%)	1,132 (26%)	167 (4%)
Drama	972 (22%)	1,682 (39%)	1,414 (33%)	275 (6%)
Action	769 (18%)	1,478 (34%)	1,717 (39%)	379 (9%)
Comedy	1,527 (35%)	1,791 (41%)	856 (20%)	176 (4%)
Sports	829 (19%)	1,139 (26%)	1,850 (43%)	528 (12%)
Children's TV	1,811 (42%)	1,362 (31%)	977 (22%)	195 (5%)
Education TV	1,242 (29%)	1,710 (39%)	1,170 (27%)	221 (5%)
Lifestyle Shows	260 (6%)	999 (23%)	2,174 (50%)	892 (21%)
Reality Shows	536 (12%)	1,323 (31%)	1,843 (43%)	630 (15%)
Music TV	1,119 (26%)	1,356 (31%)	1,338 (31%)	523 (12%)

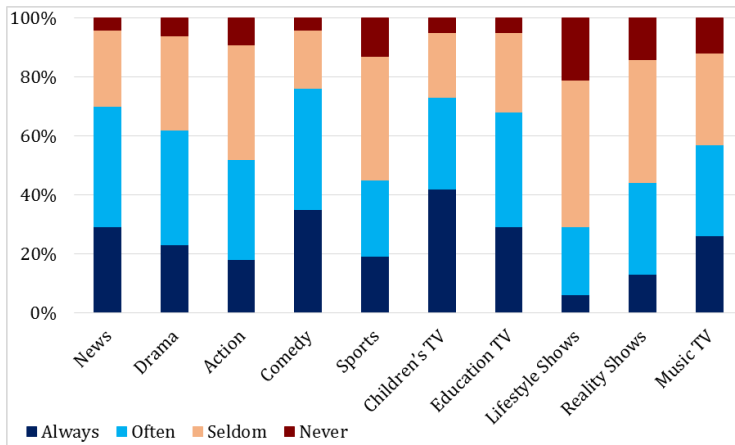


Figure 14. Distribution of respondents based on their television genre preference

### Television-watching preference

The study found out that majority of the children (55%) prefer watching television *often*, while almost one-fourth (24%) of them said they *always* like watching television. Only 1 percent of the children do not like watching the television at all. The succeeding table and figure show the distribution of children according to their television-watching preference.

Table 17. Distribution of respondents based on television-watching preference

Television preference	N	%
Always	1,066	24.40
Often	2,385	54.50
Seldom	879	20.10
Never	46	1.10

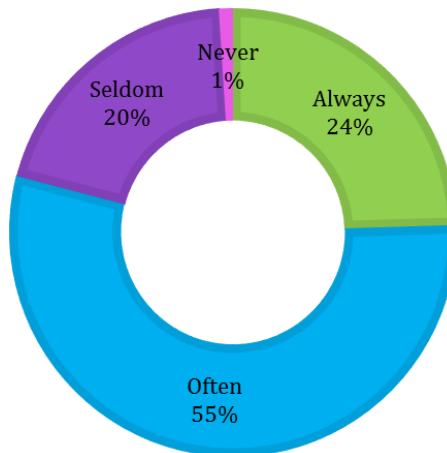


Figure 15. Distribution of respondents based on television-watching preference

## ***Television-Watching Guidance***

### ***Parents'/guardians' guidance while watching television***

To find out the intervention or influence of parents in children's television viewing, the respondents were asked if they receive any form of guidance from their parent/guardian—in terms of the television shows they are watching—by identifying the frequency that they thought they received guidance from their parents/guardians. Guidance, as indicated in this part, may range from mere presence while watching television to detailed explanations from the parent/guardian about the material being watched by the respondents. Data on this study, however, do not quantify or qualify the form and amount of guidance received by the child from his/her parents or guardians.

Ninety-two percent (92%) of them said they received guidance at varying degrees from their parents or guardians while they are watching television. In every 10 children who received guidance from their parents/guardians, three (3) had it *always*, four (4) had it *often*, and three (3) had it *seldom*. Approximately 8 percent of the respondents received no guidance at all.

Table 18. Distribution of respondents based on the frequency of guidance received and provided by their respective parents or guardians

<b>Parents/Guardians Guidance</b>	<b>N</b>	<b>%</b>
Always	1,174	26.80
Often	1,643	37.60
Seldom	1,223	28.00
Never	335	7.70

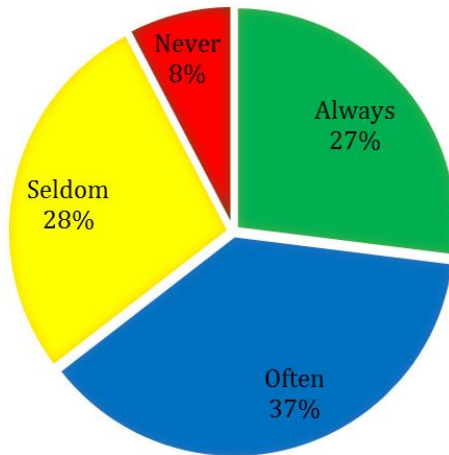


Figure 16. Distribution of respondents based on the frequency of guidance received and provided by their respective parents or guardians

### *Parents'/guardians' guidance in selecting television shows*

The respondents were also asked who holds the remote control when they are watching television—with choices discussing who selects the television shows to be watched during their television-viewing instances. In the absence of a remote control at home, they are still made to choose who primarily selects the television programs/channels to which the television will be switched to.

Fifty-five percent (55%) of the respondents said that they (children) together with their parents/guardians choose the programs to watch, jointly operating the remote control during their television-viewing time. However, thirty-five percent (35%) of the respondents said that most of the time, they had sole control of which programs to watch. Meanwhile, only 10 percent of the respondents said that oftentimes, they have no say on which programs to watch because it is their parents/guardians who have the authority in selecting which channel to tune into.

Table 19. Distribution of respondents based on who holds the remote control most of the time

<b>Television remote controller</b>	<b>N</b>	<b>%</b>
Child	1,525	35.00
Parent/Guardian	429	9.80
Both	2,404	55.20

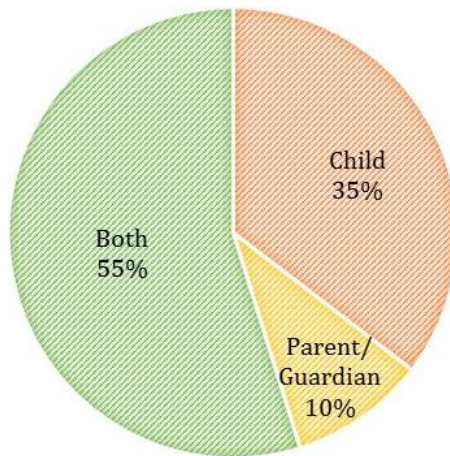


Figure 17. Distribution of respondents based on who holds the remote control most of the time



### *Teachers' role in television watching*

Around one-fourth of the children surveyed said that their teachers make them watch programs or films, *oftentimes*, as part of the class activity. Nearly 60 percent of the respondents *seldom* watch programs or films as instructed by their teachers. Lastly, nearly 20 percent of the children *never* watch any program or film as part of their class activity.

Table 20. Distribution of respondents based on the frequency of television-watching as part of the class activity

<b>Television watching as class activity</b>	<b>N</b>	<b>%</b>
Very often	156	3.60
Often	934	21.40
Seldom	2,531	57.90
Never	750	17.20

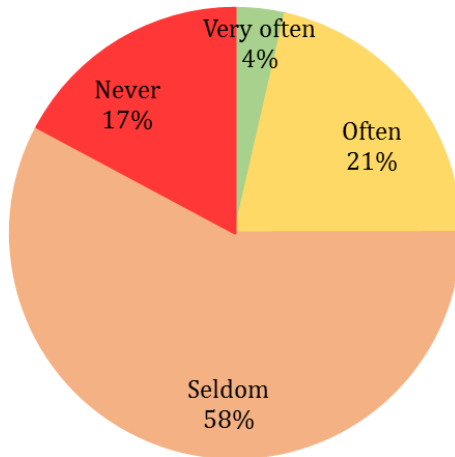


Figure 18. Distribution of respondents based on the frequency of television watching as part of the class activity

### ***Access to Television Programs***

Television, as mentioned earlier, is traversing into other media forms and channels. This research found out that despite the availability of television programs in other channels (i.e.. mobile device, computer), majority of the children (84%) still prefer and access television programs through a television set. Only 9.2 percent and 7.1 percent of them watch television programs on a laptop/computer and tablet/iPad/mobile phones, respectively. These other media channels/devices allow children to access television shows via Internet streaming and through shows downloaded from host sites, such as YouTube, among others.

Table 21. Distribution of respondents based on appliance or gadget they often use in watching television shows

































<b>Device/Gadget Used</b>	<b>N</b>	<b>%</b>
Television set	3,657	83.70
Computer or Laptop with Internet streaming	403	9.20
Tablet or iPad or Mobile Phone with Internet streaming	311	7.10

### ***Favorite Actors/Actresses***

Respondents were asked who were their most favorite local actor and most favorite local actress at the time of the survey. The children answered a total of 140 actors and 133 actresses from different ages (as old as the deceased Fernando Poe Jr and as young as Zyriel Manabat), despite the fact that the respondents are from Grades 3 to 10. Daniel Padilla and Kathryn Bernardo topped the list in the most favorite actor and actress, respectively. This is followed by Coco Martin, Enrique Gil, James Reid, and Dingdong Dantes among the actors and Marian Rivera, Liza Soberano, Sarah Geronimo, and Kim Chiu among the actresses. During the time of the survey, it was noted that Padilla and Bernardo's movie "Crazy Beautiful You" was recently shown in Philippine cinemas. Also, continuous promotions for their *teleserye*, "Pangako Sa'yo", which was not yet aired during the time of the survey, were often seen in its host television network, ABS-CBN.

It is important to note that a lot of respondents answered foreign actors and actresses despite being asked for Filipino favorites. This confusion might be due to (1) the presence of cable connection, producing mixed foreign and local shows that feature foreign and local artists in one platform and/or (2) the existence of dubbed/"*Tagalized*" shows, wherein foreigners are seen speaking (or seemed to be speaking) in the Filipino language, instead of the original foreign language, causing confusion among the children to mistakenly perceive a foreign actor/actress to be a Filipino.

Table 22. Top 15 most favorite actors and actresses of the respondents

1	Daniel Padilla	 1057	1	Kathryn Bernardo	 954
2	Coco Martin	 479	2	Marian Rivera	 465
3	Enrique Gil	 374	3	Liza Soberano	 292
4	James Reid	 318	4	Sarah Geronimo	 208
5	Dingdong Dantes	 301	5	Anne Curtis	 206
6	Vhong Navarro	 186	6	Kim Chiu	 202
7	Vice Ganda	 126	7	Nadine Lustre	 191
8	Miguel Tanfelix	 109	8	Angel Locsin	 139
9	Robin Padilla	 71	9	Janella Salvador	 139
10	John Lloyd Cruz	 62	10	Julia Barretto	 107
11	Xian Lim	 57	11	Julia Montes	 99
12	Piolo Pascual	 36	12	Bianca Umali	 98
13	Paulo Avelino	 34	13	Maja Salvador	 70
14	Gerald Anderson	 29	14	Toni Gonzaga	 68
15	Tom Rodriguez	 29	15	Alex Gonzaga	 63
...	...	...	...	...	...
140	Tirso Cruz III	 1	133	Zyriel Manabat	 1

### ***Local and Foreign Television Shows Preference***

The respondents were able to identify a total of 303 local and 809 foreign shows in their favorite lists of shows aired on television. At the time of the survey, most of the respondents listed the primetime television show and romantic comedy television series *Forevermore* (ABS-CBN), as their most favorite local television show. This is followed by the noontime musical variety show, *It's Showtime* (ABS-CBN); another prime time show and comedy-drama series, *Dream Dad* (ABS-CBN); teen Filipino drama series, *Once Upon a Kiss* (GMA Network); and news broadcast program, *TV Patrol* (ABS-CBN). Moreover, science-environmental education show *Matanglawin* is the only education show that appeared in the top 15 list. Note that a lot of respondents tagged foreign shows as local shows in their most favorite show. Again, this may have been due to the confusion brought by the existence of foreign shows dubbed in the Filipino language. Also, a lot of respondents did not indicate any specific television show but opted to indicate the television channel or network instead (e.g., ABS-CBN shows, National Geographic shows).

The presence of a cabled television connection in almost half of the respondents' households brought in a varied options in answering their most favorite foreign television show. *Koreanovelas*, such as *My Love from the Star*, *The Heirs*, *Empress Ki*, and *Meteor Garden*, are some of the children's most favorite foreign shows. Moreover, cinema movies that are often aired in cable television channels, such as *Hunger Games*, also appeared on the top of the list. Lastly, sports-oriented shows, such as *PBA* and *NBA*, both appeared on the top 15 list for most favorite local and foreign television shows.

Table 23. Top 15 most favorite local and foreign shows of the respondents

1	Forevermore	977	1	My Love from the Star	341
2	It's Showtime	386	2	Fated to Love You	131
3	Dream Dad	357	3	NBA	77
4	Once Upon A Kiss	213	4	The Heirs	76
5	TV Patrol	118	5	Empress Ki	74
6	Matanglawin	89	6	Meteor Garden	70
7	Eat Bulaga	78	7	Discovery Channel Shows	60
8	Wansapanataym	74	8	Spongebob	58
9	Inday Bote	71	9	Star Movies Shows	55
10	Bagito	68	10	Phineas and Ferb	55
11	Got to Believe	68	11	The Voice	55
12	ABS-CBN Shows	61	12	Sofia the First	52
13	Gandang Gabi Vice	61	13	Hunger Games	47
14	Oh My G!	60	14	Cartoon Network Shows	46
15	PBA	59	15	Masterchef	41
...	...	...	...	...	...
320	Yaya	1	868	Z-Nation	1





## **REGIONAL PERSPECTIVE**



### ***Hours Spent on Watching Television***

Carver et al. (2008) as cited in Timperio et al. (2012) suggested that some environments or neighborhoods that are not physically conducive for children create generations of “indoor children”. Timperio et al. (2012) concluded that such condition of neighborhoods that discourages physical activities or outdoor hobbies may push children to engage in sedentary activities, such as watching television. Furthermore, their study mentioned that another reason for the increased time spent on watching television could be the lack of nearby sporting or leisure facilities in an area. In the different regions of the Philippines, it was observed that the amount of weekday and weekend exposure to television of children is varied. This may be due to several factors, such as geography, sociodemography, existence or non-existence of nearby recreational facilities (e.g., malls, playgrounds), and other factors including safety and popularity of outdoor activities in these different areas.

On weekdays, children from Region IV-A have the longest average daily television-viewing exposure (3.50 hours) compared to children from the other 16 regions of the country. This is followed by children from five (5) more regions whose television-viewing time is also higher than the national average of 2.90 hours. These regions are Region XII (3.30 hours), Cordillera Administrative Region (3.10 hours), Region V (3.10 hours), National Capital Region (3 hours), and Region VI (3 hours). On the other hand, children from the Autonomous Region in Muslim Mindanao (ARMM) have the shortest television-viewing hours with an average of 2.50 hours a day.

During weekends, children from Region XII have the highest average daily television-viewing hours (7.40 hours) compared to the other 16 regions in the country. The region placed second on weekdays, now on top of the list for the weekend ranks in terms of the longest television exposure. This is followed by eight (8) other regions whose television exposure on weekends (ranges from 6.10 to 6.60 hours) is higher than the national average (6 hours). In addition to this, it is also observed that the National Capital Region (NCR), which ranked fifth among the 17 regions in terms of weekday television exposure, now ranks last terms of weekend television exposure. Discussions with the field supervisors who conducted the survey revealed that this may have been due to the fact that during weekends, children from the NCR might have other activities to spend time on apart from television viewing.

Table 24. Statistics on the number of hours spent watching television on weekdays by region

Region	Mean	Standard Deviation	Minimum	Median	Maximum
ARMM	2.50	2.10	0	2	10
CAR	3.10	2.00	0	3	9
CARAGA	2.60	1.90	0	2	10
NCR	3.00	2.20	0	3	14
REGION I	2.90	2.20	0	3	24
REGION II	2.60	1.90	0	2	10
REGION III	2.90	1.90	0	3	12
REGION IV-A	3.50	2.50	0	3	24
REGION IV-B	2.60	1.90	0	2	15
REGION V	3.10	1.90	0	3	10

<b>Region</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Median</b>	<b>Maximum</b>
REGION VI	2.70	1.80	0	2	10
REGION VII	2.60	1.70	0	2	12
REGION VIII	2.70	2.00	0	2	21
REGION IX	2.60	1.80	0	2	12
REGION X	2.60	1.90	0	2	12
REGION XI	3.00	2.10	0	3	11
REGION XII	3.30	2.40	0	3	20

Table 25. Statistics on the number of hours spent watching television on weekends by region

<b>Region</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Median</b>	<b>Maximum</b>
ARMM	5.20	3.70	0	5	17
CAR	6.00	4.20	0	5	23
CARAGA	6.10	4.20	0	5	24
NCR	5.00	3.50	0	4	24
REGION I	6.60	4.20	0	6	24
REGION II	6.10	4.20	0	5	24
REGION III	5.50	3.80	0	5	24
REGION IV-A	6.50	4.30	0	6	24
REGION IV-B	6.40	4.20	0	5	24
REGION V	6.30	3.80	0	5	24
REGION VI	5.30	3.40	0	4	15
REGION VII	5.20	3.60	0	5	20
REGION VIII	6.20	4.30	0	5	24
REGION IX	5.90	4.30	0.5	5	24

<b>Region</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Median</b>	<b>Maximum</b>
REGION X	5.40	3.60	0	4	15
REGION XI	6.40	3.80	0	5	19
REGION XII	7.40	4.40	0	6	22

### ***Time Slots in Watching Television (Weekdays)***

Regional trends of television-viewing schedule during weekdays seem to resemble that of the national trend where majority of school children are watching television shows only after school. However, it is interesting to note that children from the NCR have a slightly higher television exposure on day time and a slightly lower television exposure at night compared to other regions. This might be due to the fact that a lot of children in the NCR, specifically those studying in public schools, have shifting schedule of classes. There are children who have no classes in the morning and are only scheduled to attend classes later in the afternoon or early in the evening, therefore, increasing the number of those who watch morning shows in the region.

**Table 26. Statistics on the number of respondents watching television per time slot on weekdays**

<b>Region</b>	<b>6am-9am N (%)</b>	<b>9am-12nn N (%)</b>	<b>12nn-1pm N (%)</b>	<b>1pm-5pm N (%)</b>	<b>5pm-7pm N (%)</b>	<b>7pm-10pm N (%)</b>
ARMM	12 (6.70%)	10 (5.60%)	28 (15.60%)	8 (4.40%)	93 (51.70%)	73 (40.60%)
CAR	21 (13.10%)	4 (2.50%)	15 (9.40%)	16 (10.00%)	100 (62.50%)	76 (47.50%)
CARAGA	24 (13.30%)	3 (1.70%)	24 (13.30%)	11 (6.10%)	97 (53.90%)	75 (41.70%)
NCR	63 (17.40%)	55 (15.20%)	47 (13.00%)	55 (15.20%)	112 (30.90%)	177 (48.90%)
REGION I	43 (15.10%)	20 (7.00%)	42 (14.80%)	16 (5.60%)	140 (49.30%)	151 (53.20%)
REGION II	22 (12.10%)	6 (3.30%)	16 (8.80%)	6 (3.30%)	97 (53.30%)	101 (55.50%)
REGION III	33 (13.80%)	20 (8.30%)	31 (12.90%)	30 (12.50%)	106 (44.40%)	112 (46.70%)
REGION IV-A	66 (17.00%)	43 (11.10%)	38 (9.80%)	59 (15.20%)	201 (51.70%)	180 (46.30%)
REGION IV-B	25 (12.40%)	10 (5.00%)	21 (10.40%)	10 (5.00%)	98 (48.80%)	94 (46.80%)

Region	6am-9am N (%)	9am-12nn N (%)	12nn-1pm N (%)	1pm-5pm N (%)	5pm-7pm N (%)	7pm-10pm N (%)
REGION V	38 (10.50%)	20 (5.50%)	43 (11.90%)	26 (7.20%)	204 (56.50%)	190 (52.60%)
REGION VI	29 (11.40%)	11 (4.30%)	23 (9.00%)	13 (5.10%)	117 (46.10%)	125 (49.00%)
REGION VII	53 (12.60%)	25 (6.00%)	43 (10.20%)	27 (6.40%)	227 (54.10%)	210 (50.00%)
REGION VIII	42 (13.20%)	10 (3.10%)	56 (17.60%)	19 (6.00%)	180 (56.40%)	160 (50.30%)
REGION IX	31 (15.60%)	14 (7.00%)	36 (18.10%)	13 (6.50%)	98 (49.30%)	78 (39.20%)
REGION X	28 (14.00%)	7 (3.50%)	22 (11.00%)	18 (9.00%)	124 (62.00%)	93 (46.50%)
REGION XI	35 (17.50%)	7 (3.50%)	32 (16.00%)	15 (7.50%)	108 (54.00%)	96 (48.00%)
REGION XII	35 (13.50%)	12 (4.60%)	31 (11.90%)	11 (4.20%)	174 (66.90%)	134 (51.50%)

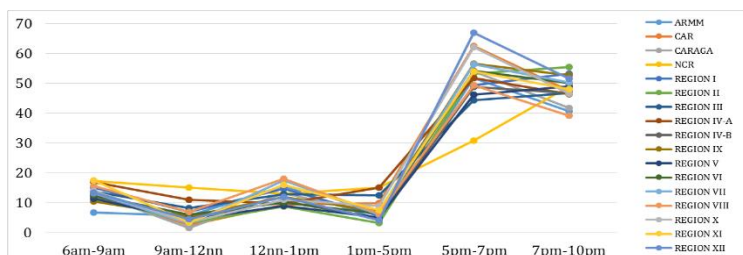


Figure 19. Number of respondents watching television per time slot on weekdays



### ***Time Slots in Watching Television (Weekends)***

Regional trends of television-viewing schedule during weekends also seem to resemble that of the national trend wherein majority of school children are watching television shows distributed throughout different time intervals, which peaks at 9am–12nn. However, relative to the other 16 regions, students from Region XII have the highest exposure on every time interval covered. On the other hand, children from ARMM, NCR, and Region III have lower exposure time compared to the rest of the regions.

**Table 27. Statistics on the number of respondents watching television per time slot on weekends**

<b>Region</b>	<b>6am-9am N (%)</b>	<b>9am-12nn N (%)</b>	<b>12nn-1pm N (%)</b>	<b>1pm-5pm N (%)</b>	<b>5pm-7pm N (%)</b>	<b>7pm-10pm N (%)</b>
ARMM	34 (18.90%)	47 (26.10%)	54 (30.00%)	64 (35.60%)	64 (35.60%)	74 (41.10%)
CAR	65 (40.60%)	70 (43.80%)	57 (35.60%)	57 (35.60%)	68 (42.50%)	84 (52.50%)
CARAGA	60 (33.30%)	77 (42.80%)	56 (31.10%)	64 (35.60%)	81 (45.00%)	85 (47.20%)
NCR	66 (18.20%)	129 (35.60%)	104 (28.70%)	133 (36.70%)	107 (29.60%)	154 (42.50%)
REGION I	101 (35.60%)	146 (51.40%)	104 (36.80%)	116 (40.90%)	110 (38.70%)	129 (45.40%)
REGION II	53 (29.10%)	94 (51.70%)	60 (33.00%)	67 (36.80%)	65 (35.70%)	101 (55.50%)
REGION III	52 (21.70%)	81 (33.80%)	69 (28.80%)	55 (22.90%)	82 (34.20%)	115 (47.90%)
REGION IV-A	133 (34.20%)	156 (40.10%)	116 (29.80%)	121 (31.10%)	134 (34.50%)	193 (49.60%)
REGION IV-B	60 (29.90%)	85 (42.30%)	51 (25.40%)	60 (29.90%)	64 (31.80%)	97 (48.30%)
REGION V	98 (27.20%)	153 (42.40%)	115 (31.90%)	145 (40.20%)	146 (40.40%)	213 (59.00%)
REGION VI	69 (27.10%)	109 (42.90%)	73 (28.60%)	88 (34.50%)	86 (33.70%)	136 (53.30%)
REGION VII	127 (30.20%)	179 (42.60%)	135 (32.10%)	143 (34.10%)	148 (35.20%)	209 (49.80%)

Region	6am-9am N (%)	9am-12nn N (%)	12nn-1pm N (%)	1pm-5pm N (%)	5pm-7pm N (%)	7pm-10pm N (%)
REGION VIII	93 (29.20%)	139 (43.60%)	98 (30.70%)	132 (41.40%)	120 (37.60%)	157 (49.20%)
REGION IX	51 (25.60%)	76 (38.20%)	59 (29.70%)	69 (34.70%)	59 (29.70%)	79 (39.70%)
REGION X	61 (30.50%)	93 (46.50%)	51 (25.50%)	84 (42.00%)	75 (37.50%)	94 (47.00%)
REGION XI	71 (35.50%)	94 (47.00%)	73 (36.50%)	80 (40.00%)	88 (44.00%)	100 (50.00%)
REGION XII	101 (38.90%)	167 (64.20%)	107 (41.20%)	130 (50.00%)	129 (49.60%)	157 (60.40%)

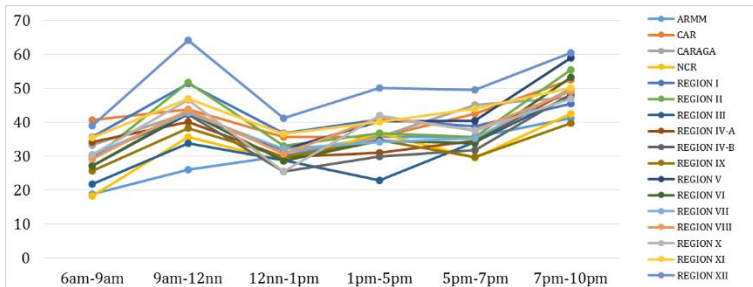


Figure 20. Number of respondents watching television per time slot on weekends

### ***Television Set Location/Configuration***

Thirty-four percent (34%) of the children in the Philippines have television located in their bedrooms (classified as the area/room in the house where the child sleeps regularly). Moreover, 6 out of 17 regions have a relatively higher percentage of children who have bedroom televisions compared to the national percentage. Likewise, 5 out of 6 regions in Luzon, wherein Region I has the highest percentage (52%), have direct access to television in their sleeping areas. This is followed by Region III and Region II with 47 percent and 45 percent, respectively. On the other side of the outlier, ARMM has the lowest percentage (16%) of children who said they have television in their sleeping areas.

Table 28. Statistics on the number of respondents based on television location/configuration

<b>Region</b>	<b>In the child's bedroom</b>		<b>In the child's bedroom</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
ARMM	29	16.20	150	83.80
CAR	52	32.50	108	67.50
CARAGA	55	30.60	125	69.40
NCR	130	36.10	230	63.90
REGION I	146	51.80	136	48.20
REGION II	82	45.10	100	55.00
REGION III	109	46.60	125	53.40
REGION IV-A	146	37.60	242	62.40
REGION IV-B	69	34.30	132	65.70
REGION V	120	33.60	237	66.40
REGION VI	81	31.90	173	68.10

Region	In the child's bedroom		In the child's bedroom	
	N	%	N	%
REGION VII	108	25.70	312	74.30
REGION VIII	104	32.50	216	67.50
REGION IX	56	28.10	143	71.90
REGION X	64	32.20	135	67.80
REGION XI	62	31.00	138	69.00
REGION XII	92	35.40	168	64.60

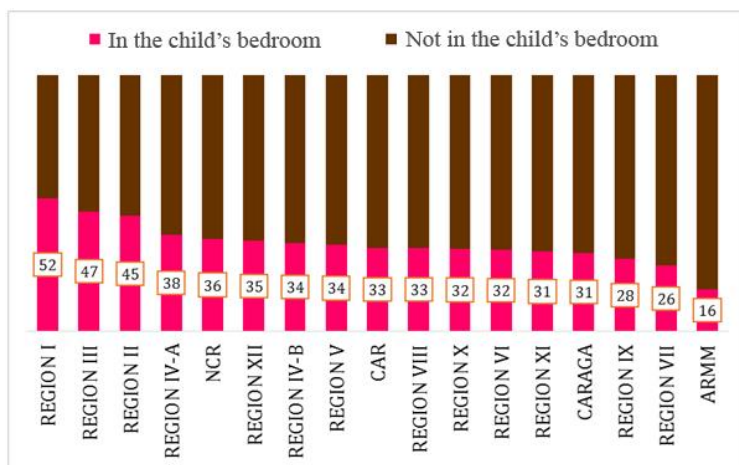


Figure 21. Distribution of respondents by television location/configuration in each region

### ***Television Set Cable Connection***

Nearly three-fourths of the children in the Cordillera Administrative Region (CAR) said their television has a cable connection. This is followed by Region VIII, VII, and CARAGA, where nearly two-thirds of the children surveyed said their households have cable television connection. On the contrary, Region VI and VII have the lowest percentage, where only 39 percent and 36 percent of children's households have a cable connection, respectively.

Table 29. Statistics on the number of television sets with cable connection per region in the Philippines

<b>Region</b>	<b>With cable connection</b>		<b>Without cable connection</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
ARMM	71	39.90	107	60.10
CAR	114	71.30	46	28.80
CARAGA	113	62.80	67	37.20
NCR	179	50.00	179	50.00
REGION I	141	50.50	138	49.50
REGION II	118	65.20	63	34.80
REGION III	108	47.00	122	53.00
REGION IV-A	169	43.70	218	56.30
REGION IV-B	116	57.70	85	42.30
REGION V	198	55.50	159	44.50
REGION VI	98	38.70	155	61.30
REGION VII	151	36.00	269	64.10

Region	With cable connection		Without cable connection	
	N	%	N	%
REGION VIII	209	65.30	111	34.70
REGION IX	96	48.20	103	51.80
REGION X	110	55.60	88	44.40
REGION XI	116	58.30	83	41.70
REGION XII	140	53.95	120	46.20

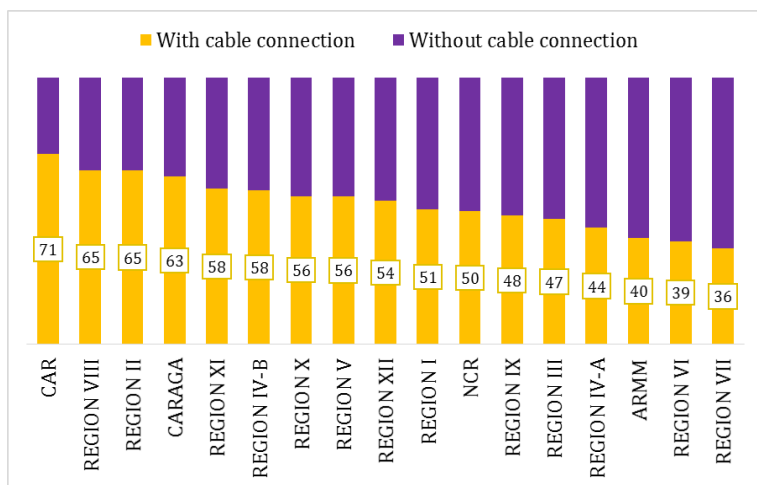


Figure 22. Distribution of the number of television sets with cable connection per region

### ***Number of Television Sets***

In the earlier discussion, it is estimated that 3 percent of the households in the Philippines have no television. Likewise, in 16 out of 17 regions in the country, about 0–6 percent of the households have no television. However, numbers in ARMM significantly deviate from the national average: 11.70 percent of the households in the region have no television. It is notable that this region also has the highest percentage of households with only one television (62.20%) compared to the national average (49%). On the other hand, Regions I, II, and III have the highest incidence of households with 3 and more number of televisions.

Table 30. Statistics on the number of television units owned by the household of the respondents

Region	None N (%)	One N (%)	Two N (%)	Three N (%)	Four N (%)	Five and More N (%)
ARMM	21 (11.70%)	112 (62.20%)	34 (18.90%)	12 (6.70%)	1 (0.60%)	0 (0.00%)
CAR	1 (0.60%)	76 (47.50%)	51 (31.90%)	20 (12.50%)	5 (3.10%)	7 (4.40%)
CARAGA	10 (5.60%)	82 (45.60%)	65 (36.10%)	16 (8.90%)	6 (3.30%)	1 (0.60%)
NCR	7 (1.90%)	186 (51.40%)	104 (28.70%)	39 (10.80%)	14 (3.90%)	12 (3.30%)
REGION I	2 (0.70%)	106 (37.50%)	91 (32.20%)	55 (19.40%)	18 (6.40%)	11 (3.90%)
REGION II	0 (0.00%)	62 (34.30%)	77 (42.50%)	26 (14.40%)	8 (4.40%)	8 (4.40%)
REGION III	2 (0.80%)	95 (39.90%)	74 (31.10%)	38 (16.00%)	18 (7.60%)	11 (4.60%)
REGION IV-A	5 (1.30%)	194 (49.90%)	121 (31.10%)	46 (11.80%)	16 (4.10%)	7 (1.80%)
REGION IV-B	2 (1.00%)	103 (51.20%)	62 (30.80%)	16 (8.00%)	14 (7.00%)	4 (2.00%)
REGION V	13 (3.60%)	169 (47.10%)	113 (31.50%)	40 (11.10%)	16 (4.50%)	8 (2.20%)

<b>Region</b>	<b>None N (%)</b>	<b>One N (%)</b>	<b>Two N (%)</b>	<b>Three N (%)</b>	<b>Four N (%)</b>	<b>Five and More N (%)</b>
REGION VI	10 (3.90%)	120 (47.20%)	87 (34.30%)	26 (10.20%)	7 (2.80%)	4 (1.60%)
REGION VII	14 (3.30%)	240 (57.10%)	126 (30.00%)	30 (7.10%)	7 (1.70%)	3 (0.70%)
REGION VIII	4 (1.30%)	150 (46.90%)	105 (32.80%)	43 (13.40%)	11 (3.40%)	7 (2.20%)
REGION IX	5 (2.50%)	105 (52.80%)	53 (26.60%)	24 (12.10%)	8 (4.00%)	4 (2.00%)
REGION X	9 (4.50%)	99 (51.50%)	60 (30.00%)	15 (7.50%)	12 (6.00%)	5 (2.50%)
REGION XI	8 (4.00%)	104 (52.00%)	60 (30.00%)	19 (9.50%)	2 (1.00%)	7 (3.50%)
REGION XII	5 (1.90%)	134 (51.50%)	75 (28.90%)	25 (9.60%)	8 (3.10%)	13 (5.00%)

### ***Television Set and Other Appliances***



Computers, tablets, music players, and game consoles are not as commonly present in the ARMM, as they are in all other regions. Compared to the other regions, cellular/smart phones rose as the most common digital device in the ARMM. Moreover, computers and movie players are predominantly used in CAR, while tablets and music players are highly prevalent in Region II.

Table 31. Statistics on the number of respondents whose family owns other appliances/gadgets

Region	Computer N (%)	Tablet N (%)	Music Player N (%)	Movie Player N (%)	Game Console N (%)	Cellular/ smart phone N (%)
ARMM	82 (45.60%)	59 (32.80%)	83 (46.10%)	118 (65.60%)	14 (7.80%)	179 (99.40%)
CAR	132 (82.50%)	109 (68.10%)	113 (70.60%)	122 (76.30%)	34 (21.30%)	156 (97.50%)
CARAGA	137 (76.10%)	115 (63.90%)	119 (66.10%)	115 (63.90%)	19 (10.60%)	175 (97.20%)
NCR	248 (68.30%)	208 (57.30%)	228 (62.80%)	254 (70.00%)	76 (20.90%)	320 (88.20%)
REGION I	225 (79.50%)	208 (73.20%)	206 (72.50%)	207 (72.90%)	60 (21.10%)	267 (94.00%)
REGION II	138 (75.80%)	139 (76.40%)	141 (77.50%)	132 (72.50%)	35 (19.20%)	175 (96.20%)
REGION III	168 (70.00%)	132 (55.00%)	144 (60.00%)	153 (63.80%)	57 (23.80%)	203 (84.60%)
REGION IV-A	255 (65.60%)	230 (59.10%)	255 (65.60%)	275 (70.70%)	75 (19.30%)	357 (95.50%)
REGION IV-B	144 (71.60%)	116 (57.70%)	128 (63.70%)	144 (71.60%)	32 (15.90%)	74 (92.50%)
REGION V	244 (67.60%)	177 (49.00%)	258 (71.50%)	228 (63.20%)	62 (17.20%)	337 (93.40%)
REGION VI	172 (67.50%)	140 (54.90%)	180 (70.60%)	185 (72.60%)	49 (19.20%)	239 (93.70%)
REGION VII	285 (67.90%)	230 (54.80%)	311 (74.10%)	314 (74.80%)	56 (13.30%)	403 (96.00%)
REGION VIII	225 (70.30%)	187 (58.40%)	208 (65.00%)	224 (70.00%)	51 (15.90%)	306 (95.60%)

<b>Region</b>	<b>Computer N (%)</b>	<b>Tablet N (%)</b>	<b>Music Player N (%)</b>	<b>Movie Player N (%)</b>	<b>Game Console N (%)</b>	<b>Cellular/ smart phone N (%)</b>
REGION IX	127 (63.80%)	95 (47.70%)	126 (63.30%)	123 (61.80%)	25 (12.60%)	186 (93.50%)
REGION X	148 (74.00%)	116 (58.00%)	137 (68.50%)	152 (76.00%)	38 (19.00%)	184 (92.00%)
REGION XI	126 (63.00%)	102 (51.00%)	144 (72.00%)	133 (66.50%)	45 (22.50%)	185 (92.50%)
REGION XII	179 (68.90%)	156 (60.00%)	185 (71.20%)	179 (68.90%)	45 (17.30%)	252 (96.90%)

### ***Television-watching Guidance***

*Parents'/guardians' guidance while watching television*

More children from Region XI, NCR, and Region VIII *always* received guidance from their parents compared to others. More children from CARAGA region *often* received guidance compared to other regions. Meanwhile, more children from ARMM, Region V, and CAR received guidance sparingly to almost no guidance at all from their parents.

Table 32. Statistics on the frequency of guidance the children receive from their parents or guardians

<b>Region</b>	<b>Always N (%)</b>	<b>Often N (%)</b>	<b>Seldom N (%)</b>	<b>Never N (%)</b>
ARMM	19 (11.00%)	56 (32.40%)	81 (46.80%)	17 (9.80%)
CAR	24 (15.00%)	75 (46.90%)	38 (23.80%)	23 (14.40%)
CARAGA	37 (20.60%)	95 (52.80%)	38 (21.20%)	10 (5.60%)
NCR	129 (35.70%)	104 (28.80%)	99 (27.40%)	29 (8.00%)
REGION I	56 (19.90%)	124 (44.00%)	87 (30.90%)	15 (5.30%)
REGION II	45 (24.70%)	57 (31.30%)	67 (36.80%)	13 (7.10%)
REGION III	62 (25.90%)	83 (34.70%)	72 (30.10%)	22 (9.20%)
REGION IV-A	116 (29.80%)	125 (32.10%)	105 (27.00%)	43 (11.10%)
<b>Region</b>	<b>Always N (%)</b>	<b>Often N (%)</b>	<b>Seldom N (%)</b>	<b>Never N (%)</b>

REGION IV-B	47 (23.40%)	70 (34.80%)	66 (32.80%)	18 (9.00%)
REGION V	55 (15.40%)	141 (39.40%)	127 (35.50%)	35 (9.80%)
REGION VI	65 (25.50%)	106 (41.60%)	61 (23.90%)	23 (9.00%)
REGION VII	120 (28.60%)	184 (43.80%)	95 (22.60%)	21 (5.00%)
REGION VIII	114 (35.70%)	111 (34.80%)	72 (22.60%)	22 (6.90%)
REGION IX	50 (25.30%)	85 (42.90%)	53 (26.80%)	10 (5.10%)
REGION X	61 (30.70%)	82 (41.20%)	47 (23.60%)	9 (4.50%)
REGION XI	86 (43.00%)	55 (27.50%)	45 (22.50%)	14 (7.00%)
REGION XII	88 (34.00%)	90 (34.80%)	70 (27.00%)	11 (4.30%)

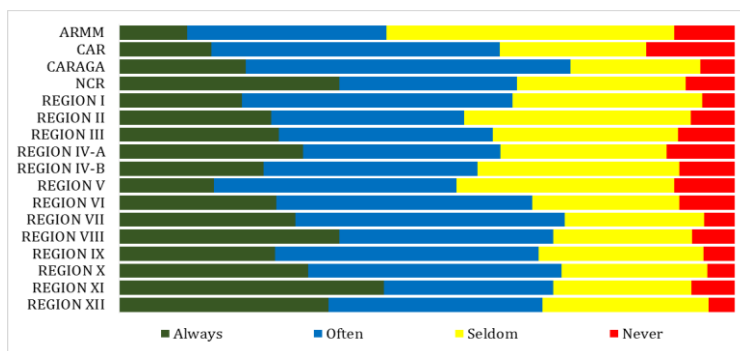


Figure 23. Statistics on the frequency of guidance the children receive from their parents or guardians

*Parents'/guardians' guidance in selecting television shows*

There are relatively more children who have the liberty to hold the remote control themselves without guidance from their parents in the following regions: NCR, Region I, Region IV-A, and Region XI. On the other hand, it was observed that the NCR also had more children who do not have the chance to hold the remote control because their parents are responsible in choosing the television shows that will be watched during the time of their exposure to television. This emphasizes that, at least for the NCR, there is lesser interaction between the parents and children in terms of choosing the television program or channel to which the child will tune into, as the region has low occurrences of both the parents and the children holding the remote control together.

Table 33. Statistics on the distribution of respondents based on who holds the remote or chooses the television show that will be watched by the children

Region	Child N (%)	Parent/Guardian N (%)	Both N (%)
ARMM	43(25.40%)	9 (5.30%)	117 (69.20%)
CAR	52 (32.50%)	11 (6.90%)	97 (60.60%)
CARAGA	61(33.90%)	14 (7.80%)	105 (58.30%)
NCR	152 (42.50%)	51 (14.30%)	155 (43.30%)
REGION I	128 (45.40%)	23 (8.20%)	131 (46.50%)
REGION II	67 (36.80%)	9 (5.00%)	106 (58.20%)
REGION III	81 (33.90%)	35 (14.60%)	123 (51.50%)
REGION IV-A	156 (40.30%)	49 (12.70%)	182 (47.00%)
REGION IV-B	59 (29.40%)	17 (8.50%)	125 (62.20%)
REGION V	113 (32.30%)	22 (6.30%)	215 (61.40%)
REGION VI	94 (37.00%)	30 (11.80%)	130(51.20%)

Region	Child N (%)	Parent/Guardian N (%)	Both N (%)
REGION VII	128 (30.50%)	44 (10.50%)	248 (59.10%)
REGION VIII	97 (30.40%)	37 (11.60%)	185 (58.00%)
REGION IX	82 (41.20%)	15(7.50%)	102 (51.30%)
REGION X	69 (34.90%)	17 (8.60%)	112 (56.60%)
REGION XI	64 (32.00%)	21 (10.50%)	115 (57.50%)
REGION XII	79 (30.40%)	25 (9.60%)	156 (60.00%)

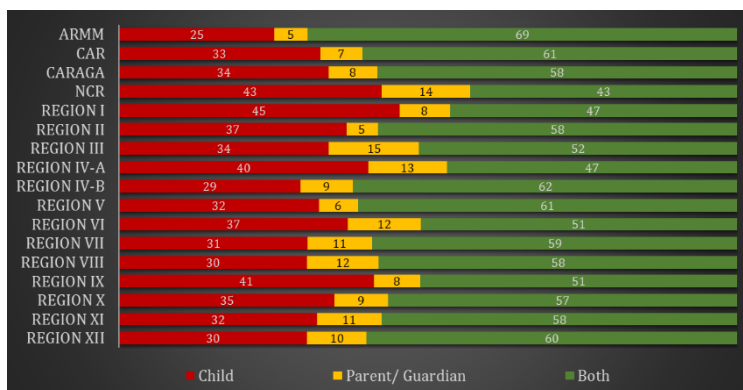


Figure 24. Statistics on the distribution of respondents based on who holds the remote or chooses the television show that will be watched by the children

### *Teachers' role in television watching*

The ARMM has the least percentage of children who experienced watching television as advised by teachers. On the other hand, children in Regions VI and Region XI *often* watch television because their teachers advise them to do so often.

Table 34. Statistics of the frequency of television watching as part of the class activity among respondents

<b>Region</b>	<b>Always N (%)</b>	<b>Often N (%)</b>	<b>Seldom N (%)</b>	<b>Never N (%)</b>
ARMM	2(1.10%)	18 (10.00%)	95 (52.80%)	65 (36.10%)
CAR	1 (0.60%)	28 (17.50%)	89 (55.60%)	42 (26.30%)
CARAGA	5 (2.80%)	40 (22.20%)	88 (48.90%)	47 (26.10%)
NCR	22 (6.20%)	81 (22.60%)	212 (59.20%)	43 (12.00%)
REGION I	7 (2.50%)	78 (27.90%)	133 (47.50%)	62 (22.10%)
REGION II	5 (2.80%)	36 (19.80%)	128 (70.30%)	13 (7.10%)
REGION III	13 (5.50%)	41 (17.20%)	158 (66.40%)	26 (10.90%)
REGION IV-A	19 (4.90%)	93 (24.00%)	235 (60.60%)	41 (10.60%)
REGION IV-B	3 (1.50%)	28 (13.90%)	157 (78.10%)	12 (6.00%)
REGION V	9 (2.50%)	68 (19.20%)	227 (63.90%)	51 (14.40%)
REGION VI	24 (9.50%)	65 (25.70%)	141 (55.70%)	23 (9.10%)
REGION VII	11 (2.60%)	88 (21.00%)	253 (60.20%)	68 (16.20%)
REGION VIII	6 (1.90%)	61 (19.10%)	174 (54.60%)	78 (24.50%)
REGION IX	11 (5.50%)	47 (23.60%)	99 (49.80%)	42 (21.10%)
REGION X	5 (2.50%)	46 (23.10%)	123 (61.80%)	25 (12.60%)
REGION XI	8 (4.00%)	65 (32.50%)	75 (37.50%)	52 (26.00%)
REGION XII	5 (1.90%)	51 (19.60%)	144 (55.40%)	60 (23.10%)

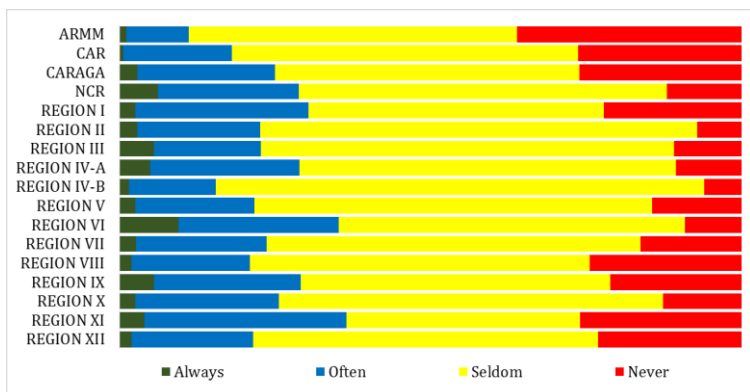


Figure 25. Statistics of the frequency of television watching as part of the class activity among respondents



### ***Purpose for Television Watching***

Regions I and XII topped the list in terms of most number of children who watch television to gather correct and relevant information about current events and public affairs. More so, these two regions also topped the list in terms of the having more students who want to learn new things and add knowledge to what they are currently familiar with. Most of the children who said they watch television to tune in to programs they like came from Region X.

Table 35. Statistics on number of respondents based on their reason or purpose for watching television

<b>Region</b>	<b>1 N (%)</b>	<b>2 N (%)</b>	<b>3 N (%)</b>	<b>4 N (%)</b>	<b>5 N (%)</b>
ARMM	115 (64.30%)	114 (63.70%)	100 (55.90%)	49 (27.20%)	31 (17.30%)
CAR	104 (65.00%)	98 (61.30%)	86 (53.80%)	70 (43.80%)	54 (33.80%)
CARAGA	132 (73.30%)	125 (69.40%)	91 (50.60%)	54 (30.00%)	31 (17.20%)
NCR	253 (70.50%)	211 (58.80%)	152 (42.60%)	115 (32.00%)	53 (14.90%)
REGION I	222 (78.20%)	213 (75.00%)	154 (54.20%)	103 (36.30%)	73 (25.80%)
REGION II	131 (72.00%)	125 (68.70%)	94 (51.70%)	69 (37.90%)	45 (24.70%)
REGION III	150 (62.50%)	135 (56.30%)	109 (45.40%)	80 (33.30%)	39 (16.30%)
REGION IV-A	278 (71.50%)	255 (65.60%)	185 (47.60%)	124 (31.90%)	88 (22.60%)
REGION IV-B	145 (72.10%)	130 (64.70%)	100 (49.80%)	80 (39.80%)	36 (17.90%)
REGION V	264 (64.30%)	232 (52.80%)	184 (44.70%)	141 (16.70%)	65 (15.10%)
REGION VI	177 (73.10%)	165 (64.30%)	120 (51.00%)	90 (39.10%)	37 (18.00%)

<b>Region</b>	<b>1</b> <b>N (%)</b>	<b>2</b> <b>N (%)</b>	<b>3</b> <b>N (%)</b>	<b>4</b> <b>N (%)</b>	<b>5</b> <b>N (%)</b>
REGION VII	310 (70.20%)	273 (64.70%)	218 (47.20%)	116 (35.30%)	62 (14.60%)
REGION VIII	235 (73.80%)	227 (65.00%)	162 (51.90%)	116 (27.60%)	68 (14.80%)
REGION IX	128 (73.70%)	105 (71.20%)	89 (50.80%)	33 (36.40%)	30 (21.30%)
REGION X	146 (73.00%)	128 (64.00%)	119 (59.50%)	69 (34.50%)	43 (21.50%)
REGION XI	151 (75.50%)	141 (70.50%)	110 (55.00%)	77 (38.50%)	46 (23.00%)
REGION XII	207 (79.60%)	204 (78.50%)	145 (55.80%)	61 (23.50%)	66 (25.40%)

*Note:*

*1 – I watch television to gather correct and relevant*

*information about current events and public affairs.*

*2 – I watch television to learn new things and add*

*knowledge to what I am currently familiar with.*

*3 – I watch television so I can tune in to programs that I like*

*and don't want missing out from.*

*4 – I watch television just so I could pas time and forget*

*about my other worries.*

*5 – I watch television only when I need it for my homework,*

*project, or any academic requirement.*

### ***Access to Television Shows/Programs***

Television is still the major appliance used by children in watching television shows, especially in the Visayas and Mindanao. The use of computers in CAR as a means for watching television shows is relatively higher compared to other regions. The use of tablets, meanwhile, in Region IV-A as a means for watching television shows is also higher compared to other regions. In general, these two regions (CAR and Region IV-A) have the lowest utilization of traditional television sets in watching television shows. On the other hand, the ARMM has the highest utilization for traditional sets and the least utilization for computers and tablets.

Table 36. Regional distribution of respondents based on appliance or gadget used to watch television shows

<b>Region</b>	<b>Television</b>	<b>Computer</b>	<b>Tablet</b>
ARMM	154 (89.00%)	13 (7.50%)	6 (3.50%)
CAR	116 (72.50%)	32 (20.00%)	12 (7.50%)
CARAGA	148 (82.20%)	16 (8.90%)	16 (8.90%)
NCR	296 (82.00%)	40 (11.10%)	25 (6.90%)
REGION I	229 (80.60%)	31 (10.90%)	24 (8.50%)
REGION II	159 (87.90%)	11 (6.10%)	11 (6.10%)
REGION III	193 (80.80%)	31 (13.00%)	15 (6.30%)
REGION IV-A	311 (80.00%)	28 (7.20%)	50 (12.90%)
REGION IV-B	176 (87.60%)	13 (6.50%)	12 (6.00%)
REGION V	304 (85.90%)	31 (8.80%)	19 (5.40%)
REGION VI	214 (84.90%)	23 (9.10%)	15 (6.00%)
REGION VII	379 (90.20%)	20 (4.80%)	21 (6.00%)
REGION VIII	264 (82.50%)	29 (9.10%)	27 (8.40%)
REGION IX	164 (82.40%)	22 (11.10%)	13 (6.50%)
REGION X	170 (85.40%)	19 (9.60%)	10 (5.00%)
REGION XI	163 (81.9%)	24 (12.10%)	12 (6.00%)
REGION XII	217 (83.50%)	20 (7.70%)	23 (8.90%)

### ***Television-watching Preference***

The behavior of respondents toward television watching is highly varied across different regions in the Philippines. Survey results showed that children from the ARMM prefer watching television the least. According to field supervisors who conducted the survey in the Mindanao area, they have encountered children who are discouraged by their Muslim elders to watch television to avoid the exposure of these young generations to the Muslim stigma as broadcasted on national television.

It was also observed that Regions IX, VI, and VII follow in the number of children who have the least liking toward watching television. On the other hand, respondents from Region I and Region IV-B have the highest liking toward watching television shows.

Table 37. Regional numbers of respondents based on television-watching preference.

<b>Region</b>	<b>Always N (%)</b>	<b>Often N (%)</b>	<b>Seldom N (%)</b>	<b>Never N (%)</b>
ARMM	18 (10.20%)	84 (47.50%)	66 (37.30%)	9 (5.10%)
CAR	31 (19.40%)	98 (61.30%)	29 (18.10%)	2 (1.30%)
CARAGA	46 (25.60%)	107 (59.40%)	24 (13.30%)	3 (1.70%)
NCR	85 (23.70%)	159 (44.40%)	109 (30.50%)	5 (1.40%)
REGION I	93 (33.00%)	143 (50.70%)	44 (15.60%)	2 (0.70%)
REGION II	42 (23.10%)	96 (52.80%)	43 (23.60%)	1 (0.60%)
REGION III	65 (27.30%)	111 (46.60%)	61 (25.60%)	1 (0.40%)

<b>Region</b>	<b>Always N (%)</b>	<b>Often N (%)</b>	<b>Seldom N (%)</b>	<b>Never N (%)</b>
REGION IV-A	110 (28.40%)	174 (44.90%)	102 (26.30%)	2 (0.50%)
REGION IV-B	56 (27.90%)	101 (50.20%)	41 (20.40%)	3 (1.50%)
REGION V	109 (30.40%)	178 (49.60%)	71 (19.80%)	1 (0.30%)
REGION VI	42 (16.50%)	156 (61.20%)	53 (20.80%)	4 (1.60%)
REGION VII	83 (19.80%)	252 (60.00%)	81 (19.30%)	4 (1.00%)
REGION VIII	86 (27.00%)	186 (58.30%)	44 (13.80%)	3 (0.90%)
REGION IX	34 (17.10%)	122 (61.30%)	42 (21.10%)	1 (0.50%)
REGION X	44 (22.00%)	126 (63.00%)	30 (15.00%)	0 (0.00%)
REGION XI	56 (28.00%)	123 (61.50%)	18 (9.00%)	3 (1.50%)
REGION XII	66 (25.60%)	169 (65.50%)	21 (8.10%)	2 (0.80%)



## **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**





## *Summary of Research Findings*

### *Objectives*

The National Council for Children's Television (NCCT) conducted this study to gather information about the current state of television viewing among children in the Philippines. The implications of this study are deemed relevant given the children's increasing exposure to the Internet and other media channels. Establishing the baseline data on this area are expected to help in determining if further coverage for the NCCT mandate is needed, or if there is a need to create more policies relating to media exposure, rights, and access of the Filipino children.

The study described the general characteristics of the television-viewing habits, amount of exposure, and program preferences of children in randomly selected private and public schools (Grades 3 to 10) in the Philippines. Specifically, this research determined the usual television-viewing schedule of children in the Philippines, identified their television-viewing habits involving classification of programs watched and preferred, found out the common and popular reasons for watching television, and identified if parents/guardians/teachers influence the television-viewing activities of children.

### *Participant Information*

A total of 4,395 children from 209 primary and secondary educational institutions (both public and

private) across the 17 regions of the Philippines were surveyed for the study. Among the 4,395 children respondents, more than half (56%) were from public elementary and secondary schools, while the remaining 44 percent came from private elementary and secondary schools. The population of respondents included students enrolled in Grades 3 through 10 (School Year 2014–2015) in the selected private and public schools. The youngest respondent is 7 years old, while the oldest is 20 years old (studying in secondary school). The survey wanted to cover children under 18 years old who are enrolled in Grades 3 to 10 at the time of the study, excluding out of school youth in the Philippines.

### *Children's Television Exposure*

Majority of the respondents (48.70%) have access to only one television in their household and a little more than half of them have access to a varying number of units: no television unit (3%), two television units (30.90%), three television units (11.20%), four television units (3.90%), and five or more television units (2.60%) in their household.

A significant number of children (34.40%) have access to television inside their bedrooms. The remaining 65.60 percent said they have no television unit within the area where they sleep (e.g., bedroom).

A little more than half of the children (51.50%) said they have a cable connection on their television set; this means they have access to a wider range of channels and television programs. Almost 49 percent of the children

surveyed have access only to free-television channels (no cable connection).

### *Children's Television-viewing Habits and Preferences*

On the average, children watch television close to three (3) hours per day during weekdays and six (6) hours during weekends. On weekdays, half of the children surveyed watch television shows at most two (2) hours a day, and the other half is exposed to television shows for more than two (2) hours, with the exception of respondents who said that their television at home is left on for most times every day (e.g., 24 hours). On weekends, half of the respondents watch television shows less than five (5) hours a day, and the other half watch for more than five (5) hours. It was recorded that 5 percent of the children do not watch television on weekdays, while 3 percent do not watch television on weekends.

As for the children's viewing schedule, half of the children surveyed said they watch television shows on the 5pm-7pm and 7pm-10pm air time on weekdays. Morning and noon time slots have lower number of child viewers. During weekends, a more varied viewing time slot was recorded. Relatively, more children said they watch during the 9am-12nn time slot in the morning and during the 7pm-10pm time slot in the evening.

Significantly, 19.80 percent of the children surveyed said they watch television because it is needed for a homework or academic requirement, but majority of the children said they access television to gather information (71.80%) and learn new things (65.70%).

Others tune in to certain programs that they like (50.60%), and some watch the television to pass time (33%).

More children watch television programs under the children and comedy categories and only few children watch lifestyle shows, reality shows, and sports shows. In general, 54.50 percent of children often liked watching television and only 1.1 percent said they never liked it. Almost a quarter (24.40%) said they always liked watching television and a fifth (20.10%) said they seldom do.

### *Television-watching Guidance*

In total, 92 percent said they received guidance at varying degrees from *always* (26.80%), *often* (37.60%), and *seldom* (28%). However, almost 8 percent of the children received no guidance at all. Moreover, 55.20 percent of the respondents said their parents, together with them, choose the programs or television channels that they will watch, while a significant percentage (35%) of children said they control the choice of programs themselves. Only 9.80 percent of the children said their parents have full control on what programs or channel will be selected when they are watching television.

Aside from the intervention of parents during television watching, the children were asked if their teachers make them watch programs and films as part of class activity. Nearly 60 percent of the respondents said it seldom happens, while 21.40 percent said their teachers often instruct them to do so. Only 3.60 percent said watching programs or films are part of their class activity

very often, and 17.20 percent said it never happened to any of their classes.

### *Access to Television Programs*

It was also found out that television and cellular/smart phones are the two most common appliances or gadgets in Filipino children's households. Majority (83.70%) of the children still prefer and access television programs through a television set. They also access television shows and programs using a computer or laptop (9.20%) or a tablet/iPad/mobile phone (7.10%)—either through Internet streaming, YouTube, or downloading and saving videos.

### *Favorite Actors and Actresses, Local and Foreign Television Shows Preference*

As for the children's favorite television actor at the time of the survey, Daniel Padilla ranked as first, while Kathryn Bernardo topped the list of favorite actresses. Other names that appeared in the top 15 included Coco Martin, Enrique Gil, James Reid, and Dingdong Dantes, among the actors, and Marian River, Liza Soberano, Sarah Geronimo, and Kim Chiu, among the actresses. At the time of the survey, *Forevermore* of ABS-CBN was still airing, and it has topped the list of most favorite local television shows in the Philippines. GMA Network's franchise *My Love from the Star* was on top of the list for the most favorite foreign television program.

## *Conclusion*

In 2006, McCann-Erickson Intergenerational Youth Study (Rosario-Braid & Tuazon, 2011) found out that traditional media, including watching television and listening to the radio, remain to be on top leisure activities of teens after school. This study, meanwhile, found out that as of March 2015, majority of children still preferred watching television, despite the availability of more media format (Rosario-Braid & Tuazon, 2011). However, the existence of other appliances or gadgets may affect their preferences from time to time, especially in the case of school children who miss the programs they prefer because they are being aired during class hours. Presently, Filipino children prefer television over other popular choices, but they are starting to see and digest television media through different avenues, such as the Internet, mobile phones, and laptops and computers. The message (television programs) remains, but the channels through which they are transmitted are changing.

Earlier, it was stated that one of the things this study aimed to address is whether children expose themselves to programs that are not helpful for their development. Apparently, many children watch television during the 5pm–10pm time slot, which is considered as the prime time of Philippine television. However, the primetime slot in Philippine television is occupied by *teleserye* programming. Several studies pointed out how television programs, which are not specifically created for children, may not be beneficial toward their growth, even without the existence of vulgarity and violence in its content. Any concept that is improperly interpreted by children could mean a shift in their perspective, and any

incorrect inferences to what is “real” and “socially acceptable or correct” could lead to possible conflicts in a child’s development.

The study also found out that majority of children prefer watching *teleseryes* or adult-oriented television shows like comedy, drama, news, and foreign television series dubbed in Filipino. However, the scope of this study was not able to determine if such trend is due to the lack of child-oriented shows, marred by the inability of television networks to follow the 15 percent child-friendly programs policy under the provision of the Republic Act 8370.

Another major observation of this study is the length of daily exposure to television. As opposed to the internationally prescribed one- to two-hour daily exposure to television, majority of the children in the Philippines watch close to three (3) hours and six (6) hours of television on weekdays and weekends, respectively.

This study also revealed why television is appealing to children in the Philippines: a lot of them may have access to one television unit, but there is a significant number who has access to more than one television unit in their household. Also, the existence of a cable connection in almost half of the children’s household affects why they prefer television watching; this only means they have more television channels and programs to choose from. Many children said that they like to watch television because of several reasons, such as (1) to gather information for their homework/academic requirement or just to learn new and interesting things, (2) to tune in to the programs that they like, (3) to serve as a pass-time activity, and (4) to do school or academic requirements.

Parents play an important role in curbing the negative effects of television (e.g., too much cartoons) on children (Ivrendi & Ozmir, 2010). As mentioned earlier, the intervention of adults in television-viewing habits creates the difference between learning something valuable or picking up a negative attitude from the programs that a child is exposed to. This study found out that majority of the children watch television with their parents present most of the time, but a significant number of children said they watch television without any adult supervision.



## *Recommendations*

### *Intensification of NCCT efforts and programs*

A significant number of Filipino children watch television programs without any adult supervision. Because of this, the study suggests further intensification of NCCT's programs on empowering the parents, such as *Katuwang ako ng Makabatang Telebisyon*—a seminar on smart television-parenting for teachers, parents, and other guiding adults. The survey results update the information and knowledge that the NCCT will be passing on to its stakeholders.

Section 9 of the Republic Act. No. 8370 (Children's Television Act of 1997) requires 15 percent of each broadcast network's total daily airtime to be devoted to education and child-friendly shows. Crucial to the enforcement of this provision is a clear set of guidelines that the networks would refer to in designing program lineups for children. Presently, the NCCT is in the process of drafting its new children's television (CTV) standards. The data gathered from this study will be used as one of the foundational knowledge that will back up the CTV standards, together with the series of Public Consultations conducted by the NCCT this year.

A number of studies relating to children's television cited in this study were based on foreign research, therefore, the need for more studies conducted in the Philippine setting. In order to adapt to the fast-paced changes in the Philippine media and technological scene, updated and additional knowledge on television-

viewing habits of children is needed, and is thus provided by this study.

*For media practitioners working on children's television programming*

According to the a McCann-Erickson (1993) study entitled *The Portrait of the Filipino as a Youth* cited in Tuazon (n.d.), the television programs, music, pop idols, and books the youth subscribe to become their sources of what is right and wrong, and bases of what is most important. The study concluded how media could now provide a substitute authority to parents, especially in their absence. In light of this, members of media organizations, specifically those involved in television program production, are encouraged to produce more television programs that are sensitive to the developmental needs of a child.

This study revealed that children, although still generally inclined to the traditional way of watching television, can now access programs through other technological media platforms. Although it will be hard to control the consumption, as this will have to be on a household-monitoring basis level, a proactive movement can be done in regulating the production of media materials with contents that will negatively affect the development of children's well-being.

Apparently, many children watch television during the after-school time slots (5pm–10pm), considered as the primetime of Philippine television. While it may not be entirely possible to put children's television programs in all of these time slots, television networks are advised to

create a more child-friendly viewing experience during the said television-watching hours of the children. One of the suggested processes is the extensive review of the classification of programs that fall under the mentioned time slots.

#### *For the education sector*

Presently, teaching aided by information technology is becoming more popular, with advancement that is introduced in the field of education and learning. According to Sorensen and Baylen (1999), as cited in Zhang et al. (2006), messages in video-format (e.g., television shows and film) present information in an attractive and consistent manner, and most likely sustaining a child's attention. As children are visually oriented in nature, moving pictures can help teachers in making the learning process more enjoyable to children.

Also, the increased involvement of teachers in suggesting which programs could help their students in their academic activities will help in establishing a more responsible television-watching demeanor.

#### *For further research*

Part of this study's limitations is the academic levels included in the study. More academic levels, involving younger participants are suggested for future research. If possible, the inclusion of more field supervisors who will conduct face-to-face interviews for children who are too young to comprehend the survey conducted would provide more qualitative insights on this

issue. It is also suggested to cover the out-of-school youth (OSY) in future research, to establish a more diverse coverage of the Filipino children.

The study is limited to the television-viewing habits of the children, and it is suggested to conduct more research on the area of post-watching of television among children. This means using a different methodology in determining the post-viewing activities of children, in an effort to determine the effects of television-watching to their practices and behavior. Although several studies about the association of violent television shows and children have been conducted, this study suggests further exploration on the effects of *teleseryes* to children's perception and values.

The study focused on children, when, in fact, adults (e.g., parents, teachers) are also key players in television watching in a household. It is suggested for future researchers on this field to determine the actual parental guidance and roles that parents and other adults play in a household's television-viewing scenario. Furthermore, it is suggested to look into their television and media literacy, as well as the knowledge on proper parental guidance for children.

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## **APPENDIX**



Appendix Attachment 1. Survey questionnaire (English)

Appendix Attachment 2. Survey questionnaire (Filipino)

Appendix Table 1. Sampled municipalities from the randomly selected provinces in the Philippines.

Appendix Table 2. List of sampled public and private primary schools.

Appendix Table 3. List of sampled public and private secondary schools.





# Appendix Attachment 1. Survey questionnaire (English)

Control No: \_\_\_\_\_

**SURVEY ON TELEVISION VIEWING HABITS, AMOUNT OF EXPOSURE, AND PROGRAM PREFERENCES  
AMONG CHILDREN IN PUBLIC AND PRIVATE SCHOOLS OF THE PHILIPPINES**

*Dear Respondent,*

*The National Council for Children's Television (NCCT), an attached agency of the Department of Education, is currently conducting a study on the television viewing habits, amount of exposure and program preferences among children in the Philippines. The results of the study will help us in formulating or reviewing existing policies for children's TV shows and TV schedules. In this regard, we would like to seek your assistance by providing us **complete** answers either by shading the circle or filling in the blanks to all of the questions that follow. Rest assured that your answers will be held with utmost confidentiality and will be used only for the purpose of the study. Thank you very much.*

**NAME:** \_\_\_\_\_ **GRADE LEVEL:** \_\_\_\_\_

**SEX:** ☐ Male ☐ Female **AGE:** \_\_\_\_\_

**A. SOCIO-DEMOGRAPHIC PROFILE**

- Who are living with you at home? (Shade all that apply and indicate the numbers)
  - ☐ Father
  - ☐ Mother
  - ☐ Brothers                      Number of brothers: \_\_\_\_\_
  - ☐ Sisters                         Number of sisters: \_\_\_\_\_
  - ☐ Others                         Number of relatives or non-relatives (ex: grandparents, housemaid): \_\_\_\_\_
- What is the occupation of your father?
  - ☐ Overseas Filipino Worker
  - ☐ Regular employee based in the Philippine
  - ☐ Contractual employee based in the Philippines (ex. daily wage worker or part-time worker)
  - ☐ Self-employed
  - ☐ Unemployed or not in the labor force (ex. retiree)
- What is the occupation of your mother?
  - ☐ Overseas Filipino Worker
  - ☐ Regular employee based in the Philippines
  - ☐ Contractual employee based in the Philippines (ex. daily wage worker or part-time worker)
  - ☐ Self-employed
  - ☐ Unemployed or not in the labor force (ex. housewife)
- Please describe the home where you live in.
  - ☐ It is owned or currently being bought by my parents.
  - ☐ We are renting an apartment/house unit.
  - ☐ We are living with my grandparents/other relatives who own the house.
- How many TV sets do you have at home?
  - ☐ None      ☐ One      ☐ Two      ☐ Three      ☐ Four      ☐ Five or more
- Do you have a TV set in your bedroom?
  - ☐ Yes      ☐ No
- Do you have a cabled TV connection?
  - ☐ Yes      ☐ No
- Aside from a TV set, what are the appliances that you also have in your home? (Shade all that apply)
 

<input type="radio"/> Computer or Laptop	Number of functioning units: _____
<input type="radio"/> Tablet or iPad	Number of functioning units: _____
<input type="radio"/> Music player such as Stereo or Radio	Number of functioning units: _____
<input type="radio"/> Movie player such as DVD or VCD player	Number of functioning units: _____
<input type="radio"/> Game console such as Play Station Portable or Xbox	Number of functioning units: _____
- What do you use the **most** to entertain yourself? (Shade only one answer.)
  - ☐ Television
  - ☐ Computer or Laptop
  - ☐ Tablet or iPad
  - ☐ Music player such as Stereo or Radio
  - ☐ Movie player such as DVD or VCD player
  - ☐ Game console such as Play Station or Xbox
  - ☐ Cellular phone

10. What do you use the **most** when watching TV shows? (Shade only one answer.)

☐ TV set  
☐ Computer or Laptop with Internet streaming  
☐ Tablet or iPad or Mobile Phone with Internet streaming

**B. TV VIEWING HABITS**

1. During WEEKDAYS, on the average, how many hours do you spend watching TV **per day**? \_\_\_\_\_hours
2. During WEEKENDS/HOLIDAYS, on the average, how many hours do you spend watching TV **per day**? \_\_\_\_\_hours
3. During WEEKDAYS, what time-slots do you usually watch TV? (Shade all that apply)
- ☐ 6am-9am  
☐ 9am-12nn  
☐ 12nn-1pm  
☐ 1pm-5pm  
☐ 5pm-7pm  
☐ 7pm-10pm
4. During WEEKEND/HOLIDAYS, what time-slots do you usually watch TV? (Shade all that apply)
- ☐ 6am-9am  
☐ 9am-12nn  
☐ 12nn-1pm  
☐ 1pm-5pm  
☐ 5pm-7pm  
☐ 7pm-10pm
5. In general, do you like watching TV?
- ☐ Always  
☐ Often  
☐ Seldom  
☐ Never
6. Do your parent/guardian guide you in the TV shows that you watch?
- ☐ Always  
☐ Often  
☐ Seldom  
☐ Never
7. At home, who holds the remote control when you are watching TV?
- ☐ Most of the time, I hold the remote control when I am watching the TV.  
☐ Most of the time, my parent/guardian holds the remote control when I am watching the TV.  
☐ For some time, I hold the remote control and some other time my parent/guardian holds it.
8. How often does your teacher make you watch any program or film as part of a class activity?
- ☐ Very often  
☐ Often  
☐ Seldom  
☐ Never
9. Why do you watch TV? (Shade all that apply)
- ☐ I watch TV to gather correct and relevant information about current events and public affairs.  
☐ I watch TV to learn new things and add knowledge to what I am currently familiar with.  
☐ I watch TV so I can tune in to programs that I like and don't want missing out from.  
☐ I watch TV just so I could pass time and forget about my other worries  
☐ I watch TV only when we need it for my homework, project, or any academic requirement.
10. What program types do you watch the most? For each of the blanks, indicate Always, Often, Seldom, Never.
- |                               |  |
|-------------------------------|--|
| _____ News and Public Affairs | _____ Children's TV (Cartoons/Anime)               |
| _____ Drama                   | _____ Education TV (Science/Discovery/Documentary) |
| _____ Action                  | _____ Lifestyle Shows                              |
| _____ Comedy                  | _____ Reality Shows                                |
| _____ Sports                  | _____ Music TV                                     |
11. Most favorite Filipino **actress**: \_\_\_\_\_  
Most favorite Filipino **actor**: \_\_\_\_\_  
Most favorite **local TV show**: \_\_\_\_\_  
Most favorite **foreign TV show**: \_\_\_\_\_

## Appendix Attachment 2. Survey questionnaire (Filipino)

Control No: \_\_\_\_\_

### Pagsusuri sa mga Gawi sa Panonood, Pagkababad, at Tinatangkilik na Programa sa Telebisyon ng mga Bata sa Pampubliko at Pribadong Elementarya at Sekundarya sa Pilipinas

*Isang pagbati!*

Ang National Council for Children's Television (NCCT), isang ahensiya na kabahagi ng Department of Education, ay kasalukuyang gumagawa ng isang pag-aaral sa panonood ng telebisyon at mga tinatangkilik na programa ng mga bata sa pampubliko at pribadong mga paaralan sa Pilipinas. Ang pag-aaral na ito ay makatulong sa NCCT upang mapag-aralan pa ang mga patakaran sa mga programang pambata sa telebisyon ng Pilipinas. Nais naming hingin ang iyong tulong sa pamamagitan ng pagbibigay ng **kumpleto at wasto** na mga kasagutan sa pamamagitan ng pag-itim sa mga bilog o pagkumpleto sa mga patlang. Ang iyong mga sagot ay itatago naming at gagamitin lamang sa nasabing pag-aaral. Maraming salamat!

PANGALAN: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_

KASARIAN: ☐ Male ☐ Female

EDAD: \_\_\_\_\_

#### A. SOCIO-DEMOGRAPHIC PROFILE

1. Sino ang mga kasama mong naninirahan sa bahay? (Itiman lahat ng naaangkop at ilagay kung ilan.)

- ☐ Ama ☐ Ina  
☐ Mga kapatid na lalaki Bilang: \_\_\_\_\_  
☐ Mga kapatid na babae Bilang: \_\_\_\_\_  
☐ Iba pa Bilang: \_\_\_\_\_

2. Ano ang trabaho ng iyong ama?

- ☐ Overseas Filipino Worker (OFW)  
☐ Regular na empleyado sa Pilipinas  
☐ Contractual na empleyado sa Pilipinas  
☐ Self-employed (halimbawa: may negosyo, nagbibigay ng serbisyo, etc.)  
☐ Walang trabaho o hindi parte ng pangkat manggagawa (halimbawa: retirado, may kapansanan)

3. Ano ang trabaho ng iyong ina?

- ☐ Overseas Filipino Worker (OFW)  
☐ Regular na empleyado sa Pilipinas  
☐ Contractual na empleyado sa Pilipinas  
☐ Self-employed (e.g. may negosyo, nagbibigay ng serbisyo, etc.)  
☐ Walang trabaho o hindi parte ng pangkat manggagawa (halimbawa: retirado, housewife)

4. Ilarawan ang tahanan na inyong tinitirahan.

- ☐ Ito ay pag-aari (o kasalukuyang hinuhulugan) ng aking mga magulang.  
☐ Nangungupahan kami sa isang apartment/bahay.  
☐ Nakatira kami sa bahay ng aking lolo/lola o ibang kamag-anak.

5. Ilang TV set/telebisyon ang meron sa inyong bahay?

- ☐ Wala ☐ Isa ☐ Dalawa ☐ Tatlo ☐ Apat ☐ Lima o higit pa

6. May TV set/telebisyon bas a kwartong tinutulugan mo?

- ☐ Meron ☐ Wala

7. May cable connection ba ang inyong telebisyon?

- ☐ Meron ☐ Wala

8. Bukod pa sa TV set, anong ibang kagamitan pa ang meron sa inyong bahay?

- ☐ Computer/Laptop Bilang ng gumaganang unit: \_\_\_\_\_  
☐ Tablet o iPad Bilang ng gumaganang unit: \_\_\_\_\_  
☐ Music player tulad ng stereo o radio Bilang ng gumaganang unit: \_\_\_\_\_  
☐ Movie player tulad ng DVD o VCD player Bilang ng gumaganang unit: \_\_\_\_\_  
☐ Libangan tulad ng Play Station o Xbox Bilang ng gumaganang unit: \_\_\_\_\_  
☐ Cellphone Bilang ng gumaganang unit: \_\_\_\_\_

9. Ano ang **pinakaginagamit** mo para libangin ang iyong sarili? (Pumili lamang ng isang sagot.)

- ☐ Telebisyon  
☐ Computer/Laptop  
☐ Music player tulad ng stereo o radio  
☐ Movie player tulad ng DVD o VCD player  
☐ Libangan tulad ng Play Station o Xbox  
☐ Cellular phone

10. Ano ang **pinakaginagamit** mo kapag nanonood ngpalabas sa telebisyon? (Pumili lamang ng isang sagot.)

- ☐ Television set  
☐ Computer o Laptop, gamit ang internet streaming  
☐ Tablet o iPad gamit ang internet o mobile streaming

#### B. TV VIEWING HABITS

1. Kapag **may pasok (Lunes hanggang Biyernes)**, ilang oras ang kadalasang ginugulog mo sa panonood ng TV **kada araw?** \_\_\_\_oras

2. Kapag **walang pasok (Sabado, Linggo, Holiday)**, ilang oras ang kadalasang ginugulog mo sa panonood ng TV **kada araw?** \_\_\_\_oras

3. Kapag **may pasok (Lunes hanggang Biyernes)**, anong oras ka kadalasang nanonood ng TV? (Piliin lahat ng naaangkop para sa iyo.)

- ☐ 6am-9am  
☐ 9am-12nn  
☐ 12nn-1pm  
☐ 1pm-5pm  
☐ 5pm-7pm  
☐ 7pm-10pm

4. Kapag **walang pasok (Sabado, Linggo, Holiday)**, anong oras ka kadalasang nanonood ng TV? (Piliin lahat ng naaangkop sa iyo.)

- ☐ 6am-9am  
☐ 9am-12nn  
☐ 12nn-1pm  
☐ 1pm-5pm  
☐ 5pm-7pm  
☐ 7pm-10pm

5. Sa karaniwan, gusto mo ba ang panonood ng TV?

- ☐ Palagi (Always)  
☐ Madalas (Often)  
☐ Bihira (Seldom)  
☐ Hindi kailanman(Never)

6. Binabantayan ba ng iyong magulang/tagapangalaga ang mga palabas sa TV na iyong pinapanood?

- ☐ Palagi (Always)  
☐ Madalas (Often)  
☐ Bihira (Seldom)  
☐ Hindi kailanman(Never)

7. Sa bahay ninyo, sino ang naghahawak ng *remote control* kapag nanonood ka ng TV?

- ☐ Madalas, ako ang may hawak ng *remote control* kapag ako ay nanonood.  
☐ Madalas, ang aking magulang/tagapangalaga ang may hawak ng *remote control* kapag ako ay nanonood  
☐ Minsan, ako ang may hawak ng *remote control*, minsan naman ay ang aking magulang/tagapangalaga.

8. Gaano kadalas kayo pinapanood ng TV (o pelikula) ng inyong guro bilang parte ng inyong aralin?

- ☐ Palagi (Always)  
☐ Madalas (Often)  
☐ Bihira (Seldom)  
☐ Hindi kailanman(Never)

9. Ano ang dahilan/mga dahilan mo sa panonood ng TV? (Piliin lahat ng naaangkop para sa iyo.)

- ☐ Para makakuha ng tama at nauukol na impormasyon tungkol sa mga kasalukuyang kaganapan.  
☐ Para matuto ng mga bagong bagay at magdagdag pa ng kaalaman sa kasalukuyang meron ako.  
☐ Para masubaybayan ko ang mga programa na gusto ko.  
☐ Para magpalipas ng oras at malimutan ang iba kong iniisip.  
☐ Nanonood lamang ako ng TV kapag kailangan para sa aking *homework/assignment* at proyekto.

10. Anong mga tipo ng programa ang pinakamadalas mong panoorin? Ilagay ang *Palagi, Madalas, Bihira, Hindi Kailanman* sa patlang para sa bawat tipo ng programa.

_____ News and Public Affairs	_____ Children's TV (Cartoons/Anime)
_____ Drama	_____ Education TV (Science/Discovery/Documentary)
_____ Action	_____ Lifestyle Shows
_____ Comedy	_____ Reality Shows
_____ Sports	_____ Music TV

11. Pinakapaboritong **aktres** na Filipino \_\_\_\_\_

Pinakapaboritong **aktor** na Filipino \_\_\_\_\_

Pinakapaboritong **local na palabas sa TV** \_\_\_\_\_

Pinakapaboritong **palabas sa TV na mula sa ibang bansa** \_\_\_\_\_

Appendix Table 1. Sampled municipalities from the randomly selected provinces in the Philippines.

<b>REGION</b>	<b>PROVINCES</b>	<b>MUNICIPALITY</b>
ARMM	Lanao del Sur	Marawi City Wao
	Tawi-Tawi	Panglima Sugala
CAR	Benguet	Baguio City
	Ifugao	Lagawe Banaue
CARAGA	Agusan del Sur	Bayugan City San Francisco
	Surigao del Norte	Surigao City
NCR	NCR First District	Malate Tondo
	NCR Second District	Pasig City Quezon City
	NCR Fourth District	Makati City
		Pasay City Pasig City
Region I	Pangasinan	Lingayen Urdaneta City
	Ilocos Norte	Laoag City Batac City
Region II	Isabela	Cauayan City Santiago City
	Cagayan	Tuguegarao City
Region III	Bulacan	Malolos City San Jose Del Monte City
	Tarlac	Concepcion
Region IV-A	Batangas	Batangas City Nasugbu Sto. Tomas

REGION	PROVINCES	MUNICIPALITY
	Laguna	Los Baños Sta. Rosa City San Pablo City
Region IV-B	Palawan	Coron Puerto Princesa City
	Occidental Mindoro	San Jose
Region V	Camarines Sur	Caramoan Naga City Nabua
	Albay	Ligao City Tabaco City
Region VI	Iloilo	Passi City Iloilo City
	Negros Occidental	Bacolod City Kabankalan City Bago City
Region VII	Cebu	Cebu City Lapu-Lapu City Bantayan Talisay City
	Bohol	Panglao Tagbilaran City
Region VIII	Leyte	Baybay City Ormoc City Tacloban City
	Western Samar	Calbayog City Catbalogan City
Region IX	Zamboanga del Sur Zamboanga del Norte	Dapitan City Zamboanga City Pagadian City
Region X	Bukidnon	Malaybalay City Manolo Fortich
	Misamis Oriental	Gingoog City

<b>REGION</b>	<b>PROVINCES</b>	<b>MUNICIPALITY</b>
Region XI	Davao del Sur	Tagum City
		Digos City
	Davao Oriental	Mati City
Region XII	Cotabato	Cotabato City
	Sultan Kudarat	Tacurong City
		Isulan
	Sarangani	Alabel City





Appendix Table 2. List of sampled public and private primary schools.

PROVINCES	MUNICIPALITY	SCHOOLS
<b>ARMM</b>		
Lanao Del Sur	Marawi City	<i>Dulay Elementary School</i> <i>Lanao Islamic Paramedic College Foundation, Inc.</i>
	Wao	Western Wao Pilot Elementary School <i>Adiong College Foundation, Inc.</i>
Tawi-Tawi	Panglima Sugala	Batu-Batu Central Elementary School
<b>CAR</b>		
Benguet	Baguio City	Baguio Central School Good News Academy, Inc.
Ifugao	Lagawe	Lagawe Central School CITAC Christian School Inc.
	Banaue	Banaue Central School Good News Christian Academy of Ifugao
<b>CARAGA</b>		
Agusan del Sur	Bayugan City	Bayugan Central Elementary School Father Saturnino Urios College of Bayugan, Poblacion Bayugan
	San Francisco	San Francisco Pilot Elementary School
Surigao del Norte	Surigao City	Surigao City Pilot School <i>Surigao Education Center</i>
<b>NCR</b>		
First District	Malate	H.J. Atienza Elementary School

PROVINCES	MUNICIPALITY	SCHOOLS
Second District	Pasig City	Nagpayong Elementary School
	Quezon City	<i>Breamar Christian Academy</i> St. Therese of the Child Jesus Montessori
Fourth District	Makati City	Rizal Elementary School
	Pasay City	Timoteo Paez Elementary School <i>Mahatma Gandhi International School</i>
	Taguig City	Tenement Elementary School
<b>REGION I</b>		
Pangasinan	Lingayen	Lingayen I Central School Carvlex Academy
	Urdaneta City	Urdaneta I Central School Divine Grace Montessori and High School of Urdaneta
Ilocos Norte	Laoag City	Shamrock Elementary School Northwestern University
	Batac City	Mariano Marcos Memorial Elementary School Living Rock Christian School of Excellence
<b>REGION II</b>		
Isabela	Cauayan City	Cauayan City North Central School The Cauayan Messiah Christian School
	Santiago City	Santiago South Central School Divisoria Adventist Multigrade School

PROVINCES	MUNICIPALITY	SCHOOLS
Cagayan	Tuguegarao City	Tuguegarao West Central School Ke Bing School
<b>REGION III</b>		
Bulacan	Malolos City	Malolos Integrated School Jesus Christian Ministry School, Inc.
	San Jose Del Monte City	Muzon (Pabahay 2000) Elementary School Alan Holganza Memorial School, Inc.
Tarlac	Concepcion	Concepcion North Central School Growing Kids Child Minding Center
<b>REGION IV-A</b>		
Batangas	Batangas City	Julian A. Pastor Memorial Elementary School Jesus is Lord Christian School Foundation, Inc.
	Nasugbu	Nasugbu West Central School RB Cordero Academy
	Sto. Tomas	Sto. Tomas North Central School
Laguna	Los Baños	Lopez Elementary School Gateway Learning Center Corp.
	Sta. Rosa City	Southville 4 Caingin Elementary School Academia de Maria Elena, Inc.
	San Pablo City	San Pablo Central Elementary School

PROVINCES	MUNICIPALITY	SCHOOLS
<b>REGION IV-B</b>		
Occidental Mindoro	San Jose	San Jose Pilot Elementary School Mother Caterina School – Poblacion
Palawan	Coron	Claudio Sandoval Elementary School Children’s Chance for Tomorrow Foundation School
	Puerto Princesa City	Puerto Princesa Pilot Elementary School S.V. Montesorri
<b>REGION V</b>		
Albay	Ligao City	Ligao West Central Elementary School <i>Ligao Adventist Elementary School</i>
	Tabaco City	Tabaco South Central Elementary School Tabaco Pei Ching School
Camarines Sur	Caramoan Naga City	Caramoan Central School Naga Central School <i>Montessori Childen’s House of Learning</i>
	Nabua	Nabua East Central School Nabua Educational Learning Center
<b>REGION VI</b>		
Iloilo	Passi City Iloilo City	Passi Central School Baluarte Elementary School <i>Bacolod Child Development Center</i>

PROVINCES	MUNICIPALITY	SCHOOLS
Negros Occidental	Bacolod City	Handumanan Elementary School <i>University of St. La Salle</i>
	Kabankalan City	Tabugon Elementary School
	Bago City	Bago City Elementary School Notre Dame of Bago
<b>REGION VII</b>		
Bohol	Panglao	Panglao Central Elementary School Sto. Nino International School
		Tagbilaran City Central Elementary School Tagbilaran Grace Christian School
	Tagbilaran City	
Cebu City	Cebu City	Guadalupe Elementary School Cebu Bradford School
	Lapu-Lapu City	Marigondon Elementary School St. Alphonsus Catholic School Inc.
	Bantayan	Bantayan Central Elementary School Silvino Y. Du Sr. Memorial School, Inc.
	Talisay City	Talisay City Central Elementary School East Visayan Academy
<b>REGION VIII</b>		
Leyte	Baybay City	Baybay I Central School (Baybay North)

PROVINCES	MUNICIPALITY	SCHOOLS
Leyte	Ormoc City	Ormoc City Central School
		Ormoc Sacred Heart Child Development Center
	Tacloban City	San Jose Elementary School
		Holy Virgin of Salvacion School, Inc.
Western Samar	Calbayog City	Calbayog Pilot Central Elementary School
		La Milagrosa Academy
	Catbalogan City	Catbalogan I Central School Catbalogan Community School
<b>REGION IX</b>		
Zamboanga del Norte	Dapitan City	Dapitan City Central School Rizal Memorial Institute of Dapitan City, Inc.
Zamboanga del Sur	Zamboanga City	Talon-talon Elementary School
		Zion Evangelical School
	Pagadian City	Balangasan Central Elementary School Pagadian Capitol College
<b>REGION X</b>		
Bukidnon	Malaybalay City	Malaybalay City Central School
		Lalawan SDA Elementary School
	Manolo Fortich	Manolo Fortich Central Elementary School
		Our Lady of Lourdes Elementary School
Misamis Oriental	Gingoog City	Don Restitutio Baol Central School

PROVINCES	MUNICIPALITY	SCHOOLS
Misamis Oriental	Gingoog City	Gingoog Grace Christian School
<b>REGION XI</b>		
Davao del Sur	Tagum City	Magugpo Pilot Central Elementary School Magugpo UCCP Christian School
	Digos City	Ramon Magsaysay Central Elementary School Mindanao Montessori School, Inc.
Davao Oriental	Mati City	Mayor Luisito G. Rabat Memorial School Mati Doctors Academy
<b>REGION XII</b>		
Cotabato	Cotabato City	Cotabato City Central Public School Our Lady of Madonna Learning Center
Saranggani	Alabel City	Alabel Central Integrated SPED Center Alabel Alliance School
Sultan Kudarat	Tacurong City	Tacurong Pilot Elementary School Montessori Learning Center – Tacurong
	Isulan	Kalawag Central School Isulan Community School, Inc.

*Note: All schools italicized in the table are replacement schools. Replacement schools are schools that were selected in case the initially sampled schools are not available for the survey.*





Appendix Table 3. List of sampled public and private secondary schools.

PROVINCES	MUNICIPALITY	SCHOOLS
<b>ARMM</b>		
Lanao Del Sur	Marawi City	<i>Racman Pimping Maniri National High School</i> <i>Lanao Islamic Paramedic College Foundation, Inc.</i> <i>Kili-Kili National High School</i>
Tawi-Tawi	Wao Panglima Sugala	Batu-Batu National High School
<b>CAR</b>		
Benguet	Baguio City	Baguio City National High School (Main)
<b>CARAGA</b>		
Agusan del Sur	Bayugan City	Bayugan National Comprehensive High School Father Saturnino Urios College of Bayugan, Poblacion, Bayugan
Surigao del Norte	Surigao City	Surigao del Norte National High School <i>Surigao Education Center</i>
<b>NCR</b>		
First District	Tondo	Florentino Torres High School
Second District	Quezon City	Batasan Hills National High School Breamar Christian School <i>St. Therese of Child Jesus Montessori</i>
Fourth District	Makati City	Fort Bonifacio High School
	Pasay City	Pasay City West High School

PROVINCES	MUNICIPALITY	SCHOOLS
Fourth District	Pasay City	Mahatma Gandhi International School
	Taguig City	Signal Village National High School
		Gabby's Christian School, Upper Bicutan
REGION I		
Pangasinan	Lingayen	Pangasinan National High School
Ilocos Norte	Laoag City	Ilocos Norte National High School
		Divine Word College – Laoag
REGION II		
Isabela	Cauayan City	Cauayan City National High School
Cagayan	Tuguegarao City	Cagayan National High School Montessori De Cagayan, Inc.
REGION III		
Bulacan	Malolos City	Marcelo H. Del Pilar National High School
		Darwin International School
	San Jose Del Monte City	Sapang Palay National High School
Tarlac	Concepcion	Great Abrahams Academy, Inc.
		Benigno S. Aquino National High School
		Concepcion Ecumenical School Foundation, Inc.
REGION IV-A		
Batangas	Batangas City	Batangas National High School Marian Learning Center and Science High

PROVINCES	MUNICIPALITY	SCHOOLS
Batangas	Nasugbu	Dr. Crisogono B. Ermita Sr. Memorial National High School
	Sto. Tomas	St. Paul Foundational Learning & Excellence Centre San Pedro National High School
Laguna	Los Baños	Los Baños National High School (Batong Malaki) Joy Learning School, Inc.
	Sta. Rosa City	Balibago National High School Harvard School of Laguna
	San Pablo City	Col. Lauro D. Dizon Memorial National High School
<b>REGION IV-B</b>		
Occidental Mindoro	San Jose	San Jose National High School CORD Foundation Inc.
Palawan	Puerto Princesa City	Palawan National High School Life College
<b>REGION V</b>		
Albay	Ligao City	Ligao National High School Mayon Institute of Science and Technology
	Tabaco City	Tabaco National High School St. Louise de Marillac School of Tabaco
Camarines Sur	Caramoan	Bonifacio D. Borebor Sr. High School
	Naga City	United High School Inc. <i>Tinago High School</i> Naga Hope Christian School, Inc.

PROVINCES	MUNICIPALITY	SCHOOLS
Camarines Sur	Nabua	Nabua National High School
		<i>Sto. Domingo Institute</i>
REGION VI		
Iloilo	Passi City	Passi National High School
		Assumption School Passi City
	Iloilo City	Iloilo City National High School
		John B. Lacson Foundation Maritime University
Negros Occidental	Bacolod City	Bacolod Taytung High School
	Bago City	Notre Dame of Bago
REGION VII		
Bohol	Panglao	Lourdes National High School
		San Agustin Academy
	Tagbilaran City	Dr. Cecilio Putong National High School
		Holy Name University (for Divine Word College)
Cebu City	Cebu City	Abellana National High School (Day and Night)
		University of the Visayas – Main (Day and Night)
	Lapu-Lapu City	Marigondon National High School
	Bantayan	Bantayan National High School
		Bantayan Southern Institute
REGION VIII		
Leyte	Baybay City	Baybay National High School
	Ormoc City	New Ormoc City National High School

PROVINCES	MUNICIPALITY	SCHOOLS
Leyte	Ormoc City	Ormoc Immaculate Concepcion School Foundation, Inc.
	Tacloban City	Leyte National High School St. Therese Educational Foundation of Tacloban
Western Samar	Catbalogan City	Samar National High School  St. Mary's College of Catbalogan
<b>REGION IX</b>		
Zamboanga del Norte	Dapitan City	Dapitan City National High School  Rizal Memorial Institute of Dapitan City, Inc.
Zamboanga del Sur	Zamboanga City	Zamboanga City High School (Main)  Zion Evangelical School
<b>REGION X</b>		
Bukidnon	Malaybalay City	Bukidnon National High School  Casisang Christian Academy
Misamis Oriental	Gingoog City	Gingoog City National High School  Christ the King College
<b>REGION XI</b>		
Davao del Sur	Digos City	Digos City National High School (Davao Del Sur NHS) Cor Jesu College Basic Education Dept.
Davao Oriental	Mati City	Mati National High School Mati Doctors Academy

PROVINCES	MUNICIPALITY	SCHOOLS
<b>REGION XII</b>		
Saranggani	Alabel City	Alabel National High School
Sultan Kudarat	Tacurong City	Tacurong National High School
		Tacurong SILOAM ABC Learning Center
	Isulan	Isulan National High School
		Notre Dame of Isulan (Day and Night)

*Note: All schools italicized in the table are replacement schools. Replacement schools are schools that were selected in case the initially sampled schools are not available for the survey.*



