

Q1.

Read the introduction and literature review below. In the column on the right, make notes on how the authors communicate the importance of the issue, summarize the research on the issue, and introduce their own research.

**“No—You Can’t Watch That”
Parental Rules and Young Children’s Media Use**

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Parents are often viewed as children’s “first line of defense” against inappropriate media consumption. In large part, the job of parenting involves regulation and control of children’s behavior and activities. Parents have the difficult job of guiding and regulating children’s behavior while also allowing them the freedom to explore their world—exploration necessary for proper socialization and development. Although there is a vast body of research on parenting (see, e.g., the volumes edited by Bornstein, 1995), surprisingly little of this research focuses on parenting regarding children’s television use. This scarcity of information is particularly striking with regard to parental regulation of the television use of very young children—infants, toddlers, and preschoolers. Given the enormous amount of time children spend with television—roughly 3 to 5 hours a day on average (Kaiser Family Foundation, 1999, 2003; Wright et al., 2001)—this oversight is striking. It seems reasonable to assert that parents who have not at least given some thought to regulating (either by program or amount) their children’s media consumption have abdicated an important part of their role as parent.

<p>What little research exists on parental regulation of children's media use yields rather mixed results (Kotler, 1999). Estimates of the actual percentage of parents who actively regulate their children's media use vary from study to study (Dorr & Rabin, 1995; Stranger, 1998). Evidence regarding predictors of regulation is also mixed. Some studies find that parents with higher socioeconomic status are more likely to regulate (Brown, Childers, Bauman, & Koch, 1990; Holman & Braithwaite, 1982), whereas other studies find a negative relationship between socioeconomic status and regulation (Kim, Baran, & Massey, 1988; Lin & Atkin, 1989). Moreover, although it has been suggested that parental attitudes toward television and concerns about the influence of television on children are important predictors of parental regulation of children's viewing (Comstock, Chaffee, Katzman, McCombs, & Roberts, 1978), few studies empirically assess this notion. Finally, evidence with respect to the relationship between parental rules and the amount of television children watch is similarly equivocal. Some studies find that parental rules are related to the amount of time children spend watching television (Abelman, 1987; Kotler, 1999; St. Peters, Fitch, Huston, Wright, & Eakins, 1991), whereas others find no relationship between rules and viewing (Atkin, Greenberg, & Baldwin, 1991; Valkenberg, Krcmar, Peeters, & Marseille, 1999).</p>	
<p>Studies of parental regulation of children's television use do share one commonality—they focus almost exclusively on children who are school age or older. Although this may have stemmed from an assumption that very young children (infants through kindergarten age) do not use much media, we know from current research that this assumption is far from correct. A recent study of the media use of children aged 0 to 6 finds that these very young children live in a media-saturated environment and spend 2 hours daily in front of a screen on average (Kaiser Family Foundation, 2003). Studies in this area also share a reliance on small, relatively homogeneous, convenience samples. It is possible that the use of such samples, each with its own particular characteristics, has contributed to the lack of consistent evidence in research on parental regulation of children's television.</p>	

RESEARCH-BASED WRITING • PLANNING A LITERATURE REVIEW

Our goal in this article is to begin to address the dearth of information regarding parental regulation of young children's television use employing a nationally representative sample of children aged 6 months to 6 years (Kaiser Family Foundation, 2003). Our exploration of these issues was guided by three overarching aims: (a) to examine demographic differences among parents with and without rules regarding television (related to both time and program), (b) to examine differences in television use and other activities in children in relation to parental rules, and (c) to begin to build an integrative model for examining the relations among parental television rules, other familial and child factors, and television use among very young children.

Q.2.

Write an APA reference for this source.

Q.3.

Is this a qualitative or a quantitative study? What do you think the authors did?