Television Viewing Habits of Children in Chongqing (China)

Doctoral Dissertation
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Contents

Abstract

The economic gap between urban and rural group has long existed in China. Traditionally, it is believed that urban children have more media devices and can access more media resources. But the phenomenon has changed since the "new" media era. Besides, with China's urbanization, a special group of workers emerged, the migrate workers. This group of people are usually less well educated, and do not hold a city 'Hukou' (registered residence). Therefore, their children cannot enter school in urban areas, and so have to leave them in hometowns and these children are taken care of by their parents and relatives. These special children are called Rural Left-behind (RLB) Children. Moreover, China is a country of diverse ethnic minorities, Han nationality (Han people/Han) is the majority, and it has other fifty-five ethnic groups. There are 38 children's television channels in China, but only the signal of CCTV-14 can cover the whole country. Chongqing has its own ground children's television channel. In Chongqing area, people can watch another four children's television channels on live TV.

In this study, the author chose Chongqing city as a research location, since Chongqing city had 6.7% of the ethnic minority population in 2015, Tujia and Miao are the two main ethnic groups; the other reason was that Chongqing has abundant of RLB Children. The author explored the differences in television viewing habits among urban and rural children, ordinary rural (OR) and RLB children, and different ethnic groups children (Han & Tujia, Tujia &Miao, and Miao & Han). This research included two phases, Phase 1 was quantitative which used a questionnaire to collect data, and Phase 2 was qualitative which adopted a semi-structured interview to obtain information. In Phase 1, SPSS has been adopted to analysis data. Phase 2 adopted NVIVO for processing data. The finding indicates that urban and rural, OR and RLB children, Han, Tujia and Miao children have differences in various aspects, such as media ownership, television viewing devices, co-viewing pattern, TV multitasking, etc.

Resumen

La brecha económica entre las zonas rurales y las zonas urbanas en China ha generado diferencias importantes desde hace años. Tradicionalmente, se ha considerado que los niños urbanos tienen más dispositivos y acceden a un mayor número de recursos. Sin embargo, la "era digital" ha provocado cambios en el consumo infantil de medios. Además, la urbanización de China provocó un fenómeno relacionado con los niños llamados "Rural Left-behind" (RLB). Se trata de niños cuyos padres se convirtieron en trabajadores migratorios, con niveles socio-culturales bajos y sin residencia registrada ('Hukou`). Los hijos de estos trabajadores no pueden escolarizarse en las zonas urbanas y viven en los lugares de origen de la familia con otros parientes. Cabe indicar además que China es un país de minorías étnicas, siendo la principal la etnia Han entre otras 55 más.
En relación a los canales de televisión, destacar que en China hay 38 canales de televisión para niños, pero sólo la señal de CCTV-14 puede cubrir todo el país. La tesis se centra en el estudio del consumo televisivo en la ciudad de Chongqing, que tiene su propio canal infantil de televisión, junto a otros cuatro canales infantiles.

La singularidad de esta ciudad se encuentra en que en ella viven muchos niños RLB y los grupos étnicos principales son Tujia y Miao. La autora de la tesis explora las diferencias en los hábitos de consumo televisivo entre los niños urbanos y rurales, los niños de áreas rurales (OR) y RLB, y los niños de tres grupos étnicos (Han & Tujia, Tujia & Miao, y Miao & Han). Esta investigación se desarrolló en dos fases. La primera responde a una perspectiva cuantitativa utilizando la encuesta como técnica para recopilar datos, y segunda se realizó a través entrevista semiestructurada desde una aproximación cualitativa. El procesamiento de los datos se llevó a cabo mediante el programa SPSS, en la primera fase, y NVIVO en la segunda. Los hallazgos de la investigación muestran diferencias importantes en la recepción y hábitos de los contenidos televisivos en función de diversos factores como son, entre otros, la propiedad de la tecnología y dispositivos de visionado, los patrones de observación individual y conjunta y las multitarea realizadas durante la recepción.

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List of Tables

List of Figures

11

Chapter 1 Introduction

1.1 Children and Television in China

Television is the leading media among Chinese children. Chan and McNeal (2006) conducted a survey to examine the media exposure of Chinese urban and rural children. They chose urban samples from four big cities in China, including Beijing, Guangzhou, Nanjing and Shanghai. At the same time, they selected rural participants from rural areas of four other provinces, which were Heilongjiang, Hubei, Hunan and Yunnan. They found that the media exposure to television was very high for both rural and urban Chinese children. They also demonstrated there was an urban-rural gap of media ownership and usage. This gap was more obvious when referring to "modern media"(e.g., Internet).

In 2008, the UK researcher Davey carried out research on Chinese children's media usage. In his research, he compared rural and urban children's media preferences. Davey (2008) concluded that television had the highest contact rate among other types of media (including DVD, radio, Internet, and computer games). His results also showed, urban children spent more hours watching television than their rural peers. Three years later, Chinese researcher Mei (2011) investigated Internet's impact on children's television viewing habits. He did his study in a county in Jiangsu province. The results suggested that although using Internet had reduced children's television viewing time in some aspects, television was still the most popular media among Chinese children.

China's children television channels have boomed since 2003. There are now thirty-eight children's channels in China. But only one television signal (CCTV-14) can cover the whole country, other channels can only be seen by audiences in some regions or only can be watched in its own region. Moreover, some of these channels target child audiences, and also consider all the family members as

their audiences (e.g., JXTV-6[1]), some channels even target children and young women (e.g., SCTV-7[2]). Besides, take CCTV-14 as an example, the channel is for general child audiences, not for a specific age period (such as CBeebies, and CBBC). But CCTV-14 has different programs for children at different age ranges, and these programs broadcast at different time periods. CCTV-14 is also known as CCTV Children's Channel, which targets children (aged: 1-18) and their parents. The audience has been divided into four parts: preschoolers (1-6 years old), elementary school students (7-12 years old), secondary school students (13-18 years old), and children's parents. CCTV-14 broadcasts daily from 6:00 am to 2:00 am[3], the program types include educational, science programs, variety shows, animation and children's dramas. Its broadcasting time is divided into seven periods: early morning hours (6:00-8:00), morning hours (8:00-12:00), midday hours (12:00-14:00), afternoon period (14:00-17:00), evening period (17:00-19:00), primetime hours (19:00-21:00), and night hours (21:00-2:00). During morning and afternoon sessions CCTV-14 broadcast programs for preschoolers. Programs for primary school students and secondary school students mainly air in early morning, at midday, during evening periods and in primetime hours. In the Night hours, the channel always broadcasts TV dramas.

Although China has abundant children's television channels, children's programs (e.g., music, sport, drama etc.) are still in shortage. Due to lacking different types of programs, the Chinese government encourages domestic cartoon companies to produce animations for solving the shortage. The government also carried out a series of regulations to develop China's animation industry in the last decades. In 2011, Chinese animation production had reached 261,224 minutes, and it kept increasing in 2012. But since 2013 the animation production decreased rapidly.

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[1] JXTV-6 is also called Jiangxi TV Children Channel. It is a sub TV channel of Jiangxi Radio and Television Network.
[2] SCTV-7 is the abbreviation of Sichuan TV Women and Children Channel. It is a sub TV channel of Sichuan Radio and Television Network.
[3] The daily broadcasting time begins at 6am, but ends at 2am-3am.

By the year 2014, the total amount of the production was reduced to 138,496 minutes. The reduction was also caused by the suggestions made the government, which was to improve the quality of animation production, and maintain a stable development. Domestic cartoons are the major component of the programs of all the children's channels broadcast everyday. Japanese researcher Ishii (2013) argues that, Chinese domestic animation is popular only among children; and domestic cartoons were positively correlated with age and patriotism, but negatively related to Internet use.

There are four satellite children's channels in China, which are Kaku Children channel, Toonmax Channel, Jinying Aniworld Channel and CCTV-14. The signals of KaKu Children Channel, Toonmax Channel and Jinying Aniworld Channel can cover most China's provinces. CCTV-14 is the most influential children television channel in China, and its signal can be received all round the country. The amount of TV programs, which have fixed broadcasting time period air on CCTV-14 in a typical week, is 27. But during summer, winter vacation, and festivals (e.g., National Day, Dragon Boat Holiday), CCTV-14 will broadcast some special programs. Table 1.1 illustrates the broadcasting time of 27 programs mentioned above.

The author analyzed the programs, which broadcasted in CCTV-14 from 22nd February 2016 to 28th February 2016 (6:00AM-2:00AM). The total broadcasting time of all the types of programs in a week was 8,414 minutes, and animation programs had been broadcasted 4,126 minutes (see Table 1.2). Besides animation, TV dramas broadcasted the longest time in a week, and its broadcasting time was in the second place. But the TV dramas are for the general audience, not specially chosen for a children audience, and it broadcasts at late night hours (10:00PM-2:00AM). After removing the amount time of TV drama, animation occupied more than half of all types of children's programs.

	Mon	Tue	Wen	Thu	Fri	Sat	Sun
06:00	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Young Hero 英雄出少年
06:30	Big Pinwheel(rebroadcast)大风车	Big Pinwheel(rebroadcast)大风车	Big Pinwheel(rebroadcast)大风车	Big Pinwheel(rebroadcast)大风车	Big Pinwheel(rebroadcast)大风车		
07:00	Animation Theater 动画剧场	Animation Theater 动画剧场	Animation Theater 动画剧场	Animation Theater 动画剧场	Animation Theater 动画剧场	Jinguizi Castle 金龟子城堡	Large Warehouse 大仓库
07:30							Hand in Hand 大手牵小手
08:00	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映
09:00	Happy Morning 早间开心果	Happy Morning 早间开心果	Happy Morning 早间开心果	Happy Morning 早间开心果	Happy Morning 早间开心果	Happy Morning 早间开心果	Happy Morning 早间开心果
10:00	Little Wistom Tree 小小智慧树	Little Wistom Tree 小小智慧树	Little Wistom Tree 小小智慧树	Little Wistom Tree 小小智慧树	Little Wistom Tree 小小智慧树		
10:30	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映	Animation Show 动画大放映
12:00	Animation World 动漫世界	Animation World 动漫世界	Animation World 动漫世界	Animation World 动漫世界	Animation World 动漫世界	Animation World 动漫世界	Animation World 动漫世界
14:30	Big Pinwheel(rebroadcast)大风车	Big Pinwheel(rebroadcast)大风车	Big Pinwheel(rebroadcast)大风车	Big Pinwheel(rebroadcast)大风车	Big Pinwheel(rebroadcast)大风车		
16:00	Animation Theater 动画剧场	Animation Theater 动画剧场	Animation Theater 动画剧场	Animation Theater 动画剧场	Animation Theater 动画剧场		
17:00	News Branding Pants 新闻袋袋裤	News Branding Pants 新闻袋袋裤	News Branding Pants 新闻袋袋裤	News Branding Pants 新闻袋袋裤	News Branding Pants 新闻袋袋裤		
17:15	Open Sesame 芝麻开门	Tangram 七巧板	Green Field 绿野寻踪	Happy Experience 快乐体验	Magic 看我72变		
18:00	Super Happy Animation 动画乐翻天	Super Happy Animation 动画乐翻天	Super Happy Animation 动画乐翻天	Super Happy Animation 动画乐翻天	Super Happy Animation 动画乐翻天	Super Happy Animation 动画乐翻天	Super Happy Animation 动画乐翻天
18:30	Wisdom Tree 智慧树	Wisdom Tree 智慧树	Wisdom Tree 智慧树	Wisdom Tree 智慧树	Wisdom Tree 智慧树		
19:00	Animation DreanWorks 动画梦工厂	Animation DreanWorks 动画梦工厂	Animation DreanWorks 动画梦工厂	Animation DreanWorks 动画梦工厂	Animation DreanWorks 动画梦工厂	Weekend Animation 周末动画片	Weekend Animation 周末动画片
19:30	Big Pinwheel(premiere)大风车首播	Big Pinwheel(premiere)大风车首播	Big Pinwheel(premiere)大风车首播	Big Pinwheel(premiere)大风车首播	Big Pinwheel(premiere)大风车首播	Big Pinwheel(premiere)大风车首播	
20:00	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场	Galaxy Theatre 银河剧场
21:00	Whimsicality 异想天开	Intelligence Express 智力快车	Music Express 音乐快递	Dynamic Zone 动感特区	Happy Bus 快乐大巴		
22:30	TV drama 电视剧	TV drama 电视剧	TV drama 电视剧	TV drama 电视剧	TV drama 电视剧	TV drama 电视剧	TV drama 电视剧

Table 1.1 The fixed programs broadcast on CCTV-14

Besides, in China mainland, very little research has been carried out on child

audiences, about their features, taste and preferences. Many researchers showed their worries about the adult orientation in children's programs (Yu, 2008;Wang, 2009; Ding, 2011;Dong, 2011;Wang, 2013;Zhang, 2014). As shown above, television is the most influential media among Chinese children. Television programs, especially children's television programs will affect children's development. So to know children's viewing habits is important, since it will help us to learn more about their character, television tastes, and their preferences, and it can also provide suggestions on producing television programs.

Category	Total broadcasting time (minutes)	Percentage
Animation	4126	49%
TV drama[4]	1634	19%
Children drama	1380	16%
Variety show	480	6%
Educational	379	5%
Science	265	3%
News	90	1%
Music	60	1%
Total	8414	100%

Table 1.2 The total broadcasting time of each type of programs broadcasted on CCTV-14 (22/2/2016-28/2/2016)

1.2 The Economic Gap of China

The economic gap between the urban and rural populations in China has existed for a long period. In 1950s, the Chinese government enacted a household registration system. It means each Chinese resident has to register at the police station of his/her birthplace, and get his/her identity, which is known as 'Hukou'. The 'Hukou' segregates the urban citizen from the rural population，and also helps to distinguish residents between one province and another. Before the Reform and Opening-up Policy (ROP) in 1978, rural residents had to stay in the countryside and do agricultural activities (Guo, 2014). The rural-urban duality separated the urban and rural populations into different economic environment and profit blocs (Wu, Chen, Gu & Zhang, 1996). This can be considered the initial

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[4] TV drama/TV serial drama (电视剧) is a type of TV program in China. TV dramas are like soap operas, but have a limited number of episodes. The length of a TV drama is always between 20 to 50 episodes. Each episode of a TV drama is usually 30-50 minutes.

factor for the economic gap.

The ROP promoted China's urbanization process. According to Todaro (1969), with the industrial expansion and productivity growth, the rural and urban income differential leads the rural labor force flow into city. The rural labor migration reduced agricultural employment in rural areas, but may narrow the rural-urban income gap. However, there are obvious urban and rural human capital differences in China. Rural residents are traditionally less well educated compared with urban citizens. The rural labor migrations are called "migrant workers". Since these people do not have urban 'Hukou', and are less educated, they can only find lower paid jobs in cities. With a large amount of rural surplus labor migrating to the cities, rural areas lacked young labor force. The migration did not alleviate the income gap, but decreased the development of rural economy.

Year	Rural per capita income (Yuan/year)	Urban per capita income (Yuan/year)
2001	2366	6860
2002	2476	7730
2003	2600	8472
2004	2936	9422
2005	3255	10493
2006	3587	11759
2007	4140	13786
2008	4761	15781
2009	5153	17175
2010	5919	19109
2011	6977	21810
2012	7917	24565
2013	8896	26955
2014	9892	28844

Table 1.3 Rural and urban per capita income 2001 -2014[5]

Urban citizens' income increased rapidly, but the growth of rural residents' income was slow (see Table 1.3). In 2001, rural per capita income was 2,366 Yuan per year, and the urban per capita income was 6,860 Yuan per year. The urban per capita income was nearly 2.9 times that of rural per capita income. In the next year, the income differential became 3.1 times. To narrow the economic gap, the Chinese government introduced a series of favorable polices to develop the rural economy. By the year 2014, the rural-urban income differential fell

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[5] Data retrieved from http://finance.sina.com.cn/china/hgjj/20150120/101021340911.shtml.

back to 2.9 again.

Figure1.1 Economic zones in China

In addition to the rural-urban economic gap, in China's economy there are regional disparities. China's geographical environment is diverse. It has a long coastline in the east, and complex topography in the west, including the Gobi, desert, and rock hills. Traditionally, the eastern area has the highest GDP, and per capita income, while the per capita income of western provinces is the lowest. From the per capita income in the four economic zones of China, we can find that rural-urban per capita income differentials have different status in four economic zones (see table 1.4). Rural-urban per income differentials are higher in eastern and western China, and the rural-urban income gap in central and northeastern China are narrower. From the perspective of proportion, the rural-urban per capita income differential is the largest in the western area. It climbed to 3.7 times in 2002, and remained high in the year 2006.

Year	Eastern China		Central China		Western China		Northeastern China	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
2000	8099.10	3587.76	5271.80	2071.18	5647.89	1632.32	5026.90	2175.43
2001	8891.28	3799.62	5744.98	2159.55	6171.79	1692.96	5521.13	2340.13
2002	9638.79	4032.78	6432.48	2271.93	6674.88	1791.73	6295.10	2485.83
2003	10678.32	4283.03	7101.13	2369.93	7235.39	1920.97	6974.88	2657.90
2004	11874.40	4690.55	7886.51	2692.78	7996.08	2135.78	7772.96	3103.97
2005	13261.59	5266.74	8830.36	2958.02	8700.08	2355.63	8690.23	3391.83
2006	14893.87	5813.03	9911.27	3279.92	9545.10	2575.73	9775.67	3761.30

Table 1.4 Per capita incomes in China's four main regions 2000- 2006(unit: Yuan)[6]

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[6]Retrieved from http://www.soec.nagoya-u.ac.jp/erc/sympo/sympo/sympo22/pdf/016.pdf.

1.3 Overview of Chongqing

1.3.1 City divided

In 1997, the 8th National People's Congress decided to merge the former Chongqing city, Wanxian city, Fuling city and Qianjiang city in Sichuan Province, and establish a new municipality--Chongqing City. It is one of the four direct-controlled municipalities in China, which is at the same administrative level of Beijing, Shanghai, and Tianjin. Chongqing lies in the southwest of China, and in the upper reaches of Yangzi River. It is located in longitude 105°11'～110°11', latitude 28°11'~32°13'. Its eastern boundary borders Hunan and Hubei.

Figure 1.2 A map of China

Chongqing covers an area of 82,400 square kilometers, and governs thirty-eight administrative regions (counties), which consists of twenty-three districts, and fifteen counties. These 23 administrative districts are Wanzhou, Qianjiang, Fuling, Yuzhong, Dadukou, Jiangbei, Shapingba, Jiulongpo, Nanan, Beibei, Yubei, Banan, Changshou, Jiangjin, Hechuan, Yongchuan Nanchuan, Qijiang, Dazu, Bishan, Tongliang, Tongnan and Rongchang District. The counties in Chongqing include Liangping, Chengkou, Fengdu, Dianjiang, Wulong, Zhong, Wuxi, Yuanyang, Fengjie, Wushan, Kai County , Shizhu Tujia Autonomous County, Xiuhan Tujia Autonomous County, Youyang Tujia Miao Autonomous County, and Pengshui

Miao Tujia Autonomous County. It is a city which has the most administrate districts (counties) in China.

1.3.2 Population

Chongqing has the largest administrative regions and population in China. It is a megalopolis.[7] By the year 2015, there were 30.17 million permanent residents in Chongqing, which included 18.38 million urban citizens, and 11.78 million rural residents[8]. Comparing the data of 2012 with 2015, the urban population increased 1.6 million, whereas rural residents decreased 0.9 million. In 2012, the migrant population was 6.70 million. The amount of native residents, which migrated to other cities was 5.34 million, and the non-native population was 1.36 million (Chongqing Bureau of Statistics [CBS] & National Bureau of Statistics Chongqing Investigation Group [NBSCIG], 2015). In 2015, 5.05 million Chongqing native residents migrated to other cities, and 1.50 million non-native residents had migrated from other areas (CBS & NBSCIG, 2012). The migrant population increased a little compared with 2012. Besides the large population, Chongqing has diverse ethnic minorities (Tujia, Miao, Hui, Mongol, Yi, Man, etc.). Tujia and Miao ethnic are two main ethnic groups in Chongqing area. The amount of Tujia and Miao groups account for 6.7% of the Chongqing population[9].

1.3.3 Economic gap

Chongqing is the most economically developed and fast-growing region in the western China. In 2015, its GDP was 1.57 trillion Yuan, and had ranked the sixth in China.[10] Urban regions only account for 9% of the whole Chongqing area, but they occupied 92% of Chongqing's GDP. The rural-urban economic gap of Chongqing is obvious. According to the per capita income ranking of 31

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[7]Retrieved from http://www.cq.gov.cn/cqgk/82829.shtml.
[8]Retrieved from http://www.cqtj.gov.cn/html/tjsj/tjgb/16/01/7538.html.
[9]Retrieved from http://wmz.cq.gov.cn/mzzjgk/8015.html.
[10]Retrieved from http://www.yicai.com/news/2016/01/4741596.html.

provinces in China (2014)[11], the urban per capita income of Chongqing had ranked 12th in China. Per capita annual usable income of urban household was 25,147 Yuan, but the rural income was 9,490 Yuan (CBS & NBSCIG, 2015). Fourteen regions (Wanzhou, Qianjiang District, Chengkou county, etc.) of Chongqing were in the list of '529 National Poverty-stricken Counties' announced by the Chinese government in 2014[12]. So Chongqing is a typical western city (region), which has a broad rural-urban economic gap, and also the leader of western China's economic development.

1.3.4 Media environment

Chongqing has its regional radio and television network, which established in 2004 and named Chongqing Broadcasting Group. Chongqing Broadcasting Group has sixteen TV channels and six radio channels. The TV channels are CQ Satellite, CQTV News, CQTV Movie, CQTV City, CQTV Fashion, CQTV Entertainment, CQTV Public & Rural, CQTV Children, CQTV Science and Education, CQTV Life, CQTV International, CQTV Mobile, CQTV Auto & Moto, CQTV Fashion, and CQ DTV. Among these channels, CQ Satellite is a satellite TV channel, and its signals can cover most areas in China. CQTV News, Movie, Science & Education, City, Entertainment, Life, Fashion, Children and Public & Rural are ground TV channels. The signals of these channels can only cover Chongqing area. CQTV Children Channel (TICO Children Channel) broadcasts daily from 6:00 AM to 12:00 midnight. Like other children's TV channels in China, the majority programs it broadcasts everyday are animations. Apart from children's television programs, CQTV-Children also broadcasts some programs for adults (e.g., programs introducing house renovation and real estate information). These programs always broadcast after 22:00. Besides CQTV-Children, in most of the Chongqing area, another four children TV channels (CCTV-14, Toonmax Channel,

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[11]Retrieved from http://world.people.com.cn/n/2015/0228/c1002-26612689.html.
[12]Retrieved from http://politics.people.com.cn/n/2014/1017/c1026-25854065.html.

Kaku Children Channel, Jinying Aniworld Channel) can be seen via television.

1.3.5 Rural Left-behind Children

With the progress of urbanization, the rural-urban economic gap in China is getting wider than before. More and more migrant workers depart from their rural hometown and seek for jobs in cities or in eastern provinces. Unfortunately, the migrant workers have a low educational level. So they can only find lower paid jobs with bad working conditions. The children of migrant workers are left in their hometown and taken care of by their grandparents or other relatives. Since these children do not have 'Hukou' in the cities where their parents' are working, so they cannot register in local schools. This special group of children was called 'rural left-behind children' or 'left-behind children' in China. Rural Left-behind (RLB) children are rural young people whose parent/parents is (are) migrant worker(s), and so have been brought up by their grandparents or other relatives. Such children are usually under 14 years old.

According to the 6th national population census of China, there were 61.03 million RLB children, which was 21% of the total child population. The distribution of the RLB children is uneven among provinces (regions). RLB children are mainly found in Sichuan, Anhui, Guangdong, Hunan and other labor-exporting provinces. The amount of RLB children in these provinces accounts for more than 50% of left-behind children population in China (Wang, 2012; Duan & Zhou, 2005). Nearly 33% RLB children live with their grandparents.

Chongqing is a region, which has a large proportion of RLB children. RLB children accounted for 22% of all the children in Chongqing area in 2000, and its percentage was in the first place among other provinces (regions) in China (Duan & Zhou, 2005). By the year 2010, the proportion of RLB children had reached 50% of total child population in Chongqing (National Women's Research

Group, 2013). Grandparenting is the most common family education model of RLB children in Chongqing. In 2015, nearly 82% Chongqing RLB children were taken care of by their grandparents.[13] Television has an important impact on socialization process of RLB children. Research has found that RLB children appear to have strong dependences on television (e.g., Chen & Zou, 2012). Other studies have indicated that the contract rates of different media, television viewing frequency and television viewing preference were different between RLB children and other children (e.g., Wei, 2013). Geng & Zhou (2011) suggested Left-behind Children had difficulties in distinguishing television virtual and real life, but they were able to distinguish at an implicit level. Their study concluded Left-behind Children's explicit and implicit television cognitions were independent.

1.4 Research Questions and Hypotheses

The main research question of this dissertation is: what are the television viewing habits of Chongqing children? To answer this question, the author addressed sub-questions from several aspects (see Figure 1.3). In addition, three hypotheses have been proposed, which argue that urban and rural children, OR and RLB children, Han, Tujia, Miao ethnic groups children in Chongqing have different television viewing habits, media using frequencies, and media preferences. It is widely known that there is a rural-urban difference in Chinese children's media uses (e.g., Chan & McNeal, 2006; Davey, 2008). However, ethnic differences in television viewing are rarely mentioned in China. Besides, China is a developing country, with this urbanization and economic development, a special group of children emerged—the RLB children. Different living environments and family-parenting models lead RLB children to have special characteristics.

In this thesis, the author considers that the television consumption habits are

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[13]Retrieved from http://edu.people.com.cn/n1/2016/0201/c1006-28100633.html.

different in following subgroups: urban and rural children (H1), OR and RLB children (H2), Han, Tujia and Miao ethnic groups children (H3).
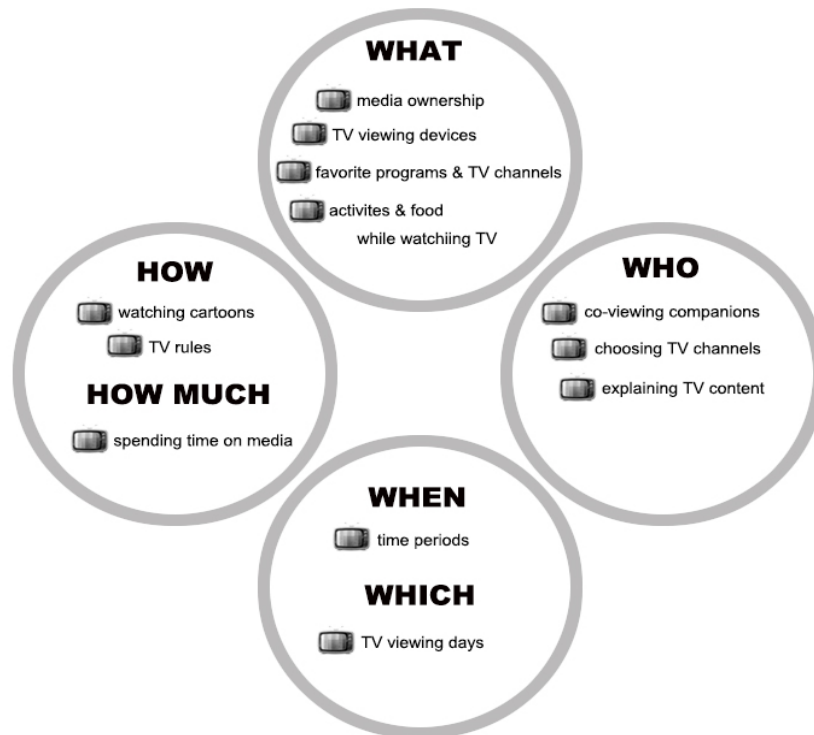
Figure 1.3 Sub-questions

H1.Urban-Rural children
H11 Urban children own more media devices than rural children.
H12 The TV viewing devices of urban and rural children are different.
H13Co-viewing companions of urban and rural children are different.
H14 More urban parents explain TV content for children than rural parents.
H15 Urban households have more TV rules than rural families.
H16 Urban and rural children's television viewing days are different.
H17 Urban and rural children have different cartoon viewing methods.
H18 Urban and rural children have different cartoon preferences.
H19 Urban and rural children have different program preferences.
H2.OR-RLB children
H21 The media ownership rates of OR children and RLB children are different.
H22 RLB children watch more TV than OR children.
H23 OR households have more TV rules than RLB children's families.
H24 Co-viewing companions of OR and RLB children are different.
H25 More OR parents explain TV content for children than RLB parents.
H26 OR children and RLB children have different program preferences.
H3. Han-Tujia-Miao ethnic groups children
H31 Media ownership rates of Han, Tujia, and Miao children are different.
H32 Co-viewing behaviors in Han, Tujia, and Miao families are different.

H33 TV rules in Han, Tujia, and Miao families are different.

H34 Food consumption during TV viewing between Han, Tujia, and Miao children are different.

H35 Han, Tujia, and Miao children have different program preferences.

The author proposes the hypotheses for a couple of reasons. Firstly, traditionally, urban children own more media devices than their counterparts in rural areas. They are more likely to spend less time watching television (both live TV and other platforms). So the television viewing frequency and time consumption on different types of media can be different between urban and rural children. Secondly, being brought up by grandparents and lacking parental control, can make RLB children have different television viewing frequency, co-viewing patterns, television rules and television viewing preferences compared with their peers. Moreover, American researchers have indicated that different racial children in the U.S. have different television viewing lengths and household television environments. Differences in television viewing and media usage may also exist between Han and other ethnic minority children.

1.5.Research Methodology

The "mixed methods" was used in this study. "Mixed methods" includes both qualitative and quantitative analysis. More specifically, this study included two phases, phase 1 was quantitative analysis, which used a questionnaire to collect data, and phase 2 was qualitative approach, which applied multiple case studies to explore the individual's television viewing habit.

1.5.1 Phase 1

In order to access research questions and test hypotheses, a quantitative method was used. Several subsidiary questions were proposed to answer the television viewing habits of Chongqing children. Using questionnaires to collect data, Excel and SPSS software were used to process the data. Moreover, through data analyzing, gave an overview of Chongqing children's television viewing habits,

and compared the differences between different children groups (urban and rural children, OR and RLB children; Han, Tujia, and Miao ethnic children). The questionnaire was designed from the eleven aspects below:

- *Media ownership and household media environment*
- *Media using frequency and time consuming in a typical week*
- *Co-viewing*
- *TV rules*
- *TV and food*
- *TV multitasking and other activities*
- *TV viewing frequency, length and time period*
- *TV viewing preference*
- *Favorite programs and TV channels*
- *Friends and TV*
- *Attitudes toward cartoons & children TV channels, Chongqing local channel & programs, online TV & live TV*

1.5.2 Phase 2

"Multiple case studies" was applied, and fifteen children have been chosen. These children included five Han children, five Tujia children, and five Miao children. A semi-structured interview was adopted to collect data. The qualitative part could be considered as a supplement to describe the television consumption of Chongqing children. Using the semi-structured interview to learn detailed information about the survey responses, and to explain why they have such viewing habits. The adoption of the semi-structured interview could explore the television viewing behaviors of these fifteen children in depth.

Chapter 2 Literature Review

2.1 Theoretical Framework

The theories selected in this section include Media Uses and Gratification Theory, Media Dependency Theory, Reception Studies and Cultural Studies. From tracing the history and the development of audience studies, seek the theoretical bases of this study.

2.1.1Media Uses and Gratification Theory

The analysis of audiences and media using gratifications begins in the last century (e.g., Herzog, 1944; Lazarsfeld & Dineeman, 1949). Exploring the uses and gratifications mechanism is helpful for understanding audiences' emotional needs and interactions with media. The "uses and gratifications" approach has been centrally concerned with choice, reception, and manner of response of the media audience (McQuail, 1994, pp.318). Numerous research on the uses and gratifications topic has been conducted on various aspects, such as television, movie viewing, internet, mobile, and social media usage etc. (Palmgreen & Rayburn, 1979; Rayburn & Palmgreen, 1984; Conway & Rubin; 1991; LaRose & Eastin, 2004; Raacke &Bonds-Raacke, 2008; Park, Kee & Valenzuela; 2009; Chen, 2011; Papacharissi & Mendelson, 2007; Shin, 2011; Smock, Ellison, Lampe & Yvette, 2011).

Katz, Blumler & Gurevitch (1973) made a review of the early studies and concluded that there were five essential elements on the uses and gratifications model. The five components of their assumption were:

> The audience is conceived of as active...In the mass communication process much initiative in linking need gratification and media choice lies with the audience member...The media compete with other source of need satisfaction...Methodologically speaking, many of the goals of

mass media use can be derived from data supplied by individual
audience members themselves...Value judgments about the cultural
significance of mass communication should be suspended while
audience orientations are explored on their own terms. (Katz, Blumler
& Gurevitch, 1973, pp.510-511)

According to Katz et al. (1974), audience uses and gratifications investigations
basically concerned with seven aspects, which included:

(1) the social and psychological origins of (2) needs, which generate (3)
expectation of (4) the mass media or other sources, which lead to (5)
differential patterns of media exposure (or engagement in other
activates), resulting in (6) need gratifications and (7) other
consequences, perhaps mostly unintended ones. (Katz et al., 1974,
p.20)

Palmgreen & Rayburn (1982, 1985) distinguished gratifications sought (GS)
between gratifications obtained (GO). An expectancy model was built to
illustrate the differences between two types gratifications. As a result, they
considered GO had a higher value than GS. Palmgreen & Rayburn (1985)
compared several gratification models of media satisfaction, and their finding
"support for a combined expectancy-value/gratifications obtained approach to
explaining and predicting media satisfaction" (Palmgreen & Rayburn, 1985, p.
344).

McQuail (1994) argued that the statement of Katz et al. (1974) needed to be
renewed, and reformulated a new one, which put its emphasis on the following
items:

(1) Personal social circumstances and psychological dispositions
together influence both (2) general habits of media use and also (3)
beliefs and expectations about the benefits offered by media, which

shape (4) specific acts of media choice and consumption, followed by (5)

assessments of the value of experience (with consequences for future

media use) and, possibly (6) applications of benefits acquired in other

areas of experience and social activity. (McQuail, 1994, p. 319)

In addition, McQuail proposed 14 motivates for and satisfactions from media uses, which included:

- Getting information and advice
- Reducing personal insecurity
- Learning about society and the world
- Finding support for one's value
- Gaining insight into one's own life
- Experiencing empathy with problems of others
- Having a basis for social contact
- Having a substitute for social contract
- Feeling connected with others
- Escaping from problems and worries
- Gaining entry into an imaginary world
- Filling time
- Experiencing emotional release
- Acquiring a structure for daily routine (McQuail, 1994, p. 320)

2.1.2 Media Dependency Theory

Both Media Uses and Gratification Theory and Media Dependency Theory consider audiences as active. But the differences are that the two theories orient and explain different aspects of audiences' psychological needs and processes, behaviors, and audiences' interactions with media, and society. Besides, Media Uses and Gratification study consider audiences as targets, and Media Dependency approach involves three interacting variables, which are audience, media and society, and analysis the interrelationship between these variables. Ball-Rokeach & DeFleur (1976) clarified this difference as, "proponents of uses and gratification approach examine how audience use media to gratify similar information needs but do so by taking the audience as the focal point of analysis, not the interrelationship between audience, media, and society" (p.8).

Dependency is defined as a relationship in which satisfaction of needs or the attainment of goals by one party is contingent upon the resource of another party. They also consider dependency on media is a common phenomenon in modern society (Ball-Rokeach & DeFleur, 1976). For example, nowadays, many people use mobile to check their social media apps (e.g., Instagram, Facebook, Wechat) in high frequencies, even in the early morning or at late night, so they can interact with their contacts, and feel connected with their social cycle.

> Media Dependency Theory asserts that the more a person depends on having his or her needs met by media use, the more important will be the role that media play in the person's life, and therefore the more influence those media will have on that person. From a macroscopic societal perspective, if more and more people become dependent on media, media institutions will be reshaped to serve these dependencies, the overall influence of media will rise, and media's role in society will become more central. Thus there should be a direct relationship between the amount if overall dependency and the degree of media influence or centrality at any given point in time (Baran & Davis, 2015, pp.288-289).

There are three levels of dependency on the relationship with the media system, which include micro level (individuals), meso-level (groups and organizations), and macro-level, which presents countries or other social systems (Ognyanova & Ball-Rokeach, 2015). Abundant of the media dependency research focuses on the micro-level relations (Ball-Rokeach, 2008).
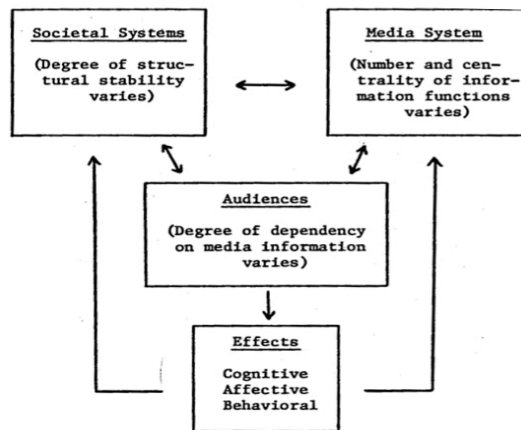
Figure 2.1 Society, Media and Audience: Reciprocal Relationship[14]

There is a tripartite relationship between audience, media, and society. Ball-Rokeach & DeFleur (1976) created a dependency model of mass media effect, which mentioned dependency theory predicted cognitive, affective and behavioral effects (see Figure 2.1).

> The cognitive effects include creation and forming ambiguity, agenda setting, attitude formation, the expansion of peoples' system of beliefs, and the media's impact on values. Affective effects are the impacts of media messages on an audience's feeling and emotional responses… Behavior effect is the kind of effect that most people are interested in. Changes in attitudes, belief and affective states are interesting, but it is the degree to which they influence overt action that makes them important. (Ball-Rokeach & DeFleur, 1976, pp.14-16)

2.1.3 Reception Studies

Hall (1980) argued the reception research is "a new and exciting phase in so-called audience research" (p.131), which connects Uses and Gratification studies with cultural studies (Katz, 1979). Livingstone (2000) concluded there were two main strands during the initial development of the reception studies: "one was the growing recognition that critical mass communication research… another strand was the development of reception or reader-response theory

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[14] Form Ball-Rokeach & DeFleur (1976, p.8).

within literary criticism" (Livingstone, 2000: p. 177). Jauss & Benzinger (1970) argued audiences, including listeners, readers, and spectators were underestimated in literary theories.

> The new text evokes for the reader (listener) the horizon of expectations and rules familiar from earlier texts, which are then varied, corrected, changed or just reproduced. Variation and correction determine the scope, alteration and reproduction of borders and structure of the genre. The interpretative reception of a text always presupposes the context of experience of aesthetic perception. (Jauss & Benzinger ,1970 ,pp.12-13)

The encoding and decoding model (see Figure 2.2) in communication designed by Hall (1980) suggested that, "the degrees of 'understanding' and 'misunderstanding' in the communicative exchange – depend on the degrees of symmetry/asymmetry (relations of equivalence) established between the positions of the 'personifications', encoder-producer and decoder-receiver" (Hall, 1980:p131). The model suggests that television program as a meaningful discourse, is encoded by its producing institution, society and culture, meanwhile, audiences decode the messages according to their own framework of knowledge and culture.
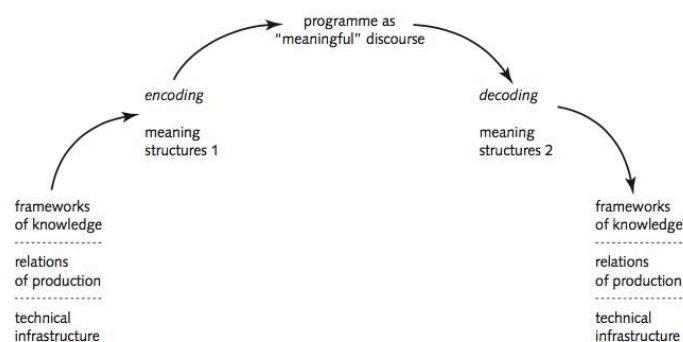
Figure 2.2 Encoding and decoding model[15]

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[15] Form Hall (1980, revised 2006, p.165).

Staiger (2015) summed up three definitions of reception studies, which made in previous studies by other researchers (Eagleton, 1996; Culler, 1981; Iser, 1972). The reception studies mainly focus on following questions: "What kind of meaning does a text have? For whom? In what circumstances? With what changes over time? And do those meanings have any effects? Cognitive? Emotional? Social? Political?" (Staiger, 2015, p.2)

Empirical studies of children's receptions on television have been conducted for years, for instance, some researchers suggested that children form working-class families consumed more screen media in the UK (Livingstone, 2002), meanwhile, US researchers argued black children watched more television than Hispanic and white children, and they were more likely to watch television in their bedroom comparing with white and Hispanic peers (Rideout & VJR Consulting, 2015).

2.1.4 Cultural Studies

"Culture is inextricably connected with the role of meaning in society and enables us to make sense of things" (Gay, Hall, Janes, Mackay & Negus, 1997, p13). In 1986, Johnson created a complex diagram to present cultural studies, which included four aspects, production, text, readings, and lived cultures. Each "moment" of the diagram is "indispensable" to the circuit. "Moments" are "distinct" and can involve different characters, so can change the form (Johnson, 1986). Gay et al. (1997) built a similar model, named "the circuit of culture", when analysis Sony Walkman from cultural perspectives. They argued that when doing cultural studies, at least four questions (five items) are needed to take into account, "how it is represented, what social identities are associated with it, how it is produced and consumed, and what mechanisms regulate its distribution and use"(Gay et al., 1997, p.3). Their circuit of culture contains five components, which including representation, identity, production, consumption, and regulation.
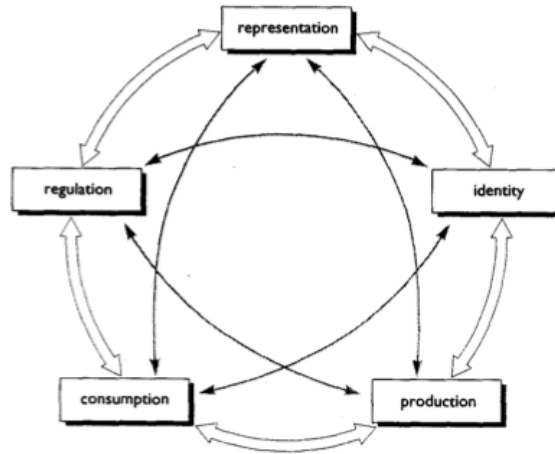
Figure 2.3 the circuit of culture[16]

Researchers hold different opinions on analyzing children and media (e.g., media effects approaches vs. cultural studies). Effects researchers argue children are passive accept information, according to the television content, which presents to them. Its opponents criticize effect research denies the active status of child audiences (Barker, 2001). However, the cultural studies advocators regard children as active audiences and believe they can process the television information and given the content its own meanings according to their individual differences. The critics of cultural studies claims researchers ignore the effects (e.g., behaviors, attitudes) that media may bring to (change) children (Kline, 2003). These divergences are remarkable when talking about television violence.

Buckingham refines Johnson's circuit (1986) of culture studies, and three "moments" or nodes have been left in his theoretical model, which are text, production, and audience. He mainly concerns "the ways in which meaning are established, negotiated and circulated"(Buckingham, 2008, p.97). Based on the model, he conducted a review based on earlier studies about children and television approaches from these three aspects.

● Production

"Research of this node involves the early studies on ownership, marketing

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[16] Souse adapted form Gay et al., (1997, p.3).

and regulation; producers' assumptions and exceptions about child audience; evolution of regulatory policy on children's television " (Buckingham, 2008, p.102).

- Texts

"Texts do not simply contain meanings, instead, they more rely on how readers make sense of them. The studies on children's television of this aspect are fruitful, for instance, gender representation, adult citizenship, the balance and tendency between information and entertainment in children's television" (Buckingham, 2008, p.103).

- Audiences

It believes children are active participants in the television viewing process and can make their own meaning, other than considers children as passive receivers of the meaning which television deliver to them. Audience analysis aspect focuses on "understanding the social process through which meanings and pleasures of media are constructed, defined and circulated"(Buckingham, 2008, p.104).

Moreover, Buckingham (2008) proposed a study on children and media within cultural studies scope, and involved children's tastes. He believes it is a challenge for "mainstream psychology" and media effects research.

2.2 Children's TV Programs in China

2.2.1 Development of children's television

Before 1978, China had one central television station and less than thirty provincial television stations (Guo, 2003). During that period, the population coverage of television was low, and the resources of television programming were lacking. Due to the Reform and Opening-up Policy (ROP) implemented in 1978, China's economy developed rapidly, more and more households had television sets in those years. With the growing demands of television program resources, the Ministry of Radio and Television (MRT) promulgated a new policy

in 1983. It adopted a "four-tiered broadcasting system", which included central, provincial, regional, and country hierarchies (Guo, 2003). It also encouraged each level government, which had a certain economic foundation to set up television stations. As a result, the number of television stations had a booming.

At the end of 1994, there were 3125 television channels (stations) (Zhao & Ai, 2009; Xiong, 2013). By the year 1996, the number of satellite ground stations had reached more than one hundred thousand (Guo, 2003). The huge amount of stations and channels brought a competition between each level. Since the 'four-tiered broadcasting system' policy regulated, the authority of operating the television stations belonged to the local governments (television stations). Furthermore, another document issued by the central government of China, allowed cities and counties to broadcast their own programs (Huang, Zhou, Qi & Wang, 2003). For improving rating and obtaining economic benefits, some stations broadcasted a large number of overseas programs, and some even broadcasted pirated movies and programs (Guo, 2003; Huang et al., 2003). Facing the confusions of the domestic market, the State Administration for Radio Film and Television (SARFT) carried out reform measures. These measures included, integrating all radio, television and cable station of county-level into one station, and merging all cable systems in a region into regional Radio and Television Cable Network Company. In 2009, SARFT put forward another regulation, which called for accelerating the progress of merging regional cable companies into provincial Radio and Television Network Co., Ltd.

Compared with the rising of television programs for general audiences, children's television programs developed more slowly. China's first program designed for child audiences showed on the screen in 1958. It was a puppetry show named "Five Bears"(Miao, 2014), and in some articles, it was called "Two Stupid Bears" (Meng & Tian, 2012). In the following twenty years, due to the economic reasons and the Culture Revolution (1966-1976) in China, children's

television made no progress in both quantity and quality. After ROP, the Chinese government raised the slogan of "children's healthy growth", children's television began to "travel on the right track" (Song, 2005). The "four-tiered broadcasting system" policy has brought the flourishing of television stations and channels. However, it did not lead a significant change in the children's television programming. In the new century, China's first children's channel established, following by dozens of provincial channels have been set up. Nearly every provincial Radio and Television Network Co., Ltd. has its own children's channel. From the development of children's television in China, the process can be divided into three stages.

2.2.1.1First generation: imported cartoon and didactic program (1980-1990)

In 1981, China Central Television (CCTV) launched a new television column The Spring Buds, which targeted children aged 3-6 years old. It was the first children's television program produced and broadcasted on CCTV. Four years later, The Spring Buds was renamed Tangram, and had a presenter, who named "the elder sister" Juping (He, 2008; Zhang, 2014). The Tangram (Qiqiaoban) broadcasted at 18:25 every Thursday, and the length of the program was twenty-five minutes (Yao & Yang, 2006). Since then, children's television began to have fixed columns, broadcasting time and professional team. In addition, some regional stations started to produce their own programs. In 1982, Yanbian Korean Autonomous Prefecture produced a children's program, named Bud (Beilei). It is also the first program broadcasted in minority languages (Yao &Yang, 2006).

During this period, some domestic cartoons (e.g., A interesting Book, Single-plank Bridge), and a few children's programs (handmade courses) have been aired. These programs mainly laid emphasis on how to educate children and disseminate knowledge. At this stage, plenty of foreign cartoons have been imported to China. In 1981, Astro Boy (Japan) as the first imported cartoon was

introduced. In 1986, the importation of Japanese cartoon Flower Fairy has broken CCTV's monopoly of foreign animations.

2.2.1.2 Second generation: from dispersion broadcasting to forming TV column (1991-2002)

At this stage, CCTV was still in the leading place of producing and broadcasting children's television programs. In 1994, the Teenagers Department of CCTV Social Education Center established seven programs, which were Tangram (qiqiaoban 七巧板), Between Heaven and Earth (tiandizhijian 天地之间),Under The Same Sky (tongyipianlantia 同一片蓝天), Dandelion Theatre (pugongyingjuchang 蒲公英剧场), Watch with Parents (hebabamamayiqikan 和爸爸妈妈一起看), Twelfth Studio (shieryanboshi 十二演播室) and The Second Starting Line (dierqipaoxian 第二起跑线) (Yao &Yang, 2006; Yan, 2011). Among these programs, The Second Starting Line was the first programming targeting middle school students (audience). After introduced these programs, CCTV integrated its children's programs, merged its six programs into one new program (Big Pinwheel 大风车) in the following year. The new program was CCTV's first major children's program and broadcasted every day for forty minutes.

In the same year, CCTV-7, a new satellite channel, involved Children, Military and Agriculture programs established. The children's programs unit included three programs. a. Big Pinwheel, for children aged 3-12 years old; b. The Second Starting Line, for children aged 13-17 years old; and c. Twelfth Studio, for youth aged 18-24 years old (Ba, 1995; Yao &Yang, 2006). The children's unit aired four and a half hours every day. The broadcasting time divided into three parts, which included morning session, afternoon session, and evening session.

During this period, Chinese animation market developed steadily. In 1996, Haier Brothers (海尔兄弟)as the first domestic cartoon series broadcasted to Chinese

children. In 1999, Three Thousands Questions of Naughty Blue Cat (淘气蓝猫 3000 问) broadcasted on BTV. In addition to cartoon itself, cartoon character (the blue cat) derivatives have been developed, such as books, toys, audiovisual products, and clothing. It was the pioneer of the domestic animation combined with the market (Tan, 2004).

2.2.1.3 Third generation: rapid growth of children's channel and domestic programs (2003-)

Before 2003, the content of children's program concentrated on educational purpose. Researchers Chan and Chan carried out a study on the children's programs broadcasted on CCTV in July 2003,using textual and discourse analysis. They chose CCTV-1, CCTV-7 as their target channels. They found that:

"The sophisticated educational content in children's programs reflects the society's strong emphasis on intellectual development. There is a lack of children's programs that featured music, fun, and enjoyment." (Chan & Chan, 2008, p25)

In December 2003, the first children's television channel CCTV-14 launched. CCTV-14 have merged all children's programs broadcasted in CCTV-1, CCTV-7, and CCTV-8. In the meanwhile, CCTV-14 produced some new programs and broadcasted sixteen hours a day. In the next year, SARFT appealed all the provincial stations should set up its children's TV channel (SARFT, 2004). Under this guideline, almost all the provinces in China had at least one local children's channel in their region. Nowadays, there are thirty-four children's TV channels and four Animation Channels in China. These channels consist of six satellite channels and thirty-two terrestrial channels (Yan, 2009; Jiang, 2014). Yan (2011) conducted an overview of the distribution of children's TV channels (animation channels) in China (see Table 2.1). Besides targeting child audiences, some channels also consider women as their major consumers (e.g., Sichuan Women and Children Channel, SCTV-7).

No.	Area	Province	SignalCoverage	Television Station	Channel
1	Whole China	Beijing	Whole China	CCTV	CCTV-14
2	Municipalities	Beijing	Some regions in China	Beijing TV Station	Kaku Animation Channel
3			Beijing	Beijing TV Station	Teenager channel
4		Shanghai	Some regions in China	Shanghai TV Station	Xuandong Animation Channel
5			Shanghai	Eastern TV Station	Haha Children Channel
6		Tianjin	Tianjin	Tianjin TV Station	Children channel
7		Chongqing	Chongqing	Chongqing TV Station	Children channel
8	Northeastern China	Heilongjiang	Whole province	Heilongjiang TV Station	Children channel
9		Liaoning	Whole province	Liaoning TV Station	Teenager channel
10			Dalian	Daian TV Station	Children channel
11	Northern China	Shandong	Whole province	Shandong TV Station	Children Science (Ninth) Channel
12			Jinan	Jinan TV Station	Children channel
13		Hebei	Whole province	Hebei TV Station	Children science channel
14		Neimenggu	Whole province	Neimenggu TV Station	Children channel
15		Shanxi	Whole province	TV Station	Children science channel
16	Eastern China	Zhejiang	Whole Province	Zhejiang TV Station	Children channel
17			Hangzhou	Hangzhou TV Station	Children channel
18			Ningbo	Ningbo TV Station	Children sports channel
19			Wenzhou	Wenzhou TV Station	Children channel
20		Jiangsu	Whole Province	Jiangsu TV Station	Children channel
21			Nanjing	Nanjing TV Station	Children channel
22		Fujian	Whole Province	Fujian TV Station	Children channel
23			Fuzhou	Fuzhou TV Station	Children channel
24		Jiangxi	Whole Province	Jiangxi TV Station	Children and family channel
25	Southern China	Guangdong	Whole province	Guangdong TV Station	Jiajia Animation Channel
26			Whole province	Southern TV Station	Children channel
27			Guangzhou	Guangzhou TV Station	Children channel
28			Shenzhen	Shenzhen TV Station	Children channel
29		Hainan	Whole Province	Hainan TV Station	Children channel
30	Central China	Hubei	Wuhan	Wuhan TV Station	Children channel
31		Hunan	Some regions in China	Hunan TV Station	Jinying Aniworld Channel
32	Northwestern China	Xinjiang	Whole Province	Xinjiang TV Station	Children channel
33			Wulumiqi	Wulumuqi TV Station	Women and children channel
34		Gansu	Whole Province	Gansu TV Station	Children channel
35		Ningxia	Whole Province	Ningxia TV Station	Children channel
36	Northwestern China	Sichuan	Whole Province	Sichuan TV Station	Women and children channel
37			Chengdu	Chengdu TV Station	Children channel
38		Yunnan	Whole Province	Yunnan TV Station	Caicai Children Channel

Table 2.1 Distribution of children's TV channels in China[17]

Among these channels, most of them can only watch in their own regions. Zhu (2008) analyzed the children's programs produced by CCTV-14 and sixteen provincial and regional children's channels, including Fujian, Hebei, Heilongjiang, Hunan, Jiangsu, Jiangxi, Neimenggu, Ningxia, Shanxi, and Xinjiang Province. The investigation showed these channels broadcasted forty-six percent of social and educational programs; variety and entertainment programs accounted for twenty percent; nineteen percent of programs were competitive games; the proportion of children caring content was ten percent; nine percent of news programs. Compared with the study carried out by Chan & Chan (2008), it can be

[17] Source adapted form Yan (2011).

found that Chinese children television programs are richer both in program types and numbers than the last decade.

With the rapid growth of domestic children's television channels, the problems of children's programs followed by. Some children's channels lack sufficient funding and advanced editing devices. In addition to hardware, a large number of staffs are not professional children's television producers (Yan, 2011). A big amount of children's programs present adult tendency (Ding, 2007; Yu, 2008; Wang, 2009; Dong, 2011; Wang, 2013; Zhang, 2014). Animations are the main programs that children's channels broadcast every day. Almost all children programming companies focus on developing animation, rather than other types of program (Yan, 2011). This fact is a key to understand the features of children's programs in the television market and the audiences (Garcia-Muñoz, 1997). Besides animation channels, children's channels air more than 90% cartoons and TV dramas (Jiang, 2014). CCTV-14 has the most self-made children television programs (see table 1.1), such as Wisdom Tree (Zhihuishu 智慧树), Little Wisdom Tree (Xiaoxiaozhihuishu 小小智慧树), and News Branding Pants (Xinwendaidaiku 新闻袋袋裤). Wisdom Tree is for children aged 3-6 years old. It is an educational program, which helps children to learn knowledge through games. Little Wisdom Tree is a program for children below three years old and their parents. It creates an environment for babies to learn simple concepts, music, puzzles, games, etc. News Branding Pants is a news program, which presents the latest news and events for children. But in the official website of CCTV-14, it does not provide a suitable viewing age range.

2.2.2 Regulation of children's television
2.2.2.1 Regulation of program broadcasting

In the last century，China imported lots of cartoons from Japan and the U.S. The imported foreign animations mainly broadcasted on provincial and regional television channels. Imported cartoons had once accounted for the majority of

animation market (Xu, 2007). In 1999, Shanghai Education Channel conducted a survey on the popular animations among 26 animation programs which have broadcasted in this channel, the top ten animations were Sailor Moon (Japan), Slan Dunk (Japan), The Lion King (U.S.), Mulan (U.S.), Flower Fairy (Japan), Clever Break (Japan), Astro Boy (Japan), Black Cat Detective (China), Teenage Mutant Ninja Turtles (Japan), and Stuart Little (U.S.) (Lin, 2001). The participants of the survey only selected one Chinese cartoon from the twenty-six animation programs. A research group of Fudan University carried out an investigation in Beijing and Shanghai, which was on the theme of the favorite animation character among adolescent. The results showed that among the top ten favorite animation stars, the Japan and U.S. cartoon characters had an overwhelming advantage (Shi, 2006). Japanese and American animations were popular among the Post-80s and Post-90s generations. As China import these two countries' animations, their cultures also output to Chinese. Researchers claimed that the value orientation and ideology are different between China and these two countries. Additionally, they argued that the introduction of foreign animations brought negative impacts (Shi, 2006; Liu, 2012; Li, 2013). For individuals, American's personal heroism, individualism and Japan's Bushido spirit, militarism can change adolescents' values and characters (Xu, 2007; Liu, 2012; Li, 2013). For China's animation industry, it faces strong financial and influential impacts of foreign animation productions, resulting in the domestic animation market at a disadvantage (Chen, 2007; Li, 2013). In 2003, China's original animation productions were 29,000 minutes, however, the number of animations produced for overseas companies was 30,000 minutes.

In order to develop Chinese animation industry, SARFT promulgated a series of management measures and market regulations (SARFT, 2004). In 2004, SARFT carried out a policy to build China's animation broadcasting system. Firstly, SARFT increased China's animation broadcasting on the policy level. It suggested the provincial TV stations which have good economic conditions to set up

satellite animation channels. Provincial channels and capital city level channels should create animation broadcasting hours, and increase the amount of animation broadcasting time. Among all the TV channels, which have broadcasted animation, the domestic animations need to air no less than sixty percent every quarter. Secondly, SARFT provided a privilege for TV channels that broadcasted TV dramas and movies. SARFT approved TV channels which broadcasted domestic animations for 30 minutes during 17:00-19:00, could increase 30 seconds advertising time in the primetime (19:00-22:00); the channels broadcasted domestic animations for more than sixty minutes during 17:00-19:00, would have an extra 60 seconds ads time in the primetime. The revenue of primetime ads made these TV channels recognize the profit they could gain. This privilege stimulated TV channels to broadcast domestic animations. Thirdly, SARFT established a licensing system of domestic cartoons. Lastly, SARFT put forward regulations on strengthening the management of imported cartoons. The imported animations should be consistent with China's national circumstances and cultural traditions, reject vulgar content. The specified qualified animation agency assigned by the government can introduce foreign cartoons. The amount of its own produced programs needs to be equal to the proportion of introduced cartoons. For the agencies, which have no right to produce domestic animation, should not import foreign cartoons.

After a year, SARFT put forward a new rule to regulate foreign cartoons' broadcasting (China News, 2006). Since September 1st, 2006, all levels of television stations should not broadcast imported cartoons or air programs which introduce or display animation programs during 17:00-20:00. During this time period, all the television stations need to broadcast domestic animations. The channels for child and adolescent audiences should broadcast domestic animations or self-made children's programs. This regulation has not announced to the public on its official website but distributed to all levels of television stations.

Due to the shortage of children's programs, SARFT in 2005 introduced a suggestion on developing children's television productions. a) Radio and television institutions at all levels should produce suitable programs for children of all ages. The programs have to include informative, interesting, exploratory and educational content. b) Each level of television stations needs to fully exploit and use their own television program resources to relieve the shortage of children's programming. SARFT suggested that all the television stations could choose content from education, science, environmental protection, social topic programs and variety shows, movies, dramas, and games. These selected content need to choose from the programs that have been broadcasted on other television channels before. After selection, television stations need to re-edit and recombine these programs from adolescents' viewpoint, and highlight the characteristics of children's programs. c) CCTV Children's Channel and regional children's channels which have a long broadcasting history, could provide their program resources which have been re-edited, and sell at a low price to other children's channels. d) With the development of domestic animation productions in both quality and quantity, SARFT call for children's channels to increase domestic animations' broadcasting time (SARFT, 2005).

With the prosperity of the domestic animation market, SARFT published a notification on strengthening the management of broadcasting animations (SARFT, 2008). In the notification, SARFT emphasized the broadcasting ratio of domestic animations on television channels for children and adolescents. Since May 1st, 2008, all the television channels of each level television stations should not air imported cartoons or broadcast programs which introduce imported cartoons during 17:00-21:00. This time period has been prolonged for an hour comparing with the regulation put forward in 2006. Animation channels have to broadcast domestic cartoons during 17:00-21:00. During this time period (17:00-21:00), children's channels and other channels consider children and

adolescents as their audiences need to air domestic cartoons or self-made children's programs. Moreover, the proportion of domestic animations' daily broadcasting time should no less than seventy percent, and foreign animation should air no more than thirty percent.

2.2.2.2 Regulation and recommendation of children's program production

As we have mentioned in the previous section, SARFT put forward a series of policies to develop domestic cartoon market. Since 2004, the domestic cartoon market has been growing steadily. In order to strength cartoon quality, SARFT has introduced a licensing system and a recommended mechanism for domestic cartoons.

In 2004, SARFT established a licensing system of domestic cartoons. The cartoons produced by affiliated institutions of SARFT and its subordinate units need to apply their license to SARFT. Local animation production institutions should apply their cartoon licenses to provincial radio and television administration department (SARFT, 2004). For enhancing the quality of animations, SARFT issued a notification to each level's radio and television administration department. The outstanding domestic animations, which produced by companies under provincial jurisdiction, need to recommend by provincial radio and television administration department. High-quality animations produced by the affiliated institution of SARFT and troop system should recommend by its supervisor department. The recommendation of excellent domestic animations is four times a year. Each province and institute should recommend no more than three animation programs at a time. All the recommended animations are selected by SARFT, and the final result will be announced at the end of each quarter. The animations recommended by SARFT can enjoy a priority broadcasting right in children television channels, animation channels and other television channels (SARFT, 2005).

In 2013, SARFT had recommended forty-nine cartoons, and in 2014, it recommended forty-two cartoons[18]. The recommended cartoons of these two years came from Shanghai, Beijing, central institutions, Anhui, Jiangsu, Henan, Fujian, Guangdong, Zhejiang, Guangxi, Hunan, Tianjin, Hubei, and Shanxi (see Figure 2.4). Guangdong, Zhejiang, Jiangsu, Shanghai, and Beijing had obvious advantages in numbers.
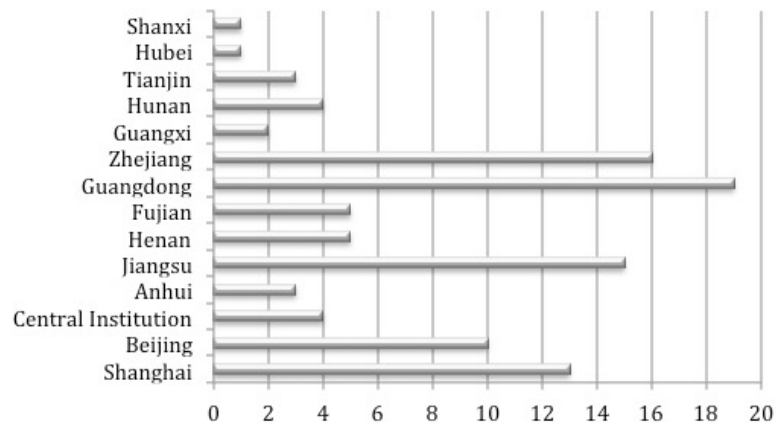
Figure 2.4 The amount of recommended animation of the year 2013 and 2014[19]

The recommended policy provides program resources for all levels of television stations. But it does not provide the suitable viewing age of each cartoon. Among these excellent cartoons, some have violence content and vulgar language. The content is not suitable for young children to watch or need to watch with parent's guidance. Take Pleasant Goat and Big Big Wolf－Happy Equation(喜羊羊和灰太狼-快乐方程式)series as an example, it was recommended in 2013 by Guangdong Province and had been broadcasted in CCTV-1. Happy Equation is a series of Pleasant Goat and Big Big Wolf (PGBBF). Domestic violence exists in lots of PGBBF episodes, the character Red Wolf (wife) always uses a pan to fight Grey Wolf (husband), and it can consider as a representative section of the whole story. Some researchers expressed their concern about PGBBF's violence content (Fang, 2011; Hang & Hu, 2014). In 2013, twenty animation production

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18 The author collected data from the website of SARFT and other documents published by SARFT, and analyzed the data of recommended animation productions in the year 2013 and 2014.
19 The author collected data from the website of SARFT and other documents published by SARFT, and analyzed the data of recommended animation productions in the year 2013 and 2014.

institutions jointly brought forward a proposal to stop produce violent and vulgar programs, for instance, PGBBF and Bear Haunt. Since there is no rating system for television programs or cartoons in China, government and social organizations can only appeal the corporate social responsibility or ban broadcasting inappropriate content on the screen.

Figure 2.5 A violence image of Bear Haunt－Special Purchases for Spring Festival (the 1st episode)[20]

2.2.3 Development of Chinese animation

As shown above, since 2004, China carried out policies to stimulate and develop China's animation industry. After ten years of control, China's domestic animation industry has been well developed. In this section, the author mainly analyzes the documents published by SARFT, and research papers on Chinese animations, and reviews Chinese animation development from data aspect.

2.2.3.1 Growth in numbers

Yan (2011) introduced the amount of China's animation productions from the year 2000 to 2010 (see table 2.2). Since 2004, China's animation productions had a steady increase. By the year 2010, the amount of animation productions reached 220,530 minutes. In 2012, after eight years increasing, China's

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[20] The production was recommended in the first quarter of 2014. This picture shows the bear wants to stop the man's sleigh, so they fight.

animation productions had a decline for the first time. This reduction continued in the following years (see table 2.2). These reductions can explain the outcomes of the new development planning introduced by China's Ministry of Culture (CMC). In July 2012, CMC carried out National Animation Industry Development Planning during China's 12th Five-year Plan Period. The Development Planning summarized the status of Chinese animation industry (CMC, 2012). CMC suggested that Chinese animation productions were huge in numbers, but lacked international influential works. Facing this kind of market situation, it claimed Chinese animation industry to enhance production quality, and maintain stable development. Specifically, by the end of China's 12th Five-year Plan in 2015, television animation annual output maintained at about 5,000 hours (30,000 minutes), and output of animated film remained at around thirty per year.

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Production (Minutes)	4689	8511	11392	12755	21819	42759	82326	101900	131042	171816	220530	261224	222938	204700	138496

Table 2.2 Chinese domestic animation productions (2000-2014)[21]

2.2.3.2 Themes of Chinese animation

Animation production institutions and companies need to do production filing before produce animations and have to report their themes to SARFT. SARFT counts these production records, and publish the statistical results on its website every month. From 2013 to 2015, Chinese animation themes mainly contain six types, including history, fairy tale, education, reality, science fiction and fantasy. During 2013-2015, the proportions of each theme were basically the same[22]. Among these types, fairy tale occupied around fifty percent of all animations

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[21]The author collected data from SARFT and other websites, and got the amount minutes of productions in 2011,2012, 2013 and 2014.
[22]The author collected and analyzed the announcements of cartoon production recording published by SARFT from the year 2013 to 2015.

each year. The second leading animation theme was education. But the amount of educational cartoon productions was reducing, and the proportion of educational cartoon has reduced since 2014. History theme animations have increased only a little since the year 2014. Science fiction and fantasy were the two lowest yield programs.
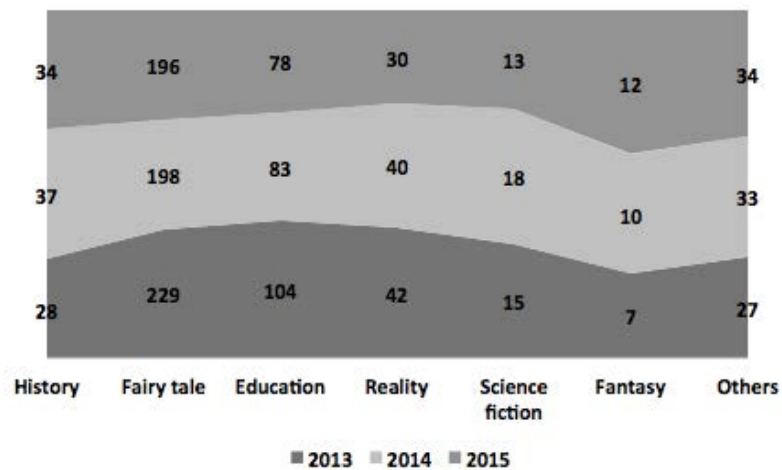
Figure 2.6 Cartoons filing to SARFT (2013- 2015)[23]

2.3 Factors Affecting Children's TV Viewing

Abundant of research has been conducted on children and television. It suggests that many factors affect children's television viewing, such as age, gender, race, family backgrounds, etc. However, the relationships between children and television can be varied in different societies and communities. In this section, the author selected some studies to give a brief introduction to some factors affect children's reception of television, including children's demographic characters, families and family members, peers, and other media usage.

2.3.1Children's demographic aspects

2.3.1.1 Age differences

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[23] The data was collected by the author from the website of SARFT and other websites which reproduced the SARFT's announcements. The original data was monthly report. The author collected all the monthly report in 2013,2014,and 2015,and analyzed the data.

Children show different preferences for television content in different ages. Some research indicated that younger children watched more educational and informational programs than older children (Jordan & Woodward, 1997; Calvert et al., 2001; Calvert, Kotler, Zehnder & Shockey, 2003). In 2013, Rideout and VJR Consulting conducted a research among American children aged 0 to 8 years old. In their research, among babies under 1-year-old, forty percent watched educational shows, twenty percent watched children's entertainment shows; in 2-4 years old age range, the rate of watching educational programs had a peak, and reached 76%; and the rate fall to 59% among children aged 5-8 years old, these children were most likely to watch children's entertainment shows (Rideout & VJR Consulting, 2013).

Some studies suggested that, compared with younger children, older children spent more time watching television. American children under eight years old spent around one hour (less than two hours) on watching television (Rideout, Hamel & Kaiser Family Kaiser Family, 2006; Rideout & VJR Consulting, 2013). Whereas the children and youth between 8 and 18, they spent an average of 4:29 hours watching television (Rideout, Foehr & Roberts, 2010). Rideout & VJR Consulting report (2015) has shown that American tweens (8-12 years old) spent less time on watching television than teens (13-18 years old). OFCOM (2016) reported that less percentage of British secondary school students (11-15 years old) watched live TV daily than primary school students (6-11 years old).

2.3.1.2 Gender factors

Some research suggested that the differences in television viewing length are not obvious between boys and girls. Especially for younger children, girls and boys watched equally the same amount of television (Rideout et al., 2006). However, Luecke-Aleksa, Anderson, Collins & Schmitt (1995) argued boys and girls had different content preferences. Boys were more likely to watch gender-oriented content. They showed strong preferences for television programs that feature

males (Huston, Wright, Rice, Kerkman, & St. Peters, 1990). Girls watched programs that featured boys as well as girls (Acuff & Reiher, 1997; Valkenburg & Cantor, 2000). Calvert et al. (2001) found that the programs featured female interest patterns and female characters won more attention of girl audiences. Some studies indicated that all the children were fond of programs featured social and emotional themes, but boys were more interested in the programs of entertainment based (Calvert et al., 2001; Calvert et al., 2003).

2.3.1.3 Race differences

Some studies found that the amounts of television viewing time were different among different race children. In 2006, Kaiser Family Foundation (KFF) conducted a survey about media using among children aged 6 or under. The results showed that African American (Black) children watched television for of 1:18 hours on average, Hispanic children watched eighteen minutes less than the African children, and the White children spent the shortest time on television, which was fifty-three minutes (Rideout et al., 2006). Another research on the children (and youth) between eight and eighteen years old confirmed that the White children watched less television than Black and Hispanic peers (Rideout et al., 2010). In their results, White young people spent 3:36 hours on watching television, whereas Black youth spent 5:54 hours and Hispanic spent 5:21 hours. In 2011, the findings of Rideout et al. (2006) and Rideout et al. (2010) were re-analyzed (Rideout, lauricella & Wartella, 2011). The results added the Asian children and young people as a comparison group (in the original data of 2010). Asian children watched 4:41 hours television per day on average, which was shorter than Blank and Hispanic peers. Among U.S. children between zero and eight, the television sets in Black and Hispanic families are left on all or most of the time, and more Black and Hispanic children have television sets in their bedrooms. It may lead children of these two racial groups to spend more time on television than the white children (Rideout & VJR Consulting, 2011, 2013).

2.3.2 Family influences

Some researchers argued that parents play important roles in shaping children's television viewing habits (e.g., Rideout & VJR Consulting, 2011). They considered that parents' television viewing preferences have strong influences on their children (Cullingford, 1984; Chen, Hu & Li, 2010; Bleakley, Jordan & Hennessy, 2013). This kind of influence is not only by controlling the time and content that children watch but also by sharing the style of watching television with their children. Besides, researchers suggested that social-economic status is also an effect factor of children's television viewing.

2.3.2.1 TV environment at home

Household television environment influence children's television viewing. Abundant of studies indicated that children had television sets in their bedrooms watched television for significantly longer hours than their peers (Rideout et al., 2006; Rideout et al., 2010; Haine et al., 2013; Strasburger, Wilson & Jordan, 2013). US researchers argued family income was negatively related to the ownership rate of children's bedroom television sets (e.g., Woodard & Girdina, 2000). Lower-income families were more likely to have television sets in their children's rooms (Rideout & VJR Consulting, 2011, 2013). Woodard & Girdina (2000) found that fifty-seven percent of single-parent households had television sets in children's bedrooms, whereas four-five percent children came from parents households. Children in the homes that television sets were often left on, watched more television than children in the households, which television sets were left on a little/none of the time (Rideout, Foehr & Roberts, 2010).

2.3.2.2 Socio-economic status of family

Some researchers suggested that family social-economic status directly affect children's television viewing (Woodard & Girdina, 2000; Evans, Jordan & Horner, 2011; Lacave, 2013). It found that television had different roles in different class

families. Television was a tool for entertainment for wealthy families; for middle-class family, television was an instrument for understanding the world; television meant a socializing tool for lower middle class families; and low class families considered television as a collaborator of parents, or children's companion (Lacave, 2013).

Some studies have found that parents had lower income or less educated were likely to watch more television. Lower educated and lower income parents were more likely to interact with their children during co-viewing. Children from lower class family spent more time on television as their parents did. In addition, the children from less well-off households watched more television than children from affluent families (Woodard & Girdina, 2000; Bleakley et al., 2011; Rideout & VJR Consulting, 2013). Furthermore, in the low-income families, television was the cheapest toy which could provide children free babysitting to keep children quiet when parents were busy (Evans et al., 2011); it was also a safe and affordable entertainment for children (Jordan, Hersey, McDivitt & Heitzler, 2006). Besides, educational television programs could equally provide children free educational opportunities, and lower-income parents may consider television as a costless educational tool for children (Baydar, Kağitçibaşi, Küntay & Gökşen, 2008). Moreover, approaches have indicated that children from single-parent households watched more television than two-parent families (Woodard & Girdina, 2000). It believed that the absence of parent/parents made children watch more television (Jin, 2013).

2.3.2.3 Parental rule for TV viewing

Lots of research have shown that parents had rules on their children's television viewing. Some parents had strict rules on children's television viewing content. They chose program for children and watched television together with children (Cullingford, 1984; Jin, 2013). Younger children's parents were more likely to make such rules than older children families (Rideout et al., 2010). However,

parents showed different attitudes toward the length of children's television viewing. Some parents did not care about how many hours their children spent on watching television, but they concerned about the television content that the children watching (Haines, et al., 2012). Other parents showed concern about longtime television viewing would bring problematic outcomes (Calvert & Kotler, 2003). Some studies suggested that, compared with lower educated peers, Chinese parents with higher educational background allowed their children to spend less time watching television (e.g., Jin, 2013). Rideout et al. (2010) indicated that the children had media rules at home spent obvious less time on media using than children whose parents did not control their media usage.

In addition, parent's mediation on children's television viewing was also related to family's social economic status. Lacave (2013) argued that fear of violating children's personal freedom was an important reason that there was no rules or bans on television in Spanish families. Parents would intervene when children consumed excess length or exposed to high erotic or violent content. Besides, the degree of intervention was different for families of different classes. Upper class family and lower class family parents had very low or no intention on imposing norms. For upper class families, they did not quite worry about children's exposing to television content, so they considered it was not necessary to impose norms. Lower income family parents expressed their main concern about children viewing violent content and advertising. Compared with upper and lower class, middle class and middle-lower class families had greater interventions, and these parents focused on if children watch erotic and violent content.

Parental rules on children's media usage have long existed in China. Chan & McNeal (2003) found fifty-eight percent of Chinese parents restricted children's television viewing content, and forty-six percent of parents placed restrictions on viewing time. Chinese urban parents were more likely to engage in instructive

and restrictive mediations of children's television viewing, while rural parents used co-viewing to control their television viewing more often (Sun, 2009).

2.3.2.4 Parents' TV tastes and viewing habits

Some research supported that parents' tastes on television affected children's television viewing taste. Cullingford's research (1984) showed that parents were not strict about their children's television viewing content, and viewing hours. They chose and regulated their children's television viewing by their own taste, rather than censorship.

> I can't watch Tom and Jerry when my dad wants the news on (girl, 8);
>
> It all depends if they are in good or bad mood (boy, 10);
>
> Good films, which she has seen and I haven't, that's what she stops me watching (boy, 11)… (Cullingford, 1984, p.16)

However, when these parents were asked if they had rules on children's television viewing, they gave the answer that they had strict rules and chose program for their children. Besides, parents' tastes on television affected children's television viewing and also the ways they talk about them.

Cartoons are a popular program type for children (especially the younger children). Studies suggested that many parents did not watch these programs with their children because it was parents' individual viewing habits that influenced their children's program viewing during co-viewing, not the children's (St.Peter, Fitch, Huston Wrigh & Eakins, 1991). Latest study indicated that compared with the time restrictions and co-viewing, parents' television viewing habits had more significant effects on children's television viewing (Bleakley et al., 2013). Besides, Zhang (2002, 2013) argued that in Chinese families, fathers and husbands were in powerful positions in family's television

viewing; and mothers and wives were at the bottom positions in the power structure of television viewing.

2.3.3 Other media usage

With the development of new media technologies, it changed not only the way of people communicate but also the leisure time activities. In some aspect, new media reduce children's television viewing time. But considering all the forms of television content as a whole, researchers believe that television is still a favorite media among children.

According to Bleakley et al. (2013), adolescents had computers with internet in their bedroom decreased their television viewing. Traditionally, Chinese children spent most of their leisure time on watching television (Chan & McNeal, 2006; Davey, 2008). In 2010, Chinese researcher Mei carried out a survey to assess the relationship between internet using and children's television viewing habits and analyzed the data from 600 children aged from 7 to 12 years old. In his study, Mei suggested that the impact of internet usage on children's television viewing has two aspects: a). Internet using reduced children's television viewing time (on traditional television sets); and b). Comparing with using traditional television, children preferred to use internet to watch programs. Mei also indicated there was no obvious evidence that children's internet usage would affect their television viewing content.

For the younger children (aged 0 to 8) in the U.S., the average television viewing length decreased from 1:09 (2011) to 0:57 (2013) per day (Rideout & VJR Consulting, 2013). During 2004-2009, the amount of time that the U.S. children (aged 8 to 18) spent on live TV (watch on traditional television sets) has decreased from 3:04(2004) to 2:29(2009) (Rideout et al., 2010). However, considering children's television viewing on other platforms or devices, television is still the leading medium in U.S. children's lives (Rideout et al., 2011). Since children's ownership rates of mobile phones and tablets increase rapidly,

they are more likely to watch programs on the devices that suit them best. According to BBC Trust report (2013), comparing with 2012, the request rate of BBC Children's on-demand content via BBC Iplayer has increased. From 2013-2015, UK children (aged 2 to 11) spent most of their media time on watching television, however, 12 to 15 years old children spent more time on using internet than watching television (OFCOM, 2013, 2014, 2015). From 2007 to 2013, television was the medium that UK children aged 5-15 years old said they would miss if it got taken away (OFCOM, 2013). But since 2014, television was no longer the most missed medium among children aged 12-15, among all other media, they would miss internet most (OFCOM, 2014, 2015).

2.3.4 Peer interpersonal communication

Watching television made children diminish their leisure time to do other activities, such as outdoors sport, peer interactions (Williams, 1986; Chen, 2010). Home and school are two main places of daily activities for children. Some studies suggested that peers had impacts on children's television viewing. Kampf & Hamo (2015) considered television as an available and shared culture source for children: "television was frequently mentioned during daily adult-free interactions; it could utilize for eliminating community boundaries; and it helped to promote peer learning, literature skills, cognitive, creativity" (pp. 480-481).

Research indicated that audience size did not influence an individual's enjoyment during watching television (Sapolsky & Zillmann, 1978). Rather, the specific verbal and nonverbal reactions of audience were relevant to enjoyment (Zillmann, Weaveer, Mundorf & Aust, 1986). Zillich (2014) argued that when participants in group viewing, verbal and nonverbal reactions did not affect audiences' core enjoyment. But in small groups of children, the content of television programs can provide topics of conversation for children among peers (Seiter, 1995). Television programs gave common interests for children and become interactive topics among peers (Chen, 2010; Rong, 2013). Watching the

same television program allows children to have a topic for chatting with their friends (Chen et al., 2010). Some children even watched television for the purposes of sharing program content with their friends (Huang, Wang, Li, Zhong & Tan, 2008).

2.4 Television Viewing and Children Development

2.4.1 Cognitive and school achievement

Television is an attractive tool to children. According to OFCOM reports, children (especially the younger children) would miss television most if it has been taken away (OFCOM, 2013, 2014, 2015). Lemish (2007) considered television as an informal education system, and she compared the differences between school and television from eight aspects, which included institutional goals, language, hierarchy, unity of time and place, compulsion, peers, activity, and delay of gratification.

Lemish (2007) suggested that the relationship between television viewing and children's school performance could summarize as four parts: "displacement, information processing, gratification, and stimulate interest" (p.77).

1.Displacement. Watching television displaces children's learning activities, including reading, doing homework (Koshal, Koshal & Gupta, 1996; Anderson, Huston, Schmitt, Linebarger, & Wright, 2001). The reduced learning time can lead children's bad school performance.

2.Information processing. Watching television need multiple forms of information processing. Watching educational programs could help children to improve their cognitive skills (such as vocabulary skill and number skill) and school readiness (Wright et al., 2001). Japanese researchers suggested that television viewing predicted higher spatial skill but lower linguistic skill (Omi, Hattori, & Sakamoto, 2010). They argued that with the development of new

technology, television programs nowadays needed more visual information processing than linguistic processing.

3.Gratification. Watching television provides viewers immediate satisfaction and emotional reactions. However, studying is a long-term activity, and need children's delay gratification abilities. Heavy television viewing children could not accept the delay gratification character of learning, so they easily get bored and generate negative attitudes toward learning (Lemish, 2007).

4.Simulate interest. Television may facilitate interest for children in their other activities (Anderson et al., 2001). Through watching television, children can broaden their eyesight, simulate interests, and will lead them to seek knowledge.

It has been indicated that children who frequently watch educational or informational programs, such as Sesame Street and Mister Roger's, had better school performance than infrequent viewers of E/I programs (Huston, Wright, Linebarger, & Schmitt, 2001). Besides, some researchers considered there was a "golden television viewing length" for children (Pang et al., 2014). In the report of Pang et al., (2014), they randomly chose nineteen thousands rural pupils, and they found that children who watched television between 0.5 hour and 1.5 hours had better school achievements than those watched television for less than 0.5 hour or more than 1.5 hours.

2.4.2 Pro-social behavior

Children are able to learn positive pro-social behaviors from television content as the same way they learn antisocial behaviors (Mares & Woodard, 2001; Lemish, 2007). The mechanisms are the same for children to absorb pro-social and antisocial television content (Mares & Woodard, 2005).

Some studies indicated that watching pro-social television could enhance children's pro-social behaviors in real life (Calvert & Kotler, 2003; Prot et al., 2014). In the US, several studies have carried out on the effects of viewing Mr.

Roger's Neighborhood (Huston et al., 2001; Fisch, 2004). Researchers suggested that, after watching the program, children's abilities of self-control and delay of gratification have been improved, and children also learned how to corporate with others and help others (Fisch, 2004, 2005).

In 2005, Mares and Woodard conducted a meta-analysis on the positive television content's effects on children's pro-social interactions. Their work was based on abundant of research papers, which themes were televisions (videos) and children's kindness, helping and altruism. They divided the outcomes of watching television into three variables: positive interaction (e.g., friendliness), altruism (such as sharing, donating, and offering help), and aggression. Their conclusion was that television has the power to foster positive social interactions (pro-social behavior) and reduce aggression. Watching positive pro-social television content could make people more helpful and tolerant (Mares & Woodard, 2005). Prot et al. (2014) carried out a two years longitudinal study. Their results demonstrated that pro-social media use could lead long-term pro-social behaviors. They believed that the short-time effects, which pro-social media can accumulate, would bring lasting changes in behavioral patterns and personality traits (Prot et al., 2014).

2.4.3 Violence and aggressive behavior

Some researchers believed television could bring children positive pro-social behaviors as well as bad influences. For instance, watching violent television content may enhance children's aggressive behaviors.

> Television is a rich resource for such learning, in general, and of violent
> behaviors, more specifically. Violent programs supply children with
> many ideas for specific acts of violence. They also teach viewers the
> functionality of violent behaviors: those that receive positive
> reinforcement (e.g., praise, a reward) versus those that are rejected

(e.g., Scolding, punishment). (Lemish, 2007, p.73)

As mentioned above, "mainstream psychology" researchers, especially the US researchers, have conducted numerous of studies from developmental psychology, social psychology respect of views on child audiences (Buckingham, 2008, p.96). Lots of research has shown that watching violent television content could improve children's aggressive behaviors (Jeffrey et al., 2002; Paik & Comstock.1994; Huesmann & Miller, 1994; Glymour, B., Glymour, C., & Glymour, M., 2008). The children who watched more violence television content or films could behave more violently and aggressively than those less exposed to violent content. Aran & Rodrigo (2013) summarized that four type of violence could exist in television programs, which included psychological violence, physical violence, verbal violence, and structural violence.

Huesmann, Moise-Titus, Podolski & Eron (2003) used longitudinal methods to examine the relationship between television violence and children's aggressive behaviors. In the study, Huesmann et al. (2003) concluded that childhood television violence viewing had positive correlations with adult aggression. Heavy violence viewing experience in the children's childhood could lead higher aggressive behavior when they grew up. Television violence viewing in the childhood predicts aggressive behavior for both male and female. Exposure to violent television content relates to adult aggression. Some researchers suggested that active media monitoring could indirectly associate with children's lower level of aggressive behaviors and higher level of pro-social behaviors (Padilla-Walker, Coyne & Collier, 2016; Linder & Werner, 2012).

2.4.4 Health issue and obesity

Some approaches have indicated watching television could increase the risk of children's obesity (e.g., Hernandez et al., 1999). On one hand, watching television may enhance children's energy intake. Children are likely to eat snacks during

their television viewing. Besides, watching television decreases their exercising time and very little energy is expended during watching television (Klesges, Shelton & Klesges, 1993). So it is easy for children to get overweight. On the other hand, food advertising on television affects children's food consumption. Most of these foods are unhealthy, and easily make children get fat. Parvanta, Nelson, Parvanta & Harner (2010) suggested that children which paid more attention to television commercial ads were more likely to buy and eat snacks than those did not care about television ads content. Besides, the result also showed that children's snacking behaviors did not relate to their television viewing frequency.

Moreover, some studies found that watching television increased children's energy intake, and this phenomenon existed even in the absence of food advertising (Marsh, Mhurchu, Jiang & Maddison, 2014). More television viewing hours predicts an increase in total energy intake (Wiecha et al., 2006; Manios et al., 2009; Fuller, Skouteris, Hardy & Halse, 2012). It indirectly increases snacks and unhealthy food intake (Wiecha et al., 2006). Although lots of research have indicated that children in lower-income families watched more television than wealthy peers (Woodard & Gridina, 2000; Bleakley et al. 2013; Rideout & VJR Consulting, 2013). Hernandez et al. (1999) suggested that the consumption of snacks while watch television also related to socioeconomic status. Compared with children from lower-class families, children in middle-class families were likely to consume more snacks. Children in lower-income families had a lower risk of obesity.

Numerous studies have attempted to explain the relationship between exposure to television advertising and children's obesity (Kashif, Ayyaz & Basharat, 2014; Lee, Kim, Lee, Yoon & Chung, 2014; Guran et al., 2010; Lewis & Hill, 1998). Data from research indicated that a big amount of advertisements broadcast on television are food advertising (Zhou et al., 2015; Lewis & Hill, 1998; Guran et al.,

2010). In addition, snacks and beverages ads account for a great proportion of television food ads. These food products are always high in sugar, salt, calorie and fat, but low in nutrition (Story & French, 2004; Guran et al., 2010). These food ads always target children and young audiences, since children and young people have a strong influence on families' purchase decisions (Boyland, Harrold, Kirkham & Halford, 2011; Story & French, 2004). High exposure to unhealthy food television advertising increases the risk of childhood obesity.

Chapter3 Methodology

3.1 Introduction

This chapter outlines the methodological approaches and research designs of this study. This chapter can be considered as a 'bridge', which connects the theoretical basis and the practical application. Moreover, it explains the research techniques that have been adopted in this study, by describing the research procedures and data analysis.

3.1.1 The initial research design

This study includes two phases: Phase 1 and Phase 2. The research approach of this study is mixed methods, which includes both quantitative and qualitative methods (a combination of both methods). Phase 1 adopted the quantitative technique, and Phase 2 followed qualitative method (see Figure 3.1).
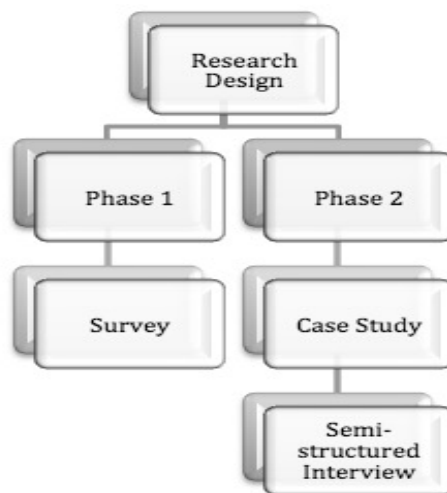
Figure 3.1 The chart of study design

In Phase 1, a questionnaire was used to collect data. Phase 1 describes and explains the television viewing habits of all Chongqing children, as well as comparing the similarities and differences in television viewing between each group of Chongqing children (urban, rural, and RLB children; Han, Tujia, and

Miao Ethnicity children). Phase 2 used multiple case studies to provide an in-depth explanation of children's television viewing. Case studies are typically suitable to answer 'how' or 'why' questions (Yin, 1994). Using multiple case studies is helpful for exploring the reasons that different children groups have for their television consumption.

3.1.2 Research paradigm

As illustrated above, questionnaires were the instrument utilized in the quantitative phase (Phase 1). In addition, a qualitative method (multiple case studies) was used to provide explanatory information and supplement the quantitative phase (Phase 2). The author adopts mixed methods in this study because the combination of both quantitative and qualitative methods can compensate for the shortcomings of each method, as well as provide a better explanation of the research questions.

> Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell, 2006, p.5)

> Having analyzed our definition, we now turn to examples of studies that closely fit our definition… A researcher collects data using a quantitative survey instrument and follows up with interviews with a

few individuals who participated in the survey to learn more detail about their survey responses. (Creswell, 2006, p.11)

Researchers use different approaches to classify and identify different types of mixed methods designs. In the *Hand Book of Mixed Methods in the Social and Behavioral Science*, it outlines nearly forty types of mixed methods designs (Tashakkori & Teddlie, 2003). In 2006, Creswell concluded four major types of mixed methods designs, which were the Triangulation Design, the Embedded Design, the Explanatory Design, and the Exploratory Design. Creswell (2014) classified mixed methods designs into three types of basic mixed methods, including the Convergent Parallel Mixed Methods, the Explanatory Sequential Mixed Methods, and the Exploratory Sequential Mixed Methods, and three kinds of advanced mixed methods designs, which contains the Embedded Mixed Methods, the Transformative Mixed Methods and the Multiphase Mixed Methods.
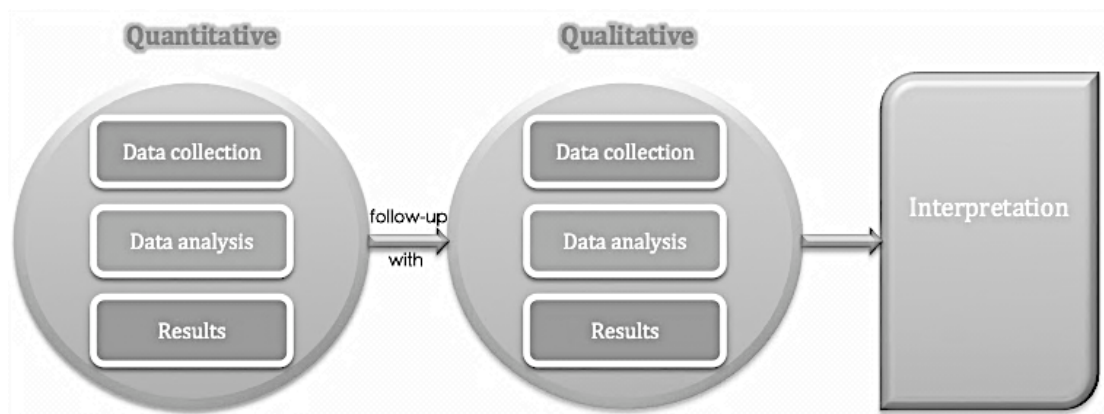
Figure 3.2 The chart of Explanatory Sequential Mixed Methods[24]

The mixed methods approach adopted in this study is the Explanatory Sequential Mixed Methods. This mixed methods design is a two-phased study (see figure 3.2). In Phase 1, a quantitative approach is employed to collect and analyze data. The quantitative results are then used to plan Phase 2 (qualitative) approach. The participants in Phase 2 are purposefully selected, and the qualitative

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[24] Figure from Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Creswell, 2014, p220).

interview is used and the questions are sometimes open-ended. The reason for adopting this research method is that, in this design, qualitative results (Phase 2) can provide details and help to explain the initial quantitative results (Phase 1).

The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants. The overall intent of this design is to have the qualitative data help explain in more details the initial quantitative results. (Creswell, 2014, p.224)

3.2 Phase 1

3.2.1 Research design of Phase 1

The method employed in this phase is quantitative. In order to know children's television viewing habits in Chongqing, a survey has been used to collect data. Before research design, the author gathered information of related topics to learn how previous studies were conducted. The U.S. non-profit organization Kaiser Family Foundation (KFF) has done a serious of studies on American children's television viewing and media usage. Their studies provide an overview of American children's household television environment and their television consumption. With the development of new media technology, the KFF involved children's other media usage in their surveys. Besides, UK's communication regulator OFCOM has conducted surveys about children's television viewing every year, and they compared the results and found the changes and trends in children's media using. The research reports conduct by OFCOM, provide detailed information on UK children's television viewing from various aspects. At the beginning of this century, some foreign researchers and HK researchers had conducted investigations about Chinese children's television viewing and other media using. Most of them compared the media ownership rate between urban and rural children.

This phase adopted three studies on children's television viewing, including 'Generation M2 Media in The Lives of 8 to 18 Year Olds' (Rideout & VJR Consulting, 2010), 'the Common Sense Census: Media Use by Tweens and Teens' (Rideout & VJR Consulting, 2015), and 'The Internet on Children's Viewing Habits and The Study on The Impact of Children's Program on Our Country's Construction' (Mei, 2010). The first two studies are large-scale, the U.S. national surveys which conducted by KFF, and are both representative and influential. These two surveys do not only measure children's television viewing but also involve children's other media usage. So they can provide reliable instruments for measure children's television viewing. The other study carried out by Mei, is also meaningful for this phase, since it is a China's domestic study, and can provide a reference for this research. The research design of this phase was mainly based on these three studies, but the author also made some changes and added some questions in the questionnaire to fit the research purpose of this study.

3.2.2 Justification of method

To answer Chongqing children's television viewing habits, questionnaires are used in this study to collect data. Questionnaires are the most widely used technique to obtain extensive data (e.g., Rideout & VJR Consulting, 2010). The author adopted questionnaires to collect data due to their natural advantages. As researchers have concluded, the advantages of questionnaires included two aspects:

a. Questionnaires are economic ways of collecting data. "Using questionnaires can save time, human and financial resources" (Kumar, 2014, p.181). Since they do not need to interview respondents and repeat questions to interviewees. When questionnaires are done, the investigator can send the questionnaires to potential respondents in multiple ways (e.g., on the internet, in a public place).

b. Questionnaires can be anonymous. "There is no face-to-face interaction

between respondents and interviewer" (Kumar, 2014, p.181). Comparing with interviews, questionnaires offer anonymity. If an interviewer asks sensitive questions in the face-to-face situation, respondents may provide false information or avoid to give answers when refers to sensitive questions. Questionnaires can make participants feel safe and reliable since most questionnaires are anonymous.

In this study, the survey was conducted in schools, and the form is the online questionnaire. The online questionnaire was commonly used in recent years, due to the media technology development. The online questionnaire tool (software) allows users to develop and publish their own questionnaires. The author utilized a well-known Chinese online questionnaire platform – Sojump. It allows users to create optional questions and mandatory questions, set logic skip, and mutually exclusive options in a question. The Sojump platform allows users to upload their own questionnaires, as well as create questionnaires on the website. Ordinary users can upload text format questionnaire, and business users can upload word document or text. Moreover, Sojump provides users some questionnaire templates. Users are free to use them and make changes based on these templates. When questionnaire design is finished, users can publish the questionnaire and a URL link and a QR (quick response) code will be generated.

3.2.3 Samples

As introduced in Chapter 1, RLB (rural left-behind) children have special parenting model. Most of them live with their grandparents, however, parts of rural residents at that age (the grandparents' generation) are not able to read and write. So it will be impossible for the author to collect data of the younger RLB children samples. Because younger children are not able to fully understand questions and answers or recognize each character in the questionnaire. Moreover, their grandparents cannot help them answer.

Due to this situation, the age range of children that the author expects is 11-14 years old (Aged 11-14). Since children's formal operational stage starts at around 11 years old (Inhelder & Piaget, 1958). At this stage, intelligence is demonstrated through the logical use of symbols related to the abstract concept (Piaget, 1972). In another way, children construct logic and formal thinking during this period. So the author believes the children of this age period can complete the questionnaire independently and do not have to rely on their parents or grandparents. Additionally, children of this age period are able to understand the questions and every single word in the questionnaire because they are higher grades primary school students or lower grades middle school students.

In this study, the participants were randomly chosen from two schools. One primary school was randomly chosen in Chongqing area, but the author carefully selected the other school. Since the special feature of Chinese ethnic minority groups' distribution: a small percentage of ethnic minority people live in Han area, most of the ethnic minority population inhabit in ethnic minority zones. Moreover, according to Compulsory Education Law of the People's Republic of China, children need to enroll in their nearby schools. Due to this situation, if the author randomly distributes questionnaires in one school, it may lead the author to get abundant of samples in one ethnic, but very few other ethnic samples, for instance, 100 Han ethnic children and 10 ethnic minority children. Tujia ethnic group and Miao ethnic group are the two main ethnic minority population in Chongqing area. This study would consider Tujia ethnic and Miao ethnic groups children as ethnic minority samples, and compare their television viewing habits with Han children. As a result, the author selected a middle school in an ethnic minority area. It is a school has both ethnic minority children and a certain percentage of Han children. Besides, in this school, the enrolled students are not only urban citizens but also rural residents.

Two hundred and forty-nine (N=249) children participated in this survey. As mentioned above, the ethnic minority children that the author intended to involve in the study were Tujia ethnic and Miao ethnic groups. Other ethnic group children needed to exclude in the results analysis. Among the participants, very few children (only two) were other ethnicities, which could also indicate Tujia and Miao are the main ethnic minorities in Chongqing. Besides ethnicity issue, some children (N=18) were not between 11 and 14 years old. So these eighteen questionnaires were considered as invalid answers and excluded in data analysis process. At last, the valid response was 231 (N=231).

Age	M= 12.8 SD=0.88		11 years old: 14(6%)		12 years old: 74(32%)		
			13 years old: 87(38%)		14 years old: 56(24%)		
Gender	Boys: 130 (56%)			Girls: 101 (44%)			
Ethnicity	Han: 88 (38%)		Tujia: 93 (40%)		Miao: 50 (22%)		
Urban-Rural	Urban: 144 (62%)		OR: 33 (15%)		RLB: 54(23%)		
Parents Income (Currency: Yuan)	Father	<1000 16 (7%)	1000-3000 56(24%)	3000-5000 43(18%)	5000- 7000 23(10%)	7000-10000 9(4%)	>10000 11(5%)
	Mother	<1000 24(10%)	1000-3000 64(28%)	3000-5000 47(20%)	5000-7000 16(7%)	70000-10000 2(1%)	>10000 7(3%)
Parents Educational Level	Father	Junior middle school and below 150(65%)	High school 54(23%)		University & College 23(10%)	Graduate school and above 4(2%)	
	Mother	Junior middle school and below 166(72%)	High school 46(20%)		University & College 15(6%)	Graduate school and above 4(2%)	

Table 3.1 Description of the survey samples

Note:
① 1 Yuan ≈ 0.13 Euro (May,2016)
② Of all the participants in the survey (n=231), 32% respondents did not know their fathers' income, and 31% children did not know their mothers' income.
③ In China, citizens have to receive nine-year (primary school and middle school) compulsory education, according to the Compulsory Education Law of China. After people graduate from middle school, if they want to continue their education, they need to pass entrance examinations at each levels. Middle school graduates have to pass the high school entrance examination, so they can go to high school. High school graduates have to take the National College Entrance Examination, only qualified students can enter college or university; university graduates have to participate entrance examination for postgraduate studies; and postgraduates have to pass the entrance examination, only qualified postgraduates can be PhD candidates.
④ Before 2002, China's higher education was at the stage of elite education, the Gross Enrollment Ratio (GER) of China was lower than 15% in higher education. By the year 2002, the GER had reached 15%, China's higher education has stepped into mass education stage (Ministry of Education Development Planning Division, 2011).

Among all the respondents, fifty-six percent were boys, and forty-four percent were girls. The three ethnic groups of children participated in the survey, including Han ethnicity children (38%), Tujia Ethnicity children (40%), and Miao Ethnicity children (22%). In terms of urban-rural division, there were 62%

urban children, and 38% rural children. Among the rural children, 39% were OR children, and 61% were RLB children.

The distributions of the fathers' income were, less than 1000 RMB (7%), 1000 to 3000RMB (24%), 3000 to 5000 RMB (18%), 5000 to 7000 RMB (10%), 7000 to 10000 RMB (4%), and more than 10000 RMB (5%). The mothers' income were, less than 1000 RMB (10%), 1000 to 3000 RMB (28%), 3000 to 5000 RMB (20%), 5000 to 7000 RMB (7%), 7000 to 10000 RMB (1%), and more than 10000 RMB (3%). Of all the participants, the distributions of fathers' educational level were: junior middle school graduates or lower degree (65%), high school graduates (23%), university and college graduates (10%), and postgraduates (2%); mother's educational background were, junior middle school graduates or lower degree (72%), high school graduates (20%), university or college graduates (6%), and postgraduates (2%).

3.2.4 Procedure
3.2.4.1 Questionnaires

Before the questionnaire design, several research papers and reports were selected and reviewed (e.g., Fedele, Garcia-Munoz & Pardo, 2015; OFCOM, 2015; Rideout & VJR Consulting, 2015). After reviewing these literatures, three of them have been chosen, which were KFF's report (2010, 2015) and Mei's doctoral dissertation (2010).

KFF's survey (2010) invited more than 2000 children and teenagers participants (aged 8-18). It did not only focus on young people's television uses, but also involved a wide range of media, including traditional media, electronic media, as well as new media. In addition to investigating young people's single medium usage, the researchers explored and measured their media multitasking as well. The questions that the survey addressed involved children and teens' media usage type, household media environment, time spent on each medium, new

media's role and how they have changed young people's media usage. Based on these questions, the researchers explored differences in media use habits of different genders, age groups, and ethnicities (Black, White, and Hispanic).

Mei (2010) put his emphasis on internet's influence on children's television viewing. The questions of his survey included the frequency of television viewing, time spent on television each day, the time period of television viewing on weekdays and weekends, and children's favorite program type. Mei differentiated the time period of television viewing on weekdays and weekends. He distinguished children's television viewing between weekdays and weekends because early research has indicated that Chinese children watch television at different time periods on weekdays and weekends.

KFF's report (2015) investigated the media use by American tweens and teens (aged 8-18). It is a nationwide survey, which is a continuation of the Generation M studies[25]. To obtain accurate information, questions on children's media using "in yesterday" had been asked in the survey. Besides, it differentiated media using between tweens (8-12), and teen (13-18), and their media usage for education and entertainment purpose. Form children's television viewing aspect, KFF's report (2015) compared children's television enjoyment by age, gender, race, family income, and parents' education background; and counted their television viewing time on different devices (e.g., live TV, time-shifted TV on television set).

Based on these three questionnaires, the author made some modification and proposed questions to fit the main purpose of this research. The amendments contain three aspects:

- Media type. KFF's 2010 survey asked a series of questions on video games, but only a little percentage of families in China own video game player or

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[25] From 1990-2010, the Kaiser Fmaily Foundation conducted a series of landmark studies, called the Generation M studies. It tracked media use among 8-to18-year olds. (Rideout & VJR Consulting, 2015, P.5)

handheld player. People prefer to play video games on mobile phones, tablets or computers. The author did not ask any questions related to video games, and also not consider it as an option of the questions. Instead, when mentioned video games, the author replaced it with play (computer, tablet, mobile) games.

- Weekdays & weekends and holidays & ordinary days. KFF's surveys respectively asked children's media using "in a typical day" and "in yesterday". However, Chinese children's media usages on weekdays and weekends are different, and also have differences in holidays (e.g., summer/ winter vacation.) and ordinary days. So in this survey, the author asked children's media using frequency and time consumption in the last month, and when referred to television viewing, the author mainly used 'in the last week' to instead of ' in a typical day'.

- Television viewing time period. KFF's 2010 questionnaire divided a day into three parts, which were morning (7:00 a.m. to noon), Afternoon (Noon to 6:00 p.m.), Evening (6:00 p.m. to midnight). Mei provided six items to answer children's television viewing time in his questionnaire, including after getting bed but before school, after noon recess, after class but before dinner, after dinner but before going to bed, during meals, and all of above or cannot tell. But he did not give the specific time to explain his items. According to Mei's time division, the author made a refinement. Seven options were provided for children to answer their television viewing time during weekdays, which were 6 a.m.-8 a.m. (after wake up but before school), 8 a.m.- 11 a.m. (morning class hours), 11 a.m.- 1 p.m. (noon recess and lunch time), 1 p.m.- 5 p.m. (afternoon class hours), 5 p.m.-8 p.m. (after class, dinner time, and it is also the period that the SARFT forbids to broadcast foreign cartoons), 8 p.m.- 10 p.m. (prime time), and 10 p.m.-6 a.m. (late night hours and early morning hours).

Besides, the author added some new questions in the questionnaire, such as

children's favorite television channels, children's favorite television programs, and attitudes toward foreign cartoon and children's television programs, etc.

Basic information & family background		9 items Age Gender Ethnicity School Rural or urban Left-behind or not Live with whom Parents (parent) educational level Parents (parent) income	
Main survey	Children's TV viewing & media usage (24 items)	Media ownership and household media environment	**3 items** **Media ownership** **TV viewing devices** **TV left on**
		Media using frequency and time consuming in a typical week	**1 items**
		Co-viewing	**3 items** **Companions** **Explain content or not** **Channel choosing**
		TV rule	**2 items** **TV viewing length** **TV viewing content**
		TV and food	**1 item**
		TV multitasking and other activities	**1 item**
		TV viewing frequency, length, and time period	**4 items** **TV viewing days** **TV viewing length in the last week (weekdays)** **TV viewing length in the last week (weekend)** **TV viewing period during weekdays**
		TV viewing preference	**5 items** **Favorite TV programs** **Mostly watched TV programs in the last week** **Cartoon viewing except for live TV** **Cartoon viewing preference** **Favorite children TV channel**
		Favorite programs and TV channels	**2 items**
		Friends and TV	**2 items** **Friends recommend TV program or not** **Watch program or not**
	Attitudes (10 items)	Children's channel and cartoon	**4 items**
		Chongqing local TV channel and program	**3 items**
		TV (video) on the Internet	**3 items**

Table 3.2 Items of the questionnaire

Finally, after integration and revision, forty-three questions were proposed. The questionnaire was entitled Chongqing Children's Television Viewing Habits. There were nine questions about basic information and children's family background, twenty-four items on children's television viewing and media usage,

and ten questions on attitudes.

3.2.4.2 Data collection

To collect data, two schools have been chosen. The author randomly chose one school (School A), and carefully selected the other (School B). School A is an urban primary school located in Yubei District. Most of the students come from Yubei district (the majority of students come from neighborhoods). School B is a junior high school in Qianjiang district (formerly known as Qianjiang Tujia and Miao Autonomous County). School B has not only urban students but also a great number of rural students.

In order to find student participants, the author contacted a teacher in each school. The teacher (Teacher W[26]) from School A is a Chinese teacher, who teaches higher grades Chinese course. Teacher X[27] is a teacher in School B. He teaches lower grades computer course. Firstly, the author talked to these two teachers and made a detailed introduction to the research and the survey. Secondly, the two teachers reviewed the questionnaire to ensure that the students could understand the meaning of each question and option. Finally, the two teachers agreed to distribute the questionnaire among their students.

Since the majority of students in School A are urban children, they have more chance to access the internet. So the author requested teacher W to introduce the survey and send the URL link of the questionnaire to his students. Teacher W told his students about the purpose of the survey and published the URL link and the QR code in the QQ[28] chat groups of his class. Teacher W asked his students who were interested in the survey to do the questionnaire on holidays.

The reason that the author invited Teacher X was to fulfill the needs of different sample types. Because rural households are usually less well-off than urban

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[26] The author uses 'teacher W' here, because 'W' is the initials of the teacher's surname.
[27] The author uses 'teacher X' here, because 'X' is the initials of the teacher's surname.
[28] QQ is a popular social chatting software in China.

families. So the rural children's internet contract rate may lower than their urban peers. If the author conducted the survey as it did in School A, it could miss a part of children (especially the rural children from poor families) samples. Due to that reason, the author talked with Teacher X to see whether it is possible to do the survey during his classes. Teacher X agreed with the author's idea, and he distributed the URL link through the Central Control System of the computer room during class and asked students to do the questionnaire in class.

3.2.5 Data analysis

The collected data was firstly presented by the questionnaire system. It provided a preliminary data overview to the author. Then the author used quantitative analysis software (Excel and SPSS 22) to produce diagrams, descriptive distribution to display the children's television viewing habits as a whole. Then according to different children groups (Urban vs. Rural, OR vs. RLB, Han vs. Tujia vs. Miao), the data were analyzed to compare the differences in television viewing habits among each children group, and generated descriptive chart and statistic as its output.

3.3 Phase 2

Phase 1 provides the television viewing habits of different children groups from the quantitative aspect. In Phase 2, the author intends to explore children's television viewing from qualitative ways. This phase can be considered as a supplement or an explanation of the Phase 1 study.

3.3.1 Research design of Phase 2

The method employed in this phase is qualitative. In this phase, the author use case study (multiple case studies) to show individual's television viewing habits. Yin (1994) summarized that there were three types of study best suitable to adopt case study method:

a). The type of research question: typically to answer questions like "how" or "why". b). Extent of control over behavioral events: when investigator has a little/no possibility to control the events. c). General circumstances of the phenomenon to be studied: contemporary phenomenon in a real-life content.[29]

With the usage of case study method in Phase 2 to provide explanations that why children have such television viewing habits. Moreover, to access children's television viewing habits, the semi-structured interview was adopted. Newton (2010) described that structured interviews were similar with questionnaires, and unstructured interviews were closer to observations. There are two reasons that the author chooses semi-structured interview: 1). The semi-structured interview can follow the author's research purpose (the interviewer can choose interview content, which he/she thinks worth talking). 2) The semi-structured interview can let the interviewee give their thoughts in their ways. Since semi-structured interviews are more 'open' than the structured interviews.

3.3.2 Semi-structured interview

The semi-structured interview in Phase 2 had two parts: the background information and the interview guide. The questions about the background information are similar to the first part of the questionnaire (Basic information & family background part) used in Phase 1. The interview guide was designed from eight aspects, including household TV environment, co-viewing, TV rules, TV and food, TV multitasking and other activities, media ownership and media preference, TV viewing and TV preference, and parents and peers. Fifty-two sub-questions were initially listed. But after interviewed a child, the author found that the interview questions were too many and too complex. So the author grouped these questions into twenty-four items. The author would add or subtract questions depending on the circumstances.

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[29] Retrieved from https://fba.aiub.edu/Files/Uploads/OPM110045.pdf.

The interviews were conducted in the online environment. Using China's famous chatting social software–QQ to chat with children separately. The conversation records have been saved automatically and could access the QQ system at any time.

Household TV environment	2 items
Co-viewing	2 items
TV-rules	2 items
TV and food	4 items
TV multitasking and other activities	1 item
Media ownership and media preference	4 items
TV viewing and TV preference	6 items
Parents and peers	3 items

Table 3.3 Items of the interview

3.3.3 Samples

Fifteen children participated the interview. Eight children came from the urban area, and seven children were from rural families. Among the rural children, three of them were OR children, and the other five were RLB children. The average age of these children was 12.33 (M=12.33). Sixty percent of the participants were boys (N=9), and forty percent were girls (N=6). In terms of children's ethnicity, the number of Han children, Tujia children, and Miao children were the same. Each ethnic group children was five (N=5). The author controlled the number of each ethnic group children. At first, the author randomly interviewed children. But after the number of children increased to ten, the author selected interviewees by their ethnicities. It is because the author intended to obtain sufficient data from each ethnic group, and avoid getting too much data from one ethnic group but missing the other's information.

Besides, the financial statuses of these families were different. The occupations of children's parents including vendor, construction worker, farmer, housewife, civil servant, businessman, doctor, and migrant worker, etc. When the author asked the children about the monthly income of their family, some children

replied they do not know. Maybe parts of the children were not willing to answer this question since the household income is a sensitive and privacy topic for Chinese. But it is well acknowledged that, in China, different jobs have very different incomes. So we can say that the family incomes of these families were not at the same level.

No.	Family location	Ethnicity	Gender	Age	Parent's occupation
1	Urban	Han	Boy	12	Father: Vendor Mother: Vendor
2		Miao	Girl	13	Father: Construction worker Mother: Store employee
3		Tujia	Boy	11	Father: Worker Mother: Housewife
4		Han	Boy	12	Father and mother: Farmer
5		Miao	Girl	12	Father: Businessman Mother: Beauty salon staff
6		Han	Boy	12	Father: Trader Mother: Trader
7		Tujia	Boy	13	Father: Civil servant Mother: Insurance salesman
8		Han	Boy	14	Father: Doctor Mother: Primary school teacher
9	Rural (OR)	Miao	Boy	12	Father: Forklift driver Mother: no fixed job
10		Miao	Boy	13	Father: Construction worker Mother: Housekeeping worker
11		Miao	Girl	12	Father: Installation worker Mother: Housewife
12	Rural (RLB)	Tujia	Girl	12	Father: Migrant worker Mother: No fixed job
13		Tujia	Boy	12	Father: Migrant worker Mother: Taxi driver
14		Tujia	Girl	12	Father: Migrant worker Mother: Vendor
15		Han	Girl	13	Father: Migrant worker Mother: Farmer

Table 3.4 Interviewees

As we mentioned in the introduction of this section, the qualitative exploration of the case study allows us to understand and explain the behavior of television consumption in very specific contexts. It can provide us in-depth information and help us to learn why children have such television using behaviors.

Chapter 4 Results of Phase 1

4.1 Introductions

In this chapter, the author intends to present the finding of Phase 1. The results of the quantitative part are based on the analysis of two hundred and thirty-one valid questionnaires. This chapter consists three parts. Firstly, the television viewing habits of Chongqing children will be illustrated from eleven aspects (see Table 3.2). Secondly, the author will distinguish children by their household location and their special characters; classify them as urban, and rural children (including OR and RLB children); compare the television viewing habits of urban and rural children, OR and RLB children respectively. Lastly, the television viewing habits of children will be present by their ethnicity differences (Han vs. Tujia vs. Miao children).

4.2 Television Viewing Habits of Chongqing Children

In this section, all the two hundred-thirty one children (questionnaires) will be considered as a whole. The television viewing habits of them will be explained from various aspects, such as media ownership, media using frequency, television rules, food consuming during television viewing, favorite television programs, and television channels, etc.

4.2.1 Media ownership and household media environment

Chongqing children's mobile ownership rate is extremely high. Up to seventy-five percent of children have their own mobiles (see Figure 4.1). Computers are at the second place of all the devices. Thirty-two percent of children own computers. It is uncommon for children in Chongqing to have televisions in bedrooms or have their own tablets. Although the majority of

Chongqing children have media devices, fifteen percent of children have no personal media device.
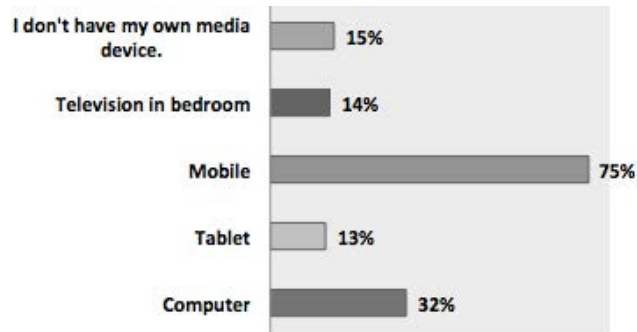
Figure 4.1 Media ownership

Most Chongqing children utilize television sets and mobiles to watch television (see Figure 4.2). Television sets are the most commonly used tools for Chongqing children to watch television programs. Sixty-one percent of children choose to watch programs on mobile phones. Thirty-six percent of children watch television programs by computers. Besides, thirteen percent of children use tablets to watch programs.
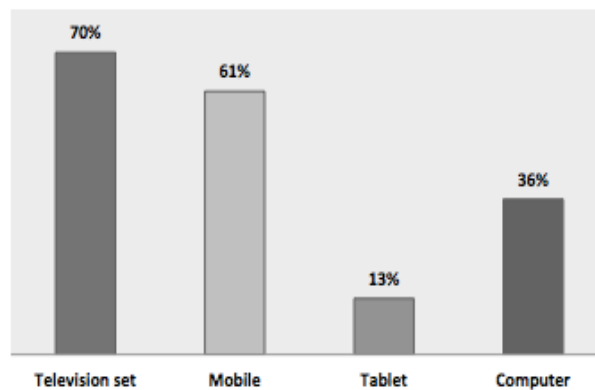
Figure 4.2 TV viewing devices

Over fifty percent of Chongqing families (58%) turn off their television sets when nobody is watching (see Figure 4.3). Some Chongqing children live in the homes where their television sets are left on as "background television", and these families accounted for forty-two percent.
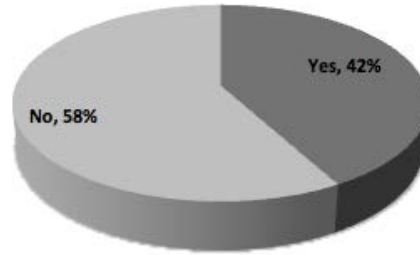
Figure 4.3 TV left on

4.2.2 Media using frequency and time consumption in a typical week

Media using frequency

In a typical week, Chongqing children spend limit time on media. On average, children read newspapers and magazines less than once a week, listen to the radio once a week; access the internet less than twice a week; and watch television twice in a typical week (see Table 4.1). Chongqing Children watch more television and use more internet, but they read less[30] and listen to less radio. Children's time spent with each medium per time includes television (125 minutes), internet (104 minutes), radio (12 minutes), newspaper and magazine (33 minutes).

	Minimum	Maximum	Mean	Std. Deviation
Television Days	0	7	2.18	1.711
Television hours	0	12	2.08	1.534
Internet Days	0	7	1.73	1.518
Internet Hours	0	15	2.46	2.710
Radio Days	0	7	.62	1.492
Radio Hours	0	4	.20	.494
Newspaper and magazine Days	0	7	1.06	1.673
Newspaper and magazine Hours	0	8	.55	.934

Table 4.1 Descriptive statistics

Time spent with each medium in a typical day

To access the average time children (children who use media) spend on different types of medium every day, the author excluded those children who did not use media at all (e.g., television viewing days=0), and used the formula below to

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[30] "Read less" means children read fewer newspapers and magazines, which refers to extracurricular reading material (课外读物) , not include textbooks. In China, children spend abundant of time on reading textbooks.

calculate children's time spent with each medium.

$$\text{Average time} = \sum_{i=1}^{n} (\text{days} * \text{hours}/7)_i / n$$

Chongqing children spend more time on the internet and television. The time they spend on radio, and newspapers and magazines are very limited. In a typical day, children spend an average of thirty-eight minutes on television, forty-six minutes on the internet, four minutes on the radio, and ten minutes on reading.
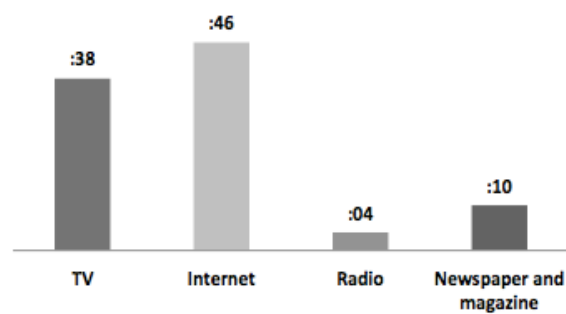
Figure 4.4 Media usage per day

4.2.3 Co-viewing

1. Companions

Most Chongqing children watch television with family members (see Figure 4.5). As the above result shows, a few Chongqing children have own televisions, and the majority of children utilize television sets for watching programs. So it is more likely for children to watch television with family members. However, a group of children usually watch television alone, and these children account for thirty-three percent.
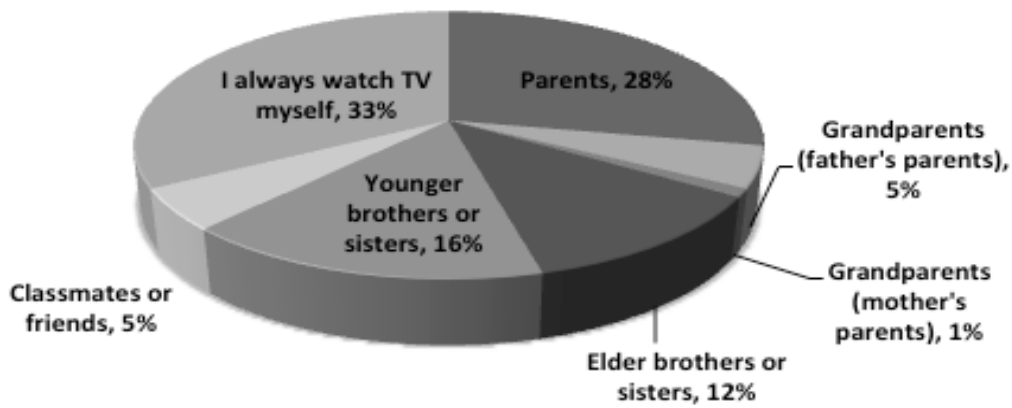
Figure 4.5 Children always watch television with

2.Explain content or not

It is an uncommon phenomenon that parents explain television content for children. It may because the participants in this study are "tweens", which are between late childhood and early adolescence. Only twenty-seven percent of children choose that parents or grandparents explain television content to them when they watch television together.
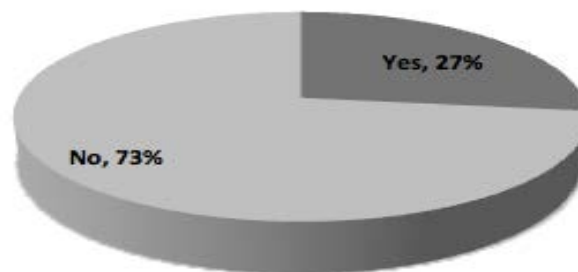
Figure 4.6 Explain content or not

3. Channel choosing

Parents are the main decision-makers in choosing television channels during co-viewing (see Figure 4.7). Children play important roles in channel choosing. Thirty-seven percent of children choose television channels their own. Grandparents rank third in television channel choosing. Thirteen percent of grandparents decide which channel to watch during co-viewing. Siblings are less influential on channel choosing, especially the elder brothers and sisters.
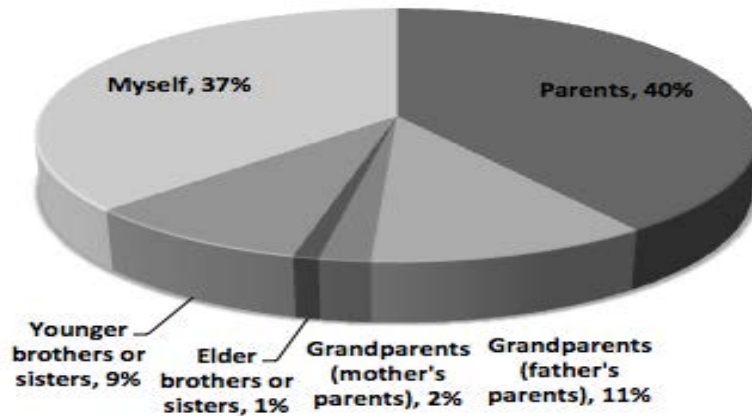
Figure 4.7 Channel choosing during co-viewing

4.2.4 TV rules

In most Chongqing families, parents and grandparents are more likely to regulate children's television viewing length, but they pay less attention to control television content. There is thirty-two percent of children answer that there is no regulation on television viewing length at home, whereas more than half of children's families have no rule on television viewing content.

1. TV viewing length

Mothers are the main rule makers on children's television viewing length (see Figure 4.8). Fifty-six percent of mothers have regulations on television viewing length. Fathers have more rules than grandparents. Forty-seven percent of fathers have rules on television viewing length. Additionally, twenty-seven percent of grandparents control their grandchildren's television viewing time.
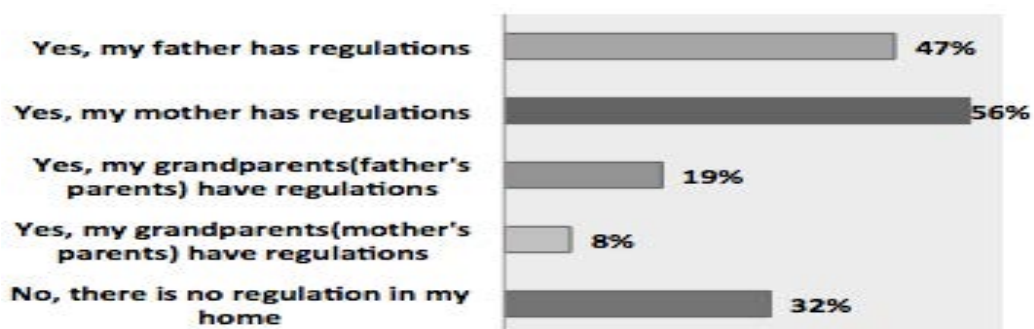
Figure 4.8 Regulations on TV viewing length

2. TV viewing content

When referring to the regulations on television content, more fathers have regulations than mothers (see Figure 4.9). However, more than half of children's families have no rule on viewing content. Forty percent of children's fathers regulate their television viewing content, and thirty-eight percent of mothers have rules on viewing content. Besides, eighteen percent of children choose that grandparents regulate their television viewing content.
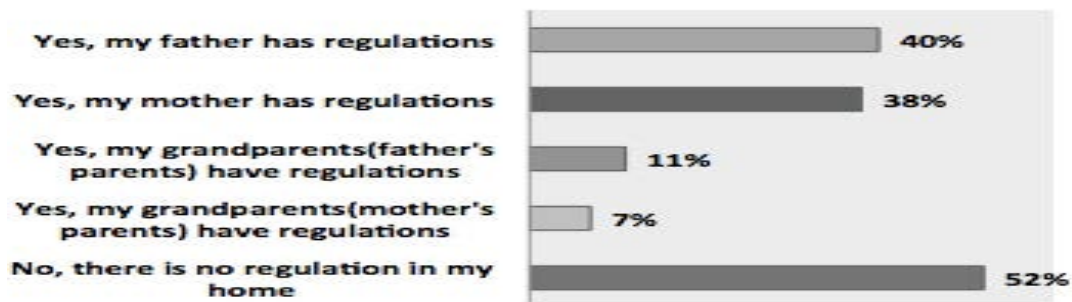
Figure 4.9 Regulations on TV viewing content

4.2.5 TV and food

Children are more likely to have meals or snacks while watching television. Only twenty-five percent of children have no food consumption experience during television viewing. It can be seen from Figure 4.10, snacks are the most popular food for Chongqing children when they watching television. Over half of children eat snacks while watching television. Twenty-nine percent of children watch television at breakfast. Twenty-nine percent of children watch television at lunch. Besides, thirty percent of children watch television while having dinner.
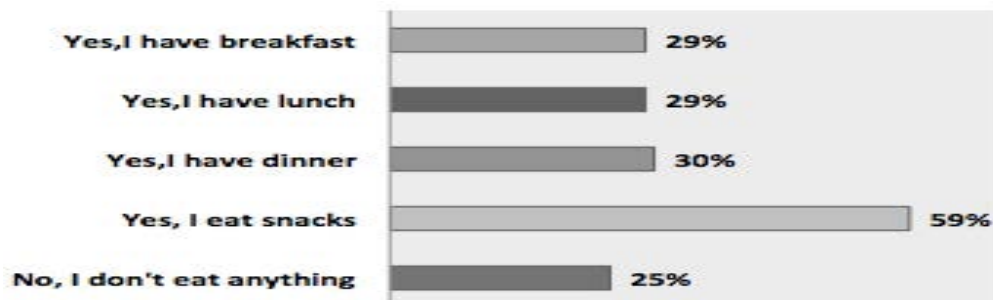
Figure 4.10 Food consumption while watching TV

4.2.6 TV multitasking and other activities

In addition to food consumption, a great proportion of children do other activities while watching television, such as do homework, chat on the internet and texting, play video games, etc. But some children do nothing during television viewing (See Figure 4.11). The children which have television multitasking experiences include, twenty-six percent of them play with their friends; twenty-two percent of them read books; thirty-six percent of them do homework, nine percent of children do sports; thirty-seven percent of them chat on the internet or texting; eleven of them browse web pages; forty-seven percent of them play (computer, tablet, mobile) games while watching television.
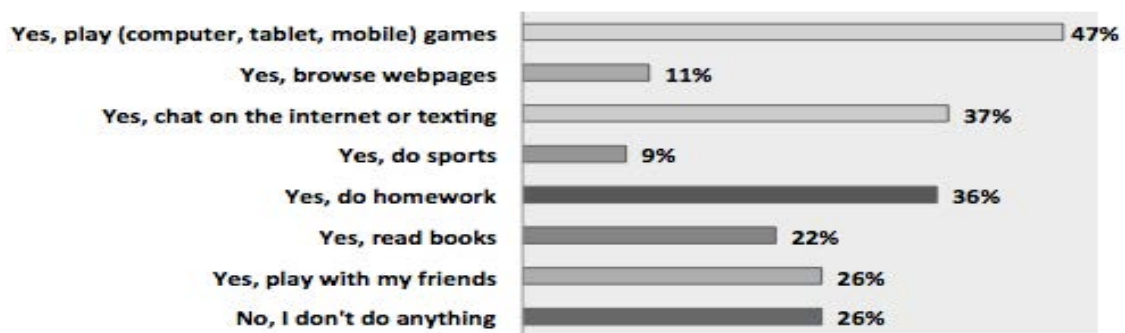
Figure 4.11 TV multitasking and other activities

4.2.7 Amount, frequency and time period of TV viewing

1. TV viewing days "in the last week"

When asking the question "which day (days) did you watch television in the last week", up to eighty-two percent of the participants answered that they watched television on the weekend (See Figure 4.12). Only seven percent of children watched television on weekdays "in the last week". Besides, eleven percent children watched television on both weekdays and the weekend.
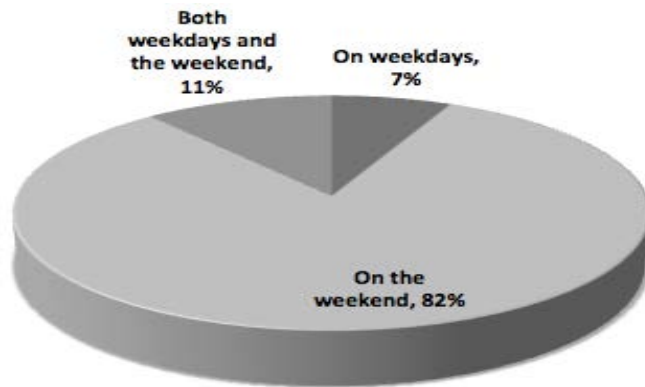
Figure 4.12 TV viewing days

2. TV viewing length in the last week

a. On weekdays

As mentioned above, the average time that children spent on television in a typical day is around forty minutes. It suggests, "in the last week", nearly half of children spent less than half hour on watching television on weekdays (see Figure 4.13).
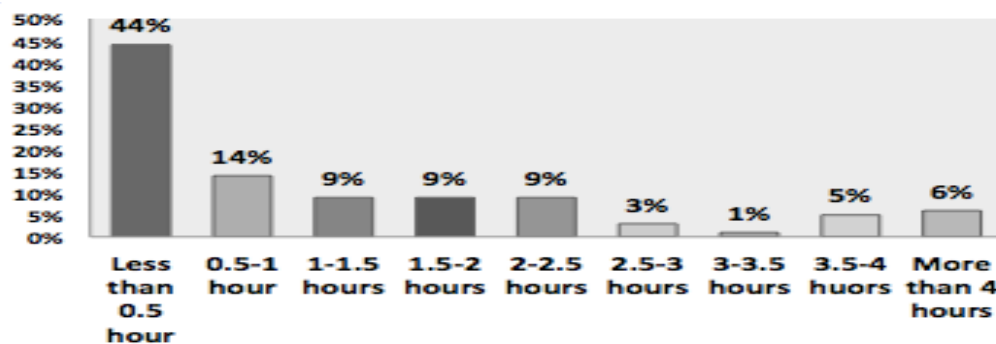
Figure 4.13 TV viewing on weekdays in the last week

Fourteen percent of children consumed 0.5-1 hour on television. The children consumed 1-1.5 hours, 1.5-2 hours, and 2-2.5 hours on television "in the last week" respectively accounts for nine percent. Three percent of children spent 2.5-3 hours on television viewing. One percent of the participants spent 3-3.5 hours on television. Five percent of children watched television for 3.5-4 hours every weekday. Although most children spent a limited time on television viewing, a minority of children answered they watched television more than 4

hours every weekday, and the proportion of these children is six percent.

b. On the weekend

The distributions of children's time spending on television are diversified on the weekend (see Figure 4.14). The percentages of children, which spent less than half an hour, 0.5-1 hour, and 1-1.5 hours on television, are the same, accounts for sixteen percent. Thirteen percent of children watched television for 1.5-2 hours. Ten percent of children spent 2-2.5 hours on television viewing. Ten percent of children watched television for 2.5-3 hours. Three percent of children spent 3-3.5 hours on television. Four percent of children used 3.5-4 hours to watch television. There was eleven percent of children watched televisions for more than 4 hours on the weekend (each day).
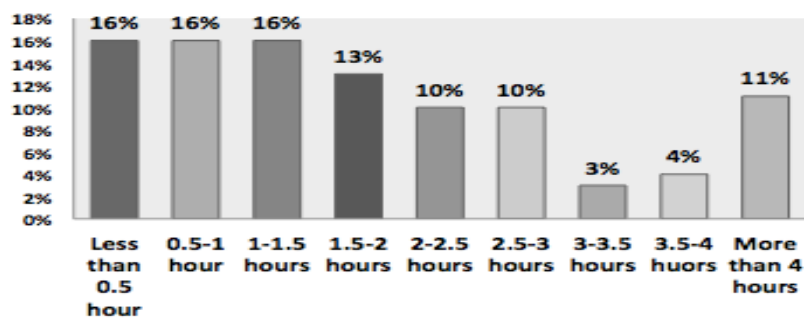
Figure 4.14 TV viewing on the last weekend

3. TV viewing periods in a typical weekday

In a typical week, over fifty percent of children only watch television on weekends (see Figure 4.15). For those who watch television on weekdays, the television viewing time periods concentrate in the afternoon session (1PM-8 PM) and the prime time (8 PM-10 PM). There are four percent of children watch television during 6AM-8AM; seven percent of children watch television during 8AM-11AM; nine percent of children watch television during 11AM-1PM, thirteen percent of children watch television during 1PM-5PM, thirteen percent of children watch television during 5PM-8PM, eighteen percent of children watch television during 8PM-10PM, and two percent of children watch television

during 10PM-6AM.
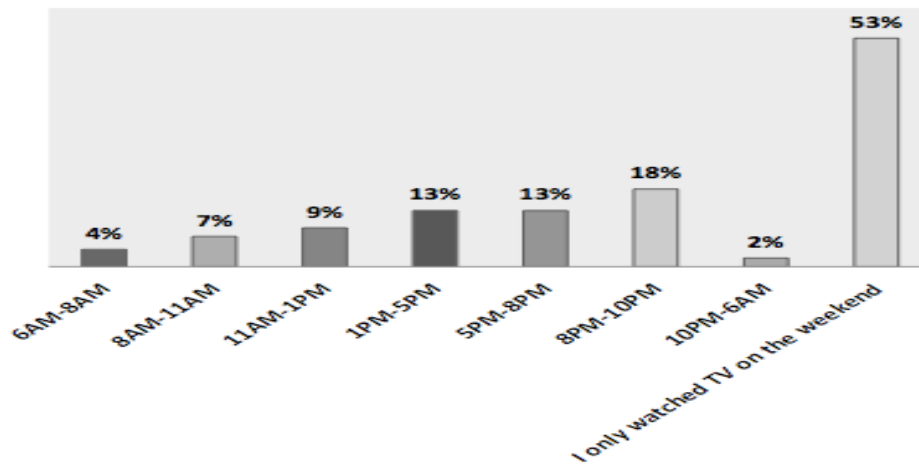
Figure 4.15 TV viewing time period on weekdays

4.2.8 TV viewing preferences

Favorite TV programs

Television dramas and entertainment shows are two popular television program types among Chongqing child audiences (see Figure 4.16). Fifty-seven percent of children choose that television dramas are their favorite programs. More than half of children prefer entertainment shows.
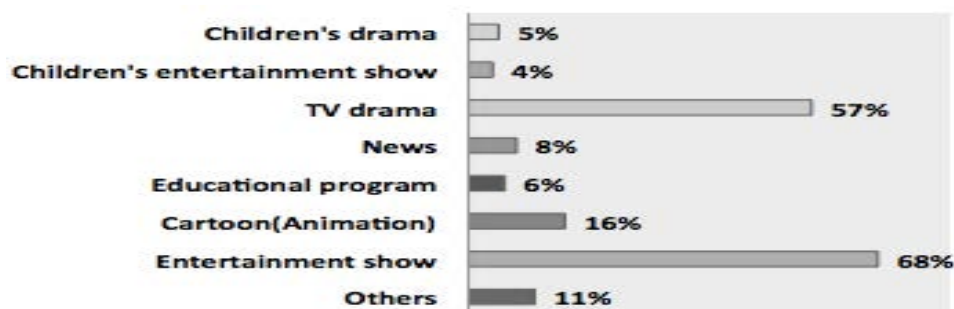
Figure 4.16 Favorite TV programs

A small percentage of children prefer children's dramas (5%) and children's entertainment shows (4%). The fans of news program occupy eight percent. Six percent of children's favorite programs are educational programs. Sixteen

percent of children are fond of cartoons (animations). Besides, eleven percent of children choose other television programs.

TV viewing preferences "in the last week"

Most Chongqing children watched entertainment shows and TV drams "in the last week"(see Figure 4.17). Nearly half of children watched entertainment shows. Thirty-six percent of children watched TV dramas. Although most children watched TV dramas and entertainment shows, which were designed for general audiences. A small percentage of children watched children programs (children's TV dramas and entertainment shows). Two percent of children watched the news very often "in the last week". Only one percent of children watched educational programs most of the time "in the last week". Eight percent of children watched cartoons (animations). In addition, six percent of children watched other programs.
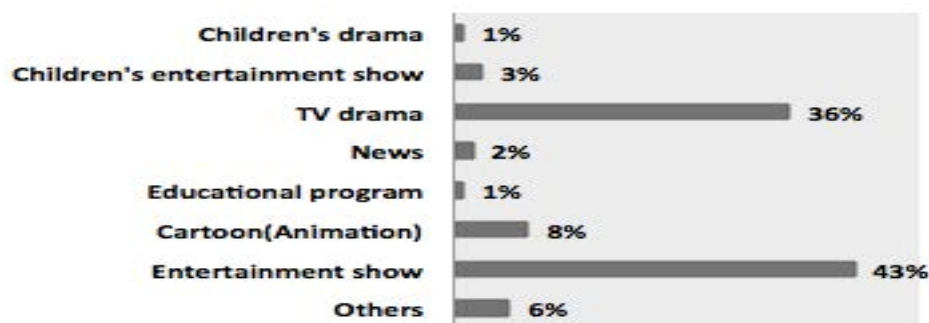
Figure 4.17 Program viewing preferences

Cartoon viewing

Most children choose, apart from watching cartoons (animations) on live TV, they often watch cartoon online (see Figure 4.18). The internet is the most frequent tool for children to watch cartoons. More than half of children often watch cartoons on the internet. Twenty-three percent of children view cartoon through reading comic magazines or books. Movies are another option for children to watch cartoons, nineteen percent of children usually watch cartoons in the cinema. In addition, twenty-five percent of children only watch cartoons
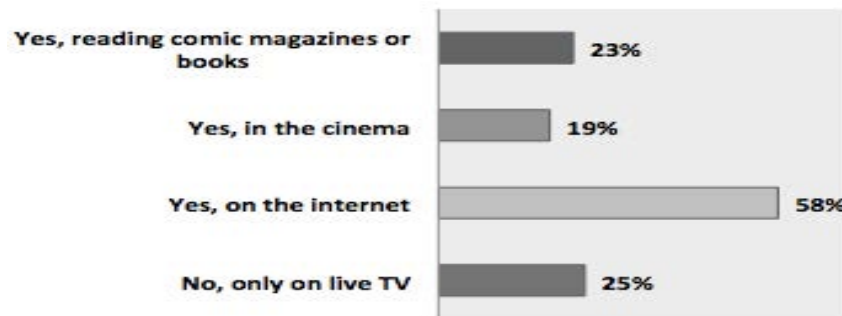
on live TV.

Figure 4.18 Cartoon viewing except for live TV

Cartoon preferences

Chinese cartoons (animations) are the most popular cartoon (animation) productions among Chongqing children. Nearly half of the children are fond of Chinese domestic cartoons (animations). Thirty-five percent of children are Japanese cartoon (animation) fans. Moreover, fourteen percent of children like to watch American cartoons (animations).
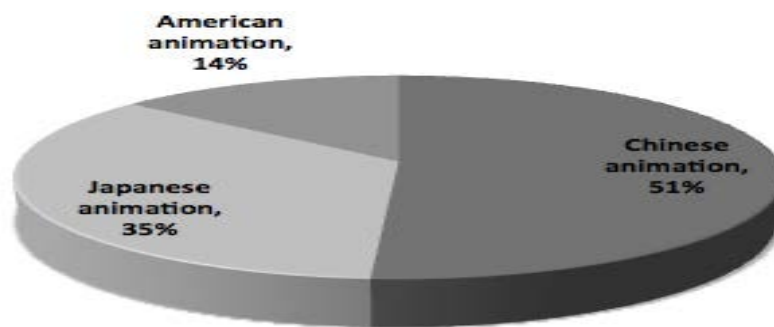
Figure 4.19 Cartoon (animation) viewing preference

Favorite children's TV channels

CCTV-14 and Kaku Children Channel are two favorite television channels among Chongqing children (see Figure 4.20). These two channels share the same rate of fans, which is eighteen percent. The proportion of children who prefer Jinying Aniworld Channel is sixteen percent. Five percent of children are fond of CQTV Children Channel (the local children television channel in Chongqing area). Five

percent of children prefer Toonmax Channel.
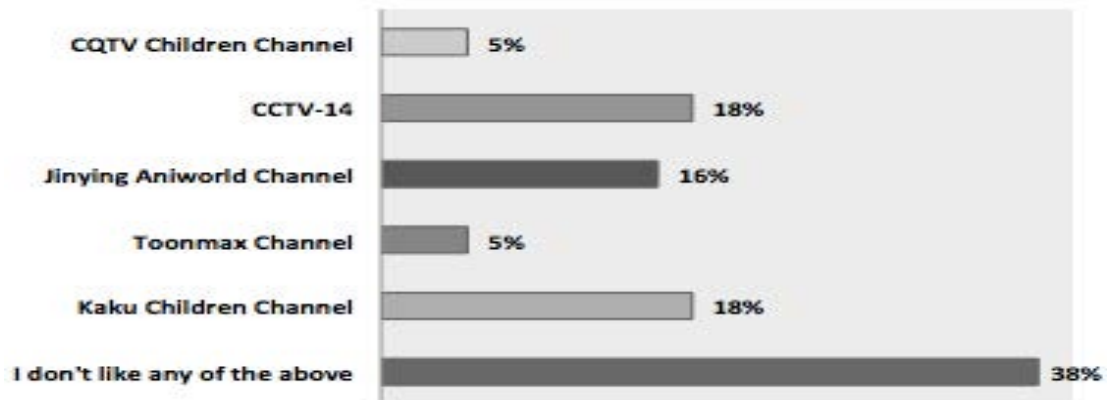
Figure 4.20 Favorite children's channel

4.2.9 Favorite programs and TV channels

In the survey, two questions are proposed to learn children's favorite channels and programs. In each question, the author permits children to illustrate two items. It shows that children have mentioned 108 different television programs and 21 television channels (including online channels/platforms).

4.2.9.1 Current favorite programs

1. TV programs classify by countries
Children's favorite programs are produced by China, Japan, Korea, UK, US (see Figure 4.21). Most of the programs are Chinese domestic productions. Japanese television programs rank second. They occupy six percent of all the programs. American television programs account for four percent. Two percent of programs are Korean television programs. There is only one child mentioned a British television program as his/her favorite program.
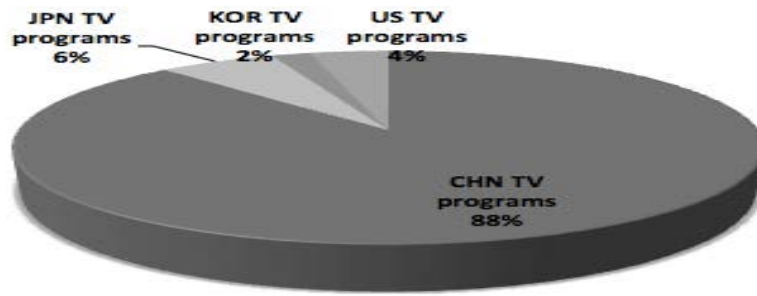
Figure 4.21 TV programs by country[31]

Chinese programs

Of all the Chinese television programs, children's favorite programs are entertainment shows. The second most popular program type is TV drama. It is consistent with the previous finding shown in 4.2.8. Cartoons are another popular type of programs. However, children rarely mention Chinese movies, educational program, documentary, leisure, and sports programs (see Figure 4.22).
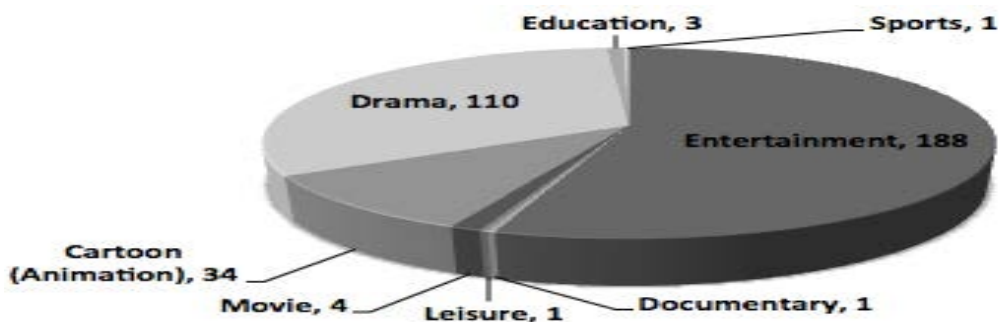
Figure 4.22 Favorite CHN TV program types

Foreign programs

Only a small proportion of television programs are foreign productions. The foreign programs have been mentioned in total forty-four times. Table 4.2 provides the distribution of popular foreign programs among children. Cartoon (animation) is the only type of Japanese programs that children prefer to watch. In the meantime, Japanese cartoons are the favorite foreign programs among

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[31] There was one child reported he (she) like a UK TV show.

Chongqing children. The popular Korean television programs are cartoons and TV dramas. Only one British drama has been mentioned. The popular American television programs among children are diverse. The program types include cartoons, sports, movies and TV dramas.

No.	Country	Type of program	Amount
1	JPN	Cartoon	22
2	KOR	Cartoon	2
3	KOR	TV Drama	5
4	UK	TV Drama	1
5	US	Cartoon	7
6	US	Sport	2
7	US	Movie	4
8	US	TV Drama	1

Table 4.2 Foreign programs

2.TV programs classify into different categories

Considering all the television programs, we can notice that entertainment programs are the favorite television programs among Chongqing children (see Figure 4.23). TV dramas ranks the second. Cartoons have a certain percent of fans. In addition, only a few children prefer other television programs, including movies, sports, leisure, documentary, and educational programs.
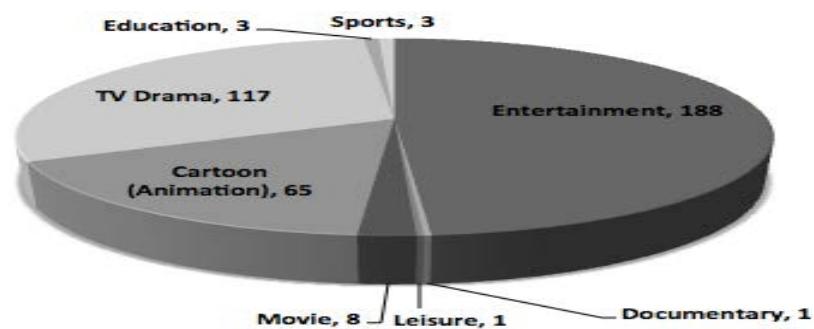
Figure 4.23 All the programs

4.2.9.2 Current favorite TV channels

1. All the TV channels

Children have mentioned in total eighteen television channels and three online

channels/platforms. The traditional television channels include CCTV[32], Dragon TV, Hunan TV, Jiangsu TV, Zhejiang TV, Anhui TV, Henan TV, Jiangxi TV, Guangdong TV, Hubei TV, Chongqing TV, Chongqing TV Fashion, Shandong TV, Shanxi TV, Jinying Aniworld TV, Kaku Children, Toonmax TV, and CQTV Children. The online video platforms are LeTV[33], Youku[34], and Tudou[35]. Hunan TV has the largest number of fans. It has almost twice as many audiences as children's second favorite channel. In addition, Hunan TV Channel, CCTV (including all its sub-channels) and Zhejiang TV Channel have significant advantages in the number of audiences than the other channels.

Channel Name	Amount
CCTV	79
Dragon TV	8
Hunan TV	145
Jiangsu TV	9
Zhejiang TV	76
Anhui TV	6
Henan TV	1
Jiangxi TV	2
Guangdong TV	2
Hubei TV	1
Chongqing TV	12
Chongqing TV Fashion	2
Shandong TV	1
Shanxi TV	1
Jinying Aniworld TV	16
Kaku Children TV	14
Toonmax TV	1
CQTV Children	3
Online TV Platforms	3

Table 4.3 All the TV channels

As we can see from Table 4.3, one hundred and forty-five children consider Hunan TV Channel is one of their favorite TV channels. Children have mentioned CCTV for 79 times, but this number is the amount of all its sub TV channels, which belong to CCTV. So it is hard to say that CCTV is children's second favorite TV channel. In addition, seventy-six children believe Zhejiang TV is one of the best TV channels. Chongqing TV Channel, Jinying Aniworld Channel, Kaku Children Channel are mentioned more than ten times respectively. The rest of TV

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[32]The word 'CCTV' here is as a generic term, it presents all the CCTV channels. Since some children told in the survey they like CCTV, but they did not specifywhich CCTV channel they like. The author will provide detailed description on this topic in the end of this section (4.2.9.2).

[33] LeTV is a China's online TV platform. Its website is http://tv.le.com.

[34] Youku is a China's online TV platform. Its website is http://www.youku.com.

[35] Tudou is a China's online TV platform. Its website is http://www.tudou.com.

channels are mentioned only a few times.

2. Children TV channels and other TV channels

As mentioned above, children have mentioned twenty-one television channels altogether. They are more likely to watch other television channels rather than children television channels. From Figure 4.24, we can notice that only thirteen percent of television channels are children television channels. However, up to eighty-seven percent of television channels are other channels.
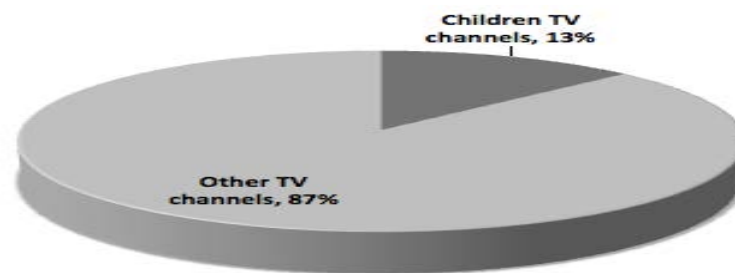
Figure 4.24 Children's TV channels and other TV channels

3. Children TV channels

Only thirteen percent of children's favorite channels are children TV channels (see Figure 4.25). The channels include CCTV-14, Jinying Aniworld Channel, Kaku Children Channel, Toonmax Channel, and CQTV Children Channel. Among these channels, CCTV-14 has thirty-two percent of advocators; Jinying Aniworld shares the same rate of loyal audiences with CCTV-14, which is also thirty-two percent; the proportion of Kaku Children Channel's fans is twenty-eight percent; Toonmax Channels only own two percent of audiences; and the supporter of CQTV Children Channel account for six percent.
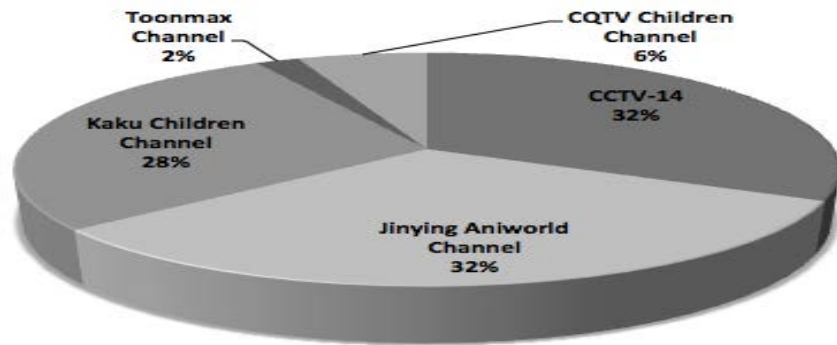
Figure 4.25 Children's TV channels

4. CCTV channels

Children have mentioned CCTV as favorite TV channels for seventy-nine times (see Table 4.3). In that section, we consider all the CCTV channels as a whole, because some children do not provide a specific channel's name (such as CCTV-1, CCTV-6, CCTV-7, etc.). In this part, we will analyze the components of children's favorite CCTV channels.
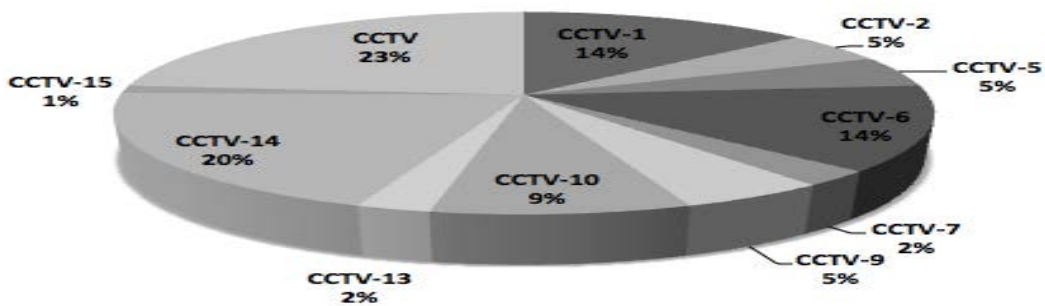
Figure 4.26 CCTV channels

From Figure 4.26, we can find that twenty-four percent of children are fond of CCTV, but they have not clearly provided the name of sub-channels. Children have illustrated ten CCTV sub-channels, which are CCTV-1, CCTV-2, CCTV-5, CCTV-6, CCTV-7, CCTV-9, CCTV-10, CCTV-13, CCTV-14, and CCTV-15. Of all these CCTV sub-channels, CCTV-14 (CCTV Children's Channel) is the most popular sub-channel among child audiences. CCTV-1 and CCTV-6 (CCTV Movie Channel) are the second popular sub-channels, their percentage are both 14%. Nine

percent of children are the fans of CCTV-10. Moreover, other sub-channels enjoy very small proportions of loyal audiences.

4.2.10 Friends and TV

This section explains the interpersonal relationship and children's television viewing. Family members, teachers, friends, are three groups of people that children contact most often in their daily life. Based on document analysis, the author finds that friends have an important impact on children's television viewing content. So the author designs two questions on friend's recommendations and children's television viewing.

The result shows that introducing television programs to friends is a common phenomenon among Chongqing children. Up to ninety-one percent of children's friends have recommended television programs. Only nine percent of children have no such experience. Among those children who have been recommended television programs, most of them watch the programs. Besides, only sixteen percent of children ignore the recommended television programs.

4.2.11 Attitudes

Ten questions are proposed to explore children's attitudes toward children TV channels, cartoons, Chongqing local TV channels, live TV and online TV. Using five-point Likert scale to record the responses. The five point scale ranging is from Definitely Disagree to Definitely Disagree, which includes Definitely Disagree (1), Slightly Disagree (2), Neutral (3), Slightly Agree (4), and Definitely Agree (5)[36].

Attitudes toward children television channels and cartoons

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[36] Bertram,D.(2006). Likert Scales… are the meaning of life, CPSC 681-Topic Report, pp.1-10. Retrieved from: http://poincare.matf.bg.ac.rs/~kristina/topic-dane-likert.pdf.

The mean score of the item "comparing with cartoons, I like TV dramas or entertainment programs better" is between "neutral" and "slightly agree". The mean scores of "comparing with Chinese domestic cartoons, I like foreign cartoons better", "I think cartoons are childish" and "I like the programs broadcast on CCTV-14" are between "slightly disagree" and "neutral".

Items	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean
Compared with Chinese domestic cartoons, I like foreign cartoons better.	34(15%)	39(17%)	107(46%)	24(10%)	27(12%)	2.87
Compared with cartoons, I like TV drama or entertainment programs better.	22(9%)	20(9%)	64(28%)	45(19%)	80(35%)	3.61
I think cartoons are childish.	34(15%)	44(19%)	101(44%)	28(12%)	24(10%)	2.84
I like the programs broadcast on CCTV-14	45(20%)	44(19%)	98(42%)	32(14%)	12(5%)	2.66

Table 4.4 children's attitudes toward children's television channels and cartoons

Attitudes toward Chongqing local television channels and programs

The mean scores of items "I like the programs broadcast on CQTV Children Channel", "Compared with other provincial television channels, I like Chongqing local channels better", "Compared with mandarin television programs, I like Chongqing dialect program better", are between "slightly disagree" and "neutral".

Items	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean
I like the programs broadcast on CQTV Children Channel.	45(19%)	48(21%)	95(41%)	30(13%)	13(6%)	2.65
Compared with other provincial television channels, I like Chongqing local channels better.	47(20%)	46(20%)	97(42%)	17(7%)	24(10%)	2.68
Compared with mandarin television programs, I like Chongqing dialect program better.	45(19%)	44(19%)	99(43%)	20(9%)	23(10%)	2.71

Table 4.5 children's attitudes toward Chongqing local channels and programs

Attitudes toward online TV and live TV

The mean scores of items "compared with watching live TV, I like watching television programs on the internet", "I like watching programs on the internet, because there are more programs online", "I like watching television online,

because I can watch any program at anytime I like" are between "neutral" and "slightly agree".

Items	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean
Compared with watching live TV, I like watching TV programs on the internet.	20(9%)	20(13%)	102(44%)	31(13%)	48(21%)	3.25
I like watching programs on the internet, because there are more programs online.	22(10%)	27(12%)	85(37%)	38(16%)	59(25%)	3.37
I like watching TV online, because I can watch any program at anytime I like.	17(7%)	20(9%)	75(33%)	45(19%)	74(32%)	3.6

Table 4.6 attitudes toward online TV and live TV

4.3 Urban and Rural Children

4.3.1 Media ownership and household TV environment

Media ownership

Urban children's media ownership is higher than rural children (see Figure 4.27). Significantly more proportion of urban children has computers than rural children (t=2.18, two-tailed $p<0.05$). H11 is supported. Comparing the media ownership between urban and rural children, it can be found that mobile phones are popular among children. Both urban and rural children have very high mobile ownership rate.
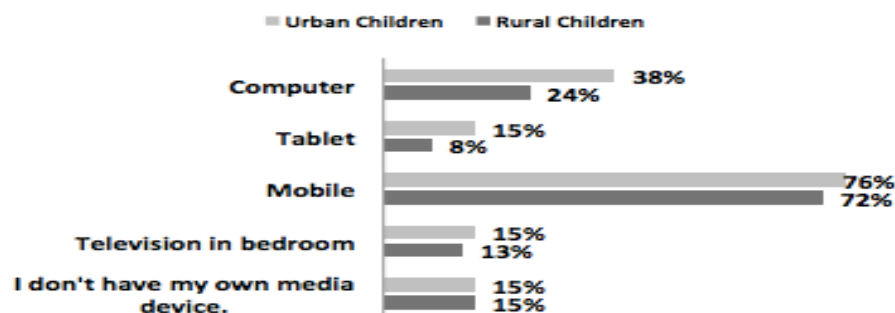
Figure 4.27 Urban and rural children's media ownership rate

Only fifteen percent of urban children have no personal media device. Most of the urban children have mobiles. There were thirty-eight percent of urban children have computers. The ownership rates of television sets and tablets are

low. Rural children's mobile ownership rate is much higher than other media devices. Twenty-four percent of rural children have their own computers; thirteen percent of rural children have television sets in their own rooms; only eight percent of rural children have their tablets. Besides, fifteen percent of rural children have no own media device.

TV viewing devices

Both urban and rural children are fond of watching television programs on television sets (see Figure 4.28). But the differences in other television viewing devices between urban and rural children are significant, including mobile (t=-2.07, two-tailed p<0.05), tablet (t=3.02, two-tailed p<0.01), and computer (t=2.73, two-tailed p<0.01). H12 is supported.
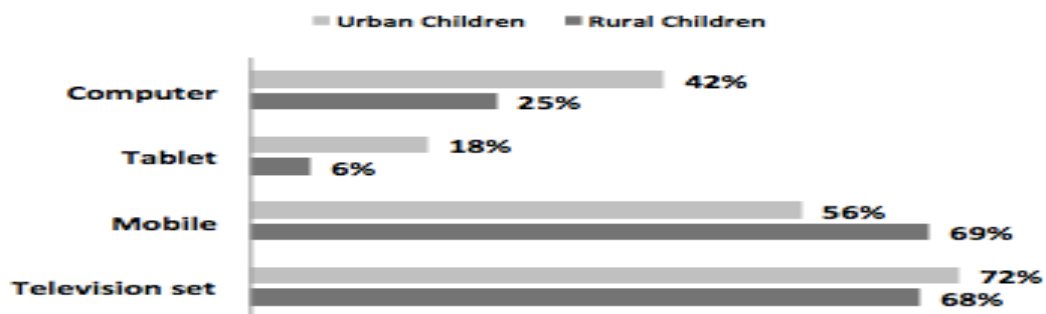
Figure 4.28 Urban and rural children's TV viewing devices

Seventy-two percent of urban children choose to watch television programs on television sets; more than fifty percent of urban children use mobiles to watch television; forty-two percent of urban children usually watch television by computer. Television sets and mobiles are the two main devices that rural children use to watch television programs. Sixty-eight percent of rural children prefer to watch television programs on television sets. Sixty-nine percent of children watch television on mobiles. Only six percent of rural children watch television on tablets. The rural children who watch television on computers occupy twenty-five percent.

TV left on

Compared with urban families, more rural households keep their television left on. Fifty-three percent of urban children answer, in their household, the television sets are usually left on. Sixty-four percent of rural children choose, in their families, televisions are always left on.

4.3.2 Media using frequency and time consumption in a typical day

Urban children spend more time on media in a typical day than rural peers. The average time urban children spend on media was 108 minutes, whereas rural children spend 88 minutes. As shown in Figure 4.37, compared with rural peers, urban children spend more time on each medium (except radio). Rural children consume slightly more time on the radio than urban children. Urban children spend forty-two minutes on television; fifty minutes on the internet; four minutes on the radio, and twelve minutes on newspaper and magazine. Rural children spend thirty-three minutes on television; forty minutes on the internet; seven minutes on the radio; and eight minutes on reading newspaper and magazine.
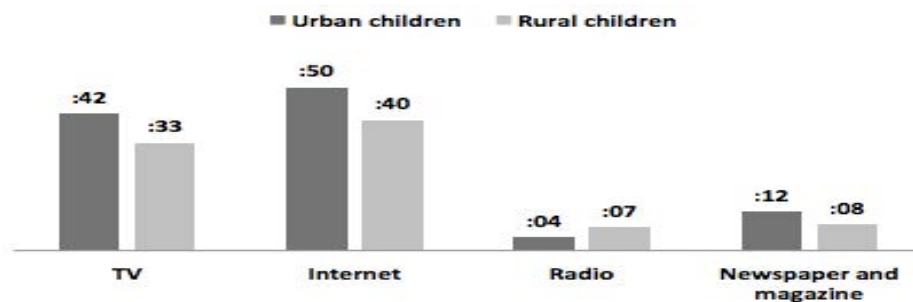
Figure 4.29 Urban and rural children's media time

4.3.3 Co-viewing

Companions

There is significant difference between urban and rural children in companions of television viewing (t=-3.38, two-tailed p<0.01). H13 is supported. More rural children watch television alone, whereas more urban children watch television

with parents (see Figure 4.30). Among urban children, thirty-six percent of them often watch television with their parents; six percent of them watch television with their grandparents; twenty-eight percent of them watch television with their siblings; only three percent of them watch television with classmates or friends, and twenty-seven percent of urban children watch television alone. In rural children group, sixteen percent of them always watch television with their parents; six percent of them watch television with grandparents; twenty-nine percent of them watch television with siblings; eight percent of children watch television with classmates or friends, and the children watch television alone account for forty-one percent.
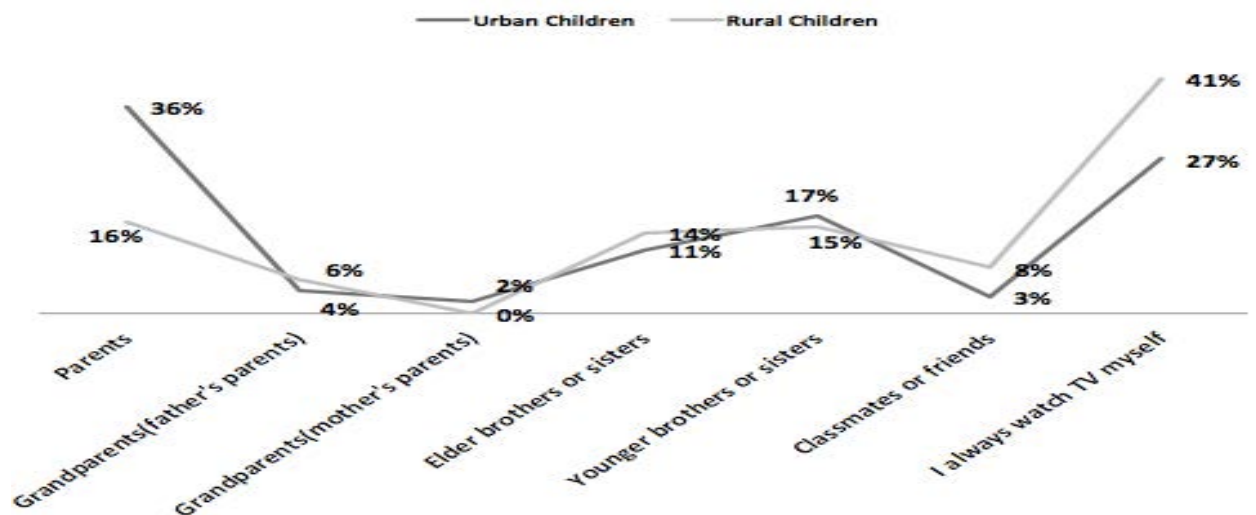
Figure 4.30 Urban and rural children's television viewing companions

Explain content or not

When asking children if their parents always explain television content to them, there is no obvious urban-rural differential among Chongqing children. H14 is not supported. Seventy-two percent of urban children's parents do not explain television content to them, and twenty-eight percent urban parents explain television content. Seventy-six percent of rural parents do not explain television content, and twenty-four percent of rural parents explain program content.

Channel choosing

For urban children, parents are the main decision-makers on choosing television channels during co-viewing; and for rural counterparts, children are more likely to choose television channels themselves (see Figure 4.31). During co-viewing, most of the urban parents choose television channels; twelve percent of urban grandparents decide to watch which television channels; eleven percent of siblings choose television channels; thirty-three percent of urban children choose television channels themselves. Among rural children, thirty-six percent of parents choose television channels; fourteen percent of grandparents decide to watch which television channels; eight percent of siblings choose television channels; the rural children who choose television channels their own occupy forty-two percent.
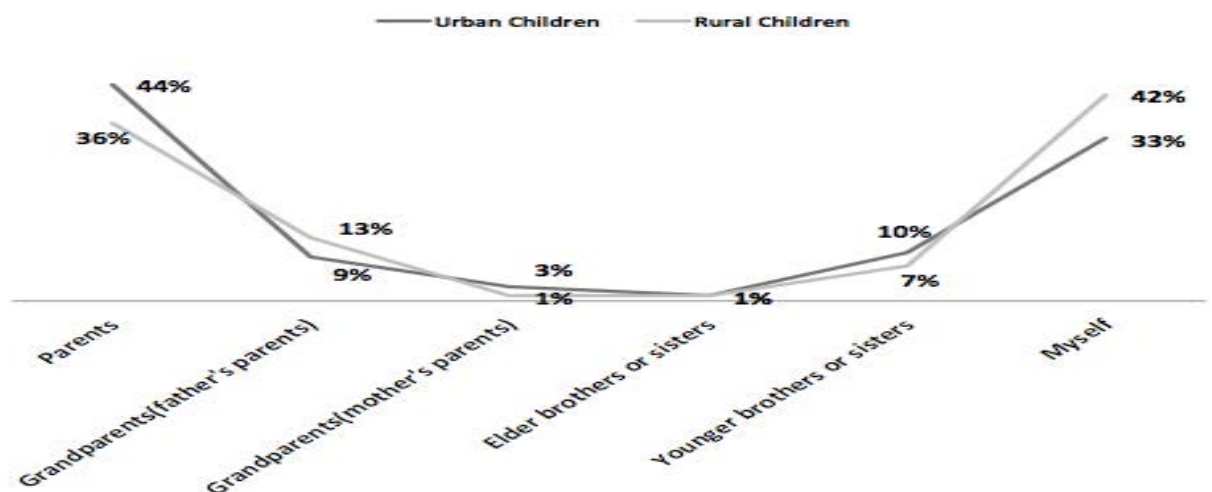
Figure 4.31 TV channel choosing in urban and rural families

4.3.4 TV rules

1.TV viewing length

Slightly more proportion of rural parents has regulations on television viewing length than the urban peers (see Figure 4.32). In urban children group, forty-four percent of fathers have rules on television viewing length; fifty-three percent of mothers regulate their television viewing length, twenty-eight percent of urban

children answer their grandparents have rules on television viewing time; thirty-three percent of urban families do not have regulations on television viewing length. Among rural children, fifty-two percent of them choose that fathers have regulations; sixty percent of rural mothers control children's television viewing length; twenty-six percent of children's grandparents regulate their television time; the rural children coming from the no television viewing length rules' families, occupy thirty-two percent.

2.TV viewing content

Both urban and rural parents are more likely to regulate children's television viewing length, but they make fewer rules on television viewing content. Among urban children, forty-two percent of urban fathers have rules on television viewing content; forty percent of mothers regulate children's viewing content; eighteen percent of grandparents control television viewing content; there is fifty percent of urban households have no rules on television content. Compared with urban families, rural families have fewer regulations on television content. In the rural group, thirty-eight percent of fathers regulate children's television viewing content; thirty-four percent of mothers have rules on television content; eighteen percent of rural grandparents regulate children's television viewing content; fifty-six percent of rural children's families have no regulations on television viewing content. The urban and rural families' regulations on children's television viewing have no significant differences, so H15 is not supported.
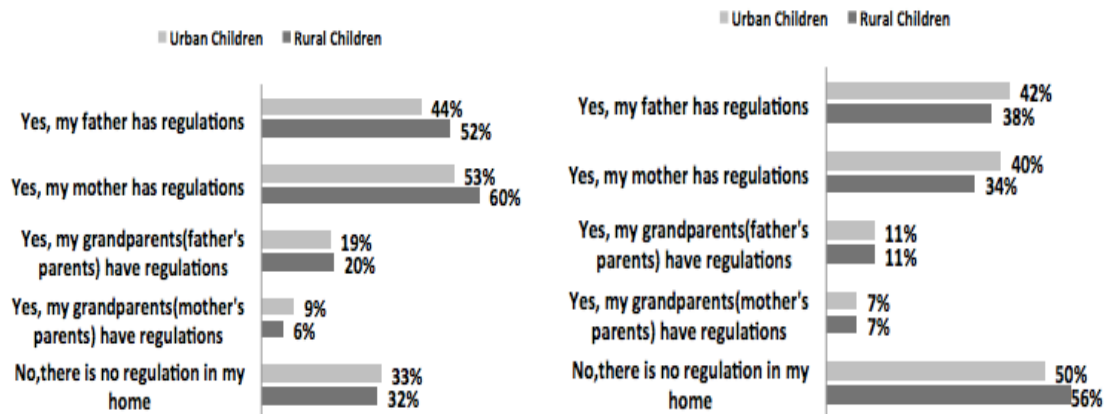
Rules on television viewing length   Rules on television content

Figure 4.32 TV rules in urban and rural families

4.3.5 TV and food

More rural children eat snacks while watching television, but more urban children have meals during television viewing (see Figure 4.33). There is thirty-one percent of urban children eat breakfast; thirty-one percent of urban children have lunch; thirty-three percent of urban children watch television during dinner; fifty-four percent of urban children eat snacks; twenty-six percent of urban children do not consume any food while watching television. Among rural children, twenty-five percent of them have breakfast; twenty-four percent of them have lunch; twenty-six percent of them have dinner; sixty-seven of children eat snacks; and twenty-two percent of rural children do not consume any food.
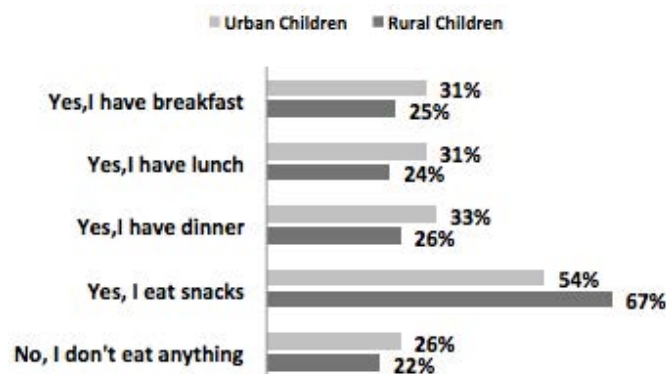
Figure 4.33 Urban and rural children's food consumption

4.3.6 TV multitasking and other activities

Of all the activities during television viewing, the significant difference between urban and rural children is on reading books (t=1.66, two-tailed p<0.01). It can be seen from Figure 4.34, among urban children, forty-seven percent of them play (computer, tablet, mobile) games; thirteen percent of them browse web pages, thirty-seven percent of urban children chat on the internet or texting; Ten percent of them do sports; thirty-eight percent of urban children do homework; twenty-five percent of urban children read books; twenty-six percent of urban children play with friends while watching television; and twenty-seven percent of urban children do nothing. In the rural group, forty-seven percent of them play (computer, tablet, mobile) games; eight percent of rural children browse web pages; thirty-eight percent of rural children chat on the internet or texting; seven percent of children do sports; thirty-one percent children do homework; sixteen percent of rural children read books; twenty-four percent of children play with friends; and twenty-five percent of children do nothing while watching television.
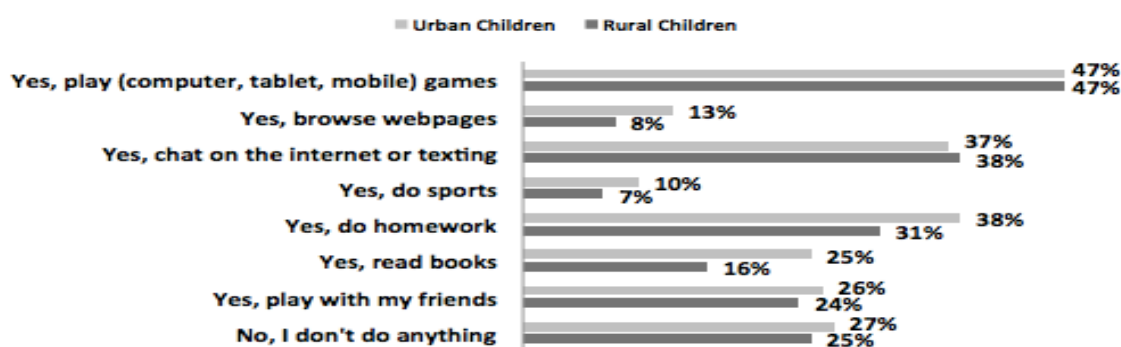
Figure 4.34 Urban and rural children's TV multitasking and other activities

4.3.7 Amount, frequency and time period of TV viewing

TV viewing days in the last week

There is no significant difference in television viewing days "in the last week"

between urban and rural children (see Figure 4.35). H16 is not supported. The majority of urban children only watch television on the weekend. Besides, eight percent of urban children watch television on weekdays, and twelve percent of urban children watch television on both weekdays and the weekend. Among rural children, eighty-five percent of them only watch television on the weekend; five percent of them watch television on weekdays; and ten percent of children watch television on both weekdays and the weekend.
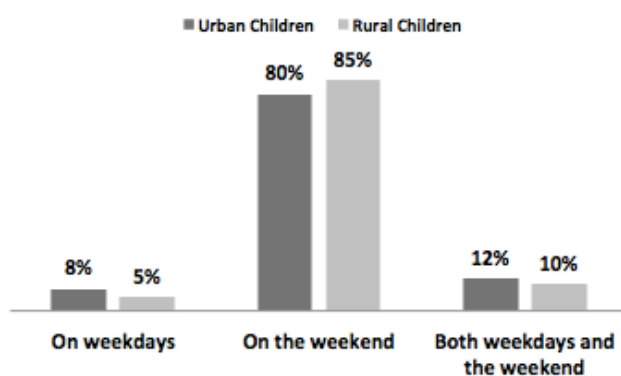
Figure 4.35 Urban and rural children's TV viewing days

TV viewing length in the last week

a. On weekdays

There is no obvious difference in television viewing length between urban and rural children on the weekdays. "In the last week", there are forty-five percent of urban children watched television for less than half an hour; twelve percent of urban children watched television for 0.5-1 hour; nine percent of them watched television for 1-1.5 hours; nine percent of urban children spent 1.5-2 hours on television; nine percent of urban children spent 2-2.5 hours on watching television; Five percent of them spent 2.5-3 hours on television; only one percent of urban children watched television for 3-3.5 hours; six percent of urban children spent 3.5-4 hours on television; and there are four percent of urban children watched television for more than four hours on weekdays.

Most of the rural children spent less than half an hour on watching television "in

the last week". In rural children group, forty-three percent of them watched television for less than half an hour; seventeen percent of rural children spent 0.5-1 hour on television viewing; eight percent of children watched television for 1-1.5 hours; ten percent of them spent 1.5-2 hours on television viewing; nine percent of rural children spent 2-2.5 hours on television; two percent of rural children watched television for 3-3.5 hours; three percent of rural children spent 3.5-4 hours on television viewing; and eight percent of rural children watched television for more than four hours.
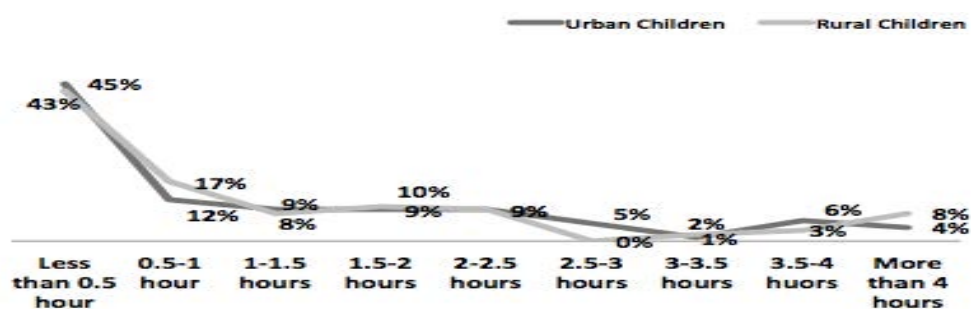
Figure 4.36 Urban and rural children's TV viewing length on weekdays in the last week

b. On the weekend

The difference in television viewing length on the weekend between urban and rural children is not significant. However, the distributions of urban and rural children's time spending on television are diversified on the weekend (see Figure 4.37).
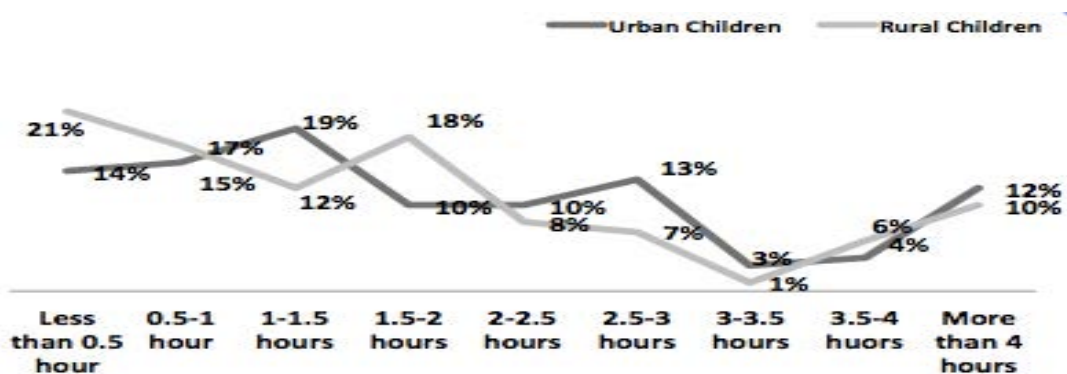
Figure 4.37 Urban and rural children's TV viewing length on the last weekend

Among urban children, there are fourteen percent of them only spent less than half an hour on watching television "in the last week"; fifteen percent of urban children watched television for 0.5-1 hour on the weekend; nineteen percent of urban children spent 1-1.5 hours on watching television; ten percent of urban children watched television for 1.5-2 hours; ten percent of urban children spent 2-2.5 hours on watching television; Thirteen percent of them watched television for 2.5-3 hours; three percent of them spent 3-3.5 hours on television viewing; Four percent of children watched television for 3.5-4 hours; the urban children spent more than four hours on television viewing "in the last week" occupy twelve percent.

In the rural group, twenty-one percent of them spent less than half an hour on watching television; seventeen percent of rural children watched television for 0.5-1 hour; twelve percent of them consumed 1-1.5 hours on watching television; eighteen percent of rural children spent 1.5-2 hours on television viewing; eight percent of rural children watched television for 2-2.5 hours; seven percent of them spent 2.5-3 hours on television viewing; only one percent of them watched television for 3-3.5 hours; six percent of rural children spent 3.5-4 hours on watching television; and ten percent of children watched television for more than four hours on the weekend.

TV viewing periods in a typical weekday

The differences in children's television viewing periods between urban and rural are significant during 11AM-1PM (t=-2.05, two-tailed p=0.04), and on weekends (t=-1.94, two-tailed p=0.05). Nearly half of the urban children watch television on weekends. Only four percent of urban children watch television during 6 AM-8 AM. Eight percent of urban children watch television between 8 AM and 11 AM. The urban children watch television during 11 AM- 1 PM occupy twelve percent. Fifteen percent of urban children choose that they often watch television between 1 PM and 5 PM. Fifteen percent of urban children watch

television during 5PM-8PM. Additionally, two percent of children watch television during 8 PM-10 PM.
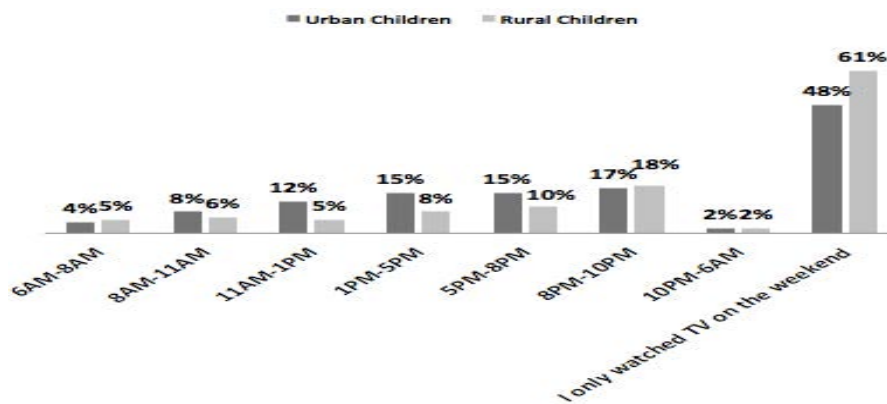
Figure 4.38 Urban and rural children's TV viewing time period

Among rural children, five percent of them watch television in the early morning; six percent of the rural children watch television between 8 AM and 11 AM; five percent of the rural children watch television during 11 AM-1PM; eight percent of rural children watch television between 1 PM and 5 PM; ten percent of rural children choose they always watch television during 5 PM-8 PM; eighteen percent of rural children watch television between 8 PM and 10 PM; two percent of children watch television during 10 PM-6 AM; and sixty-one percent of children only watch television on weekends.

4.3.8 TV viewing preferences

1. Favorite TV programs
TV dramas and entertainment shows are the two popular types of television programs among urban and rural children. However, there are slight differences, entertainment programs are the most popular among urban children, and more rural children prefer TV dramas (see Figure 4.39). H19 is not supported. Among urban children, seventy percent of urban children are fond of entertainment programs; three percent of them like children's drama; three percent of them prefer children's entertainment shows; fifty-three percent of urban children like TV dramas; eight percent of urban children prefer news programs; seven percent

of children like educational programs; fourteen percent of urban children prefer cartoons (animations); and fourteen percent of urban children like other television programs.
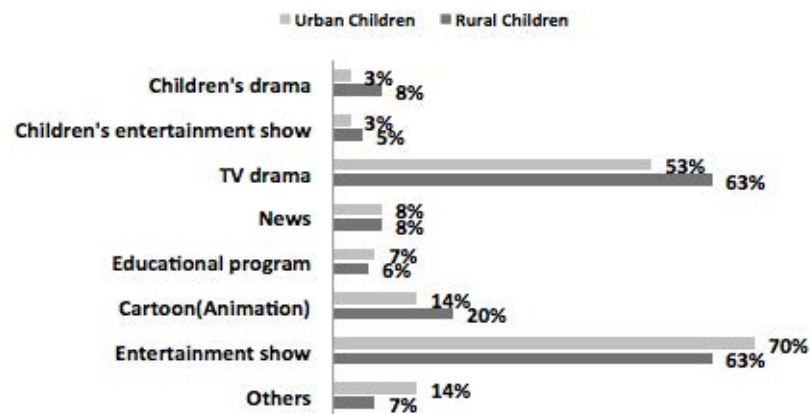
Figure 4.39 Urban and rural children's favorite TV programs

TV dramas and entertainment programs are popular among rural children. In rural children group, there are eight percent of them prefer children's dramas; five percent of them choose children's entertainment shows as their favorite programs; sixty-three percent of them are fond of TV dramas; the percentage of rural children consider news programs as their favorite programs is eight percent; six percent of rural children prefer educational programs; twenty percent of children choose cartoons (animations)；sixty-three percent of rural children prefer entertainment shows; and seven percent of children choose they like other programs.

2. Program viewing preferences "in the last week"

It can been seen from Figure 4.40, urban children watched more entertainment shows than rural peers, but urban children watched fewer TV dramas and cartoons (animations) than rural children. The most watched television programs among urban children were entertainment shows. Seven percent of urban children watched cartoons (animations) "in the last week". Only one percent of urban children watched educational programs. Two percent of urban

children watched news programs. Thirty-four percent of urban children watched TV dramas. Three percent of urban children watched children's entertainment shows. One percent of urban children watched children's dramas. Besides, six percent of urban children watched other programs. Among rural children, thirty-eight percent of them watched entertainment shows; eleven percent of them watched cartoons (animations); only one percent of children chose that they watched educational programs; two percent of children watched news programs; thirty-nine percent of rural children watched TV dramas; only one percent of children watched children's entertainment shows; one percent of children mostly watched children's dramas; and seven percent of rural children watched other programs "in the last week".
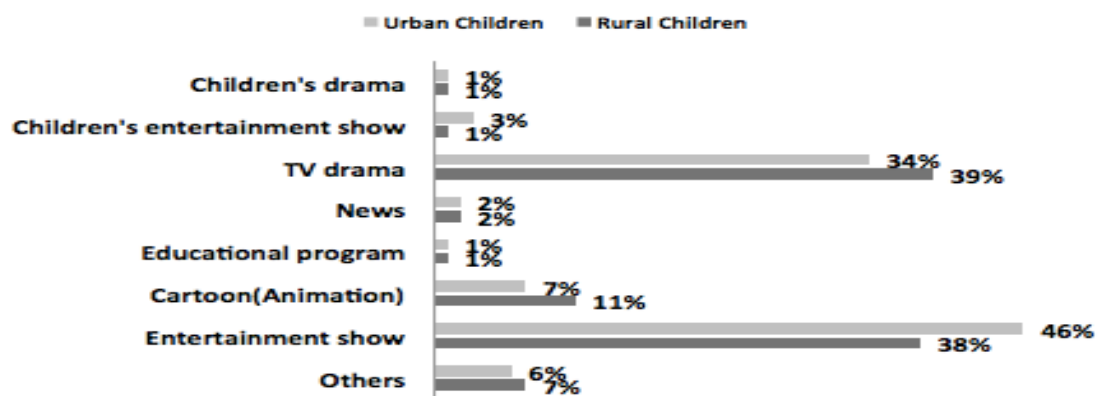
Figure 4.40 Urban and rural children's program preferences

3.Cartoon viewing

The difference in watching cartoons (animations) in the cinema between urban and rural children is significant (t=4.12, two-tailed p<0.01). H17 is supported. It can be noticed that the urban children who only watch cartoons on traditional live TV are twice as many as their rural peers; the rural children who watch cartoons on the internet are more than twice as their urban counterparts (see Figure 4.41).
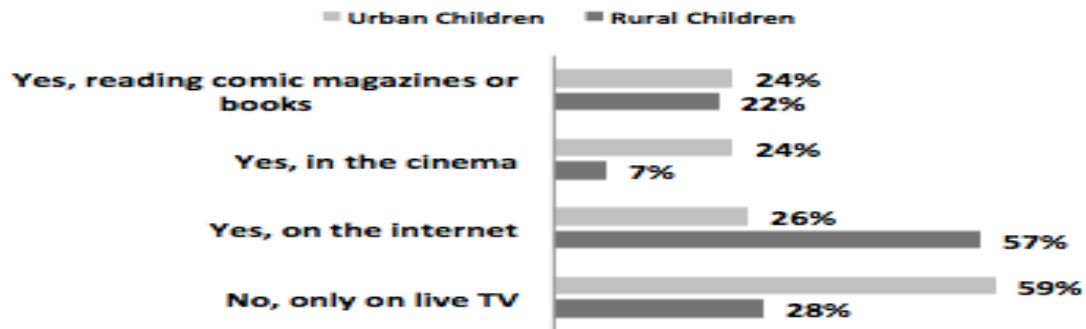
Figure 4.41 Urban and rural children's cartoon viewing

More than half of urban children watch cartoons on live TV. Twenty-six percent of urban children choose that they usually watch cartoons on the internet. There is twenty-four percent of urban children watch cartoons in the cinema. Besides, twenty-four percent of urban children view cartoons through reading magazines or books. In rural children group, twenty-two percent of rural children view cartoons by reading magazines or books. Only seven percent of rural children choose that they usually watch cartoons in the cinema. The children watch cartoons on the internet occupy fifty-seven percent. In addition, twenty-eight percent of rural children only watch cartoons on live TV.

4. Cartoon preferences

H18 is supported because the differences in cartoon viewing preferences between urban and rural children are significant (t=2.14, two-tailed p=0.03<0.05). From Figure 4.42, we can see that, the most significant difference of cartoon viewing preferences is that more urban children prefer American animations than their rural peers. Among urban children, there is forty-eight percent of them prefer Chinese domestic animations; thirty-three percent of them are fond of Japanese animations; and nineteen percent of urban children are American animation lovers. In rural children group, more than half of them are fond of Chinese animations; the Japanese animation fans account for thirty-nine percent; and a small percentage of rural children prefer American animations.
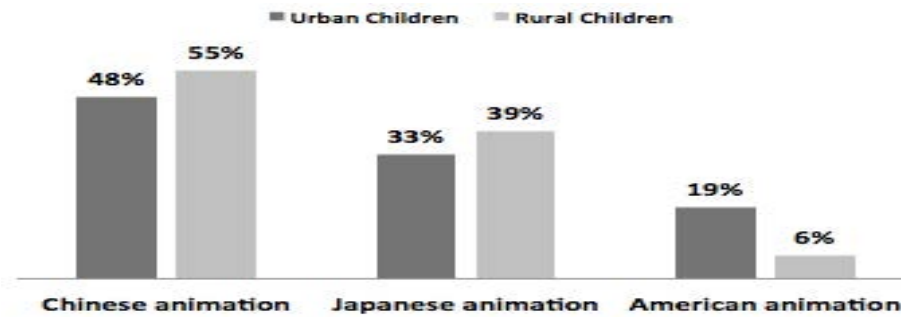
Figure 4.42 Urban and rural children's cartoon viewing preferences

5. Favorite children's TV channels

Slightly more percentage of urban children do not like children TV channel than rural children (see Figure 4.43). Among urban children, nineteen percent of them prefer Kaku Children Channel; three percent of them prefer Toonmax Channel; fifteen percent of them are fond of Jinying Aniworld Channel; seventeen percent of urban children like CCTV-14; and seven percent of urban children prefer CQTV Children Channel. Of all the rural children, fifteen percent of them like Kaku Children Channel; seven percent of children prefer Toonmax Channel; twenty percent of children consider that Jinying Aniworld Channel is the best children TV channel; twenty percent of children are fond of CCTV-14; and three percent of rural children prefer CQTV Children Channel.
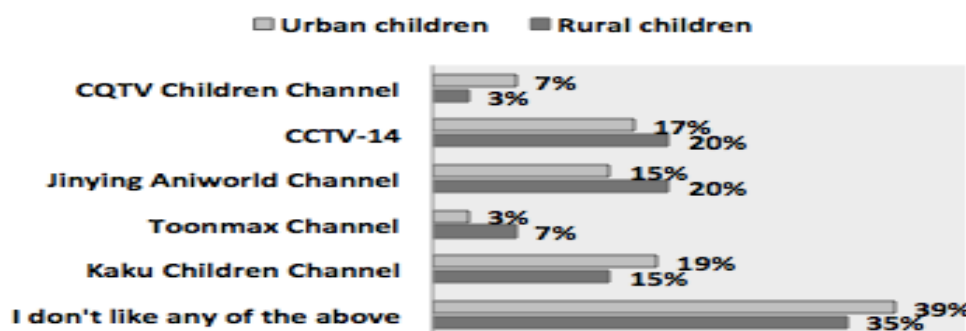
Figure 4.43 Urban and rural children's favorite children's TV channel

4.3.9 Current favorite programs and TV channels

1.TV programs

All the programs

There is no obvious difference in preferences for program types between urban and rural children (see Figure 4.44). However, compared with rural children, more urban children are fond of cartoons; and a slightly less percentage of urban children prefer entertainment than their rural peers.
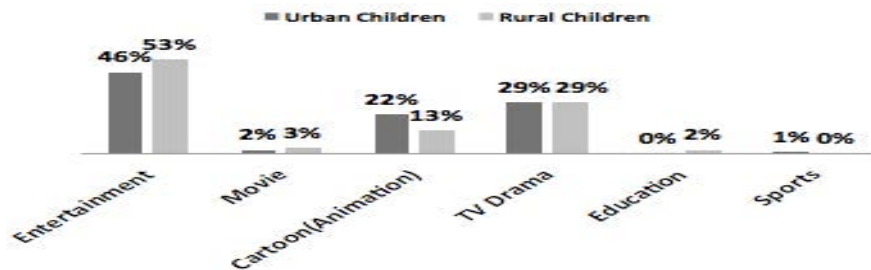
Figure 4.44 Urban and rural children's favorite TV programs

Of all the urban children, nearly half of the programs which children mentioned are entertainment shows. Twenty-two percent of television programs are cartoons. Twenty-nine percent of urban children's favorite programs are TV dramas. Two percent of programs are movies. Besides, one percent of programs which urban children preferred are sports programs. More than half of the programs mentioned by rural children are entertainment shows. The second popular television programs among rural children are TV dramas. Thirteen percent of programs that rural children mentioned are cartoons. Of all the television programs rural children mentioned, only two percent of them are educational programs. In addition, three percent of programs rural children preferred are movies.

Chinese domestic TV programs vs. foreign TV programs

The difference in the preference for domestic and foreign television programs between urban and rural children is not significant. Compared with urban children, more percentage of rural children are fond of Chinese television productions. Among urban children, fourteen percent of programs that children mentioned are foreign television programs, and eighty-six percent of programs

are Chinese domestic programs. Of all the programs rural children mentioned, ninety-four percent of them are domestic television programs, and only six percent of programs are foreign television productions.

2.Channels

All the channels

Children's favorite television channels concentrate in CCTV[37], Hunan TV, and Zhejiang TV (see Table 4.7). The most significant difference between urban and rural children is that more urban children prefer Zhejiang TV channel and less proportion urban children like CCTV than rural peers.

TV channels	Urban children	Rural children
CCTV	18%	23%
Anhui TV	1%	2%
Dragon TV	1%	3%
Hunan TV	38%	40%
Jiangsu TV	3%	2%
Jiangxi TV	1%	1%
Jinying Aniword TV	4%	3%
Kaku Children TV	4%	2%
Toonmax TV	0	1%
Zhejiang TV	24%	15%
Chongqing TV	3%	3%
Guangdong TV	0	1%
Hubei TV	0	1%
Shanxi TV	0	1%
Shandong TV	0	1%
CQTV Fashion	1%	1%
CQTV Children	1%	1%
Online TV platform	1%	0

Table 4.7 Urban and rural children's favorite TV channels

Eighteen percent of urban children prefer CCTV. Thirty-eight percent of urban children are fond of Hunan TV. Twenty-four percent of urban children consider Zhejiang TV is the best television channel. Besides, there are some small percentages of children like to watch Anhui TV, Dragon TV, Jiangsu TV, Jiangxi TV, Jinying Aniworld TV, Kaku Children TV, Chongqing TV, CQTV Fashion, CQTV Children and online TV platforms. The most popular TV channel among rural children is Hunan TV. Forty percent of rural children prefer Hunan TV. Twenty-three percent of rural children prefer CCTV. Fifteen percent of rural

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[37] The CCTV here is as a symbol of all the CCTV channels, since some children did not write correctly which CCTV channel they preferred to watch, they only write CCTV. In the further section the author will talk about the CCTV channels children illustrated.

children are fond of Zhejiang TV. In addition, some rural children prefer Anhui TV, Dragon TV, Jiangsu TV, Jiangxi TV, Jinying Aniworld, Kaku Children, Toonmax TV, Chongqing TV, Guangdong TV, Hubei TV, Shanxi TV, Shandong TV, CQTV Fashion, and CQTV Children channel.

Children TV channels and other TV channels

For both urban and rural children, a very small percentage of them are fond of children television channels, and there is no obvious difference in this item between these two children groups. Of all the channels urban children mentioned, eleven percent of them are children television channels, and eighty-nine percent of the channels are other television channels. Among the television channels that rural children illustrated, thirteen percent of them are children television channels, and eighty-seven percent are other television channels.
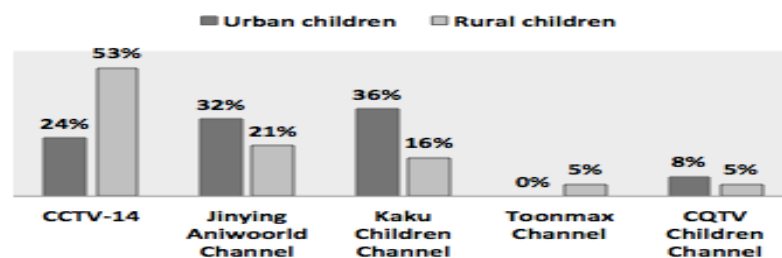
Figure 4.45 Urban and rural children's preferences for children's TV channels

As we can see from Figure 4.45, the differences between urban and rural children, who like children television channels, are that more rural children prefer CCTV-14 than urban children, and more urban children prefer Kaku Children Channel. The favorite children television channel for urban children is Kaku Children Channel. Of urban children who like children television channels, thirty-two percent of them prefer Jinying Aniworld Channel; twenty-four percent of them are fond of CCTV-14. For rural children who are fond of children television channels, more than half of them prefer CCTV-14; twenty-one percent of them consider Jinying Aniworld as their favorite television channel; sixteen

percent of them prefer Kaku Children Channel.

CCTV channels

The most significant difference between urban and rural CCTV lovers is that more percentage of rural children likes CCTV-14 than their urban peers (see Figure 4.46). Among the urban children who are fond of CCTV channels, thirty-one percent of them did not write clearly which sub channels they like to watch; twelve percent of them prefer CCTV-1; five percent of them like CCTV-2; two percent of them prefer CCTV-5; seventeen percent of them believe CCTV-6 is the best television channel; seven percent of them like CCTV-9, the proportion of children who are fond of CCTV-10 occupy ten percent; two percent of them like CCTV-13; and fourteen percent of them prefer CCTV-14. Of the rural children who like to watch CCTV channels, twelve percent of them reply they like CCTV channels, but they did not write clearly which sub television channels they like; fifteen percent of them like CCTV-1; six percent of them are fond of CCTV-2; six percent of them prefer CCTV-5; twelve percent of them like CCTV-6; Six percent of them consider CCTV-7 as their favorite television channels; Six percent of children like CCTV-9; Six percent of them are fond of CCTV-10; Twenty-nine percent of them prefer CCTV-14; and two percent of them like CCTV-15.
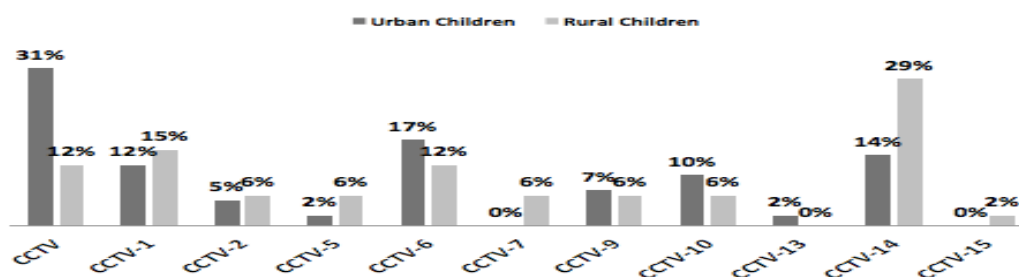
Figure 4.46 Urban and rural children's preferences for CCTV channels

4.3.10 Friends and TV

Friends' recommendations on television programs among urban and rural are equally the same. Nine percent of children, both urban and rural, have never

been recommended any television programs by friends. There is ninety-one percent of children's friends, both urban and rural, have ever recommended them television programs. Facing friend's recommendations on television programs, more percentage of rural children choose that they do not watch the programs than urban children (20% vs. 14%). Besides, eighty-six percent of urban children choose to watch these programs, and eighty percent of rural children always watch these television programs.

4.3.11 Attitudes

Independent t-test analysis is adopted to examine whether there are significant differences in attitudes toward children television channels, cartons, Chongqing local TV channels, programs, and online TV, live TV between urban and rural children. It finds that the urban-rural variable is not statistically significant, except attitudes toward domestic cartoons and foreign cartoons ($p<0.01$).

Attitudes toward children television channels and cartoons
More rural children choose "neutral" for the item "compared with Chinese domestic cartoons, I like foreign cartoons better", and the difference between urban and rural children was significant ($p<0.01$). Urban and rural children's means of this item are between "slightly disagree" and "neutral". The urban and rural children's mean scores of the item "Compared with cartoons, I like TV drama or entertainment programs better" were between "neutral" and "slightly agree". The urban and rural children's mean scores of items "I think cartoons are childish" and "I like the programs broadcast on CCTV-14" are between "slightly disagree" and "neutral".

Items	Urban Children						Rural Children						Sig
	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	
Compared with Chinese domestic cartoons, I like foreign cartoons better.	17%	16%	39%	12%	16%	2.94	11%	17%	59%	8%	5%	2.77	.006
Compared with cartoons, I like TV drama or entertainment programs better.	11%	8%	28%	15%	38%	3.61	7%	10%	26%	28%	29%	3.61	.075
I think cartoons are childish.	16%	19%	43%	12%	10%	2.82	13%	19%	45%	13%	10%	2.89	.513
I like the programs broadcast on CCTV-14.	21%	19%	43%	11%	6%	2.63	17%	20%	41%	18%	4%	2.71	.575

Table 4.8 Urban and rural children's attitudes toward children's television channels and cartoons

Attitudes toward Chongqing local television channels and programs

There is no significant difference in attitudes toward Chongqing local television channels and programs between urban and rural children. The urban and rural children's mean scores of items "I like the programs broadcast on CQTV Children Channel", "compared with other provincial television channels, I like Chongqing local channels better", and "compared with mandarin television programs, I like Chongqing dialect program better" are between "slightly disagree" and "neutral".

Items	Urban Children						Rural Children						Sig
	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	
I like the programs broadcast on CQTV Children Channel.	23%	21%	37%	14%	5%	2.56	14%	19%	48%	11%	7%	2.78	.060
Compared with other provincial television channels, I like Chongqing local channels better.	24%	15%	43%	8%	10%	2.65	15%	28%	40%	6%	11%	2.71	.433
Compared with mandarin television programs, I like Chongqing dialect program better.	22%	14%	45%	8%	11%	2.73	15%	29%	39%	9%	8%	2.67	.409

Table 4.9 Urban and rural children's attitudes toward Chongqing local channels and programs

Attitudes toward online TV and live TV

There is no significant difference in children's attitudes toward online TV and live TV between urban and rural children. The urban and rural children's mean

scores of items "compared with watching live TV I like watching TV programs on the internet", "I like watching programs on the internet, because there are more programs online", "I like watching TV online, because I can watch any program at anytime I like" are between "neutral" and "slightly agree".

Items	Urban Children						Rural Children						Sig
	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	
Compared with watching live TV, I like watching TV programs on the internet.	8%	13%	43%	14%	22%	**3.29**	9%	14%	46%	13%	18%	**3.17**	.447
I like watching programs on the internet, because there are more programs online.	10%	10%	39%	13%	28%	**3.38**	8%	15%	33%	22%	22%	**3.34**	.569
I like watching TV online, because I can watch any program at anytime I like.	6%	8%	36%	19%	31%	**3.6**	9%	9%	28%	21%	33%	**3.6**	.345

Table 4.10 Urban and rural children's attitudes toward online TV and live TV

4.4 Ordinary Rural Children and Rural Left-behind Children

4.4.1Media ownership and household TV environment

Media ownership

There is significantly more percentage of OR children have mobile than RLB children (t=2.20, two-tailed p=0.03); the ownership rate of television is lower in OR children group than RLB children (t=-2.52, two-tailed p=0.01); and obvious less percentage of OR children (t=-2.06, two-tailed p=0.04) have no personal media device than their RLB peers. H21 is supported.

The majority of OR children have their own mobiles, these children account for eighty-five percent. Twenty-seven percent of OR children have computers. Six percent of OR children have tablets. Only three percent of OR children have their own television sets. Besides, six percent of OR children have no personal media device. Among RLB children, more than half of them have mobiles; twenty-two percent of them have computers; nine percent of children have tablets; the children have their own television sets occupy nineteen percent; and twenty

percent of RLB children have no personal media device.
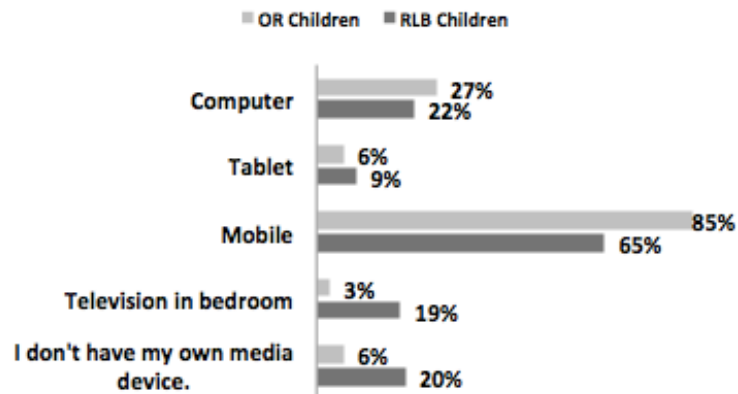
Figure 4.47 OR and RLB children's media ownership rate

TV viewing devices

There is no significant difference in television viewing devices between OR and RLB children (see Figure 4.48). The most frequently used tool for OR children to watch television is television sets. Up to seventy-six percent of OR children choose that they watch television programs on television sets most often. Sixty-four percent of OR children choose to use mobiles. Only three percent of OR children always watch television on tablets. Besides, twenty-four percent of OR children choose that they often watch programs on computers. Among RLB children, the commonly used devices for watching television are mobiles and television sets; seventy-two percent of RLB children usually watch programs on mobiles; sixty-three percent of RLB children use television sets; twenty-six percent of RLB children choose computers. In addition, seven percent of RLB children often watch television on tablets.
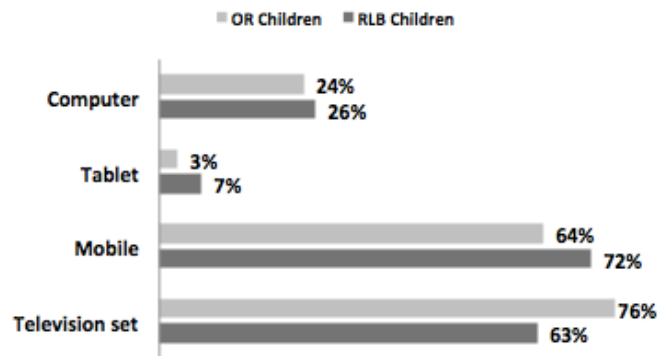
Figure 4.48 OR and RLB children's TV viewing devices

TV left on

Compared with RLB families, television is more likely to keep left on in OR homes. In forty-two percent of OR children's homes, the television sets are usually left on, and fifty-eight percent of OR families turn off television set most of the time. Thirty-one percent of RLB families' television sets are usually left on, and sixty-nine percent of RLB families turn off television sets when there is nobody watching.

4.4.2 Media using frequency and time consumption in a typical day

OR children spend more time on media in a typical day than their RLB counterparts (see Figure 4.49). In a typical day, OR children's average time spent on media is 102 minutes, and RLB children spend 80 minutes with media. H22 is not supported. OR children spend thirty-seven minutes on television; forty-one minutes on the internet; eleven minutes on the radio; and thirteen minutes on newspapers. In a typical day, RLB children spend thirty-one minutes on television; thirty-nine minutes on the internet; four minutes on the radio; and six minutes on newspapers.
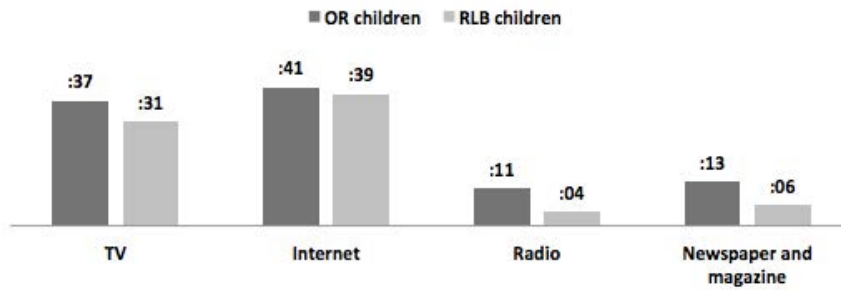
Figure 4.49 Average time spent per day with media by OR and RLB children

4.4.3 Co-viewing

Companions

Compared with OR children, less percentage of RLB children watch television with parents, and with classmates and friends, but more proportion of RLB children watch television with siblings. However, these differences are not significant between OR and RLB children. H24 is not supported. Among OR children, twenty-one percent of them often watch television with their parents; no OR children watch television with grandparents, twenty-one percent of OR children watch television with siblings, fifteen percent of OR children always watch television with classmates or friends, and forty-three percent of OR children watch television alone. In RLB children group, thirteen percent of them choose to watch television with their parents, nine percent of children watch television with grandparents, thirty-three percent of RLB children watch television with siblings, four percent of children watch television with classmates and friends, and the children watch television alone occupy forty-one percent.
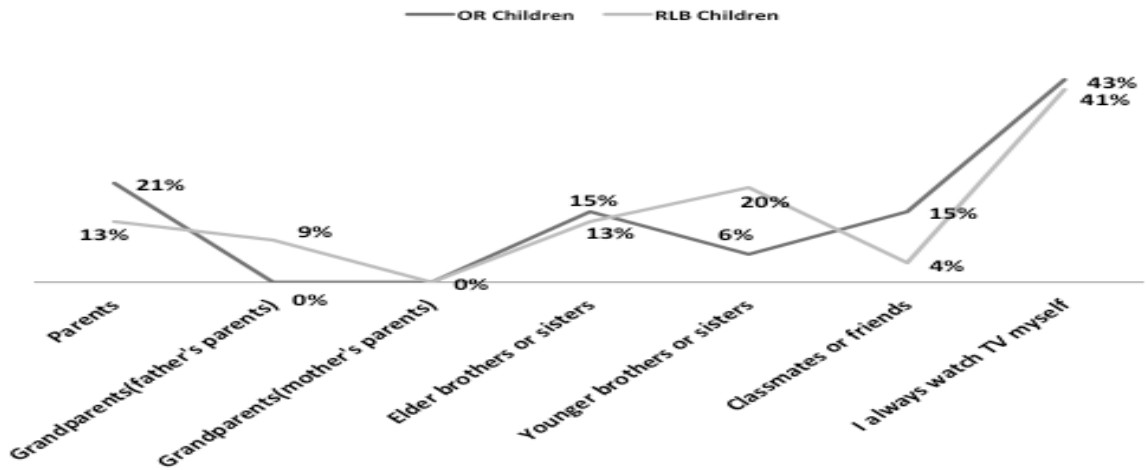
Figure 4.50 OR and RLB children's television viewing companions

Explain content or not

There is no difference in explaining television content between OR and RLB parents. H25 is not supported. Twenty-four percent of OR and RLB parents have explained television content to them. The percentages of 'never explain content parents' are seventy-six percent.

Channel choosing

Most of OR children decide television channels themselves, and parents are another group of decision makers on choosing television channels during co-viewing. For RLB children, the decision makers in choosing television channels are diverse. The most significant difference between OR and RLB families in channel selection during co-viewing is that RLB children's grandparents and siblings are more influential in choosing television channel than their OR counterparts. Among OR children, fifty-two percent of them choose television channels themselves; forty-five percent of OR parents decide to watch which television channels; only three percent of OR children answer that their younger brothers or sisters choose television channels during co-viewing. In RLB children group, thirty percent of parents often decide television channels; twenty-two percent of grandparents choose television channels; eleven percent of the siblings choose television channels; thirty-seven percent of children

choose television channels themselves.
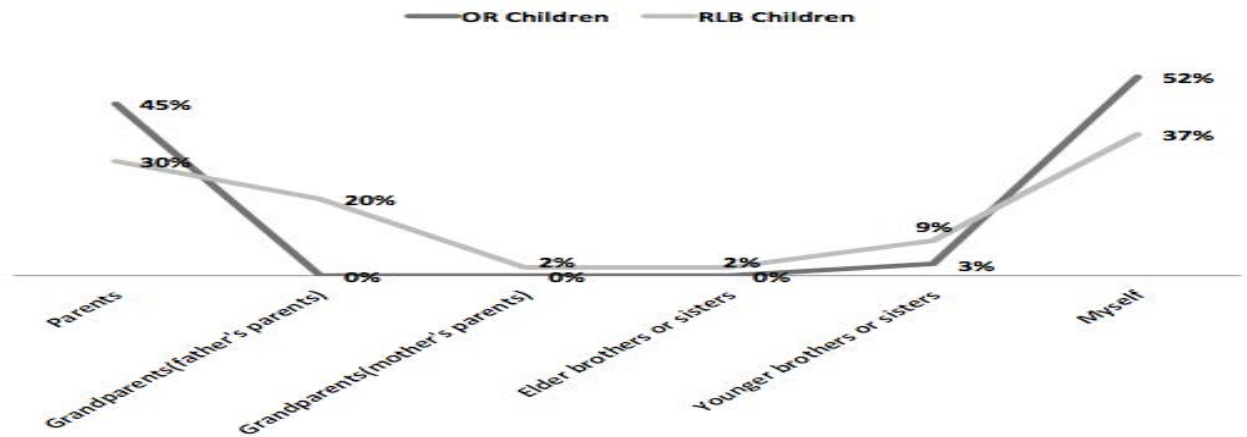
Figure 4.51 Channel choosing in OR and RLB families

4.4.4 TV rules

1.TV viewing length

Through data analyzing, it finds that there are fewer regulations from grandparents (father's parents) in OR children families (t=-2.14, two-tailed p<0.05) than in RLB children families. In OR children families, parents are more likely to have regulations on children's television viewing time, especially mothers; sixty-four percent of OR children choose that their mothers have rules; fifty-two percent of fathers regulate their children's television viewing length; nine percent of OR grandparents (father's parents) have regulations; six percent of OR grandparents (mother's parents) regulate their television viewing time; and thirty-three percent of children's families has no regulations on television viewing length. Among RLB children, fifty-two percent of fathers have regulations on television viewing length; fifty-seven percent of mothers regulate children's television viewing length; twenty-six percent of grandparents (father's parents) have rules on television viewing time; six percent of grandparents (mother's parents) regulate children's viewing time; and thirty-one percent of RLB households have no regulations on television viewing length.

Regulations on TV viewing length   Regulations on TV viewing content
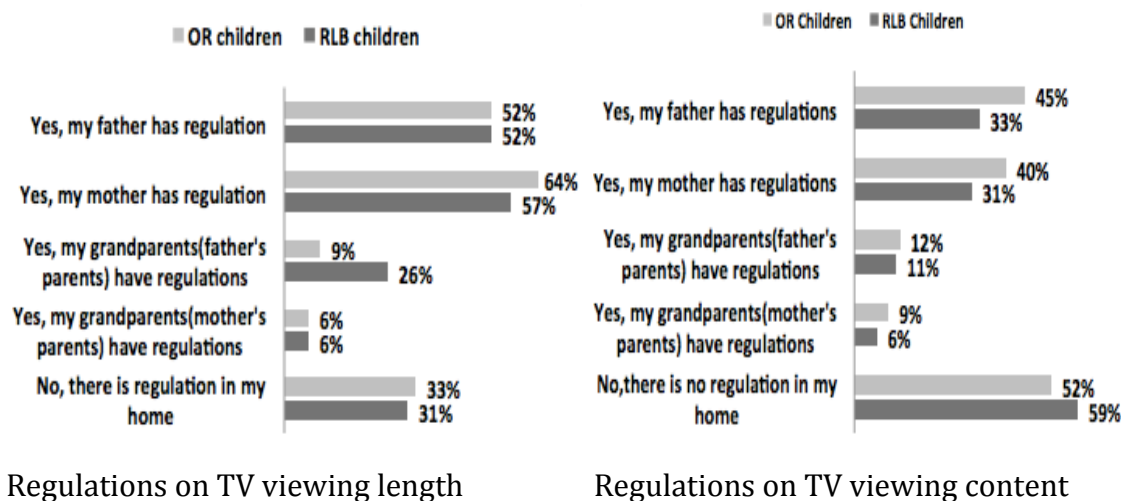
Figure 4.52 TV rules in OR and RLB families

2.TV viewing content

We can notice from Figure 4.52 that more OR parents have regulations on children's television viewing content than the RLB parents. In most OR families, there is no regulation on television viewing content. Up to fifty-two percent of OR children report that there is no regulation in their households. Forty-five percent of OR fathers have regulations. Forty percent of OR mothers regulate their children's television viewing content. In addition, a certain percentage of OR children choose that their grandparents have rules on television viewing content. In RLB children group, more than half of their households have no regulation on television viewing content; thirty-three percent of RLB fathers have regulations; thirty-one percent of mothers regulate children's viewing content; and eleven percent of grandparents (father's parents) have regulations, whereas, six percent of grandparents (mother's parents) have rules on children's television viewing content. H23 is not supported because the differences in the rules of television viewing time are only significant between OR and RLB grandparents, and the regulations on television content are not obvious.

4.4.5 TV and food

It can be seen from Figure 4.53, snacks are the favorite food between OR and

RLB children, and more RLB children watch television without consuming food. Among OR children, seventy-three percent of them have snacks while watching television; twenty-four percent of OR children have breakfast; thirty percent of OR children eat lunch; thirty percent of OR children have dinner; and fifteen percent of OR children do not consume food while watching television. Among RLB children, twenty-six percent of them eat breakfast; twenty percent of them have lunch; twenty-four percent of them eat dinner; sixty-three percent of them have snacks; twenty-six percent of RLB children eat nothing while watching television.
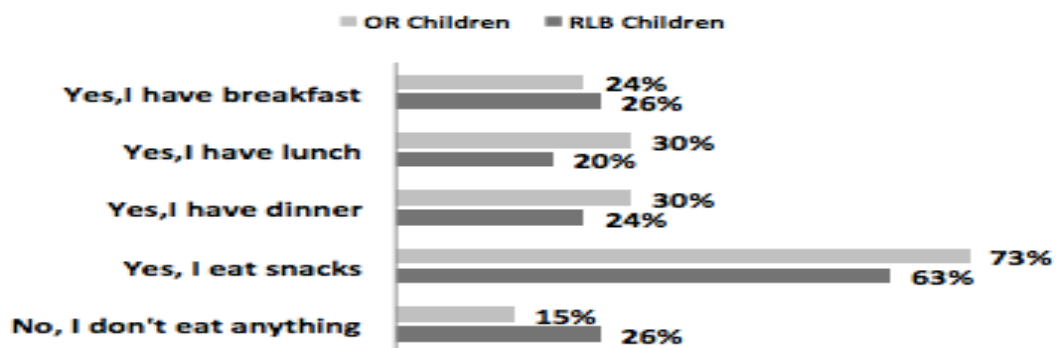
Figure 4.53 OR and RLB children's food consumption

4.4.6 TV multitasking and other activities

As shown in Figure 4.54, more percentage of OR children prefer playing (computer, tablet, mobile) games, but less proportion of OR children do other activities than RLB peers. Compared with OR children, a slightly more percentage of RLB children only watch television. Among OR children, more than half of them play (computer, tablet, mobile) games; six percent of OR children browse web pages; thirty-three percent chat on the internet or texting; six percent of OR children do sports during television viewing; twenty-seven percent of OR children do homework; nine percent of children read books; eighteen percent of children play with friends; twenty-one percent of children do nothing while watching television. In RLB children group, forty-one percent of them choose that they often play (computer, tablet, mobile) games; forty-one

percent of children prefer to chat on the internet or texting; seven percent of them do sports; thirty-three percent of children do homework; twenty percent of children read books; twenty-eight percent of them play with friends; and twenty-eight percent of RLB children do nothing while watching television.
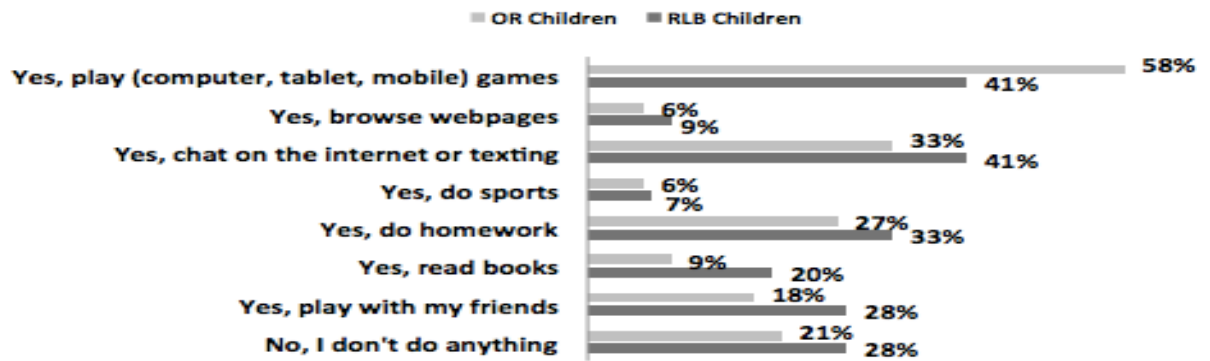
Figure 4.54 OR and RLB children's TV multitasking and other activities during TV viewing

4.4.7 Amount, frequency and time period of TV viewing

1.TV viewing days "in the last week"

The difference in television viewing days between OR and RLB children "in the last week" is not obvious. The proportion of OR children who reply they only watched television on the weekend account for eighty-eight percent. Only three percent of OR children watched television on weekdays. Besides, nine percent of OR children watched television on both weekdays and the weekend. Among RLB children, the majority of them watched television on the weekend; six percent of them watched television on weekdays; and there is eleven percent of RLB children watched television on weekdays and the weekend.
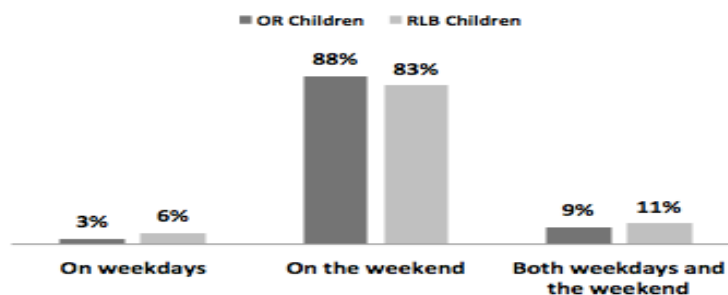
Figure 4.55 OR and RLB children's TV viewing days

2. On weekdays

From Figure 4.56 we can find that more children, both OR and RLB children watched television for less than half an hour "in the last week". Besides, compared with OR children, more RLB children spent 2-2.5 hours on watching television, but less RLB children watched television for more than four hours.

Among OR children, thirty-eight percent of them spent less than half hour on television; fourteen percent of them watched television for 0.5-1 hour; ten percent of OR children watched television for 1-1.5 hours; ten percent of children spent 1.5-2 hours; four percent of children watched television for 2-2.5 hours; ten percent of children spent 3.5-4 hours on television viewing; and fourteen percent of OR children watched television for more than four hours. In RLB children group, forty-four percent of them watched television for less than half hour; eighteen percent of them spent 0.5-1 hour on television; eight percent of children watched television for 1-1.5 hours; eleven percent of them spent 1.5-2 hours on television; eleven percent of children spent 2-2.5 hours on watching television; three percent of rural children choose that they watched television for 3-3.5 hours; and five percent of RLB children spent more than four hours on television.
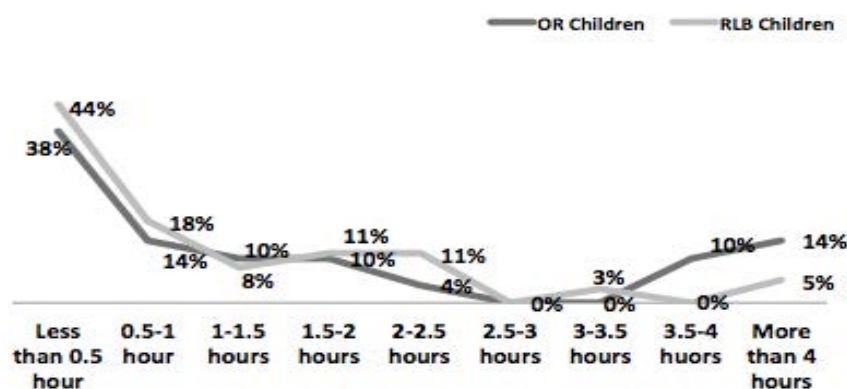
Figure 4.56 OR and RLB children's TV viewing length on weekdays in the last week

3. On the weekend

As we can notice that, "in the last week", more proportion of RLB children

watched television for less than half an hour on the weekend; compared with RLB children, more proportion of OR children spent more time on television viewing on the weekend. The difference in television viewing length on the weekend is significant between OR and RLB children (t=2.24 two-tailed p= 0.03).

In OR children group, nine percent of them spent less than half hour on television; twenty-two percent of them watched television for 0.5-1 hour; nine percent of OR children spent 1-1.5 hours on television; fifteen percent of children watched television for 1.5-2 hours; twelve percent of OR children spent 2-2.5 hours on television; three percent of children watched television for 2.5-3 hours; three percent of them spent 3-3.5 hours on television viewing; fifteen percent of children choose that they watched television for 3.5-4 hours; the OR children who spent more than four hours on television occupy twelve percent. Among RLB children, twenty-eight percent of them spent less than half an hour on television; fifteen percent of RLB children watched television for 0.5-1 hour; thirteen percent of them spent 1-1.5 hours on television; twenty percent of RLB children spent 1.5-2 hours on television viewing; six percent of children watched television for 2-2.5 hours; nine percent of them spent 2.5-3 hours on television; and nine percent of children choose they watched television for more than four hours on the "last" weekend.
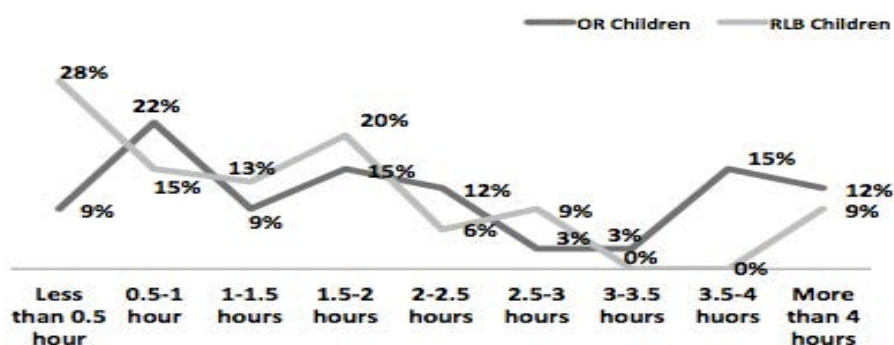
Figure 4.57 OR and RLB children's TV viewing length on the last weekend

4. TV viewing time period in a typical weekday

During 5PM-8PM (t=-2.05, two-tailed p=0.04), the television viewing between

OR and RLB children have significant differences. More than half of OR children choose they watch television on weekends. Among OR children, six percent of them watch television during 6 AM-8 AM; six percent of children watch television between 8 AM and 11 AM; the OR children watch television during 11 AM-1 PM occupy six percent; three percent of children often watch television between 1 PM and 5 PM; three percent of OR children watch television during 5 PM-8 PM; and three percent of children watch television between 8 PM and 10 PM.
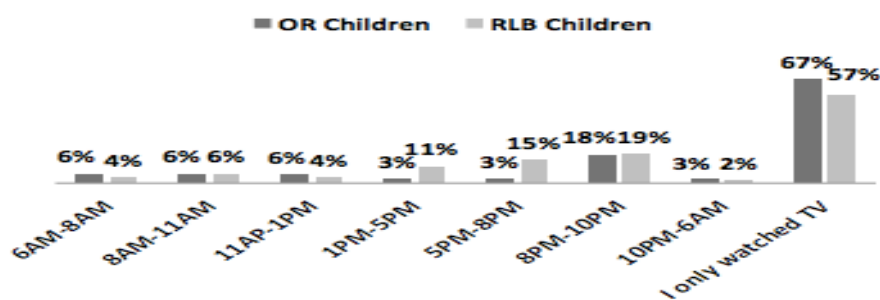
Figure 4.58 OR and RLB children's TV viewing time periods

Among RLB children, four percent of them often watch television in the early morning (6 AM-8 AM); six percent of children usually watch television between 8 AM and 11 AM; Four percent of the children watch television during 11 AM-1 PM; eleven percent of RLB children watch television between 1 PM and 5 PM; fifteen percent of children always watch television during 5 PM-8 PM; nineteen percent of children watch television during 8 PM-10 PM; two percent of children watch television during 10 PM-6 AM; and fifty-seven percent of RLB children only watch television on weekends.

4.4.8 TV viewing preferences

1. Favorite TV programs

H26 is not supported because there are no significant differences in the preferences for television programs between OR and RLB children. Compared with RLB children, there is more proportion of OR children prefer entertainment

programs, and less percentage of OR children like TV dramas (see Figure 4.59). The most popular programs among OR children are entertainment shows. Up to seventy-three percent of OR children are fond of entertainment programs. Fifty-eight percent of OR children prefer TV dramas. Eighteen percent of OR children choose cartoons (animations) as their favorite programs. Only three percent of OR children prefer educational programs. Six percent of OR children like news programs. The proportion of OR children who like children's entertainment shows is three percent. Nine percent of OR children prefer children's dramas. Additionally, three percent of OR children like other programs. The favorite television program type among RLB children is TV drama.

Among RLB children, sixty-seven percent of them prefer TV dramas; fifty-seven percent of children like entertainment shows; twenty percent of children like cartoons (animations); seven percent of children prefer educational programs; the RLB children who like news programs occupy nine percent; six percent of RLB children prefer children's entertainment shows; seven percent of children like children's dramas; and nine percent of RLB children like other television programs.
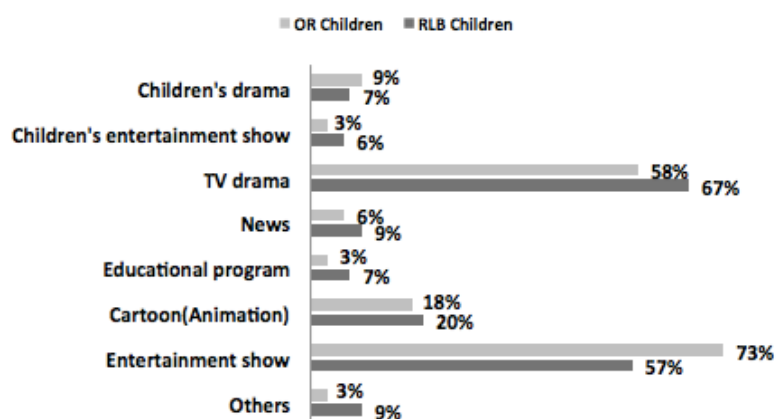
Figure 4.59 OR and RLB children's favorite TV programs

2. Program viewing preferences "in the last week"

It can be seen from Figure 4.60, OR children watched more entertainment programs "in the last week"; and RLB children preferred TV dramas; moreover,

compared with OR children, more RLB children were fond of cartoons (animations). This result is consistent with the above finding.
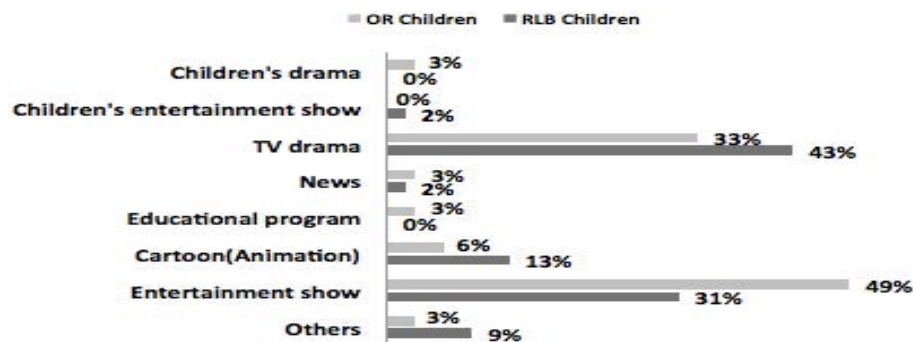
Figure 4.60 OR and RLB children's program preferences

The most-watched television programs among OR children are entertainment programs. In OR children group, forty-nine percent of them watched entertainment programs; six percent of children watched cartoons (animations); three percent of them watched educational program; there is three percent of children chose to watch news programs; thirty-three percent of children watched more TV dramas "in the last week"; three percent of OR children chose children's drama were the most-watched programs "in the last week"; and three percent of children watched other program. The majority of the RLB children watched television drama "in the last week". In RLB group, thirty-one percent of them watched entertainment programs; thirteen percent of children watched cartoons (animations); two percent of children watched news programs; forty-three percent of children watched television dramas; two percent of children watched children's entertainment shows; and nine percent of RLB children watched other types of program.

3.Cartoon viewing

From Figure 7.61, we can see that, compared with OR children, more RLB children only watch cartoons (animations) on live TV, a slight more proportion of RLB children read comic magazines or books. But there is less percentage of

RLB children watch cartoons online and in the cinema than their OR peers.
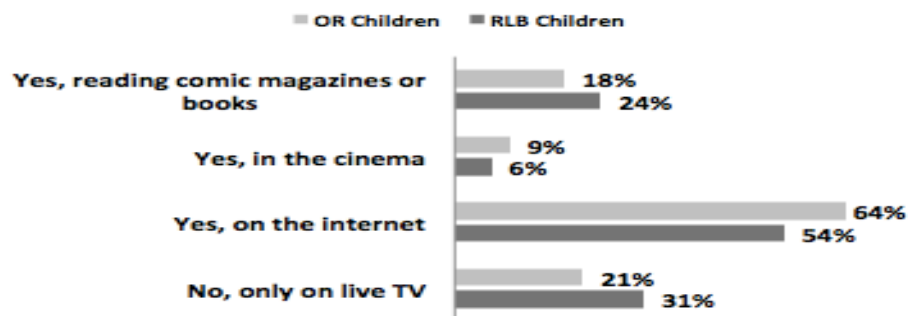
Figure 4.61 OR and RLB children's cartoon viewing except live TV

More than half of OR children prefer to watch cartoons on the internet. Nine percent of OR children choose that they often watch cartoons in the cinema. Eighteen percent of children read comic magazines or books. Besides, twenty-one percent of OR children only watch cartoons on live TV. Among RLB children, fifty-four percent of children watch cartoons on the internet; six percent of children watch cartoons in the cinema; twenty-four percent of children view cartoons by reading comic books and magazines; the proportion of RLB children only watch cartoons on live TV account for thirty-one percent.

4. Cartoon viewing preferences

Compared with RLB children, more OR children like Chinese domestic cartoons (animations), but less proportion of OR children prefer Japanese animations. Among OR children, more than half of them prefer domestic cartoons; twenty-seven percent of OR children are fond of Japanese animations; nine percent of OR children choose they like American cartoons best. In RLB group, fifty percent of children prefer Chinese cartoons; forty-six percent of children like Japanese animations; four percent of RLB children prefer American cartoons.
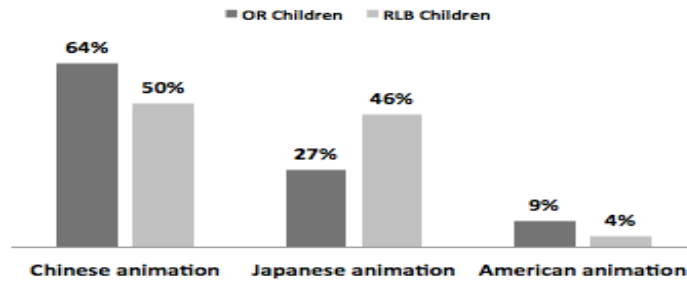
Figure 4.62 OR and RLB children's cartoon viewing preference

5. Favorite children's TV channels

It can be noticed from Figure 4.63, there is significantly more percentage of RLB children do not like children television channels. Nineteen percent of OR children prefer Kaku Children Channel. Only three percent of OR children prefer Toonmax TV. Twenty-four percent of OR children like Jinying Aniworld Channel. The proportion of OR children prefer CCTV-14 is twenty-four percent. Six percent of OR children like CQTV Children. Besides, twenty-four percent of OR children do not like children television channels. Among RLB children, thirteen percent of them like Kaku Children TV; nine percent of children prefer Toonmax TV; there is seventeen percent of RLB children like Jinying Aniworld; seventeen percent of children like CCTV-14; two percent of children prefer CQTV Children, and forty-two percent of children do not like children television channels.
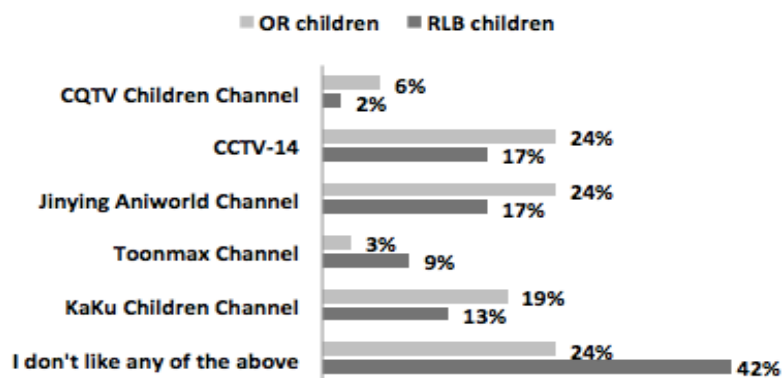
Figure 4.63 OR and RLB children's favorite children's TV channel

4.4.9 Current favorite programs and TV channels

1.Television programs

All the programs

There is no significant difference in program preferences between OR and RLB children. The most popular television program type among OR children is entertainment show (see Figure 4.64).
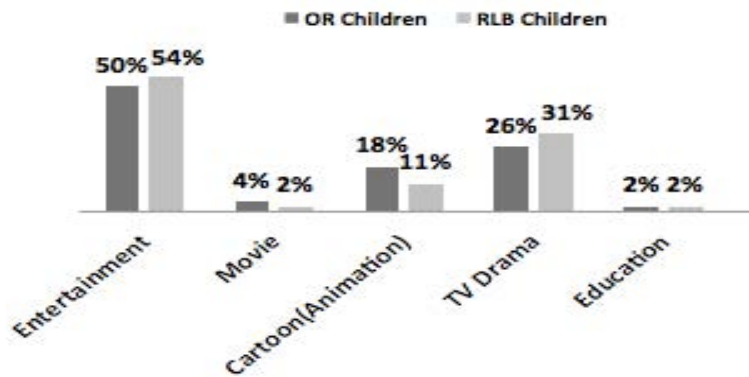
Figure 4.64 OR and RLB children's favorite children TV programs

Of all the programs OR mentioned, eighteen percent of programs are cartoons; two percent of programs are educational programs; fifty percent of programs are entertainment shows, four percent of programs are movies; twenty-six percent of the programs are TV dramas. In RLB group, eleven percent of television programs which children mentioned are cartoons; two percent of programs are educational programs; fifty-four percent of the programs are entertainment shows; the proportion of movies account for two percent; thirty-one percent of the programs are TV dramas.

Chinese domestic TV programs vs. foreign TV programs

There are no significant differences in the preference for domestic and foreign television programs between OR and RLB children. Ninety-four percent of OR children prefer Chinese television programs; six percent of OR children prefer foreign television programs. In RLB children group, ninety-five percent of them like Chinese domestic television programs, and only five percent of children like foreign television programs.

2.Channels

a. All the television channels

There are significant differences in television channel preferences between OR and RLB children (t=-3.10, two-tailed p<0.01). The favorite television channels OR children mentioned are CCTV, Anhui TV, Dragon TV, Hunan TV, Jiangsu TV, Jiangxi TV, Jinying Aniworld TV, Kaku Children TV, Toonmax TV, Zhejiang TV, Chongqing TV. The television channels which RLB children mentioned, including CCTV, Anhui TV, Dragon TV, Guangdong TV, Hubei TV, Hunan TV, Zhejiang TV, Chongqing TV, CQTV Children, CQTV Fashion. OR and RLB children have the most significant difference in the preferences for three television channels, which are CCTV (including all the CCTV sub-channels), Hunan TV and Zhejiang TV. Compared with RLB children, more OR children like CCTV, but less percentage of OR children are fond of Hunan TV and Zhejiang TV.

TV Channels	OR children	RLB children
CCTV	37%	17%
Anhui TV	2%	2%
Dragon TV	5%	3%
Guangdong TV	0	1%
Hubei TV	0	1%
Hunan TV	30%	45%
Jiangsu TV	7%	0
Jiangxi TV	2%	0
Jinying Aniword TV	2%	0
Kaku Children TV	4%	0
Toonmax TV	2%	0
Zhejiang TV	7%	19%
Chongqing TV	2%	4%
CQTV Children	0	1%
CQTV Fashion	0	1%

Table 4.11 OR and RLB children's favorite TV channels

b. Children TV channels and other TV channels

The difference between OR and RLB children's preferences for children television channels and other television channels is not significant. Among the television channels OR children mentioned, eighty-five percent of them are other television channels, and fifteen percent are children television channels. Of all the television channels RLB children mentioned, eighty-eight percent of these channels are non-children channels, and twelve percent of them are children television channels.
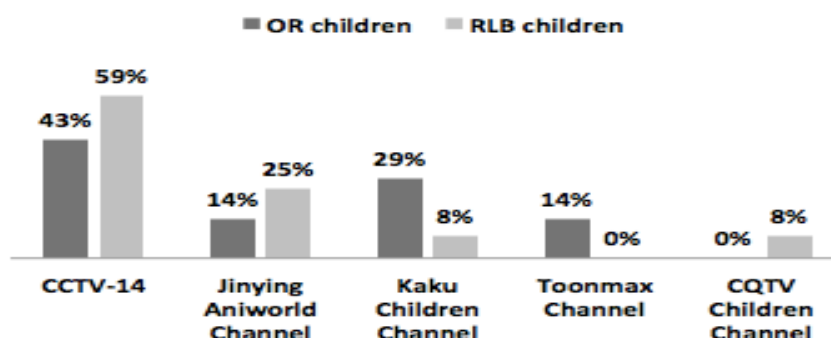
Figure 4.65 OR and RLB children's preferences for children's TV channels

It can be seen from Figure 7.65, comparing with OR children, more percentage of RLB children prefer CCTV-14, CQTV Children and Jinying Aniworld TV, but less proportion of RLB children are fond of Kaku Children Channel and Toonmax TV. Among the OR children who like children television channels, nearly half of them prefer CCTV14; fourteen percent of children prefer Jinying Aniworld TV; twenty-nine percent of children prefer Kaku Children TV; and fourteen percent of OR children prefer CQTV Children Channel. Of RLB children who like children television channels, more than half of them prefer CCTV-14; twenty-five percent of them consider Jinying Aniworld as their favorite television channel; eight percent of them prefer Kaku Children Channel; eight percent of children like CQTV Children Channel.

c. CCTV channels

OR and RLB children's preferences for CCTV channels have significant differences (t=-2.72, two-tailed p=0.01). The CCTV channels that OR children mentioned are CCTV-1, CCTV-2, CCTV-5, CCTV-6, CCTV-7, CCTV-10, CCTV-14, and CCTV. RLB children mentioned fewer television channels than OR children. The CCTV channels, which RLB children illustrated, include CCTV-1, CCTV-6, CCTV-9, CCTV-14, CCTV-15, and CCTV.
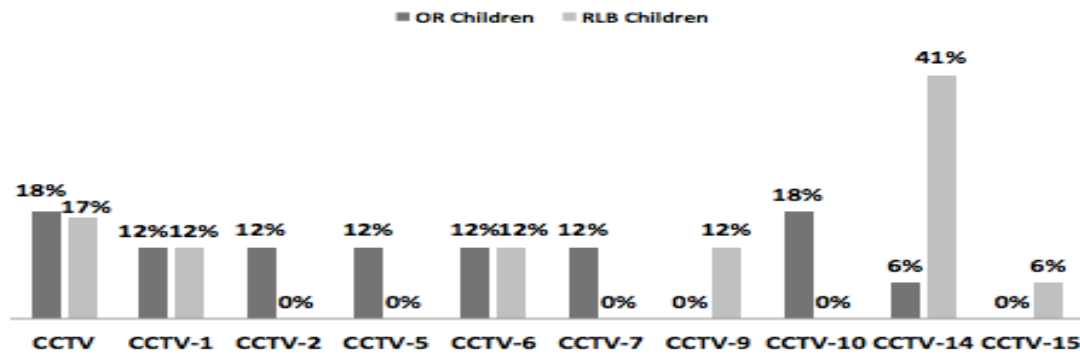
Figure 4.66 OR and RLB children's preferences for CCTV channels

4.4.10 Friends and TV

Compared with OR children, RLB children's friends are more likely to recommend television programs to them. Among OR children, ninety-seven percent of their friends have ever recommended television program to them, and three percent of children have never been recommended any programs. In the RLB children group, eighty-seven percent of children's friends have recommended them television programs, and thirteen percent of them have no such experiences.

Besides, there is slight more proportion of OR children watch the recommended programs than their RLB counterparts. Among OR children, seventy-eight percent of them watch the recommended television programs, and twenty-two percent ignore these programs. In the RLB children group, eighty-one percent of them watch the recommended programs, and nineteen percent of children never watch these television programs.

4.4.11 Attitudes

Independent t-test analysis is adopted to examine whether there are significant differences in attitudes toward children television channels, cartoons, Chongqing local television channels, programs, online TV and live TV between OR children and RLB children. It finds that the OR-RLB variable is not

statistically significant.

Attitudes toward children television channels and cartoons

There is no significant differences in attitudes toward children television channels and cartoons between OR and RLB children (see Table 4.12). The OR and RLB children's mean scores of the item "compared with cartoons, I like TV drama or entertainment program better" are between "neutral" and "slightly agree". OR and RLB children's mean scores of "compared with Chinese domestic cartoons, I like foreign cartoons better", "I think cartoons are childish" and "I like the programs broadcast on CCTV-14", are between "slightly disagree" and "neutral".

Items	OR Children						RLB Children						Sig
	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	
Compared with Chinese domestic cartoons, I like foreign cartoons better.	15%	15%	58%	6%	6%	**2.73**	9%	19%	59%	9%	4%	**2.8**	.406
Compared with cartoons, I like TV drama or entertainment programs better.	9%	6%	31%	27%	27%	**3.58**	5%	13%	24%	28%	30%	**3.63**	.946
I think cartoons are childish.	12%	21%	43%	9%	15%	**2.94**	13%	19%	46%	15%	7%	**2.85**	.660
I like the programs broadcast on CCTV-14	18%	21%	43%	12%	6%	**2.67**	17%	18%	41%	22%	2%	**2.75**	.801

Table 4.12 OR and RLB children's attitudes toward children's television channels and cartoons

Attitudes toward Chongqing local channels and programs

There is no significant difference in attitudes toward Chongqing local television channels and programs between OR and RLB children. The OR and RLB children's mean scores of items "I like the programs broadcast on CQTV Children Channel", "Compared with other provincial television channels, I like Chongqing local channels better", "Compared with mandarin television programs, I like Chongqing dialect programs better", were between "slightly disagree" and "neutral".

Items	OR Children						RLB Children						Sig
	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	
I like the programs broadcast on CQTV Children Channel.	18%	15%	52%	6%	9%	**2.73**	11%	22%	46%	15%	6%	**2.82**	.582
Compared with other provincial television channels, I like Chongqing local channels better.	15%	30%	39%	3%	13%	**2.67**	15%	26%	41%	7%	11%	**2.74**	.953
Compared with mandarin television programs, I like Chongqing dialect program better.	9%	37%	33%	9%	12%	**2.79**	18%	24%	43%	9%	6%	**2.59**	.871

Table 4.13 OR and RLB children's attitudes toward Chongqing local channels and programs

Attitudes toward online TV and live TV

There is no significant difference in attitudes toward online TV and live TV between OR and RLB children. OR and RLB children's mean scores of items "compared with watching live TV, I like watching television programs on the internet", "I like watching programs on the internet, because there are more programs online", "I like watching television online, because I can watch any program at anytime I like" are between "neutral" and "slightly agree".

Items	OR Children						RLB Children						Sig
	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	Definitely Disagree	Slightly Disagree	Neutral	Slightly Agree	Definitely Agree	Mean	
Compared with watching live TV, I like watching TV programs on the internet.	9%	15%	43%	9%	24%	**3.24**	9%	13%	48%	15%	15%	**3.13**	.288
I like watching programs on the internet, because there are more programs online.	9%	12%	34%	18%	27%	**3.42**	7%	17%	33%	24%	19%	**3.3**	.498
I like watching TV online, because I can watch any program at anytime I like.	6%	9%	30%	21%	34%	**3.67**	11%	9%	26%	21%	33%	**3.56**	.437

Table 4.14 OR and RLB children's attitudes toward online TV and live TV

4.5 Han, Tujia and Miao Children

4.5.1 Media ownership and household TV environment

Media ownership

From statistical aspects, more Han children have tablets than Tujia children

(t=2.02, two-tailed p= 0.05); Miao children's ownership rate of televisions is lower than Tujia children (t=-3.20, two-tailed p<0.01); less proportion of Tujia children have no media device than Miao children (t=-2.28, two-tailed p= 0.03). H31 is supported. It can be seen from Figure 4.67, compared with other ethnic groups, more percentage of Miao children have no media device; Tujia children have the highest ownership rate of televisions; Han children have the highest ownership rate of computers and mobile phones; Miao children have the highest ownership rate of tablets.
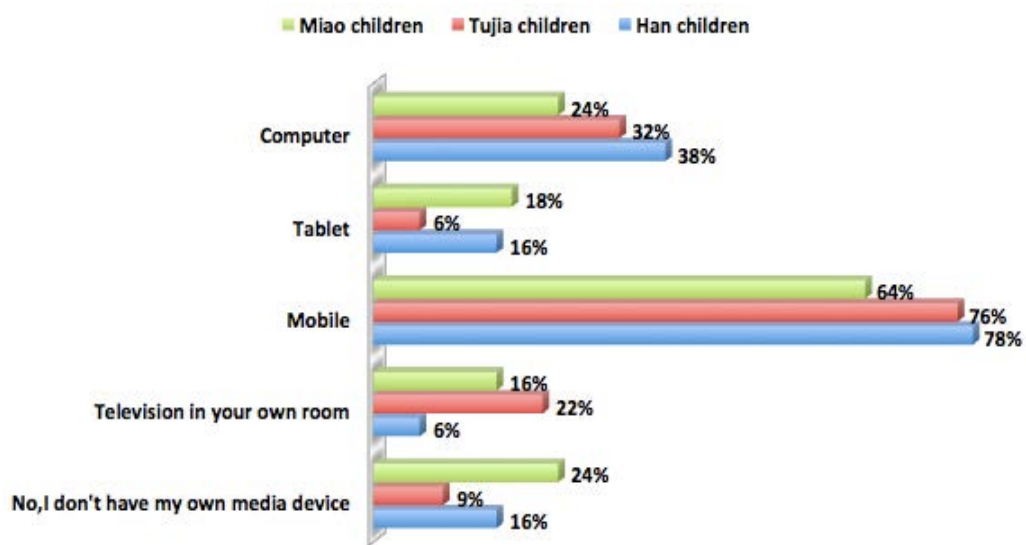
Figure 4.67 Han, Tujia and Miao children's media ownership rate

Among Han children, thirty-eight percent of children have computers; sixteen percent of children have tablets; seventy-eight percent of children have mobile phones; six percent of children have televisions in bedrooms; sixteen percent of Han children have no personal media device. Of all the Tujia children, thirty-two percent of them have computers; six percent of them have tablets; seventy-six percent of them have mobiles, Tujia children's ownership rate of televisions is twenty-two percent; nine percent of Tujia children have no media device. In Miao children group, sixty-four percent of children have mobile phones; twenty-four percent of children have computers; eighteen percent of children have tablets; the Miao children who have televisions in bedrooms occupy sixteen percent; twenty-four percent of Miao children have no personal media device.

Television viewing devices

There is no significant difference in television viewing devices among Han, Tujia, and Miao children. Among Han children, up to seventy percent of children often watch programs on TV sets; fifty-five percent of them use mobile phones to watch programs; sixteen percent of children watch television programs on tablets; thirty-three percent of Han children watch programs on computers. Compared with other children, fewer Tujia children watch television on tablets. It may because they have lower tablet ownership rate.
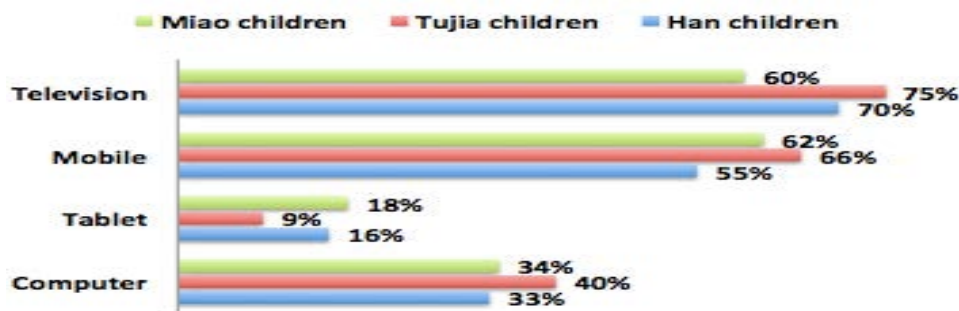
Figure 4.68 Han, Tujia and Miao children's TV viewing device

Among Tujia children, seventy-five percent of them watch programs on television sets; sixty-six percent of children prefer to watch television on mobile phones; nine percent of Tujia children choose to watch programs on tablets; forty percent of Tujia children watch television on computers. Miao children prefer to watch programs on mobiles and television sets. Among Miao children, sixty-two percent of them choose to watch programs on mobiles; the Miao children who prefer to watch programs on television sets account for sixty percent; eighteen percent of children like to watch television programs on tablets; thirty-four percent of Miao children choose that they often watch television on computers.

TV left on

There is no significant difference in 'television left on or not" issue among the three ethnic groups. Among Han children households, there is forty-three

percent of them keep their television sets left on; fifty-seven percent of Han families turn off their television sets most of the time. In Tujia children group, forty-two percent of children reply that the television sets are usually left on; and fifty-eight percent of families turn off their television sets when there is nobody watching. In Miao children families, forty-two percent of them keep television sets left on, and fifty-eight percent of households frequently turn off their television sets.

4.5.2 Media using frequency and time consumption in a typical day

Tujia children spend the longest time on media, and their internet using time is longer than other ethnic group children (see Figure 4.69). In a typical day, Han children spend on average 97 minutes on media. Han children's media time per day includes forty-three minutes on television, forty minutes on the internet, four minutes on the radio, and ten minutes on reading newspapers and magazines.
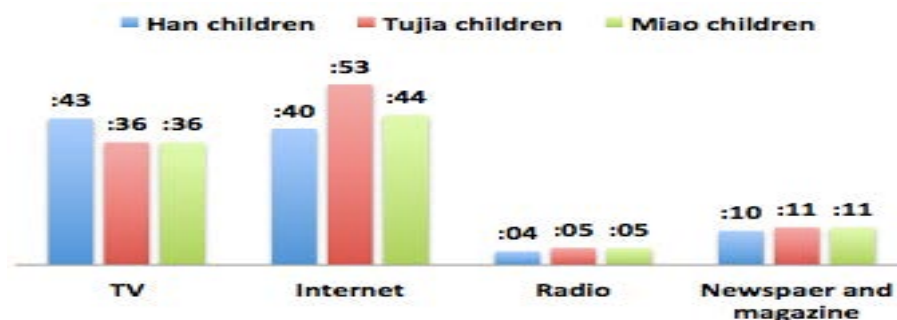
Figure 4.69 Han, Tujia and Miao children's time spent with media

The amount of time that Tujia children spend on media in a typical day is 105 minutes. Tujia children spend an average of thirty-six minutes on television, fifty-three minutes on the internet, five minutes on the radio, and eleven minutes on reading newspapers and magazines. Miao children spend 96 minutes on media, including thirty-six minutes on television, forty-four minutes on the internet, five minutes on the radio, and eleven minutes on reading newspapers and magazines.

4.5.3 Co-viewing

Companions

From Figure 4.70 we can notice that, compared with other ethnic group children, more percentage of Han children watch television with parents, and watch television alone; Miao children are more likely to watch television with their siblings. Among Han children, thirty-six percent of children watch television alone; thirty-two percent of children choose that they often watch television with their parents; seven percent of Han children watch television with their grandparents; twenty-one percent of children watch television with siblings; four percent of Han children watch television with their classmates and friends. Among Tujia children, twenty-eight percent of children choose that they watch television with their parents; Six percent of children watch television with their grandparents; thirty percent of children watch television with siblings; six percent of Tujia children often watch television with classmates and friends; thirty percent of Tujia children watched television alone. In Miao children group, twenty-two percent of them watch television with parents; four percent of children choose that they often watch television with their grandparents; thirty-eight of children watch television with siblings; six percent of Miao children watch television with classmates or friends; thirty percent of Miao children watch television alone.
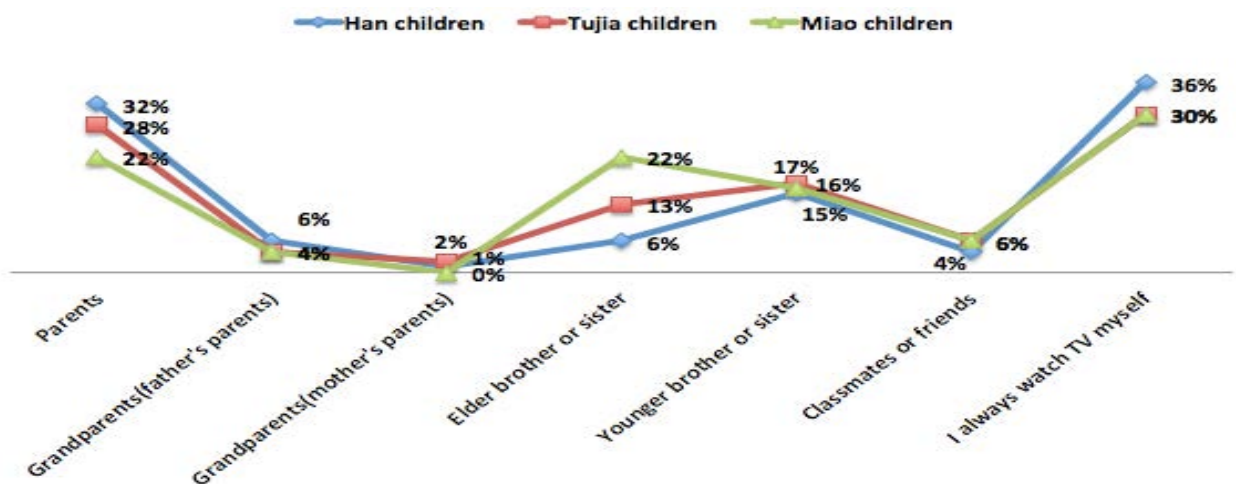
Figure 4.70 Han, Tujia and Miao children's television viewing companions

Explain content or not

The difference in explaining television content between Tujia and Miao parents is significant (t=-2.08, p=0.04). More percentage of Tujia parents have explained television content to children, and Miao parents are less likely to explain program content during co-viewing. Among Han children, twenty-five percent of their parents explain television content; and seventy-five percent of Han children choose that their parents do not explain program content. In Tujia children group, thirty-three percent of Tujia parents explain television content during co-viewing, and sixty-seven percent of parents do not explain television content. Among Miao parents, eighteen percent of them explain television content, and eighty-two percent of Miao parents do not explain content during co-viewing.

Channel choosing

Compared with other ethnic group children, Miao parents are the main decision-makers in choosing television channels during co-viewing, but Miao grandparents are less influential. Nearly half of Han parents choose television channels during co-viewing. Twelve percent of Han grandparents often decide which channel to watch. Eight percent of Han children's siblings choose television channels when they watch television together. Besides, thirty-nine percent of Han children choose television channels themselves. Among Tujia children, thirty-six percent of parents choose television channels; fifteen percent of grandparents decide to watch which television channels; twelve percent of children's siblings choose television channels during co-viewing; thirty-seven percent of Tujia children choose television channel themselves. In Miao children group, forty-six percent of parents choose television channels during co-viewing; eight percent of Miao grandparents choose television channels; twelve percent of children's siblings decide to watch which television channels; and thirty-four percent of Miao children choose channels themselves. H32 is not supported because the difference in co-viewing patterns only significant in Tujia and Miao parents' explanation of television content.
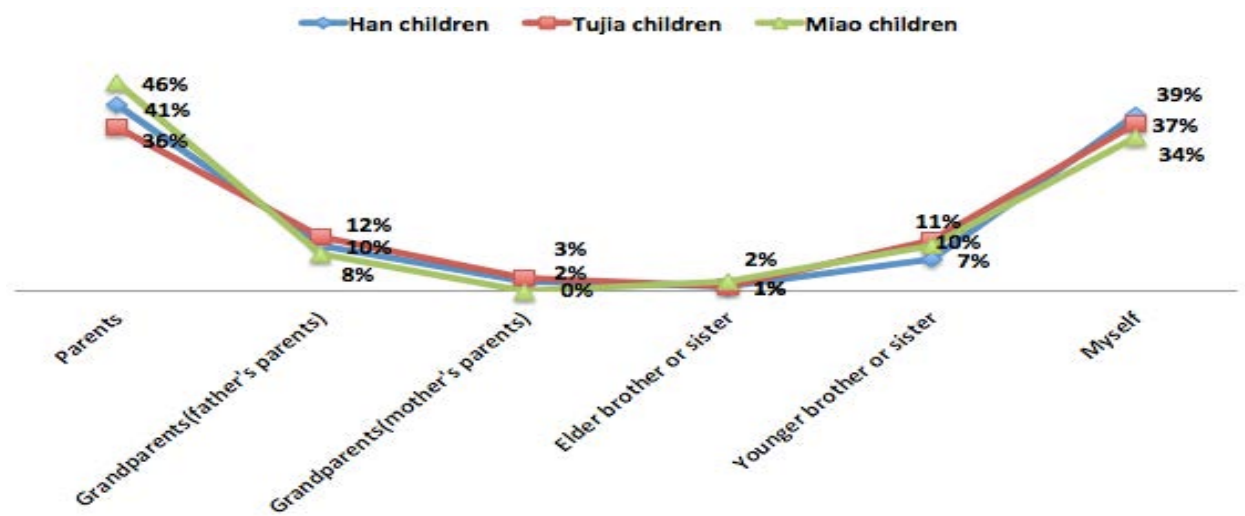
Figure 4.71 Han, Tujia and Miao children's channel choosing during co-viewing

4.5.4 TV rules

TV viewing length

From Figure 4.72, we can notice that more percentage of Miao parents and grandparents regulate children's television viewing time, and Tujia children's families have the least regulations on television viewing length. Among Han children, forty-eight percent of them choose that their fathers have regulations; fifty-two percent of children's mothers have rules on television viewing length; certain percentages of grandparents(father's parents 16%, mother's parents 8%) regulate children's television viewing time; and thirty-two percent of Han children choose that there are no regulations on television viewing length in their families. In Tujia children group, forty-five percent of children's fathers have regulations; fifty-four percent of Tujia mothers control children's television viewing length; certain percentages of grandparents(father's parents 20%, mother's parents 4%) have rules on television viewing time; and the thirty-five percent of Tujia families have no such rules. Among Miao children, fifty percent of Miao fathers have regulations on television viewing time; sixty-six percent of mothers have rules; certain percentages of grandparents(father's parents 24%, mother's parents 14%) have regulations; and there is twenty-eight percent of

Miao families have no rules on television viewing length.

Regulations on TV viewing length   Regulations on TV viewing content
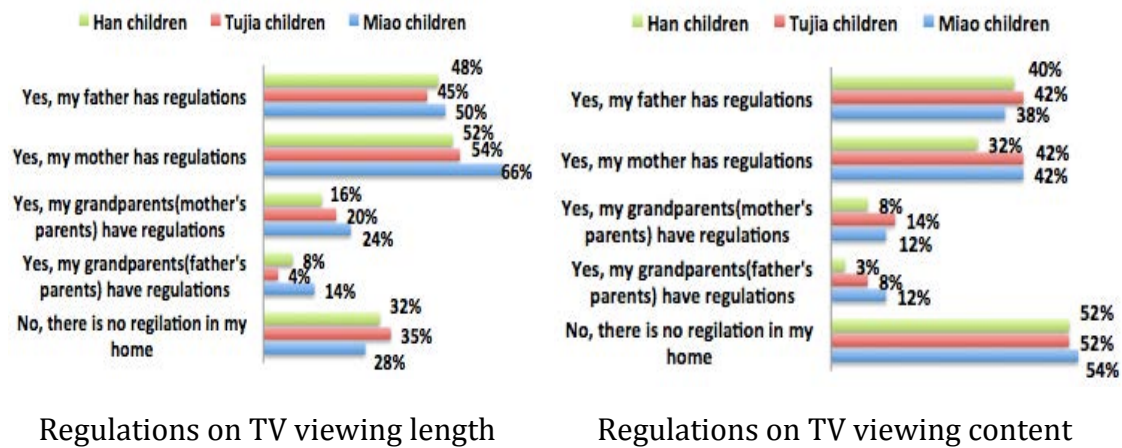
Figure 4.72 Han, Tujia and Miao children's TV rules

Television viewing content

There is no significant difference in rules on television viewing time and content among Han, Tujia, and Miao households. H33 is not supported. Among Han children, forty percent of fathers regulate children's television viewing content; thirty-two percent of mothers have regulations; certain percentages of grandparents (father's parents 8%, mother's parents 3%) have rules on television viewing content; and fifty-two percent of Han families have no such rules. In Tujia children group, forty-two percent of fathers have regulations; forty-two percent of mothers control children's television viewing content; certain percentages of grandparents (father's parents 14%, mother's parents 8%) regulate children's viewing content; and fifty-two percent of Tujia children reply that there are no such rules in their families. Among Miao children, thirty-eight percent of fathers control children's television viewing content; forty-two percent of mothers have regulations; certain percentages of grandparents (father's parents 12%, mother's parents 12%) have rules; and fifty-four percent of families have no rules on children's viewing content.

4.5.5 TV and food

Less percentage of Han children have lunch than Tujia children (t=-3.29, two-tailed p<0.01), and more Tujia children eat dinner during television viewing than Miao children (t=2.01, two-tailed p=0.05). H34 is supported. From Figure 4.73, we can notice that more Tujia children consume food than other ethnic group children.
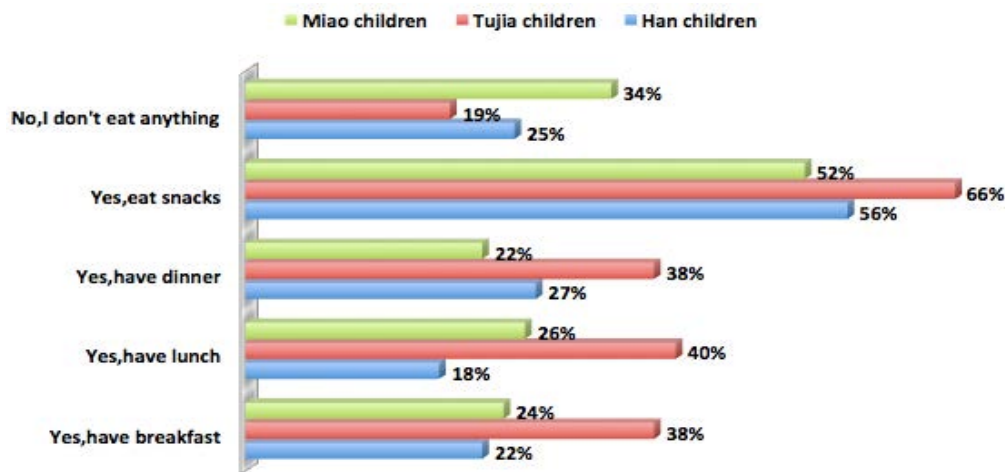
Figure 4.73 Han, Tujia and Miao children's food consumption while watching TV

Among Han children, twenty-two percent of them have breakfast; eighteen percent of children have lunch; twenty-seven percent of children have dinner; fifty-six percent of children eat snacks, and twenty-five percent of Han children did not consume food while watching television. In Tujia children group, thirty-eight percent of them eat breakfast; forty percent of children have lunch; thirty-eight percent of children have dinner; sixty-six percent of children consume snacks; nineteen percent of Tujia children eat nothing while watching television. Among Miao children, twenty-four percent of them eat breakfast; twenty-six percent of children have lunch; twenty-two percent of children have dinner; fifty-two percent of children eat snacks; thirty-four percent of children consume nothing while watching television.

4.5.6 TV multitasking and other activities

As shown in Figure 4.74, compared with other ethnicity children, more Tujia

children chat on the internet or texting, and play with friends; significantly less percentage of Han children chat on the internet or texting than Tujia children (t=-2.04, two-tailed p= 0.04); more proportion of Miao children do activities including play (computer, tablet, mobile) games, browse webpage, do sports, do homework and read books than other ethnic group children.
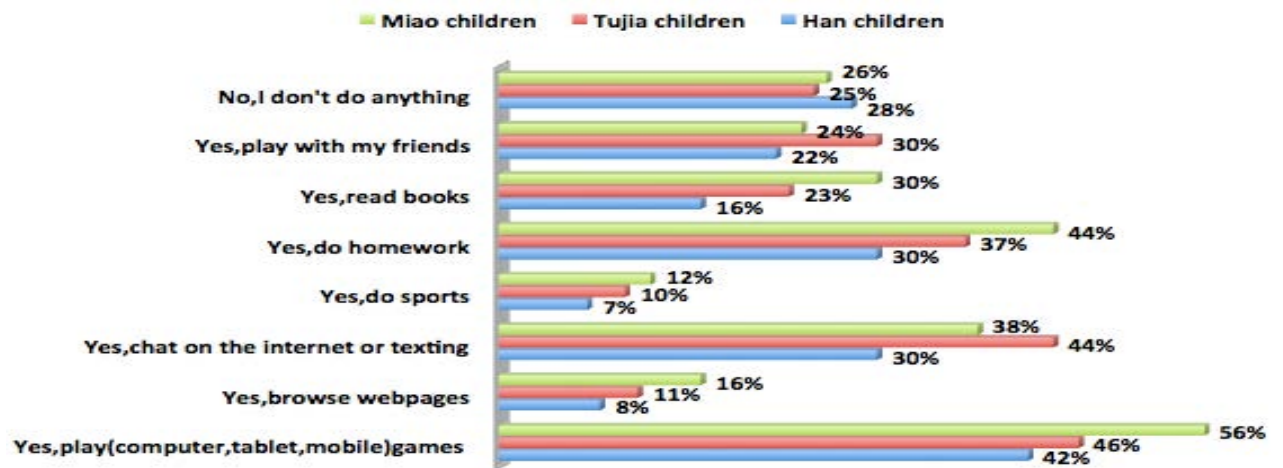
Figure 4.74 Han, Tujia and Miao children's TV multitasking and other activities during TV viewing

Among Han children, forty-two percent of them play (computer, tablet, mobile) games; eight percent of children browse web pages; thirty percent of children chat on the Internet or texting; seven percent of children do sports; thirty percent of Han children do homework; sixteen percent of children read books; twenty-two percent of children play with friends; and twenty-eight percent of Han children do nothing while watching television. In Tujia children group, forty-six percent of them play (computer, tablet, mobile) games; eleven percent of children browse web pages; forty-four percent of children chat on the internet or texting; ten percent of children do sports; thirty-seven percent of Tujia children do homework; twenty-three percent of children read books; thirty percent of Tujia children play with friends; twenty-five percent of children do nothing while watching television. Among Miao children, fifty-six percent of them play (computer, tablet, mobile) games; sixteen percent of children browse

154

web pages; thirty-eight percent of children chat on the internet or texting; twelve percent of children do sports; forty-four percent of children do homework; thirty percent of children read books; twenty-four percent of Miao children play with friends; and the Miao children do nothing during television viewing occupy twenty-six percent.

4.5.7 Amount, frequency and time period of TV viewing

1. TV viewing days "in the last week"
"In the last week", slightly more percentage of Han children watched television on weekdays than other ethnic group children. Among Han children, seventy-one percent of them watched television on the weekend; fifteen percent of them only watched television on weekdays; and fourteen percent of children watched television both on weekdays and the weekend "in the last week". In Tujia children group, ninety percent of them watched television on the weekend, two percent of them watched television on weekdays, and eight percent of Tujia children watched television on weekdays and the weekend. Among Miao children, the percentage of Miao children watched television on the weekend was eighty-four percent; two percent of children watched television on weekdays; fourteen percent of Miao children watched television on weekdays and the weekend.

2. TV viewing length in the last week
a. On weekdays
"In the last week", more proportion of Miao children watched television for less than half an hour, 2-2.5 hours, 3-3.5 hours and 3.5-4 hours; more Han children watched television for 0.5-1 hour, 1-1.5 hours, 2.5-3 hours, and more than four hours; and more percentage of Tujia children watched television for 1.5-2 hours on weekdays.
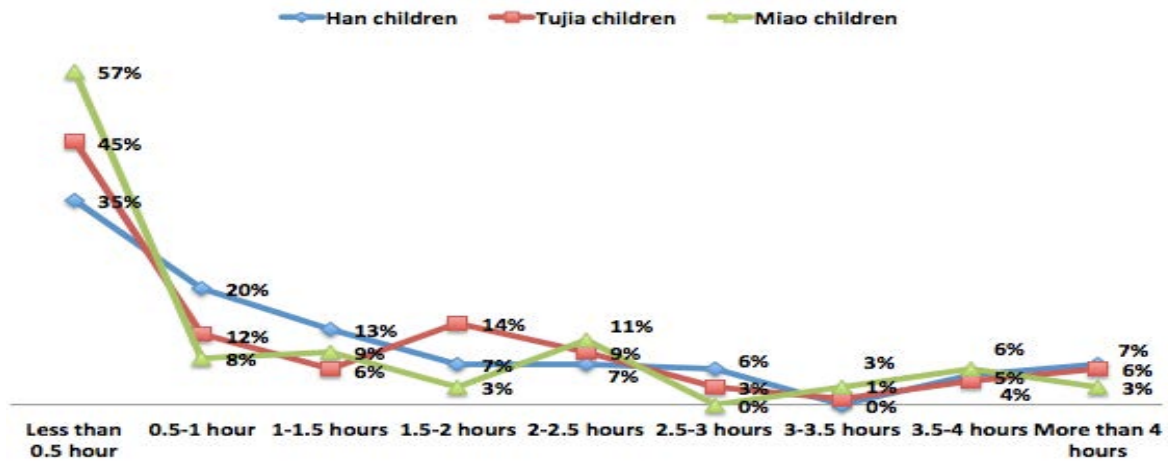
Figure 4.75 Han, Tujia and Miao children's TV viewing length on weekdays in the last week

b. On the weekend

On the weekend, the television viewing lengths of different ethnic groups children exhibit diversity (see Figure 4.76). Among Han children, fourteen percent of them watched television for less than half an hour on the "last" weekend; twenty-two percent of children spent 0.5-1 hour on television; seventeen percent of children spent 1-1.5 hours; eight percent of Han children spent 1.5-2 hours; eleven percent of children spent 2-2.5 hours; eight percent of children spent 2.5-3 hours; three percent of children spent 3-3.5 hours; four percent of children watched television for 3.5-4 hours; and thirteen percent of Han children watched television for more than 4 hours. In Tujia children group, sixteen percent of them spent less than half an hour with television on the "last" weekend; twelve percent of children watched television for 0.5-1 hour; twenty-three percent of children spent 1-1.5 hours; seventeen percent of children spent 1.5-2 hours; five percent of children spent 2-2.5 hours; ten percent of Tujia children spent 2.5-3 hours; two percent of children spent 3-3.5 hours; four percent of children spent 3.5-4 hours on television; and eleven percent of Tujia children watched television for more than 4 hours on the "last" weekend. Among Miao children, twenty-two percent of them consumed less than half an hour on television viewing; twelve percent of children watched television for 0.5-1 hour; four percent of children spent 1-1.5 hours on television; sixteen

percent of children spent 1.5-2 hours; fourteen percent of children spent 2-2.5 hours; sixteen percent of children spent 2.5-3 hours; two percent of children watched television for 3-3.5 hours; four percent of children spent 3.5-4 hours with television; and the percentage of Miao children who spent more than 4 hours on television account for ten percent.
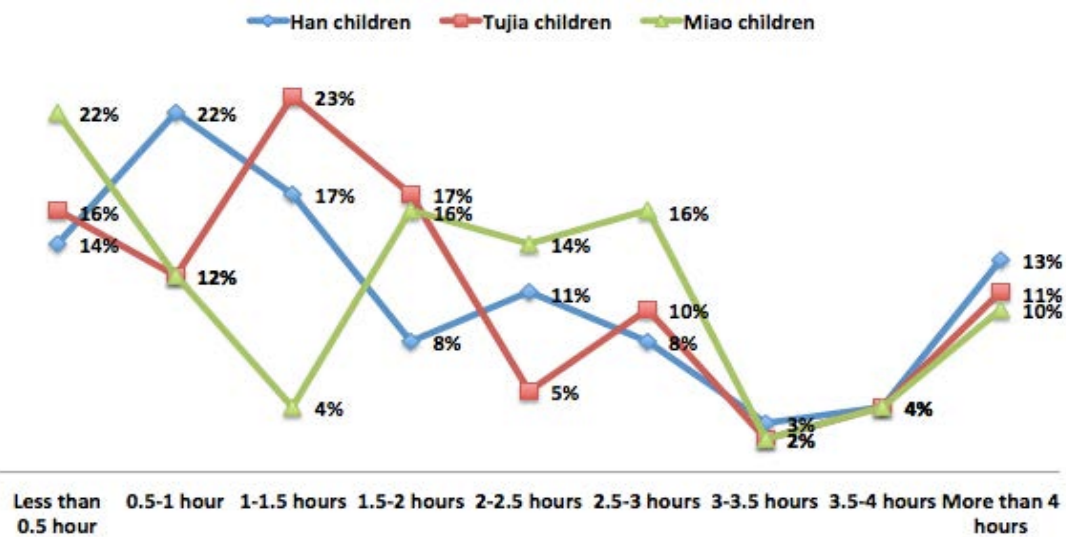
Figure 4.76 Han, Tujia and Miao children's television viewing length on the last weekend

3. TV viewing time periods in a typical weekday

It can be seen from Figure 4.77, more percentage of Han children watch television in afternoon hours (5 PM-8 PM) and the prime time (8 PM-10 PM) than Tujia and Miao children; compared with Han and Miao children, more Tujia children only watch television on weekends; more Miao children watch television in morning hours (6 AM-8 AM), noon hours (11 AM-1 PM), late night and early morning hours (10 PM-6 AM) than Han and Tujia children.
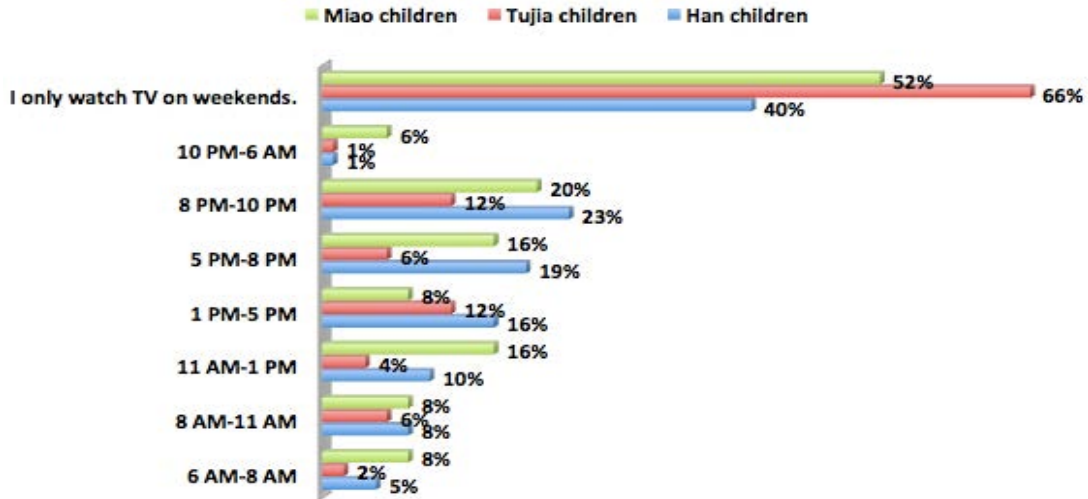
Figure 4.77 Han, Tujia and Miao children's TV viewing time period

From statistical aspect, we can notice that, the percentage of Tujia children who watch television during 11AM-1PM is significantly less than Miao children (t=-2.07, two-tailed p=0.04); the percentage of Han children watching television during 5PM-8PM is more than Tujia children (t=2.60, two-tailed p=0.01); and compared with Tujia children, less percentage of Han children only watch television on weekends (t=-3.58, two-tailed p<0.01).

4.5.8 TV viewing preferences

1. Favorite TV programs

Compared with Miao children, less proportion of children (t=-2.99, two-tailed p<0.01) and Tujia children (t=-3.10, two-tailed p<0.01) prefer cartoons; and less percentage of Han children are fond of TV dramas than Miao children (t=-2.63 two-tailed p=0.01). H35 is supported. Among Han children, up to seventy percent of them prefer entertainment programs, three percent of children prefer children's dramas; six percent of children prefer children's entertainment shows; forty-eight percent of children prefer TV dramas; nine percent of children are fond of news programs; five percent of Han children prefer educational programs; eleven percent of Han children like cartoons (animations); and eleven percent of Han children like other programs. In Tujia children group, four

percent of them prefer children's dramas; two percent of children prefer children's entertainment programs; sixty percent of children's favorite programs are TV dramas; four percent of children prefer news programs; five percent of children are fond of educational programs; eleven percent of children prefer cartoons (animations); sixty-two percent of children consider entertainment programs as their favorite; and the Tujia children who like to watch other programs occupy eleven percent. Among Miao children, eight percent of them prefer children's dramas; four percent of children are fond of children's entertainment shows; seventy percent of Miao children's favorite programs are TV dramas; twelve percent of children prefer news programs; twelve percent of children prefer educational programs; thirty-four percent of children prefer cartoons (animations); seventy-two percent of Miao children are fond of entertainment shows; and twelve percent of Miao children prefer other programs.
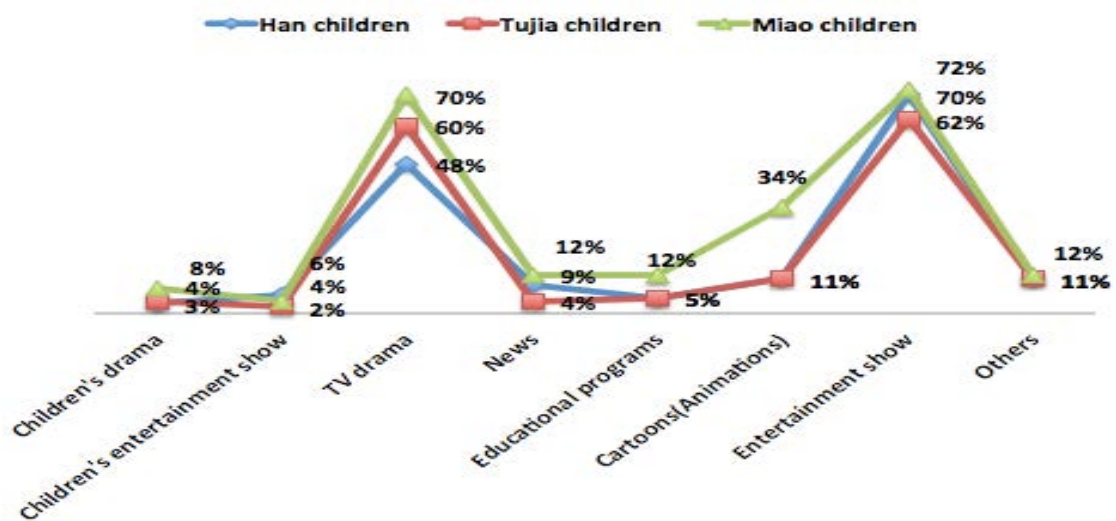
Figure 4.78 Han, Tujia and Miao children's favorite TV programs

2. Program viewing preferences "in the last week"

There are no significant differences in the mostly watched television programs "in the last week" among Han, Tujia and Miao children. Among Han children, two percent of them watched children's dramas, three percent of children watched children's entertainment shows, thirty-three percent of children watched TV dramas, two percent of children watched news programs, eight percent of

children watched cartoons (animations), forty-seven percent of Han children watched entertainment shows, and five percent of Han children watched other programs "in the last week".
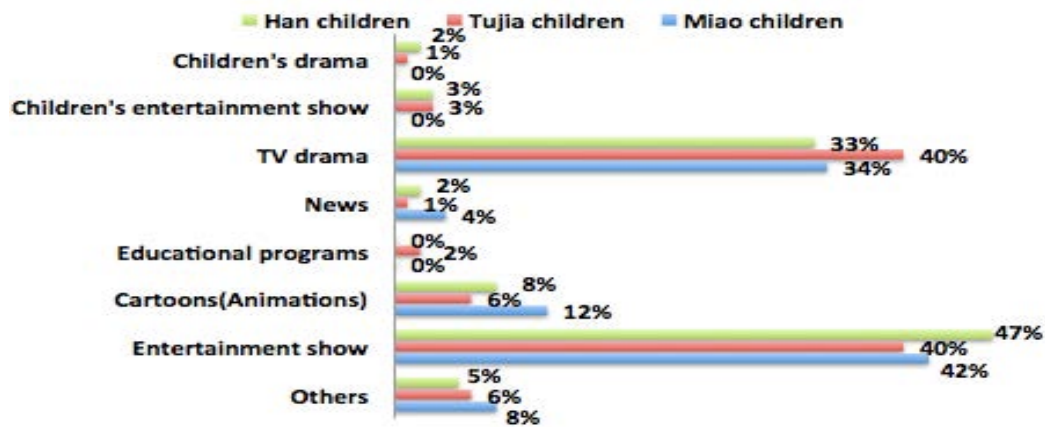
Figure 4.79 Han, Tujia and Miao children's program preferences

In Tujia children group, one percent of children watched children's drams, three percent of children watched children's entertainment shows, forty percent of children watched TV dramas, one percent of children watched news programs, two percent of children watched educational programs, six percent of children watched cartoons (animations), forty percent of children watched entertainment shows, and six percent of children watched other programs "in the last week". Among Miao children, thirty-four percent of them watched TV dramas, four percent of children watched news programs, twelve percent of children watched cartoons (animations), forty-two percent of children watched entertainment shows, and the Miao children who watched other programs "in the last week" account for eight percent.

3.Cartoon viewing

Compared with Tujia children, less percentage of Han and Miao children prefer to watch cartoons on the internet, and significantly more proportion of Han children watch cartoons in the cinema (t=2.12 two-tailed p=0.04). Among Han children, twenty-six percent of them read comic magazines or books;

twenty-four percent of children watch cartoons in the cinema; fifty-two percent of children watch cartoons on the internet; and twenty-six percent of children watch cartoons on live TV.
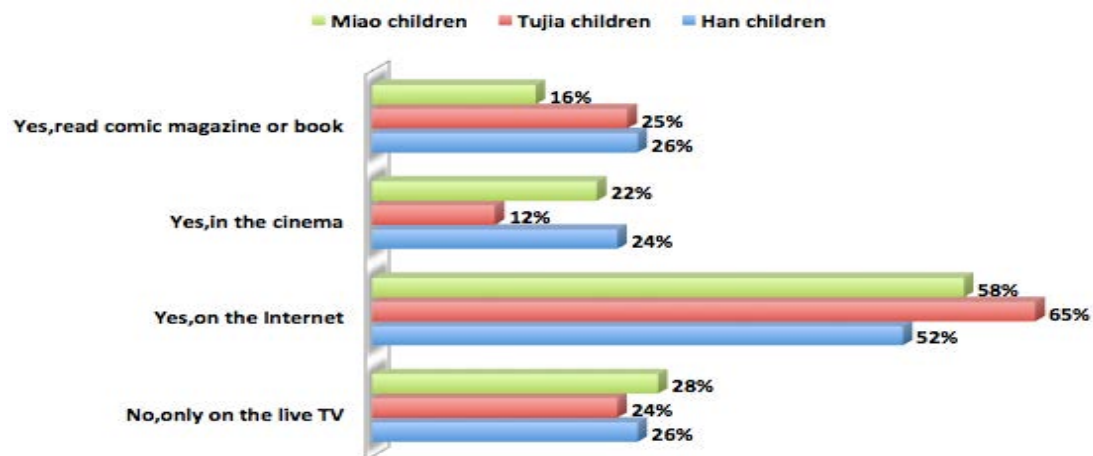
Figure 4.80 Han, Tujia and Miao children's cartoon viewing

In Tujia children group, twenty-five percent of children view cartoons by reading comic magazines or books; twelve percent of children watch cartoons in the cinema; sixty-five percent of children watch cartoons on the internet; and the Tujia children who only watch cartoons on live TV account for twenty-four percent. Among Miao children, sixteen percent of them view cartoons by reading comic magazines or books; twenty-two percent of children choose that they often watch cartoons in the cinema; the Miao children who watch cartoons on the internet occupy fifty-eight percent; and twenty-eight percent of Miao children only watch cartoons on live TV.

4.Cartoon preferences

Compared with Han and Miao children, there is more percentage of Tujia children prefer Japanese animations (cartoons), and less percentage of Tujia children prefer Chinese domestic animations. Among Han children, fifty-six percent of them are fond of Chinese cartoons; thirty-two percent of children like Japanese animations; and twelve percent of children consider American animations are the best. In Tujia children group, forty-three percent of children

prefer Chinese animations; forty-three percent of children like Japanese animations; and the Tujia children who prefer American animations occupy fourteen percent. In Miao children group, fifty-eight percent of children are fond of Chinese domestic animations; twenty-six percent of children prefer Japanese animation; and sixteen percent of Miao children like American animations.
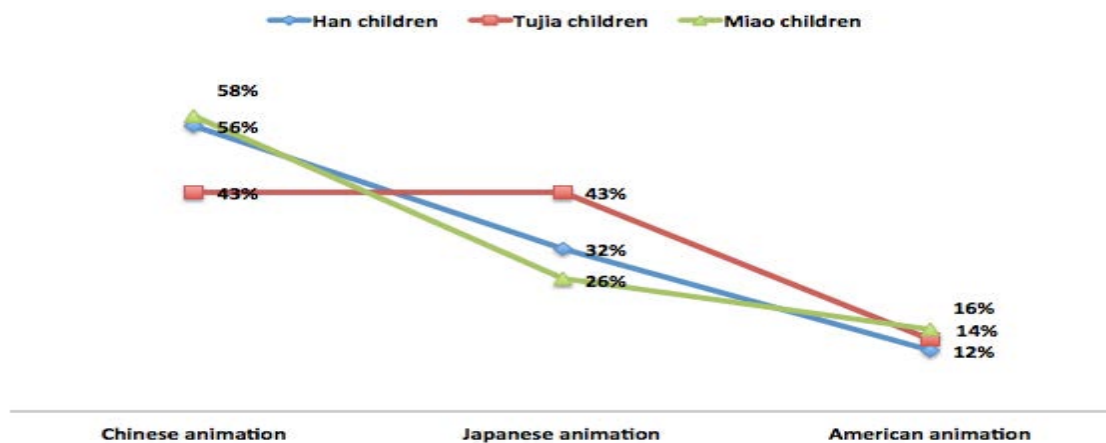
Figure 4.81 Han, Tujia and Miao children's cartoon viewing preferences

5. Favorite children's TV channels

The differences in preference for children channels between Han and Miao children are significant (t=2.06, two-tailed p=0.04). Compared with Tujia and Miao children, more Han children do not like children television channels at all. The percentages of Miao children who prefer Kaku Children Channel, Toonmax TV, and CCTV-14 are more than Han and Tujia children.
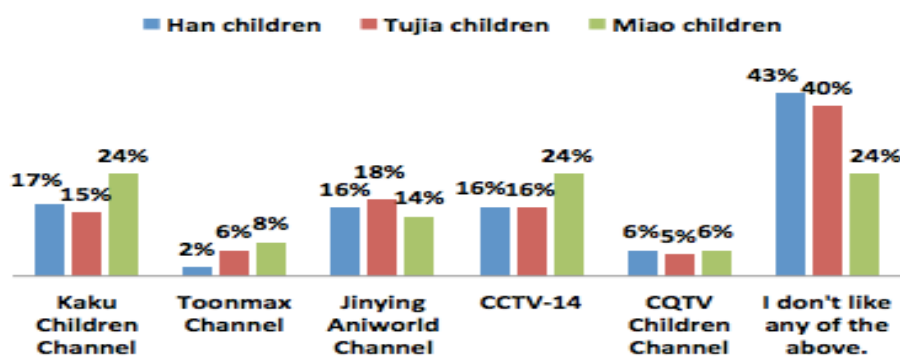
Figure 4.82 Han, Tujia and Miao children's favorite children's TV channels

4.5.9 Current favorite programs and TV channels

1.TV programs

All the programs

The difference in favorite television programs among Han, Tujia and Miao children is not significant. Among the television programs Han children mentioned, nineteen percent of programs are cartoons; one percent of programs are educational programs; forty-nine percent of programs are entertainment shows; two percent of programs are movies; one percent of programs are sports programs; twenty-eight percent of programs are TV dramas.
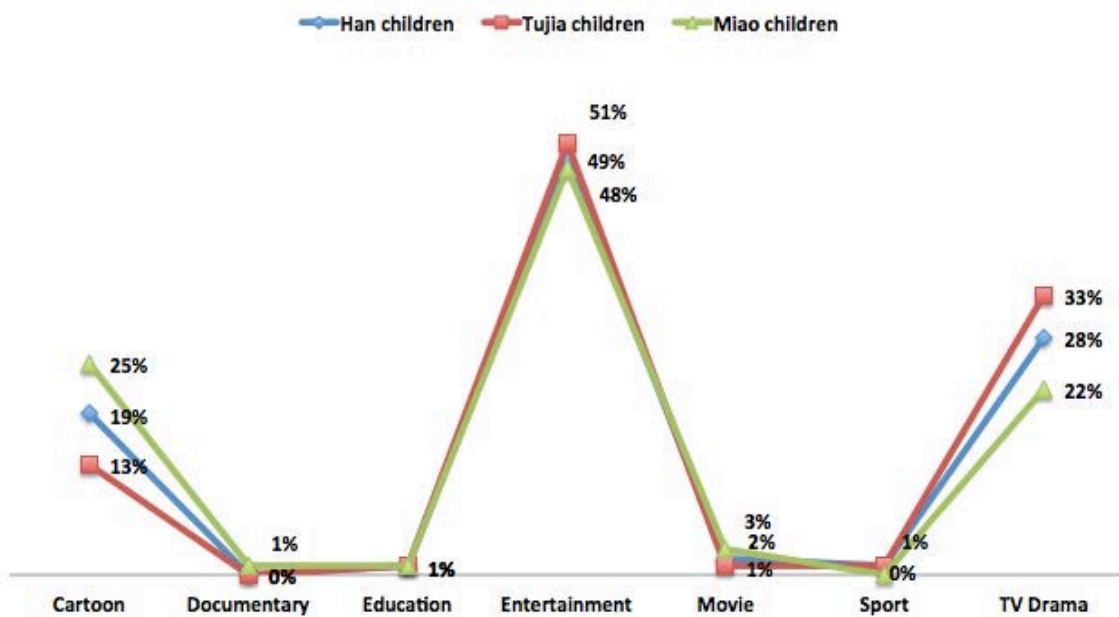
Figure 4.83 Han, Tujia and Miao children's favorite TV programs

Of all the programs Tujia children mentioned, thirteen percent of programs are cartoons; one percent of programs are educational programs; fifty-one percent of programs are entertainment shows; one percent of programs are movies; one percent of programs are sports programs; and thirty-three percent of programs are TV dramas. Among all the television program Miao children illustrated, twenty-five percent of them are cartoons; one percent of programs are documentary programs; one percent of programs are educational programs; the proportion of entertainment shows account for forty-eight percent; three percent of television programs are movies; and there are twenty-two percent of programs are TV dramas.

Chinese domestic TV programs vs. foreign TV programs

There is no obvious difference in preferences for domestic and foreign television programs among Han, Tujia and Miao children. Among Han children's favorite programs, eighty-five percent are Chinese domestic programs; and fifteen percent are foreign programs. Tujia children have illustrated ninety percent of domestic television programs, and ten percent of foreign programs. Of all the television programs which Miao children mentioned, ninety-three percent are domestic programs, and seven percent are foreign television programs.

2.Channels

All the TV channels

From the statistical aspect, the differences in preference for television channels between Han and Tujia children are significant (t=-2.30 two-tailed p= 0.02). CCTV, Hunan TV, and Zhejiang TV are the most popular television channels among all the children (see Table 4.15).

TV Channels	Han children	Tujia children	Miao children
CCTV	24%	18%	24%
Anhui TV	2%	1%	0%
Dragon TV	2%	0%	5%
Guangdong TV	1%	1%	0%
Henan TV	0%	1%	0%
Hubei TV	0%	1%	0%
Hunan TV	37%	41%	32%
Jiangsu TV	5%	4%	1%
Jiangxi TV	1%	0%	0%
Jinying Aniword TV	2%	0%	7%
Kaku Children TV	4%	2%	5%
Shanxi TV	1%	0%	0%
Zhejiang TV	17%	24%	18%
Shandong TV	0%	1%	0%
CQTV Fashion	0%	1%	0%
Online TV	0%	1%	3%
Toonmax TV	1%	1%	0%
Chongqing TV	3%	2%	5%
CQTV Children	0%	1%	0%

Table 4.15 Children's favorite TV channels

Specifically, Han children illustrate eleven television channels, which include CCTV, Anhui TV, Dragon TV, Hunan TV, Jiangsu TV, Jiangxi TV, Jinying Aniworld TV, Kaku Children TV, Shanxi TV, Zhejiang TV, and Chongqing TV. Twelve

television channels have been mentioned by Tujia children, which are CCTV, Henan TV, Hunan TV, Jiangsu TV, Kaku Children TV, Zhejiang TV, Shandong TV, Chongqing fashion TV, online TV platforms, Toonmax TV; Chongqing TV, and Chongqing TV Children. Besides, Miao children have mentioned nine channels, including CCTV, Dragon TV, Hunan TV, Jiangsu TV, Jinying Aniworld TV, Kaku Children TV, Zhejiang TV, online TV platforms, and Chongqing TV.

Children TV channels and other TV channels

There is no significant difference in children's preferences for children television channels and other television channels. Among all the television channels Han children mentioned, twelve percent of them are children television channels, and eighty-eight percent of them are other channels. Of all the channels Tujia children mentioned, ten percent of them are children television channel, and ninety percent are other channels. Miao children have mentioned eighty-four percent of other television channels, and sixteen percent of children television channels. Compared with other ethnic group children, more percentage of Miao children are fond of Jinying Aniworld Channel, and more proportion of Han children prefer CCTV-14 (see Figure 4.84).
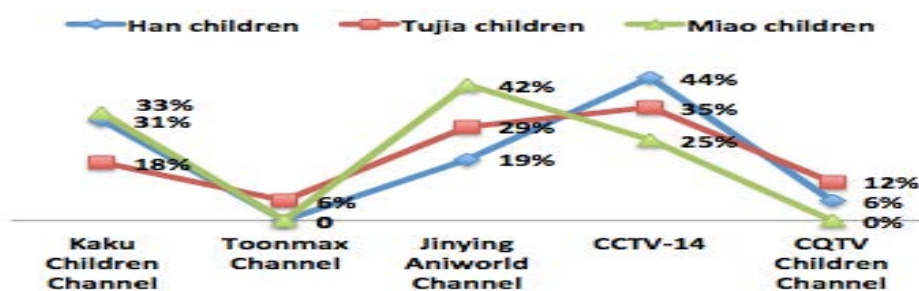
Figure 4.84 Han, Tujia and Miao children's preferences for children's TV channels

CCTV channels

Han children have mentioned eight CCTV channels, including CCTV-1, CCTV-2, CCTV-5, CCTV-6, CCTV-7, CCTV-9, CCTV-10, CCTV-14, and CCTV. Tujia children have mentioned CCTV and seven CCTV sub-channels, which are CCTV-1, CCTV-2, CCTV-6, CCTV-9, CCTV-10, CCTV-14, and CCTV-15. The CCTV channels that Miao

children mentioned are CCTV-1, CCTV-2, CCTV-6, CCTV-7, CCTV-9, CCTV-10, and CCTV-14.
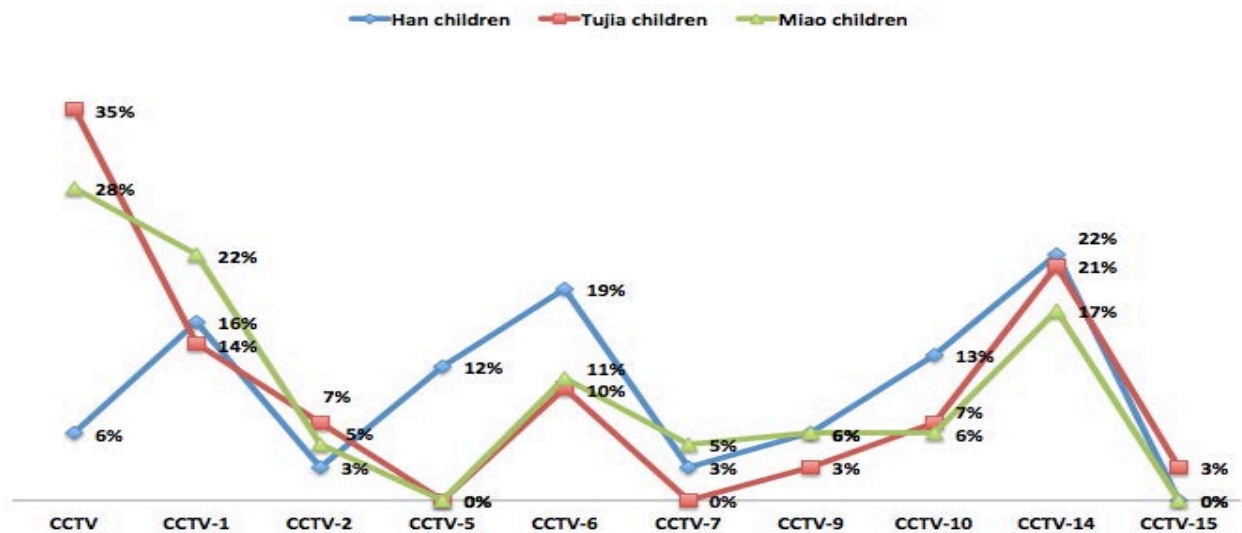
Figure 4.85 Han, Tujia and Miao children's preferences for CCTV channels

4.5.10 Friends and TV

There are no significant differences in friend's recommendation on programs among Han, Tujia and Miao children. Among Han children, eighty-eight percent of children's friends often recommend television programs to them, and twelve percent of children have no such experience. In Tujia children group, five percent of children have never been recommended television programs by friends, and ninety-five percent of children's friends recommend programs to them. There is ninety percent of Miao children's friends recommend programs, and the percentage of children who have never been recommended programs is ten percent.

Among Han children, eighty-one percent of them watch the recommended programs, and nineteen percent of children never watch these programs. Eighty-five percent of Tujia children watch the recommended programs, and fifteen percent of them do not watch such television programs. Of Miao children who have been recommended television programs, eighty-seven percent of them watch the programs, and thirteen percent of children ignore these programs.

4.5.11 Attitudes

Independent t-test analysis is adopted to examine whether there are significant differences in attitudes toward children television channels, cartoons, Chongqing local TV channel, programs, online TV and live TV among Han, Tujia, and Miao children. It finds that there are no significant differences between Han and Tujia children; Han and Miao children have differences in attitudes toward programs broadcasting on CQTV Children Channel ($P<0.01$); Tujia and Miao children have differences in attitudes toward mandarin television programs and Chongqing dialect programs ($P<0.05$).

Attitudes toward children television channels and cartoons

There is no significant difference in children's attitudes toward children television channels and cartoons among Han, Tujia and Miao children. The Han, Tujia and Miao children's mean scores of the item "compared with cartoons, I like TV dramas or entertainment programs better" were between "neutral" and "slightly agree". Moreover, the Han, Tujia and Miao children's mean scores of items "compared with Chinese domestic cartoon, I like foreign cartoon better", "I think cartoons are childish" and "I like the programs broadcast on CCTV-14" were between "slightly disagree" and "neutral".

Items	Han Children						Tujia Children						Miao Children					
	1	2	3	4	5	Mean	1	2	3	4	5	Mean	1	2	3	4	5	Mean
Compared with Chinese domestic cartoons, I like foreign cartoons better.	15%	16%	49%	9%	11%	2.86	14%	18%	48%	7%	13%	2.86	16%	16%	38%	20%	10%	2.92
Compared with cartoons, I like TV dramas or entertainment programs better.	8%	6%	29%	17%	40%	3.75	13%	12%	26%	19%	30%	3.42	6%	8%	28%	24%	37%	3.72
I think cartoons are childish.	17%	17%	41%	15%	10%	2.84	13%	20%	44%	12%	11%	2.87	14%	20%	48%	8%	10%	2.8
I like the programs broadcast on CCTV-14	24%	19%	40%	10%	7%	2.57	18%	20%	43%	15%	3%	2.65	14%	16%	46%	18%	6%	2.86

Table 4.16 Han, Tujia and Miao children's attitudes toward children's television channels and cartoons

Attitudes toward Chongqing local channels and programs

As illustrated above, there are significant differences in this category among Han,

Tujia and Miao children. The Han, Tujia and Miao children's mean scores of items "I like the programs broadcast on CQTV Children Channel", and "Compared with mandarin television programs, I like Chongqing dialect program better", are between "slightly disagree" and "neutral". The Han and Tujia children's main scores of "Compared with other provincial television channels, I like Chongqing local channel better", are between "slightly disagree" and "neutral", and Miao children's mean score is "neutral".

Items	Han Children						Tujia Children						Miao Children					
	1	2	3	4	5	Mean	1	2	3	4	5	Mean	1	2	3	4	5	Mean
I like the programs broadcast on CQTV Children Channel.	30%	23%	32%	11%	4%	2.39	15%	19%	45%	13%	8%	2.78	10%	20%	50%	16%	4%	2.84
Compared with other provincial television channels, I like Chongqing local channels better.	24%	24%	35%	10%	7%	2.52	17%	23%	47%	4%	9%	2.65	20%	8%	44%	8%	20%	3
Compared with mandarin television programs, I like Chongqing dialect program better.	22%	26%	38%	6%	8%	2.52	15%	13%	52%	10%	10%	2.86	24%	18%	32%	12%	14%	2.74

Table 4.17 Han, Tujia and Miao children's attitudes toward Chongqing local channels and programs

Attitudes toward online TV and live TV

There is no significant difference in attitudes toward online TV and live TV among Han, Tujia and Miao children. The Han, Tujia and Miao children's mean scores of "compared with watching live TV, I like watching television programs on the internet", "I like watching programs on the internet, because there are more programs online", "I like watching television online, because I can watch any program at any time I like", are between "neutral" and "slightly agree".

Items	Han Children						Tujia Children						Miao Children					
	1	2	3	4	5	Mean	1	2	3	4	5	Mean	1	2	3	4	5	Mean
Compared with watching live TV, I like watching TV programs on the internet.	12%	17%	39%	10%	22%	3.11	4%	13%	38%	13%	22%	3.34	10%	6%	46%	20%	18%	3.3
I like watching programs on the internet, because there are more programs online.	15%	16%	31%	18%	20%	3.14	6%	9%	39%	16%	30%	3.55	6%	10%	44%	14%	26%	3.44
I like watching TV online, because I can watch any program at any time I like.	9%	9%	33%	18%	31%	3.52	7%	10%	30%	20%	33%	3.65	6%	6%	36%	20%	32%	3.66

Table 4.18 Han, Tujia and Miao children's attitudes toward online TV vs. live TV

Chapter 5 Results of Phase 2

5.1 Introduction

In Phase 1, the author analyzed the questionnaires. It finds that children spend most of their leisure time with television and internet. Urban children spend more time on media than rural peers. Tujia children's media time is the longest among three ethnic group children. Han and Miao children's average media using time are almost the same. Han children watch more television than Tujia and Miao ethnic group children. Tujia children spend more time on the internet than the other two ethnic group children.

Urban and rural children's mobile ownership rate gap was small. But urban children's computer and tablet ownership rates are slightly higher than rural children. From ethnicity aspect, Miao children's mobile ownership rate is the lowest among the three. Han children have the highest computer ownership rate. Tujia children's tablet ownership rate is the lowest. Tujia children have the highest ownership rate of television in their own rooms. Besides, more percentage of Miao children has no personal media device. Tujia children, who have no personal media device, occupy the least ratio.

More urban children watch television with parents. Rural children are more likely to watch television alone. Han children are less likely to watch television with their siblings. More proportion of Miao children watch television with siblings. During co-viewing, Miao parents are less likely to explain television content. Urban parents usually choose television channels during co-viewing, whereas rural children frequently choose television channels themselves.

More rural children's parents have regulations on television viewing length than rural parents. More RLB grandparents have regulation on television viewing length than their OR peers. Compared with Miao mothers, Han and Tujia mothers

have more regulations on television viewing content. Moreover, urban parents have more rules on television viewing content than rural parents. Less proportion of RLB parents have regulation on television viewing content than OR parents. Compared with Tujia and Miao peers, Han mothers and grandparents are less likely to control children's television viewing content.

During television viewing, more urban children have meals, and more rural children have snacks. The percentage of OR children have snacks while watching television is more than the RLB peers. Among the three ethnic groups, Tujia children are more likely to consume food while watching television.

Slightly more urban children watch television on weekdays than rural peers. Han children have the highest rate of watching television on weekdays. The television viewing length and television viewing time periods among different groups of children are diversified.

Entertainment shows and TV dramas are two popular television program types among Chongqing children. Compared with rural children, more urban children prefer cartoons, and less percentage of urban children prefer entertainment than their rural peers. Moreover, more OR children prefer entertainment shows, and more RLB children are fond of TV dramas. Furthermore, Miao children prefer cartoons, and Tujia children prefer TV dramas. Compared with rural children, more urban children prefer American cartoons. There is more percentage of rural RLB children prefer Japanese cartoons. The proportion of Tujia children, who are fond of Japanese cartoons, is the highest among all the children.

Hunan TV Channel, Zhejiang TV Channel, and CCTV channels are popular among Chongqing children. More urban children prefer Zhejiang TV, and slightly less percentage of urban children are fond of CCTV channels than their rural counterparts. Compared with RLB children, more OR children prefer CCTV channels, and less of them prefer Hunan TV and Zhejiang TV. The Tujia children,

who like Hunan TV and Zhejiang TV, are both more than Han and Miao children.

As mentioned above, we can see the differences in television viewing and media usage preferences among Chongqing children. It is essential for us to explore children's television viewing behaviors from a qualitative perspective. Since children's daily life helps us to understand their media usage (García-Muñoz, 2002). So it will be important for us to explain children's television consumption behaviors with qualitative techniques. In this phase, the author will analysis the semi-structured interviews conducted via social media. From the explanations of children's dialogues (content analysis), provide a better understanding of different groups of children's television viewing habits and learn their media consumptions.

5.2 An Overview of Interviewees

Fifteen children participated the interview. The participants include nine boys and six girls. The age range of the interviewee is from 11 to 14 years old. Form urban and rural aspects, eight of them are urban children, and the other seven are rural children (including four OR children, three RLB children). In terms of ethnicity, the amount of Han, Tujia, and Miao are the same.

These fifteen children come from different family structures and backgrounds. The occupations of children's parents are varied, including vendor, construction worker, store employee, worker, housewife, farmer, farmhouse operator, beauty salon staff, trader, junior civil servant, insurance salesman, doctor, primary school teacher, forklift driver, migrant worker, and taxi driver. Among all the children, there are children from One-child Family[38] and also children come

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[38] Since 1978, the Chinese government carried out Family Planning Policy. The purpose of the police was to reduce the rapid growth of Chinese population. Family Planning Policy was based on One-child Policy, and Two-child Policy supplement. The policy can conclude as, in general, urban parents can only give birth to one child; rural parents who only have a daughter, one of the couple is an only child, or ethnic minorities parents (excluded Zhuang) can give birth to two children. Parents, who give birth to more children than the prescribed amount, would be punished accordingly. According to researchers, till 2010, there were around 1.5 billion Chinese (under thirty years old) were One-child. Besides, the Family Planning Policy had been formally paused out in 2015.

from big family; some children's parents are well educated while some children's parents have the lower educational level; in addition, some children are from affluent family and some children's family are less well-off. Each child has his/her special features and characters. The author coded each child using his (her) special features (see Table 5.1).

No.	Ethnicity	Age	Gender	Family location	Father's occupation	Mother's occupation	Family members	Children code
1	Han	12	Boy	Urban	Vendor	Vendor	Parents, elder sister	Online TV Boy
2	Miao	13	Girl	Urban	Construction worker	Store employee	Grandparents, parents, younger brother and two younger sisters	Big Family Girl
3	Tujia	11	Boy	Urban	Worker	Housewife	Parents, younger sister	Urban Left-behind Boy
4	Han	12	Boy	Urban	Farmer	Farmer	Grandfather, parents, younger sister	Taciturn Boy
5	Miao	12	Girl	Urban	Farmhouse operator	Beauty salon staff	Parents	Pink Princess Girl
6	Han	12	Boy	Urban	Trader	Trader	Grandparents, parents, younger sister	Science Fiction Boy
7	Tujia	13	Boy	Urban	Civil servant	Insurance salesman (saleswoman)	Grandmother, parents	Doctor Boy
8	Han	14	Boy	Urban	Doctor	Primary school teacher	Parents	Intellectual Family Boy
9	Miao	12	Boy	Rural (OR)	Forklift driver	No fixed job	Grandfather, parents, younger brother	Snack Boy
10	Miao	13	Boy	Rural (OR)	Construction worker	House keeping worker	Grandparents, parents, elder sister	Big House Boy
11	Miao	12	Girl	Rural (OR)	Installation worker	Housewife	Parents, younger brother and sister	Considerate Girl
12	Tujia	12	Girl	Rural (RLB)	Migrant worker	No fixed job	Parents, younger brother	Vintage phone girl
13	Tujia	12	Boy	Rural (RLB)	Migrant worker	Taxi driver	Grandparents, parents, younger brother	Live TV boy
14	Tujia	12	Girl	Rural (RLB)	Migrant worker	Vendor	Grandparents, parents, elder sister, younger brother	Cartoon girl
15	Han	13	Girl	Rural (RLB)	Migrant worker	Farmer	Parents, two younger brother	Boarding school girl

Table 5.1 Interviewees and their features

5.3 Information on Each Child

5.3.1 Online TV Boy

The 'Online TV Boy' is twelve years old. His ethnicity is Han. He lives in the city and there are four people in his family, including his parents, his elder sister and him. His parents are junior high school graduates. His parents are both vendors. The reason that coding him as 'Online TV Boy' is that all of his family members are fond of watching online TV, not live TV.

Media ownership and household TV environment

Online TV Boy does not have own media device. In his house, there are two television sets, one is tradition television set, and the other is a smart TV. But the television sets are not in his parents or his bedroom. The two television sets are in two different living rooms. His family uses the smart TV very often but rarely used the tradition one. In his family, the television set is always left on.

TV viewing frequency

On holidays (summer and winter vacation), Online TV Boy watches television both on weekdays and weekends. When school started, he only watches television on weekends. Besides, he has a fixed television viewing time period on weekends, which is between 7 PM and 9 PM.

Co-viewing

Online TV Boy watches television with his parents very often. He prefers to watch television with his parents. Online TV Boy feels happy during co-viewing. Because he can chat with parents when they watch television together. During co-viewing, his father often explains television content to him. Moreover, his parents decide which channel to watch when they watch television together.

> *I like to watch TV with my parents. We are happy together. Often talk about something. (Online TV boy)*

Media rules

In Online TV Boy's family, there are regulations on television viewing length, but

no rules on television viewing content. The boy's parents (especially his mother) regulate his television viewing length. The boy can watch television for less than three hours every day. The regulation is effective on both weekdays and weekends. His parents regulate his television viewing time because they worry about longer television viewing will damage his vision and also affect his school marks. Beside TV viewing regulations, his mother has stricter rules on the internet usage. He can only access the internet for less than one hour a day. The strict regulation is because of his parents fear that he is addicted to the internet.

Parents do not want me to myopia. The decline in academic performance… More demanding. (Parents have stricter rules on Internet using.) Mother regulates my Internet using. For example, she says I can only 'play' for less than one hour. Parents both say that addicted to the Internet is not good. (Online TV Boy)

TV multitasking and other activities during TV viewing

Online TV Boy concentrates on watching television, he does nothing else but watches television. However, as mentioned in the co-viewing section, we can notice that he chat with his parents when they watch television together. Online TV Boy also does not consume food or snacks while watching television. And so do his parents. His family members do not have food consumption habits while watching television.

When I concentrate on watching TV, I don't (do anything else)… I don't eat snacks, meals… they (parents) also don't eat. (Online TV Boy)

TV viewing preferences

Online TV Boy does not like watching live TV. Because there are too many ads on live TV. He prefers watching online videos on smart TV to computer/mobile. He likes Japanese cartoons better than Chinese domestic cartoons. He always

watches Japanese cartoons on smart TV, using apps that installed on the television set. Among children's television channels, he likes Jinying Aniworld TV channel best. Besides, the boy replies that his friends had never recommended television programs to him.

I like to watch TV program on television better than on computer or mobile. I usually watch on-demand TV programs at home. I Use smart TV apps to watch on-demand TV program. When I watch a program on live TV, there are a lot of in-stream ads. So annoying…The cartoons that broadcast on Jinying Aniworld TV channel *are very fancy. (Online TV Boy)*

Favorite TV programs

Online TV Boy's favorite television programs are *Love O2O* (see Appendix 1.1), *Detective Conan* (see Appendix 1.2*)*, and *Naruto* (see Appendix 1.3*). Love O2O (微 微一笑很倾城 Wei Wei Yi Xiao Hen Qing Cheng)* is a Chinese domestic TV drama of romance theme. It premiered on Jiangsu TV channel and Dragon TV channel in 2016. *Detective Conan* and *Naruto* are Japanese animations. But the boy does not mention his favorite television channels. He does not watch television very often since school has started. Recently, he watches television together with his parents and they decide which program to watch. The boy's parents also like to watch television online. The television programs his parents prefer to watch are TV dramas with war theme (e.g., *Huang Jin Xue Dao*).

*Because the school has started, I watch less TV. I just watch TV with my parents… My parents also like to watch on-demand TV progr*ams…*(Online TV Boy)*

Other media usage

Online TV Boy's family has never ordered any newspaper or magazine. But the

boy likes to read newspapers. Compared with online television news, he prefers reading newspapers. He dislikes listening to the radio. The boy says he will miss television, if not let him watch. Moreover, he will miss computer, if not let him use it. He will miss the internet and television equally the same. Besides, he tells that he uses a computer to watch television, search information, and play computer games.

> *I like reading newspaper of paper version. I will miss computer and TV equally the same. (Online TV Boy)*

5.3.2 Big Family Girl

Big Family Girl is thirteen years old. Her ethnicity is Miao. She lives in the city. The reason for coding her 'Big Family Girl' is that the girl is from a really big family. She has three siblings, including two younger sisters and a younger brother. In addition, her grandparents live with them. So there are eight members of her family. Her parents are both middle school graduates. Her father is a construction worker, and her mother is a store employee. The girl's parents both work in Chongqing.

Media ownership and household TV environment
In Big Family Girl's home, there is only one television set. The television set is placed in her parents' bedroom. In her family, the television set is not always left on. Besides, the girl has her own mobile phone.

> *We have only one TV set in my house. The TV set was not placed in the living room. In the bedroom, my parents' room. (*Big Family Girl*)*

TV viewing frequency
The girl watches television both on weekdays and weekends. On weekdays, she only watches television for less than one hour. The girl has a fixed television

viewing time period on weekends. She usually watched television in the morning, from 8 AM to 10 AM.

> *I can watch TV on weekdays for less than an hour. I usually watch TV on weekends from 8 AM to 10 AM. (Big Family Girl)*

Co-viewing

The girl does not like watching television together with other family members. She always watches television alone. The girl prefers watching television alone because she cannot watch her favorite program during co-viewing.

> *I don't like to watch TV with others. I don't watch TV with my parent. I often watch TV alone. I don't like watching TV with others. I can't watch the TV program or channel I like. (Big Family Girl)*

Media rules

Big Family Girl's family has television rules on both viewing length and viewing content. The girl's father has regulations on her television viewing time. She can watch television for less than an hour on weekdays and less than two hour on weekends. The regulations on television viewing length are created because her father believes longtime television viewing will lead bad school performance. Both her parents regulate her television viewing content. Parents tell her that she cannot watch horror movies. Besides, her mother has regulations on her internet using. Mother limits the girl's internet using since she worries about using the internet will damage the girl's eyesight.

> *My father has regulation on both weekdays and weekends. He limits me to watch TV less than an hour on weekdays, and less than two hours on weekends…He worried about my school performance. Parents both regulate my TV viewing content. Ghost movie (horror movie). My mother*

177

has regulation on internet using because using the internet is bad for

eyesight. (Big Family Girl)

Food consumption & TV multitasking & other activities

Big Family Girl sometimes consumes food during television viewing. She often has meals while watching television. In addition to meals, she eats snacks. But her family does not have any food when they watching television. The girl has no TV multitasking experiences. When asked the girl if she does other activities during television viewing. The girl replied she sometimes does homework. But the condition is her parents are not at home. So the girl will do homework while watching television only if her parents are both not at home.

When father and mother are not at home, I will do homework while

watching TV. (Big Family Girl)

TV viewing preferences

Big Family Girl often uses television set to watch television programs. Compared with watching programs on television, she prefers to watch programs on the mobile phone. She used to like cartoons, but now she does not like them anymore. She considers that cartoon content is too naive and childish. The girl does not like children's television channels since the programs these channels broadcast are too naive. The programs, which she prefers to watch, are TV dramas. TV drama is the only type of programs she watched in the last week. TV drama is also her parents' favorite program type. Besides, the girl's friends have never recommended any television program to her.

When I was a kid, I liked cartoons, but not anymore. I think they are too

naive...I don't like to watch children's TV channel. The programs

broadcast on children's TV channels are too naïve...(Big Family Girl)

Favorite TV programs and channels

The Big Family Girl's favorite programs are *Ice Fantasy (幻城 Huan Cheng)*and *The Legend of Chusen (青云志 Qing Yun Zhi)*. *Ice Fantasy* (see Appendix 1.4) is a Chinese TV drama, and its theme including deity (神 Shen), romance, war, and fantasy*. The Legend of Chusen* (see Appendix 1.5) is also a Chinese domestic TV drama. Its theme contains swordsmen (武侠 Wu Xia), fairy (仙 Xian), and fantasy. These two TV dramas were premiered on Hunan TV Channel in 2016. Moreover, the girl watches Hunan TV Channel most often. Recently, she follows the *Ice Fantasy* via mobile phone.

Other media usage

The girl's family has never booked any newspaper or magazine. She is fond of reading newspapers and magazines. However, she does not like reading news via mobile. She prefers reading the paper version. The girl also does not like listening to the radio. She will not miss television if it is taken away. But she will miss mobile phone, if not let her use it. Big Family Girl always uses mobile to seek information, watch television, and use social media.

> *I like reading newspapers and magazines, but I don't like to read via mobile. I like paper better… I always use mobile to search information, watch TV, and use QQ and Wechat. (Big Family Girl)*

5.3.3 Urban Left-behind Boy

Urban Left-behind Boy is eleven years old. His ethnicity is Tujia. He lives in the city and there are four people in his family, including his parents, his little sister and him. He lives with his mother and little sister now because his father works in Xinjiang Province. Both his parents are middle school graduates. His father is a worker and his mother is a housewife. The author codes him as "Urban Left-behind Boy" because he lives in the city and his father does not live with him. Only in Chinese tradition new year, the boy's father can go home. He usually contacts his father over the phone.

Media ownership and household TV environment

There is one television set in Urban Left-behind Boy's home. The television set is placed in the living room. In his home, the television set is not always left on. His family only turns on the television, when they watch it or guests come to visit them. Besides, the boy has his own mobile phone.

We have one TV set in my family. The TV set is in the living room... We only turn on the TV when we watch it or guests come to visit.(Urban Left-behind Boy)

TV viewing frequency

Urban Left-behind Boy only watches television on weekends. But he does not have a fixed television viewing time on weekends. He watches television after he finished his homework.

I only watch TV on Saturday and Sunday. I don't have fixed time to watch TV, I start watching TV after I have finished my homework. (Urban Left-behind Boy)

Co-viewing

The boy often watches television with his mother because his father works in another province. He likes watching television with his mother. They often chat while watching television. But his mother does not explain television content to him.

I watch TV with my mother because father works in another province. I like watching TV with her. We usually watch TV together. I like chatting with my mother while watching TV. (Urban Left-behind Boy)

Media rules

There are rules on television viewing length, but no regulations on television viewing content in Urban Left-behind Boy's family. The boy's mother regulates his television viewing time. He tells that when he was a primary school student, his mother did not limit his television viewing length very often. After he has entered middle school, his mother often limits his television viewing time. On weekends, the boy can watch television for one to two hours after he finished homework. His mother controls the television viewing length because she concerns about the boy's school performance. In addition, the boy's mother has stricter rules on his internet using. When his father comes home, he also limits the boy's internet usage. His parents do not say clearly how much time he can spend on the internet. However, once the boy surfs the internet, his parents will regulate him. But sometimes they allow him to use. The boy's parents limit his internet usage because they worry about his school performance.

> *When I was in primary school, my mother didn't regulate me very often. Now I'm a middle school student, she regulates me most often. On weekends, I can watch one to two hours after I finished my homework... They worry about my school marks. My parents have stricter rules on my internet usage. My father will regulate me when he comes back home. Once I use the internet, my parents will regulate me. But sometimes they allow me to use the internet. I'm not sure how much time my parents allow me to spend on the internet. Using Internet will affect school performance. (Urban Left-behind Boy)*

Food consumption and other activities during TV viewing
Urban Left-behind Boy always eats fruit while watching television. He sometimes watches television while having meals. But in most cases, his mother does not allow him to eat meals while watching television. The boy's family always eats fruits during television viewing. In addition to food consumption, Urban Left-behind Boy always chats with his mother, but he does not use other media

while watching television.

TV viewing preferences

Urban Left-behind Children prefers watching television on mobile. Because live television channels have too many ads and the TV dramas are always broadcasted at a low speed. Moreover, he dislikes cartoons and children's television channels. In his opinion, cartoons are naive. The programs he prefers watching are TV dramas with myth (神话 Shen Hua) & swordsmen (武侠 Wu Xia) themes, and entertainment shows. Recently, the boy always uses mobile to watch *Sing! China* (an entertainment show). Besides, his mother likes watching TV drama via mobile.

> *Live TV channels have ads and broadcast program at a very slow speed…*
> *I think the programs broadcast on children's TV channels are very childish. (Urban Left-behind Boy)*

Favorite TV programs and channels

The boy's favorite programs are *The Investiture of the Gods (*封神英雄榜 *Feng Shen Ying Xiong Bang)*, *The Best in the World(*天下第一 *Tian Xia Di Yi)*, *Running Man(*奔跑吧兄弟 *Ben Pao Ba Xiong Di*), and *Sing! China (*中国新歌声 *Zhong Guo Xin Ge Sheng).The Investiture of the Gods* (see Appendix 1.6) is a Chinese domestic TV drama with myth theme. The B*est in the World* (see Appendix 1.7) is a Chinese drama with swordsmen. Running Man *(Chinese version)* is an entertainment show, which imported from Korea SBS channel by Zhejiang TV in 2014(see Appendix 1.8). In 2017, *Running Man (Chinese version)* changed their name to *Keep Running.* It premiered on Zhejiang TV Channel in 2014, and its fifth season ended on July 7, 2017. The first season was co-produced by Zhejiang TV and SBS, and from the second season, Zhejiang TV independently produced the show[39]. *Keep Running* is a popular television program for Chongqing children. A great

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[39] Retrieved from: http://baike.baidu.com/item/奔跑吧兄弟/14823661?sefr=cr.

proportion of children who are involved in the survey consider it as their favorite television program. *Sing! China* is formerly known as *The Voice of China* (see Appendix 1.9). It is a music talent show authorized by Netherlands Talpa Company. The program renamed for copyright issues in 2016[40]. Before changing the new name, The Voice of China had broadcasted four seasons on Zhejiang TV. Furthermore, The first season of *Sing! China* broadcasted in 2016 on Zhejiang TV Channel. Besides, Urban Left-behind Boy's favorite channel is Zhejiang TV Channel.

Other media usage

Urban Left-behind Boy's family has not booked newspapers or magazines. The boy always reads news via mobile news applications. He uses Tencent News most often. The boy is not fond of listening to the radio; he frequently uses Toutiao and Tencent News to know *the recent news*. The boy has a mobile phone. He uses the mobile to search information, surf internet, and play games, etc. The boy will not miss television, if it is taken away. But he will miss mobile, if not let him use it.

> *Normally, I use Tencent news (a news mobile application) to read the news… I always read Toutiao or Tencent News to know* what is happening recently*. (Urban Left-behind Boy)*

Friends' recommendation on TV programs

Urban Left-behind Boy's friends have recommended television programs to him. The boy will watch these recommended programs. He firstly watches part of the program and then decides if he will continue to watch the whole program. He is happy to share television programs with friends.

> *I firstly watch a few minutes of the program, if it doesn't fit my taste I*

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[40] Retrieved from: http://epaper.ynet.com/html/2016-03/18/content_188062.htm?div=-1.

won't watch it, or it does, I will watch the program... There are good TV

programs, we share with each other. (Urban Left-behind Boy)

5.3.4 Taciturn Boy

Taciturn Boy is twelve years old. His ethnicity is Han. He lives in the city with his parents, grandfather and younger sister. His parents are middle school graduates, and their occupations are both farmers. The reason for coding him "Taciturn Boy" is that he is a boy of few words. Unlike other children, he does not discuss related questions with the author during the interview.

Media ownership and household TV environment

The Taciturn Boy has his own mobile and MP3. In his home, there is only one television set. The television set is in the living room. The television set is not always left on in the boy's home. They only turn on the television when they watch it.

TV viewing frequency

Taciturn Boy watches television both on weekdays and weekends. On weekdays, the boy watches television for less than 2.5 hours each day. On weekends, his television viewing time is longer than weekdays. The boy watches television for 3-4 hours on weekends. On weekdays, the boy usually watches television at night. But he does not have a fixed time to watch television on weekends.

Co-viewing

Taciturn Boy always watches television alone. His parents allow him to watch television with them. When watching television with his parents, the parents decide to watch which television channel. During co-viewing, his parents sometimes explain television content to him. For instance, his parents explain the English words in television programs.

*For example, parents translate the English words for me. (*Taciturn Boy*)*

Media rules

In Taciturn Boy's family, there are both television rules on viewing length and viewing content. His mother limits his television viewing length. The boy can watch television for less than 2.5 hours on weekdays, and 3-4 hours on weekends. The regulations are created because his mother worries about the boy's eyesight. Both his parents regulate his television viewing content. The boy cannot watch violent and erotic content, but he can watch horror programs. His parents have these rules because it may lead him to become a 'bad' boy under the exposure of violent and erotic content. However, his parents have no regulations on the internet usage.

> *I can watch horror content, but I can't watch violent and erotic… They are afraid that I become 'bad' (学坏). (*Taciturn Boy*)*

TV, food and other activities

Taciturn Boy does not have the food consumption habits during television viewing, nor do his family members. The boy always uses mobile, while watching television. He uses mobile to chat with friends via social media.

> *Use QQ to chat with my friends. (*Taciturn Boy*)*

TV viewing preferences

Compared with watching live TV, the Taciturn Boy prefers watching television program via mobile. The boy is not fond of cartoons. But he likes all the television programs (except cartoons) broadcast on CCTV-14 (e.g. Mini Wisdom Tree[41]). His favorite programs are entertainment shows. Moreover, The boy likes watching TV dramas. His parents' favorite program type is TV drama with the romance theme. The boy says that his friends have never recommended

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[41] An educational television program designs for babies (0-3 years old) and their parents.

television programs to him.

*I like CCTV-14. I like all the programs it (CCTV14) broadcasts. Except cartoons... Yes, I like Xiao Xiao Zhi Hui Shu. (*Taciturn Boy*)*

Favorite TV programs and channels

Taciturn Boy illustrates his three favorite programs, two of them are entertainment shows, and the other is a TV drama. The entertainment programs are *Running Man(Keep Running)*, *Happy Camp (快乐大本营 Kuai Le Da Ben Ying)*. His favorite TV drama is *Ice Fantasy*. Among all the TV channels, he prefers Hunan TV Channel. *Happy Camp* is an entertainment show (talk and game show) premiered on Hunan TV Channel in 1997 (see Appendix 1.10). It is one of the most influential variety shows in Mainland China. It broadcasts in the prime time every Saturday. Happy Camp is also one of the favorite television programs among Chongqing children in the survey.

Other media usage

Taciturn Boy's family has never booked any newspapers or magazines. The boy says he prefers to browse news via mobile news applications. He uses Toutiao to read news most often. He is not fond of listening to the radio. Besides, he has an MP3 and always uses it to listen to music. The boy will not miss television if not let him watch it, but he will miss mobile phone if it is taken away. He prefers mobile to television.

5.3.5 Pink Princess Girl

Pink Princess Girl is twelve years old. Her ethnicity is Miao. She lives in the city with her parents. Her family lived in Guangdong Province before she entered middle school. But her parents are Chongqing locals. Her father is a high school graduate, and her mother is a middle school graduate. Her father is now operating a farmhouse. Her mother is a beauty salon staff. The author codes her

as "Pink Princess Girl" because "Pink Princess Girl" is her QQ username; on the other hand, she is a romantic girl who loves poetry.

Media ownership and household TV environment

There is only one television set in the girl's house. It is placed in the living room. The television in her home is rarely used. Her family has a computer, and her mother often uses it to work. The girl has her own mobile phone, two MP3, and a You Xue Pai[42].

TV (Video) viewing frequency

Pink Princess Girl only watches television on weekends. She does not have a fixed television viewing time. The girl often watches television on mobile. But when she uses mobile for more than forty minutes her parents will stop her to use it. So we may consider that the girl can watch television (video) for a maximum of forty minutes on Saturday and Sunday.

> *Once I use mobile for 40 minutes, my family will stop me. (Pink Princess Girl)*

Co-viewing

Pink Princess Girl usually watches video alone via mobile. Her mother sometimes finds some excellent educational programs and they watch these videos together. During co-viewing, her mother will explain video content for her.

> *If mother often finds some educational programs online, which are good for me, we'll watch together. The programs we watch together are instructive. (Pink Princess Girl)*

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[42] You Xue Pai is like a tablet, and has lots of educational resources in it. The You Xue Pai is specially designed for primary and middle school students for learning propose. With a You Xue Pai children can access some of the internet recourses (according to the ads of U32, the machine itself can filter 'bad' websites).

Media rules

Pink Princess Girl's parents regulate her television (video) viewing content. She is forbidden to watch the videos that are inappropriate for children. Parents make the regulation because they are afraid of her precocity. Moreover, the girl's parents control her mobile using time. As mentioned above, the girl can only use the mobile phone for less than forty minutes at a time.

> *My parents are afraid of my precocity, and become a 'bad' girl. (Pink Princess Girl)*

TV and food

Pink Princess Girl does not watch television very often. She prefers watching television programs (videos) via mobile. So the author asks her if she consumes food while watching video on mobile. She replies that she usually drinks milk and sometimes eats fruits while watching videos. Her mother sometimes eats fruits while watching television, but her father does not consume food. Besides, the girl does not do other activities while watching videos.

TV viewing preferences

Pink Princess Girl likes a wide variety of programs. Her favorite programs are entertainment shows. She is also fond of documentary and educational programs. She does not watch cartoons very often. She only watches cartoons with her cousins when she stays in her grandmother house. The girl prefers watching programs on mobile to television. The girl tells that her father likes news program and her mother prefer TV dramas.

> *I like entertainment shows. I also like to watch Animal World, popular science, and historical themes... Basically, I don't watch cartoons. I only watch cartoons with my cousins when I visit my grandmother. (Pink Princess Girl)*

Favorite TV programs

The girl's current favorite television programs include two entertainment shows and an educational program. The entertainment shows are Keep *Running* and *Happy Camp*. The educational program is *Animal World* (动物世界 Dong Wu Shi Jie). The *Animal World* (see Appendix 1.11) is an educational program that is edited by CCTV but the program content is not shot by CCTV independently. The show premiered on CCTV in 1981. The main purpose of the program is to introduce audiences a variety of animals[43].

Other media usage

The girl's family had booked newspapers and magazines when they lived in Guangdong. But after moving to Chongqing, they no longer booked. The girl is fond of reading newspapers and magazines. She likes reading both paper version and online news. She does not like radio. The girl has two MP3 and they are used for different purposes. One is for listening to music, and the other is for learning English. The girl will not miss mobile if not let her use it. But taking her mobile away while she is chatting with friends, she will miss it.

> *I won't miss mobile. But if I'm chatting with others via mobile, and stop*
> *me to use at that moment, I will miss mobile. (Pink Princess Girl)*

Friends' recommendation on TV programs

Pink Princess Girl's friends have recommended her television programs. She often watches the recommended television programs. If the programs fit her interest, she will watch these programs.

> *I watch these TV programs most often. If the TV program fits my interest,*
> *I will watch it. (Pink Princess Girl)*

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[43] Retrieved from:
http://baike.baidu.com/link?url=8r_jJJyvGZTpdM6yUFbWnibxYDFkhSBPR5FAqE8nNa8CqA2MPnmG8rScv
V5ZkAjM0cx6WyIE95OzlOe78cjqkWialBEwEIIYPXVHnOn8XVQd1X3vWg-oQNMqNV5Xtx4Z

5.3.6 Science Fiction Boy

Science Fiction Boy is twelve years old. His ethnicity is Han. His family lives in the suburb. There are six people in his family, including his grandparents, parents, his younger sister and him. His parents are both middle school graduates, and they are both traders. The author codes him as "Science Fiction Boy" because he likes Science Fiction (Sci-Fi) dramas.

Media ownership and household TV environment
Science Fiction Boy has his own computer and mobile. In his family, there is only one television set. The television is placed in the living room. The television is not always left on. His family often turns on television at night.

> *The TV in my house is not always left on. We turn on the TV when we want to watch it. We usually turn on the TV at night. (Science Fiction Boy)*

TV viewing frequency
The boy only watches television on weekends after school started. He does not have a fixed television viewing time. During summer and winter vacation and holidays, he watches television on weekdays and weekends. The boy prefers watching television when there is no one on watching.

> *I only watch TV on weekend these days. I watch TV on weekdays and weekends in summer and winter vacation and holidays, but not every day... I like watching TV when they (my families) are not watching. (Science Fiction Boy)*

Co-viewing
Science Fiction Boy watches television with his families most often. But he does not like watching television with others. He prefers watching television alone

since his family members cannot reach an agreement on the choice of television programs. During co-viewing of television with the whole family, his father is the decision maker on choosing programs. The boy says, if a program that his parents like to watch is now broadcasting on television, he has to wait until the program is over, and then he can watch other programs. But the boy's parents allow him to watch television with them if he does not snatch the television remote control. During co-viewing, the boy's parents do not explain television content to him.

> *I watch TV with my whole family! I don't like watching TV with family members at all. I can't watch my favorite programs...I want to watch this (TV program); they want to watch that (TV program)... My father always decides to watch which TV program. When there is a TV drama they like to watch, I have to wait (after it finished)... My parents allow me to watch TV with them, as long as I don't snatch the remote control. (Science Fiction Boy)*

Media rules

Science Fiction Boy's family has no regulation on television viewing content, but his parents regulate his television viewing length. The boy's parents do not have specific rules on how much time he can spend on television. Moreover, the boy does not know why his parents limit his television viewing time. In addition, the boy's family has stricter rules on internet usage. His families, except his younger sister, regulate his internet usage. His grandparents always tell him to use less internet, and his father does not allow him to use the internet. The regulations on the internet are created because his families worry about his eyesight and internet addiction.

> *They (parents) tell me to watch less TV.   I don't know why parents limit my television viewing time...Parents do not state clearly the maximum*

time spent on television...Except for my younger sister, all of them (my
families) regulate my internet using. My parents tell me to use less
internet, while my father does not allow me to use it at all! (Science
Fiction Boy)

Food, TV multitasking and other activities

Science Fiction Boy sometimes consumes food while watching television. He often eats fruits. But his families do not have food while watching television. Besides, his family does not watch television while having meals. In addition to food consumption, the boy talks about television content while watching television. He usually talks about television content with his parents, especially her mother. His mother is also a Sci-Fi lover.

I talk about the TV content while watching TV. For example, I say, that
person is so amazing... I talk to my parents about TV content. Usually, I
talk with my mother. She is also a Sci-Fi lover. (Science Fiction Boy)

TV viewing preferences

Science Fiction Boy prefers watching television programs via mobile. He does not watch television on computers very often. He watches videos on computers about twice a month. Besides, the boy's favorite program theme is Sci-Fi. He likes TV dramas or animations with Sci-Fi theme.

Favorite TV programs

The boy's current favorite programs are *Captain America: Civil War* (see Appendix 1.12) and *Armor Hero Captor*. *Armor Hero Captor is a Chinese Sci-Fi drama. It is a section of the Armor Hero series* (see Appendix 1.13)*. In Armor Hero series, there are five heroes, and these heroes are responsible for saving the earth.*

Other media usage

Science Fiction Boy's family has never booked newspapers or magazines. He

prefers browsing online news using mobile news applications. His favorite news application is Tencent News. The boy dislikes listening to the radio. He always uses his computer to search information and educational resources, and he uses mobile to watch television.

Friends' recommendation on TV programs

Science Fiction Boy's friends have recommended him television programs. But he does not watch most of them because most of the recommended programs are entertainment shows or television dramas that are not the Sci-Fi theme. He does not like these programs.

> *Most of the time I don't watch the recommended program…Most of the TV programs are entertainment shows or TV dramas (the TV dramas are not Sci-Fi theme). I don't like them. I prefer Sci-Fi theme. (Science Fiction Boy)*

5.3.7 Doctor Boy

Doctor Boy is thirteen years old. His ethnicity is Tujia. He lives in the city with his grandmother and parents. His father is a junior college graduate. His mother is a middle school graduate. His father's occupation is a junior civil servant. His mother is an insurance salesman. The reason to code him as the Doctor Boy is that his elder sister (cousin) is a Ph.D. candidate, and he also wishes himself to become a Ph.D. in the future.

Media ownership and household TV environment

The boy has his own mobile and computer. In his home, there is one television set. It is placed in the living room. The television is not always left on. His families turn on the television only when they want to watch television.

TV viewing frequency

Doctor Boy usually watches television on weekends. He watches television on

weekends for a maximum of two hours each day. But he has no fixed television viewing time. The boy does not like watching television.

Co-viewing

Doctor Boy often watches television alone. He does not like watching television with others. His parents and grandmother allow him to watch television together with them. During co-viewing of television, his parents sometimes explain program content to him. For instance, his parents explain the news content.

Media rules

Doctor Boy's parents have rules on television viewing length and viewing content. His parents regulate the boy can only watch television for less than two hours on weekends. The regulation on his television viewing time is created because his parents worry that longtime television viewing will affect his school performance. His grandmother and parents regulate his television viewing content. He is forbidden to watch erotic, violence, or horror content. Moreover, his mother regulates his internet using. The boy can only use internet after he finished his homework. The regulation on the internet usage is created because his mother worries about his school performance.

TV and food

The boy does not consume food while watching television. But his families always eat snacks while watching television. The boy's family rarely has meals during television viewing. Besides, the boy does not do other activities while watching television.

> *I don't eat anything. But my families eat food while watching TV. They usually eat sunflower seeds and peanuts… My family rarely has meals while watching TV. (Doctor Boy)*

TV viewing preferences

Doctor Boy does not quite like watching television. Recently, he only watches Zhejiang TV Channel and Hunan TV Channel. The boy does not like cartoons. When he was a little boy, he liked cartoons. But now he considers cartoons are boring. His current favorite programs are TV dramas and entertainment shows.

> *I don't like cartoons at all. I liked watching cartoons when I was young. Now I feel they are so boring. (Doctor Boy)*

Favorite TV programs and channels

Doctor Boy's current favorite television programs are *Running Man*, *Whirlwind Girl* (旋风少女 *Xuan Feng Shao Nv*), and *The Legend of Chusen. Whirlwind Girl* is a domestic teen drama, which produced by Hunan TV Channel (see Appendix 1.15)*.* Till 2016, *Whirlwind Girl* had aired two seasons. The boy's favorites television channels are Hunan TV Channel and Zhejiang TV Channel.

Other media usage

Doctor Boy's family has never booked newspapers or magazines. The boy does not like reading paper vision. He prefers reading news via mobile applications. But he sometimes reads magazines at school. The boy likes listening to the radio via mobile applications. He has his mobile and computer. He uses mobile to watch television and use social media, and he uses the computer to search information. The boy says he will not miss television, if not let him watch. He will miss mobile a little bit, if not let him use mobile. Besides, he will not miss computer at all, if keep him away from it.

> *I don't like reading the paper vision. The content of newspapers and also TV news is formal and official. I prefer reading the news happens around me (news in my local area), or something interesting. So I always read news on mobile. (Doctor Boy)*

Friends' recommendation on TV programs

The boy's friends have recommended him television programs before. But he does not necessarily watch these recommended programs. The reason is that he does not have so much time to watch these programs.

> *I don't necessarily watch the recommended TV programs. I don't have so much time to watch the programs. (Doctor Boy)*

5.3.8 Intellectuals Family Boy

Intellectuals Family Boy is fourteen years old. His ethnicity is Han. His family lives in the city, and he is the only child of the family. His mother holds a bachelor degree, and his father has a master's degree. His father is a doctor and his mother is a primary school teacher. The author codes him as the "Intellectuals Family Boy" because his parents are well educated.

Media ownership and household TV environment

Intellectual Family Boy has his own mobile, computer, and tablet. The boy's computer is in his bedroom. There are two television sets in his house. One television is in the living room, and the other is placed in his parents' bedroom. Besides, his parents have their own laptops. In his family, the televisions are not always left on.

TV viewing frequency

Intellectual Family Boy watches television on weekdays and weekends but not every day. He watches television for about an hour each time. However, he does not have a fixed television viewing time.

Co-viewing

Intellectual Family Boy sometimes watches television with his parents. They usually watch television together on weekends. But he likes watching television

with parents. During co-viewing, his parents will explain television content to him. For instance, when they watch American TV series together, his father will explain the culture and background information to him.

My parents will explain program content. When I was a little boy, they explained a lot of knowledge to me. Now they do explain less. For example, when we watch Modern Family together, my father sometimes explains the culture and background information to me… My father had lived in the U.S. for less than a year, so he knows American culture and traditions better than us (mother and me). (Intellectual Family Boy)

Media rules

In Intellectual Family Boy's family, there is no clear regulation on television viewing length. The boy has to finish his homework before watching television. If the boy watches television for a long period of time, his mother will remind him to stop and relax. Moreover, the boy's mother forbids him to watch erotic and violence content. His mother believes erotic and violence content does not fit the children of his age to watch. In addition, the boy's mother controls the internet usage. Generally, the boy can use computers for less than an hour each day. If he has school assignments need to search information or resources on the internet, he can use an extra hour. The boy's mother regulates his media usage because she is afraid that media using may lead his health problem.

There is no clear regulation on TV viewing length. My mother tells me I have to finish my homework before I watch TV. Mother doesn't say clearly how long I can watch TV. But if I watch TV for a long period, she will tell me to have a rest…I can't watch erotic *and violence TV. Mother says these content doesn't fit children of my age to watch. My mother also regulates internet use. I can access the internet for one hour every day. But if I have homework or teamwork needs to search resource and retrieve*

information on the internet. My mother allows me to use internet one more hour... She regulates my media using because she worries about my eyesight and cervical vertebrae. (Intellectual Family Boy)

TV and food

Intellectual Family Boy's family does not have meals while watching television. The boy usually eats fruits while watching television. Sometimes he eats homemade snacks. But the boy does not do other activities while watching television.

> *My families never have meals while watching TV. I usually eat fruits. Father doesn't allow me to eat chips or expanded food like that. But I occasionally have some homemade snacks. (*Intellectual Family Boy*)*

TV viewing preferences

Intellectual Family Boy does not like cartoons. He believes cartoons are usually designed for younger children, and most of the cartoons are childish. The boy likes watching entertainment shows and news programs. Besides, He prefers American TV series, although he has not watched a lot of them. He does not like Korean TV series, and some Chinese TV dramas with romance theme (e.g., Love O2O). The boy likes online TV and live TV equally the same.

> *I don't quite like cartoons. Cartoons are designed for little kids. Most of them are childish. I like entertainment show and news. I like to watch some TV dramas. I don't like Korean TV series, and some Chinese romance dramas, such as Love O2O.They are 'lack of nutrition'. I like American TV series, although I haven't watched a lot. (*Intellectual Family Boy*)*

Favorite TV programs and channels

Intellectual Family Boy's current favorite television programs are *Chinese Poetry*

Conference(中国诗词大会 *Zhong Guo Shi Ci Da Hui*) and *Modern Family*. C*hinese Poetry Conference* is a game entertainment show produced by CCTV-10 and premiered in 2016 (see Appendix 1.14). The questions of the quiz in the program are about Chinese traditional poetry. Till 2017, *Chinese Poetry Conference* has broadcasted two seasons. *Modern Family* is an American documentary sitcom premiered on ABC in 2009[44](see Appendix 1.17). In 2016, the eighth season of the series had aired. Besides, the boy's favorite television channel is CCTV-13. CCTV-13 is a news channel of CCTV, and it broadcasts news twenty-four hours a day.

Other media usage

Intellectual Family Boy's family had booked newspaper many years ago, but they are no longer booking now. He likes watching news on live TV and browsing the news on the internet. His attitude towards radio is neutral. He sometimes listens to the radio. When the boy's father drives him to school, his father listens to the radio in the car. But when the boy is alone, he will not listen to the radio. In addition, the boy uses his mobile to make calls, translate words and use social media. He often uses the tablet to learn English and play games; and uses computers to retrieve information, browse news and watch videos. The boy says he will miss mobile and computer, if not let him use them.

> *My family had booked newspaper before, maybe five to eight years ago I suppose. Now we don't book now. People now are reading news online. I don't hate radio, but I also don't like it either. I sometimes listen to the radio. When my father drives me to school, he broadcasts radio in his car. I'll not listen to the radio alone. But actually, I have listened to a lot of American radio audios for learning English. My parents encourage me to listen to more English audios. (*Intellectual Family Boy*)*

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44 Resource from: https://en.wikipedia.org/wiki/Modern_Family

Friends' recommendation on TV programs

Intellectual Family Boy's friends have recommended television programs to him. However, the boy does not watch all of these recommended programs, since some programs do not fit his interests.

> *I don't watch all of the recommended programs because some programs are not 'my cup of tea'. (*Intellectual Family Boy*)*

5.3.9 Snack Boy

Snack Boy is twelve years old. His ethnicity is Miao. He lives in the rural area. There are five people in his family, including his grandfather, parents, younger brother, and him. His parents are middle school graduates. His father is a forklift driver. Her mother has no fixed job. The boy tells the author that his mother always does temporary cooking works. The reason codes him as the "Snack Boy" because he likes eating snacks while watching television.

Media ownership and household TV environment
Snack Boy has his own mobile and tablet. In his home, there is only one television set. The television is placed in the living room. The television set is not always left on in his home.

TV viewing frequency
Snack Boy watches television on weekdays and weekends. Every day he watches television for an hour after he finished homework. He has a fixed television viewing time period, which is 9PM-10 PM.

Co-viewing
Snack Boy usually watches television with his younger brother. He prefers to watch television alone because he and his brother have different interests in television content. When the boy watches television with his brother, his brother decides which television programs and channels they watch. In Snack Boy's

family, grandfather sometimes explains television content to him.

Media rules

In Snack Boy's family, there are rules on television viewing content and television viewing length. The boy's grandfather regulates his television viewing time. The boy can only watch television for one hour after he finished his homework. The regulation on television viewing time is created because his grandfather worries about his eyesight and school performance. The boy's grandfather and parents forbid him to watch cartoons and horror content. The boy does not know why his families have these regulations. In addition, his grandfather and parents regulate his internet using. He can only use internet on weekends for less than two hours in total. The rule on the internet usage is created because they worry about long time internet usage will harm his eyesight.

TV and food

Snack Boy likes eating snacks while watching television. He often eats biscuits and chips. The boy replies that he also likes to eat spicy dry tofu (la tiao), but his grandfather and parents do not allow him to eat. But he does not have meals while watching television. His families (except his younger brother) do not consume food during television viewing. Besides, the boy does not do other activities while watching television.

> *My families don't eat food, but my younger brother eats snacks. We eat snack together.*(Snack Boy)

TV viewing preferences

Compared with online TV, Snack Boy prefers live TV. He does not like cartoons. He believes that cartoons are naive. He does not like children's television channels. TV drama is Snack Boy's favorite program type.

Favorite TV programs and channels

Snack Boy's current favorites programs are *Whirlwind Girl* and *Hot Girl 2(麻辣变形记 Ma La Bian Xing Ji*). *Hot Girl 2* is a Chinese domestic idol drama (see Appendix 1.16). It is the second season of Hot Girl series. *Hot Girl 2* premiered on Hunan TV Channel in 2016. Besides, the boy's favorite television channel is Hunan TV Channel.

Other media usage

Snack Boy prefers reading online news on mobile. He does not like reading the paper version. The boy does not like radio either. He has a mobile and tablet. He uses mobile to chat with friends and browse web pages. He uses the tablet to play games. Besides, the boy will not miss the television and mobile, if they are taken away. However, he will miss his tablet.

Friends' recommendation on TV programs

Snack Boy's friends have recommended him television programs. The boy will watch these recommended programs, but not all of them. He watches these programs because he can chat with friends about the program content, and he likes to talk with friends about television programs.

> *It's fun to talk with friends when we watch the same TV program.* (Snack boy)

5.3.10 Big House Boy

Big Family Boy is twelve years old. His ethnicity is Miao. He lives in the rural area with his family. There are six people in his family, which are his grandparents, parents, elder sister, and him. He does not tell the author his parents' educational background. His father is a construction worker, and his mother is a housekeeping worker. The boy lives in a Diao Jiao Building (stilt house). Diao Jiao Building is a kind of Miao's traditional architecture, and the building always

includes two or three floors[45].

Media ownership and household TV environment

In Big House Boy's home, there are two television sets and a computer. Besides, the boy has his own mobile. The two television sets are placed in the living rooms on different floors. The televisions in his house are not always left on.

TV viewing frequency

Big House Boy watches television both on weekdays and weekends. But he does not watch television every day. He watches television for less than an hour each time. Moreover, He does not have a fixed television viewing time.

Co-viewing

Big House Boy often watches television with his parents. But he does not like watching television with them. He prefers watching television alone because that he and his parents like different television programs. Besides, his parents do not explain television content to him during co-viewing.

Media rules

In Big House Boy's family, there are rules on the boy's television viewing length. His mother regulates his television viewing time both on weekdays and weekends. He watches television after finished his homework and laundry. He can watch television for less than an hour. The reason his mother limits his television viewing time is that she worries about his eyesight and school performance. But his family has no regulations on television viewing content. Both his parents regulate his internet usage since they are afraid that using the internet can harm his eyesight and may lead internet addiction.

TV, food, and other activities

Big House Boy often consumes food while watching television. He always eats

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[45] source from
http://baike.baidu.com/link?url=4llQ9OkAHZ4r2wd-OfoSAQVlkrsWTU-uZWId1EKUUuouQ56hXkIHSCT7D
bDiTK1ZTflMggw-im3DPhetKNvvDVtJa6M-TwANh8T9k5OQNoEawBuvvOh_w39AB1RUlYG0

snacks and fruits. Sometimes he has meals while watching television. But his family does not consume food during television viewing. The boy does no other activities while watching television.

TV viewing preferences

Compared with watching live TV, Big House Boy prefers to watch video online. He likes cartoons and entertainment shows. Among all the children's television channels, he prefers Kaku Children Channel. The boy's parents especially her mother likes TV dramas.

> *I like watching online TV. I like cartoons and entertainment shows. Among all the children's channel, I like Kaku Children Channel best... My parents prefer TV dramas, especially my mom. She is watching a TV drama broadcasts on Hunan TV channel now. (*Big House Boy*)*

Favorite TV programs and channels

Big House Boy's recent favorite programs are *Happy Camp*, *Running Man*, and *Boonie Bears* (熊出没 *Xiong Chu Mo*). *Boonie Bears* is a famous Chinese domestic cartoon series. The *Boonie Bears* collection includes seven cartoons, six movies, and a stage show. Big House Boy's favorite television channels are CCTV14 and Kaku Children Channel.

Other media usage

Big House Boy's family has never booked newspapers or magazines. The boy does not like reading news and listening to the radio. As mentioned above, the boy has his own mobile. He always uses social media via mobile. He uses computers to search information, play online games and watch television (videos). The boy will not miss television and mobile, if not let him use it. But he will miss computer, if it is taken away.

Friends' recommendation on TV programs

Big House Boy's friends have recommended television programs to him before. He will watch the recommended programs. But he will not watch all of them because he is not fond of watching television. He prefers playing computer games.

*I will watch these TV programs but not all of them. I don't like watching TV. I prefer to play computer games. (*Big House Boy*)*

5.3.11 Considerate Girl

Considerate Girl is twelve years old. Her ethnicity is Miao. She lives with her parents, younger brother and sister in the rural area. Her parents are primary school graduates. Her father is an installation worker, and her mother is a housewife. The author codes her as the "Considerate Girl" because she is sensible and cares about her parents' feelings.

Media ownership and household TV environment

Considerate Girl has no personal media device. The girl now lives with her families in a rental house. In the rental house, there is no television set. But in her house, there are two television sets.

*We're now living in a rental house. There is no TV in the house. But we have two TV sets in our own house. One TV is new and the other is old but still usable. (*Considerate Girl*)*

TV viewing frequency

Since there is no television in her house, the girl only watches television on mobile. She watches television about fifteen times in a month. But she watches television for about five minutes each time.

There is no TV in the rental house, so I usually watch TV on mobile.

*(*Considerate Girl*)*

TV rules

Considerate Girl's parents regulate her television viewing. The girl must finish her homework before watching television. Her mother regulates her television viewing length on weekdays, but she is free to watch television on holidays. Besides, her mother suggests she may watch Animal World and CCTV News to broaden her horizons. Her parents regulate her television viewing content. The girl is forbidden to watch erotic and violence content.

Food and other activities

Considerate Girl sometimes consumes food while watching television. Most often the girl eats fruits during television viewing. Her brother always eats snacks while watching television. But the girl's parents do not consume food. Her families rarely have meals while watching television. Besides, during co-viewing of television, the girl will chat with the companions who watch television together with her.

*I sometimes eat food while watching TV. Having meals while watching TV is bad for stomach, so my families rarely have meals... If other people watch TV with me, I will talk with them. (*Considerate Girl*)*

TV viewing preferences

Considerate Girl often uses mobile to watch television. Her favorite television program type is cartoon. She prefers Chinese domestic cartoons to imported cartoons. She also likes entertainment shows, but she does not like TV drama.

*Because there is no TV set in the rental house, so I usually watch TV on mobile. (*Considerate Girl*)*

Favorite TV programs

In addition to cartoons, the girl's recent favorite programs are *Top Funny Comedian* (欢乐喜剧人 *Huan Le Xi Ju Ren*), *Lok Street* (喜乐街 *Xi Le Jie*), *Happy Camp*, and *Running Man*. *Top Funny Comedian* and Lok Street are comedy reality shows. *Top Funny Comedian* is produced by Dragon TV Channel and has aired two seasons (see Appendix 1.19). *Lok Street* is produced by CCTV and has broadcasted on CCTV channels (see Appendix 1.20). Till 2016, two seasons had broadcasted, the first season broadcasted on CCTV-1, and the second season broadcasted on CCTV-2.

Other media usage

Considerate Girl's family has booked a newspaper for her younger brother. The girl likes reading newspapers and magazines, and she prefers the paper version. The girl is not fond of listening to the radio, but she sometimes listens to the radio via mobile. She prefers reading books to watching television. On the weekends, she always reads books in bookstores.

> *My family books a newspaper for my younger brother. It's the Phoneticize for Primary School Students (小学生拼音报 Xiao Xue Sheng Pin Yin Bao). (*Considerate Girl*)*

5.3.12 Vintage Phone Girl

Vintage Phone Girl is twelve years old. Her ethnicity is Tujia. She lives in the rural area with her mother and younger brother. Her father is a migrant worker working in Guangdong Province. He comes back home less than twice a year. Her families usually contact his father over the phone, and sometimes they use social media for video calls. Both her parents are middle school graduates. Her mother has no fixed job, but she always works in Chongqing area. The author codes her as the Vintage Phone Girl because the girl has an old keypad mobile phone.

Media ownership and household TV environment

As mentioned above, the girl has a vintage mobile phone. There is one television set in the girl's home. The television is placed in the living room. The television in her home is not always left on. They only turn on the television when watching it.

*I only have a 'poor' mobile. It often automatically shuts down. (*Vintage Phone Girl*)*

TV viewing frequency

Vintage Phone Girl only watches television on weekends. She is now studying in a boarding school and only comes back home on weekends. She always watches television for less than two hours on Saturday and Sunday. But on holidays (e.g., summer vacation), she spends more time on watching television.

*I only watch TV on weekend. Because the school has started, I study in a boarding school, and I come back home only on weekends. (*Vintage Phone Girl*)*

Co-viewing

Vintage Phone Girl prefers to watch television with her families. She believes watching television alone is lonely, but her brother will argue with her in choosing television programs. Besides, her mother does not explain program content to her during co-viewing.

*I like watching TV with my families. Watching TV alone is lonely, but my younger brother often disputes TV with me. (*Vintage Phone Girl*)*

Media rules

In Vintage Phone Girl's family, there are television-viewing rules both on time and content. She can watch television for less than two hours on Saturday and Sunday. But on holidays, parents do not limit her television viewing length. Parents regulate her television viewing time because they worry that longtime

television viewing will affect her school performance. The girl is forbidden to watch erotic content. They create the regulations because they are afraid of her precocity. Her parents also regulate her internet using. They always tell her to spend less time using social media.

> *My parents regulate my TV viewing length... But on holidays, they don't care too much. (*Vintage Phone Girl*)*

TV, food, and other activities

Vintage Phone Girl's family does not consume food while watching television. But the girl usually uses mobile while watching television. She often uses social media on mobile during television viewing.

TV viewing preferences

Vintage Phone Girl considers watching online TV and live TV equally the same, as her mobile does not work properly. The girl prefers watching cartoons and entertainment shows. Her favorite children television channels are Jinying Aniworld TV and CCTV-14. She likes the cartoons airs on these two channels. In the last summer vacation, she spent most of her leisure time watching Whirlwind Girl. In addition, Her parents prefer watching TV dramas. His parents do not like a specific television channel. If they like the TV drama that broadcasts on one channel, they like this channel.

> *Watching live TV and online TV are the same because my mobile does not work well. My parents don't like a specific TV channel. They like the TV drama that broadcasts on one channel, then they like this channel. (*Vintage Phone Girl*)*

Favorite TV programs and channels

Vintage Phone Girl's current favorite programs are *GG Bond* (猪猪侠 *Zhu Zhu Xia*),

Plesant Goat and Big Big Wolf (喜羊羊与灰太狼 *Xi Yang Yang Yu Hui Tai Lang*),
Happy Camp, and *Run for Time* (全员加速中 *Quan Yuan Jia Su Zhong*). *GG Bond* is
a Chinese domestic cartoon series. Its first season was produced in 2005(see
Appendix 1.21). There were eleven seasons of *GG Bond* series has aired, and GG
Bond series has three movies. *Plesant Goat and Big Big Wolf* (see Appendix 1.18)
is a famous Chinese cartoon brand. The first season premiered in 2005. Till 2016,
the seventeenth season (up to 1522 episodes) has aired; nine movies of this
brand have been released; and the company has also designed related education
and toy products, etc. *Run for Time* is an import program brand from Japan (Fuji
Television Network) by Hunan TV Channel. It is a gaming variety show (see
Appendix 1.23). *Run for Time* has broadcasted two seasons on Hunan TV Channel.
Besides, the girl's favorite TV channels are Huan TV Channel and Chongqing TV
Channel.

Other media usage

Vintage Phone Girl's family has not booked newspapers or magazines. She does
not have the habit of reading newspaper and magazine. But she uses social
media applications every day. She can receive the push information (news) send
by the systems. The girl does not browse the news often. She did not like
listening to the radio. The girl will miss television a little, if not let her watch it.
The girl often uses social media on mobile and plays mobile games. She will feel
uncomfortable if the mobile phone is taken away.

> *QQ system pushes news every day, usually, I don't read that… I use mobile*
> *to chat (with friend via) QQ, and play Quan Min K Ge. But my mobile is*
> *not very good while I use these apps they sometimes automatically*
> *interrupted…I will uncomfortable if not let me use mobile. (*Vintage
> Phone Girl*)*

Friends' recommendation on TV programs

Vintage Phone Girl's friends have recommended her television programs before. The girl sometimes watches these recommended programs. As her mobile sometimes does not work properly, she can only watch these programs on live TV.

*I sometimes watch these recommended TV programs. Because my mobile is not so good, I can only watch on live TV…. If the program is broadcasting on a TV channel, I can watch. (*Vintage Phone Girl*)*

5.3.13 Live TV Boy

Live TV Boy is twelve years old. His ethnicity is Tujia. He lives in rural area. His family lives in a Diao Jiao building. There are five people in his family, including his grandparents, parents, his younger brother and him. His father is a high school graduate, and mother is a middle school graduate. His father is a migrant worker, who works in another province. The boy's father has worked in another province for three months. His mother is a taxi driver and works in Chongqing. Media ownership and household TV environment

Live TV Boy has his own mobile and tablet. There are two television sets in his house. The televisions are placed in the living rooms on the different floors. The televisions in the boy's house are not always left on. His family only turns on televisions when watching them.

TV viewing frequency

Live TV Boy only watches television on weekends. He always watches television for two hours on Saturday and Sunday. He has the fixed television viewing time periods, which are 9AM-10AM and 1PM-2PM.

*I have fixed television-viewing time. Nine to ten in the morning, and one to two in the afternoon. (*Live TV Boy*)*

Co-viewing

Live TV Boy always watches television with his mother and younger brother. In his house, there are two television sets. His grandparents watch television together, and his mother, brother, and he watch the other television. The boy likes watching television with his mother and brother. Sometimes his parents explain television content to him. For instance, there is a TV drama about the battle between Chinese army and Japan, and they will explain the history of Japanese Invasion of China.

> *My grandparents watch TV together use a TV set, and my mother, brother and I use the other TV set. (*Live TV Boy*)*

Media rules

There are television rules on viewing length and viewing content in Live TV Boy's family. His grandparents and mother regulate the boy's television viewing time. His father limits the boy's television viewing length when he is at home. The boy can watch television for two hours on Saturday and Sunday after he finished his homework. But when his mother is not at home, the boy sometimes watches television for a while even if he has not finished homework. His families regulate his television viewing length because they worry that watching television will harm his vision and school performance. Moreover, the boy's mother regulates his television viewing content. The boy is forbidden to watch violence and erotic content. These regulations are created because his mother is afraid that "the boy goes astray". In addition, his grandparents and mother limit his internet usage. They have the rule because they worry that long time internet usage will harm his eyesight.

> *I can watch television around two hours on Saturday and Sunday. Two hours each day. I have to finish homework before watching TV. But when my mother is not at home, sometimes grandparents allow me to watch TV*

*for a little while, even if I haven't finish my homework. (*Live TV Boy*)*

TV, food and other activities

When the boy's mother is not at home, he eats snacks while watching television. Sometimes he has meals during television viewing. His grandparents usually have meals while watching television, and sometimes they eat snacks. While watching television, the boy sometimes uses social media on mobile.

*When my mother is not at home, I eat snacks. I don't often eat snacks when mother is at home. She does not allow me to eat. (*Live TV Boy*)*

TV viewing preferences

Compared with watching online TV via mobile or tablet, Live TV Boy prefers watching live TV on a television set. The boy does not like cartoons, but his brother sometimes watches cartoons. As we mentioned above, the boy often watches television with his brother, so sometimes the boy watches cartoons even if he is not fond of them. The boy likes Japanese, American and Chinese domestic cartoons, but he does not like Korean cartoons at all. His younger brother and he always watch Chinese cartoons on television. The boy's favorite programs are TV dramas.

*I don't like cartoon very much now, but my brother likes watching (cartoons), so we sometimes watch cartoons together. I only watch cartoons when I watch television with him… I personally prefer TV dramas. (*Live TV Boy*)*

Favorite TV programs and channels

Live TV Boy's current favorite television programs are *Ice Fantasy*, and *Hot Girl 2*. These programs are both TV dramas. In addition, the boy's favorite TV channels are Hunan TV Channel and Chongqing TV Fashion Channel.

Other media usage

Live TV Boy's family has booked magazines for his grandparents. The boy does not like reading newspapers and listening to the radio. He prefers reading news on mobile. He always uses his mobile to read news using news apps, and sometimes plays mobile games. His brother often uses his tablet play games, and the boy sometimes uses his tablet to watch videos.

Friend's recommendation on TV program

Live TV Boy's friends have recommended television programs to him before. The boy will watch these recommended programs. But he does not watch all of them because he sometimes cannot watch these television programs. For instance, his friend recommended the *Love O2O* to him, but due to the copyright reason, he has to pay for online viewing.

> *I will watch the programs but not all of them. Such as Love O2O, it needs to pay for watching it. But I don't want to waste money on it, so I don't watch. (*Live TV Boy*)*

5.3.14 Cartoon Girl

Cartoon Girl is twelve years old. Her ethnicity is Tujia. She lives in the rural area with her family. There are seven people in her family, including her grandparents, parents, older sister, younger brother and her. Her parents are primary school graduates. Her father is a migrant worker, who works in another province. Her mother is a shopkeeper. Her father comes back home twice a year. Her families contact his father over the phone. The author codes her as the "Cartoon Girl" is because she really likes cartoons.

Media ownership and household TV environment

Cartoon Girl has a mobile and an MP3, and her father will buy her a computer recently. There is one television set in the girl's house. The television is placed in

the living room. In her house, the television is not always left on. They only turn on the television when watching it.

I have a mobile and MP3. Father says he will buy me a computer for learning purpose. It will be easier for me to search educational resources.
(Cartoon Girl)

TV viewing frequency

Cartoon Girl usually watches television on weekends, even on holidays. She has a fixed television viewing time. In general, she watches television during 7:30 PM -9:00 PM on weekends.

Co-viewing

Cartoon Girl often watches television with her mother and elder sister. She likes watching television with them. They have the same interests in television programs. They like entertainment show. During co-viewing of television, her mother or sister do not explain program content to her.

I often watch TV with my mother and elder sister. We like watching TV together. We have the same interests. We all like entertainment programs.
(Cartoon Girl)

Media rules

Cartoon Girl's parents regulate her television viewing time. The girl cannot watch television before she finished her homework. Her parents limit her television viewing time because they are afraid that longtime television viewing will harm her vision. But there is no regulation on television content in the girl's family. Besides, the girl's parents regulate her internet usage. The regulation is created because her parents worry about her eyesight and school performance.

TV and food, and other activities

Cartoon Girl often eats snacks and fruits during television viewing. But her

families never have meals while watching television. Her grandparents, parents and elder sister usually eat fruits while watching television, and her brother often has snacks. Besides, the girl does not do other activities during television viewing.

TV viewing preferences

Cartoon Girl likes watching cartoons. She often watches Chinese, American and Japanese cartoons. She considers that Chinese cartoons are affability, but she prefers Japanese cartoon. She believes she can learn a lot from cartoons because there are new things and scientific knowledge in cartoons. Even if the girl prefers Japanese cartoons, she watches Chinese cartoon most often. In addition to cartoons, the girl likes entertainment shows. Besides, the girl prefers live TV to online TV.

Favorite TV programs and channels

Cartoon Girl's current favorite programs are *Lauras Stern*, *Spirted Away*, Running Man, *Challenger Alliance* (挑战者联盟 *Tiao Zhan Zhe Lian Meng*), *Happy Camp*, and *Day Day Up* (天天向上 *Tian Tian Xiang Shang*). *Lauras Stern* and *Sported Away* are cartoon movies. The other four television programs are entertainment shows. *Lauras Stern* (see Appendix 1.22) is a Germany movie and *Spirted Away* (see Appendix 1.24) is a Japanese movie, the two movies are based on adolescent girls. *Challenger Alliance* is a game variety show produced by Zhejiang TV Channel (see Appendix 1.25). In the program, the participants (famous stars) challenge different tasks. *Day Day Up* is a talk show, and at the end of the program, there is some Chinese traditional etiquette content, which is produced by Hunan TV channel (see Appendix 1.26). Besides, the girl's favorite television channels are Hunan TV Channel and CCTV-14.

Other media usage

Cartoon Girl's family has not booked newspapers or magazines. But the girl likes

reading newspapers and magazines. She does not listen to the radio very often, but she likes radio. The girl has her own mobile and MP3. She uses social media on mobile and listens to music via MP3. The girl will not miss television, if not let her use it, however, she will miss newspapers and magazines.

Friend's recommendation on TV program

Cartoon Girl's friends have recommended television programs to her. She will watch these programs. She firstly watches a few minutes of the programs, if she likes it, she will continue watching the whole program.

5.3.15 Boarding School Girl

Boarding School is thirteen years old. Her ethnicity is Han (Her father is Han ethnicity, and her mother is Tujia ethnicity). Her family lives in rural area. There are five people in her family, including her parents and two younger brothers and her. Her father did not graduate from primary school. He is a migrant worker works in another province. Her mother is a primary school graduate. The girl's mother has a vision disorder, and she does some farm work in the village. Her father comes back home once a year. Her families contact her father over the phone every two or three days. The author codes her as the "Boarding School Girl" because she is now studying in a boarding school.

Media ownership and household TV environment

Boarding School Girl has her own computer and mobile. There is one television set in her house. The television is placed in the living room. Sometimes, the television in her house is left on.

> *Sometimes, we keep the TV on when there is nobody watching it.*
> *(*Boarding School Girl*)*

TV viewing frequency

Boarding School Girl does not watch television on weekdays because there is no television in the dormitory. She only watches television on weekends. But she does not have fixed television-viewing time.

> *I don't watch TV on weekdays. In our dormitory, there is no TV. I only watch TV on weekends when I come back home. (Boarding School Girl)*

Co-viewing

Boarding School Girl always watches television alone. If the girl's parents watch a television program that is good for the girl, they allow her to watch together. The girl tells the author her parents will explain television content to her. And she gives an example, if there is a child treating his parents with filial respect in the program, her parents tell her to learn from him. But in fact, it is not an explanation, her parents only tell her to learn from the role models in the programs. So we can consider the girl's parents do not explain program content to her.

> *My parents explain TV content to me during co-viewing. They tell me to learn from characters in TV programs. For example, if there is a little child who knows filial in a program, they tell me to learn from him. (*Boarding School Girl*)*

Media rules

Cartoon Girl's mother regulates her television viewing time. Sometimes, the girl cannot watch television even on weekends. The girl does not know why her mother has these regulations. But her mother does not regulate her television viewing content. Besides, her mother limits her internet usage. The girl can use internet for less than an hour on Saturday and Sunday. Her mother creates the regulation because she worries about internet addition. Moreover, the girl cannot access internet on weekdays because she has to submit her mobile to the

teacher during her stay in boarding school.

> *I can't access the internet during my stay in boarding school. We have to submit our mobiles to teachers when we arrive at school, and teachers will give back our mobile phones on Friday afternoon. (*Boarding School Girl*)*

TV, food, and other activities

Boarding School Girl often consumes food while watching television. The girl often eats snacks, fruits, and meals. Her families usually have fruits while watching television. In addition to food consumption, Boarding School does homework and uses her mobile while watching television.

TV viewing preferences

Boarding School Girl prefers watching live TV to online TV. She likes watching cartoons, and Chinese domestic cartoons are her favorites. In the last three months, she watches only one imported cartoon that is Doraemon. The girl prefers Chinese cartoon because she believes Chinese cartoons are funny. Her favorite children television channel is CCTV-14. Besides, the girl likes TV dramas.

Favorite TV programs and channels

Boarding School Girl's current favorite programs are *Boonie Bears* and*Balala the Fairies* (巴啦啦小魔仙 *Ba La La Xiao Mo Xian*). *Balala the Fairies* series are children's programs of magic theme that are produced by Chinese domestic company since 2008 (see Appendix 1.27). Till 2016. *Balala the Fairies* series have two TV dramas, four cartoons, and three movies. Besides, the girl's favorite television channels are CCTV-14 and Hunan TV Channel.

Other media usage

Boarding School Girl's family has never booked newspapers or magazines. She neither likes reading newspapers or magazines nor browsing news on mobiles.

The girl will not miss television, mobile or computer, if not let her use them. Her favorite pastime is walking. In addition, the girl's friends have never recommended television programs to her.

Chapter 6 Conclusion and Discussion

This study examines Chongqing children's television consumption and media usage, as well as compares the differences among different subgroups children's television using behaviors. The Phase 1 of the study explains children's television consumption from statistical aspect and Phase 2 allows us to understand the behind reasons for these viewing behaviors.

The findings of this study provide the update information to Mainland Chinese children's media and television reception. Comparing with the previous studies that conducted on Chinese children, it finds that the media ownership, television co-viewing patters, program preferences, television rules, food consumptions behaviors have changed. These changes may due to a couple of reasons, firstly, Chinese economic had a quick development in the past two decades; secondly, the Chinese government has put forward regulations on program broadcasting; thirdly, the new technology allows the emergence of web 2.0, social media, smart TV, etc. Children's receptions of television and other media have to be refreshed.

Moreover, most of the research papers on Mainland Chinese children's television receptions are written in Chinese. This study is more readable for global researchers and audience. Last but not least, for the television developers, learning children's consumption and preferences can help them to design and develop better programs. This study gives the industry some in-depth resources on children's reception of television, especially the children who are in late childhood and early teens.

6.1 The Main Findings

1 Mobile, Internet & TV

Only 15% of children have no personal media device. Among all the devices have mentioned in the survey, mobile has the highest ownership rate (75%), and the

ratio is the highest among other devices. It is also a little bit higher than the result (71.3%) of a research conducted in Chongqing (Cao, 2015). Besides, compared with U.S. children and young people aged 8-12 years old (24%), 13-18 years old (67%)[46], Chongqing children's mobile ownership rate is higher (Rideout & VJR Consulting, 2015).

More than half of Chongqing children's households (58%) do not always keep television set left on. Zhang (2014) found that one hundred Chinese families owned one hundred and twenty-seven television sets on average. Nowadays, abundant of Chinese families have more than one television and we find that some children (14%) have their personal television in their bedrooms. From this study, it can be noticed that most children (70%) use television sets to watch television, and sixty-one percent of children use mobiles. Television sets are the most frequent tools for Chongqing children to watch television.

In Phase 2, there are two children have no own media devices. Most of the children have their own mobiles. One-third of families have two television sets and only one family does not have a television. Most of the families have only one television, and the televisions are placed in their living rooms.

Children spend more time using the internet. The average media time of Chongqing children per day is one hour and thirty-eight minutes (1:38). Mei (2010) suggested that Mainland Chinese children spent most of their leisure time on television. Wang (2014) indicated that television was the most popular medium for Taiwanese children (aged under six years old). Li (2014) found that Mainland Chinese preschoolers spent 1.5 hours on television every day. However, in this study, it finds that children spend an average of forty-six minutes (0:46) on the internet, and thirty-eight minutes (0:38) on television per day.

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[46] This result is the ownership of smartphone, but as their 2010 study suggested, 69 percent of the American children aged 11-14 years old had own mobile phone. Chongqing children's ownership of mobile is still higher.

Rideout et al. (2010) found that the American children aged 11-14 years old spent five hours on television content every day, included three hours on Live TV. Compared with their result, Chongqing children's television viewing time is much shorter. From the finding of Phase 1, we can notice that most children (82%) only watch television on weekends. It matches the previous study, Mei (2010) found that most Mainland Chinese children only watch television on weekends, and children's average television viewing length was fifty minutes (0:50) per day. Moreover, children have such limited television viewing time may because that parents and grandparents have strict rules on children's television viewing length.

More than eighty percent of Chongqing children usually watch television on weekends. Among children who participated in the interview, more than fifty percent of them only watch television on weekends. Around fifty percent of the children only watch television for less than half an hour on weekdays. On weekends, children spend more time on television. Only a small percentage of children watch television for less than half hour and most children spend less than 2.5 hours watching television. The finding of Phase 2 shows that most children do not have a fixed television viewing time.

2. Co-viewing

Firstly, in the study, it finds that less than half (33%) of the total children always watch television alone. A certain percentage (28%) of children watch television with their siblings, and the proportion is equally the same with co-viewing with parents. Chan & McNeal (2003) suggested nearly two-thirds of parents reported they seldom watch television with children on weekdays, and half of the parents watched television very often on weekends. If considering the result that most children only watch television on weekends, the proportion of children who watch television with parents is far less than Chan & McNeal's study. Secondly, we find that parents are less likely to explain television content for children.

Most of the parents (73%) do not explain television content to their children. It is different from the literature, for instance, Gentile, Nathanson, Rasmussen, Reimer & Walsh (2012) indicated that more than half of parents "often talk to children" (average age: 9 years old) about television content. Thirdly, during co-viewing, parents (40%) are the main decision-makers in choosing television channels and programs. In Phase 2 of this study, most children watch television with families. Watching television with families is a preference that has already shown in previous research (e.g. García Muñoz, 1997). But these children hold different attitudes toward co-viewing with family members. Some children prefer watching television alone to watching television with families, whereas other children enjoy watching television with families. For example,

> I often watch TV with my parents. I like watching TV with them. We are happy together. We often talk about something. (Online TV Boy)
>
> I usually watch TV with my parents. I don't like watching TV with them. I like watching TV alone. My parents and I like different TV programs.(Big House Boy)
>
> I often watch TV with my mother and elder sister. We like watching TV together. We have same interests. We like entertainment programs. (Cartoon Girl)

3. TV rules

As the finding of Phase 1 suggests, in Chongqing families, Parents/grandparents create more rules on children's television viewing time, but fewer regulations on television content. One-third of children's families have no regulation on television viewing time, and fifty-two percent of families have no regulation on television viewing content. In addition to parents, grandparents (length: 27%, content: 18%) also set television rules for children. However, in the study of Chan & McNeal (2003), they found fifty-eight percent of Chinese parents restricted the content, forty-six percent of parents placed restrictions on viewing time. Television rules are also common in the American households, especially in

the lower age children families. Rideout et al. (2010) indicated that the media rules are negatively correlated with child's age, and parents are more likely to set regulations on the types of content their children can consume than the amount time children can spend on media. They found that nearly one-third of children reported their families have rules on television viewing time, and fifty-one percent of children reported there are rules on television viewing content in their homes.

In Phase 2, the top reason for parents/grandparents to set the regulations on children's television viewing time is, they worry that longtime television viewing will affect children's school performance. For example,

> *Father worries about my school performance. (Big Family Girl)*
>
> *They regulate my TV viewing length because they worry about my school marks. (Urban Left-behind Boy)*

Parents/grandparents have fewer rules on television viewing content. Nearly fifty percent of families have no regulations on television viewing content. Most parents/grandparents create these rules because they worry that children become 'bad' (precocity). For example,

> *They are afraid that I become 'bad'. (Taciturn Boy)*
>
> *Parents are afraid of my precocity. (Vintage Phone Girl)*

In Phase 2, it finds that, compared with television rules, parents/grandparents have stricter rules on internet use. Almost all the families limit children's internet usage. Parents create internet rules because they worry that using the internet will lead children's internet addiction, poor eyesight, and school performance. For example,

> *My mother regulates my internet using because she worries about Internet addiction. (Boarding School Girl)*
>
> *Because parents believe that using internet for a long time will affect my eyesight and school performance. (Cartoon Girl)*

225

4. Food, TV multitasking and other activities during TV viewing

Adair and Popkin (2005) suggested that snacking had a low prevalence among Chinese youth, especially the rural young people. But in our study, it finds that more than half of the total children (59%) consume snacks while watching television. Traditionally, it is believed that snacking and fast food consumption are more popular among western children or the children in developed countries. In recent years, studies of Asian children show that snacking is a global phenomenon. Mukherjee, Gupta & Aneja (2014) indicated that fifty-two percent of children aged 3-11 years old ate snacks while watching television. Moreover, Parvanta, Brown, Du, Zimmer, Zhao & Zhai (2010) found that fifty-four percent of Chinese children often consume snacks while watching television. In addition, a research shows that a large percentage (more than 90%) of Korean children aged 9-14 years old consume snacks during the studying period (Ha, Chung, Joung & Song, 2016).

Children have a wide variety of activities while watching television, and only twenty-six percent of children do nothing. The most frequent activity that children do during television viewing is playing video games on different platforms. In the research of Rideout et al. (2010), thirty-nine percent of children are multitasking while watching television, and twenty-nine percent of children sometimes do TV multitasking. In this study, the author intends to explore children's television multitasking as well as to understand their other activities while watching television, so we also involve play with a friend, do sport, do homework, etc. In Phase 2, nearly fifty percent of children do nothing while watching television. Besides, children do homework and chat with other people face to face or via QQ.

5. Animations vs. entertainment shows

"In the last week", nearly eighty percent of children watched TV dramas and entertainment shows. Entertainment shows have the highest viewing frequency

among Chongqing child audiences. Only eight percent of children's most-watched programs "in the last week" are animations. In addition, Chongqing children like TV dramas and entertainment shows better than animations. Entertainment shows are the favorite programs among Chongqing children. Only ten percent of children's favorite programs are animations.

Researchers suggested that Chinese cartoons (animations) are designed for younger children (Da & Yao, 2010; Ding, 2015). Additionally, according to our analysis of Chinese animation productions between 2013 and 2015, the majority of the animations are fairy tale themes. The samples of this study are children aged 11-14 years old. It can be the potential reasons that children in our study prefer entertainment shows and TV dramas that are designed for general audiences. In Phase 2, children dislike cartoons because they consider cartoons are childish and naïve. For example,

> *When I was a kid, I preferred cartoons, but not anymore. I think they are*
> *too naïve.(Big Family Girl)*
> *Cartoons are childish. (Urban Left-behind Boy)*

In addition to watching animations on live TV, most children watch animations on the internet. The Chinese government has enforced some regulations on imported animations' broadcasting on television channels, which lead children cannot watch the imported animations on live TV in the prime time, but they can still watch them on online. Even if children can watch animations online, Chinese domestic animations are still the favorite animations among Chongqing children. More than half of the total children prefer domestic animations to imported animations.

6. Chinese domestic programs vs. imported programs

Chinese television programs enjoy an absolutely advantage position comparing with imported programs. Nearly ninety percent of the programs that children

mentioned as favorites are domestic programs. Besides domestic programs, children have mentioned Japanese, American, Korean, and British television programs and movies. In the Chinese television broadcasting system, only a small percentage of programs are foreign designed or produced. Some video websites in China, such as Youku, Iqiyi, Mango TV, have abundant of imported programs. As our result suggest, along with watching television content on a television set, some children prefer watching programs on the internet. But it does not change the leading position of domestic television programs among child audiences. This result is in agreement with the previous findings on media reception studies (e.g., Birtha, 1977), which showed different ethnic groups people would support their own media products, since they have a better comprehension on these products.

7. CCTV vs. Hunan TV Satellite Channel

From the amount of supporters, CCTV channels have no advantages compareing with provincial television channels. Hunan TV channel and Zhejiang TV channel have more loyal child audiences than CCTV sub-channels. Considering all the CCTV sub-channels as a whole, Hunan TV Channel, CCTV, and Zhejiang TV Channel are the top three television channels that children prefer. Hunan TV is Chongqing children's favorite channel. Its fans account for nearly twice than the second leading TV channel. Hunan TV Channel is famous for its co-produced and own produced entertainment shows and own designed TV dramas. It has a high reputation among young audiences. As our results suggest, Chongqing children's favorite television programs are entertainment shows. It can explain the reason that Hunan TV has so many loyal child audiences than other TV channels. Each CCTV sub-channel has obvious fewer children supporters than Hunan TV Channel and Zhejiang TV Channel. But CCTV is still an influential brand among Chongqing child audiences. Among CCTV channels, the most popular sub channel is CCTV-14.

8. Peers and TV programs

Peers act important roles in children's program selection. More than ninety percent of children have been recommended television programs by their friends. Among these children who have been recommended television programs, around eighty percent will watch these programs. Previous research indicated that television program gave a common interest for children, and became an interactive topic among peers (Chen, 2010; Rong, 2013). Our result suggests that television program is a content of conversation in Chongqing children's daily lives, and this peer interpersonal communication will affect children's television viewing. In Phase 2, the children who have recommended programs by friends report that they do not watch all of the recommended programs. Some of them may not able to watch the recommended program, and some usually watch a few minutes, if they like the program, they will continue watching the whole program. For example,

> *I will watch these TV programs. I watch a few minutes of the program, if I like it I continue watching, if not, I don't continue. (Cartoon Girl)*
> *I will watch the programs but not all of them. Such as Love O2O, it needs to pay for watching it. But I don't want to waste money on it, so I don't watch. (*Live TV Boy*)*

9. Attitudes

Four questions are asked on attitudes toward children's television channels and animations. On the question "compared with cartoons, I like TV drama or entertainment programs better", children's mean score is between Neutral and Slightly Agree; on the items "compared with Chinese domestic cartoons, I like foreign cartoons better", "I think cartoons are childish', and 'I like the programs broadcast on CCTV-14", the mean scores are between Slightly Disagree and Neutral.

Compared with other provincial TV channels, children do not like Chongqing

local TV channels better. Most children hold neutral attitudes toward the programs that broadcast on CQTV channel. Besides, a small percentage of children prefer Chongqing dialect programs to mandarin programs.

Of all the items on attitudes toward live TV and online TV, the mean scores of 'compared with watching live TV, I like watching TV programs on the internet', and 'I like watching programs on the internet, because there are more programs online' are between Neutral and Slightly Agree, and lean toward Neutral; the mean score of 'I like watching TV online, because I can watch any program at anytime I like' leans toward Slightly Agree.

10.Urban and rural children

Urban children's media ownership rate of computer is significant higher than rural children (t=2.18, two-tailed p<0.05). The television viewing devices of urban and rural children are significant different, including mobile (t=-2.07, two-tailed p<0.05), tablet (t=3.02, two-tailed p<0.01), and computer (t=2.73, two-tailed p<0.01). More urban children watch television content on tablet and computer, whereas more rural children use mobile to watch television. Besides, the results of Phase 2 show that more urban children have own computer than rural children.

Compared with urban children, less percentage of rural children only watch on weekends (t=-1.94, two-tailed p=0.05); and less percentage of rural watch television during 11AM-1PM on weekdays (t=-2.05, two-tailed p=0.04). In Phase 2, more urban children have no fixed television-viewing period than rural peers.

There are significant differences in co-viewing companions between urban and urban children (t=-3.38, two-tailed p<0.01). More urban children watch television together with their parents than their rural peers. But less percentage of urban children watch television alone. More urban children who participated in the interview in Phase 2 watch television alone than rural children. Children's activities are diverse while watching television, including browse websites, play

video games, do homework, read books, etc. The difference in reading books is significant (t=1.66, two-tailed p<0.01) between urban and rural children.

The differences in animation viewing are significant between urban and rural children (t=4.12, two-tailed p<0.01). More percentage of urban children only watch animation on live TV, and more proportion of rural children watch animation online than their urban peers. Moreover, urban and rural children have significant differences in animation preferences (t=2.144, two-tailed p=0.03<0.05). From the finding, we can notice that the urban-rural variable is not statistically significant in the attitudes items, except attitudes toward domestic cartoons and foreign cartoons (p<0.01).

11. OR and RLB children

Compared with RLB children, more OR children have own mobile (t=2.20, two-tailed p<0.05). OR children's ownership rate of television is lower than RLB children (t=-2.52, two-tailed p=0.01). Besides, less proportion of OR children have no personal media devices than RLB children (t=-2.06, two-tailed p=0.04).

The television viewing time on the weekends between OR and RLB children are significantly different (two-tailed p<0.05). Moreover, There are obvious differences in television viewing time period between OR and RLB children during 5PM-8PM on the weekdays (two-tailed p<0.05). The result of Phase 2 shows that OR children are more likely to watch television both on weekdays and weekends, whereas RLB children only watch television on weekends.

The differences in regulations on television viewing content are not obvious between OR and RLB children. There are significantly fewer regulations on television viewing time form grandparents (father's parents) in OR children families than in RLB children families. Among the rural children in the interview, there is no difference in television rules between OR children and RLB children.

12. Han, Tujia and Miao children

Mobile, TV, internet

Mobile is the device that has the highest ownership rate among Han, Tujia and Miao children. There are more Han children have tablets (two-tailed p< 0.05) than Tujia children. Miao children's ownership rate of own television is significantly lower than Tujia children (two-tailed p<0.01). The proportion of Miao children who have no media device is significantly higher than Tujia children (two-tailed p< 0.05).

In the result of Phase 2, the computer ownership rate of Han children is higher than Tujia and Miao children. Tujia children have the highest mobile ownership rate. There is more proportion of Tujia children like watching live TV than Han and Miao children; more Miao children prefer online TV content than Han and Tujia children. Besides, although some children like watching television content on television sets, they do not like live TV. They usually use smart TV to watch on-demand content.

Compared with Han children, more Tujia children only watch television on weekends (two-tailed p<0.01). The significant differences in children's television viewing time period are during noon, and after school to early prime time. There is more proportion of Miao children watch television during 11AM-1AM than Tujia children (two-tailed p<0.05); more Han children watch television during 5PM-8PM than Tujia children (two-tailed p=0.01). The results of Phase 2 show that more Tujia children only watch television on weekends; more Miao children watch television both on weekdays and weekends. More Han children do not have fixed television-viewing period than Tujia and Miao children.

Co-viewing

The differences in "explain television content or not" are significant between Tujia and Miao parents (two-tailed p<0.05). Compared with Han and Miao parents, more percentage of Tujia parents explain television content to their

children. In phase 2, more Han parents explain television content to their children. But some children say their parents sometimes explain television content to them. Most of the Han children often watch television alone, and most of Tujia children watch television with their families.

Food, TV multitasking and other activities

Most of the children in each ethnic group consume food while watching television. There is significantly more Tujia children watch television during lunch than Han children (two-tailed $p<0.01$). More percentage of Tujia children watch television during dinner than Miao children (two-tailed $p=0.05$). In the result of Phase 2, there are more Miao children consume food while watching television than Han and Tujia children. More Han children do not have meals. Most of Han families have no food consumption habit while watching television. Tujia families are more likely to have snacks and fruits. In Miao families, the adults are less likely to consume food, but children often eat snacks while watching television. Besides, there are more Tujia children chat online or texting during television viewing than Han children (two-tailed $p<0.05$).

Animations, TV dramas, entertainment shows

Compared with Han and Tujia children, Miao children are more likely to watch animations. It finds that more Miao children prefer watching animation than Han children (two-tailed $p<0.01$), and Tujia children (two-tailed $p<0.01$). Besides, more percentage of Miao children prefers TV dramas than Han children (two-tailed $p=0.01$). In addition, more proportion of Han children watch animations in the cinema than Tujia children (two-tailed $p<0.05$).

However, in the analysis of Phase 2, we find that more Han children like TV dramas than Tujia and Miao children; more Miao children prefer entertainment shows than Han and Tujia children.

TV channels

Tujia and Han children's preferences for TV channels have obvious differences (two-tailed p<0.05). More percentage of Han children do not like children's television channels than Miao children (two-tailed p<0.05). In Phase 2, our result shows that more Tujia children like Hunan TV channel than Han and Miao children. Only two Tujia children in the interview have mentioned they like Chongqing local TV channels.

Peers and TV programs

The result of Phase 1 shows that there are no significant differences in friends' recommendation on television programs among Han, Tujia and Miao children. In Phase 2, more percentage of Han children's friends have never recommended television programs to them.

Attitudes

The attitudes toward programs that broadcast on CQTV Children Channel between Han and Miao children have significant differences (two-tailed p<0.01). Tujia and Miao children hold obviously different attitudes toward mandarin television programs and Chongqing dialect programs.

6.2 Limitations of This Study

This study adopts a two-phase "mixed methods", using both quantitative and qualitative techniques. To some degree, it avoids the drawbacks of the single use of each method. However, the limitations of this approach need to be illustrated here. On one hand, the samples of the Phase1 and Phase 2 are chosen, using non-probability sampling method. The amount of the participants in the survey is two hundred and thirty-one. In particular, these samples are from two schools in the urban area, even though rural children account for a certain percentage. It is expected that more rural children will be added to the further study. Besides, the age period of the children is between 11-14 years old. As presented in

Chapter 3, this age period children are selected since they can understand the questions and the words in the questionnaire. Strictly speaking, the findings are based on late childhood and early adolescence. The research on early childhood children needs to be carried out since age is an important factor, which affects children's television consumption. On the other hand, in this study, "watching television" is not strictly divided into watching live TV, time-shifted TV, watching TV content or videos on different platforms, etc. Nowadays, "watching television" no longer only refers to watching a program on a traditional television set. It can have a couple of meanings. For instance, "these days 'watching television' can mean many things: watching TV shows or movies on a TV set as they are aired; time-shifting TV programming, either by recording shows for viewing at a later time or by watching on the TV set "on demand" or through a proprietary service such as Netflix; or watching shows or movies online (on a laptop, tablet, or smartphone)…"(Rideout & VJR Consulting, 2015,p33). In further studies, in order to obtain more accurate information on children's television consumption, the television viewing on different platforms and devices have to be distinguished.

6.3 Recommendation for Further Research

Abundant of research on children's reception of television has been conducted in western countries for years. Some research institutes carry out investigations every year (e.g. OFCOM, Common Sense). They provide continuous information to researchers and the industry. From their studies, we can find the changes and trends in the relationship between children and media. The research on children television and children's television consumption is lacking in China. In the past two decades, HK researcher Kara Chan conducted a series of studies on the television consumption of Mainland Chinese children both urban and rural, and Mainland Chinese researcher Wei Bu carried out a lot of research on children and media. But in recent years, the studies on children's media consumptions incline to "new" media.

However, television is still an influential media among child audiences. Watching television is a major pastime for children. From the findings of this study, it can be noticed that children use different devices to watch television content. Besides, when they talk about using the internet, some of them actually mean they use the internet to watch television. In conclusion, it is hard to say television is "dead", it is only the platforms or devices have been changed. In addition, it will be essential to learn children's television viewing behaviors and preferences on different platforms as well as the outcomes and parents' attitudes toward these usages and parental mediation.

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Appendix 1: The Posters of Children's Favorite Programs (Phase 2)

1.1 Love O2O

1.2 Detective Conan

1.3 Naruto

1.4 Ice Fantasy

1.5 The Legend of Chusen

1.6 The Investiture of the Gods

1.7 The Best in the World

1.8 Running Man

1.9 Sing! China

1.10 Happy Camp

1.11 Animal World

1.12 Captain America: Civil War

1.13 Armor Hero Captor

1.14 Chinese Poetry Conference

1.15 Whirlwind Girl

1.16 Hot Girl 2

1.17 Modern Family

1.18 Plesant Goat and Big Big Wolf

1.19 Top Funny Comedian

1.20 Lok Street

1.21 GG Bond

1.22 Lauras Stern

1.23 Run for Time

1.24 Spirted Away

1.25 Challenger Alliance

1.26 Day Day Up

1.27 Balala the Fairies

Appendix 2: Questionnaire

1. Your gender
a. Boy
b. Girl

2. How old are you?
a. 8
b. 9
c. 10
d. 11
e. 12
f. 13
g. 14
h. Others

3. Your ethnicity?
a. Han
b. Tujia
c. Miao
d. Others

4. Your school is _____

5. Do you live in the city or in the countryside?
a. City
b. Countryside

6. Are you a left-behind child?
a. Yes
b. No

7.Who do you live with?
a. Parents
b. Parent
c. Grandparents (father's parents)
d. Grandparents (mother's parents)
e. In boarding school (weekdays)

8. Your parents' educational levels

	Journal middle school or under	High school	University or college	Postgraduates (Master or Doctor)
Father				
Mother				

9. The monthly income of your mother and your father

	Under 1000	1000-3000	3000-5000	5000-7000	7000-10000	Above 10000	I don't know
Father							
Mother							

10. Which kinds of media devices do you have? (Your own device, not the one you share with other family members)
a. Computer
b. Tablet
c. Mobile
d. Television in your room
e. No, I don't have my own media device.

11. Which kind of device do you usually use to watch TV?
a. Computer
b. Tablet
c. Mobile
d. Television set

12. Do your parents or other relatives in your family regulate your TV viewing length in general?
a. Yes, my father has regulations.
b. Yes, my mother has regulations
c. Yes, my grandparents (father's parents) have regulations
d. Yes, my grandparents (mother's parents) have regulations
e. No, there is no regulation in my home

13. Do your parents or other relatives in your family regulate the TV content you watch in general situation?
a. Yes, my father has regulations.
b. Yes, my mother has regulations
c. Yes, my grandparents (father's parents) have regulations
d. Yes, my grandparents (mother's parents) have regulations
e. No, there is no regulation in my home

14. Who do you most often watch TV with?
a. Parents
b. Grandparents (father's parents)
c. Grandparents (mother's parents)
d. Elder brother or sister
e. Younger brother or sister
f. Classmates or friends
g. I always watch TV myself

15. When you watch TV, do your parents or other relatives explain the TV content to you?
a. Yes
b. No

16. When you watch TV with your family members, who always chooses which channel to watch?
a. Parents
b. Grandparents (father's parents)
c. Grandparents (mother's parents)
d. Elder brother or sister
e. Younger brother or sister
f. Myself

17. Is the TV set in your house always left on?
a. Yes
b. No

18. In the last month, how often do you do activities such as those below? And how long on average each time?
①Watch TV: _____ days per week, _____ hours each time.
②Surf on the Internet: _____ days per week, _____ hours each time.
③Listen to radio: _____ days per week, _____ hours each time.
④Read magazine or newspaper: _____ days per week, _____ hours each time.

19. Do you always eat something during watching TV?
a. Yes, I have breakfast
b. Yes, I have lunch
c. Yes, I have dinner
d. Yes, I eat snacks
e. No, I don't eat anything

20. Except for eating, do you often do other activities while watching TV?
a. Yes, play (computer, tablet, mobile) games
b. Yes, browse webpages
c. Yes, chat on the Internet or texting
d. Yes, do sport
e. Yes, do homework
f. Yes, read books
g. Yes, play with my friend
h. No, I don't do anything

21. In the last week, on which day did you watch TV?

a. On weekdays

b. On the weekend

c. Both weekdays and the weekend

22. In the last week, how long did you watch TV on each weekday on average?

a. Less than 0.5 hour

b. 0.5-1 hour

c. 1-1.5 hours

d. 1.5-2 hours

e. 2-2.5 hours

f. 2.5-3 hours

g. 3-3.5 hours

h. 3.5-4 hours

i. More than 4 hours

23. In the last week, how long did you watch TV on Saturday or Sunday on average?

a. Less than 0.5 hour

b. 0.5-1 hour

c. 1-1.5 hours

d. 1.5-2 hours

e. 2-2.5 hours

f. 2.5-3 hours

g. 3-3.5 hours

h. 3.5-4 hours

i. More than 4 hours

24. In general, when do you watch TV on weekdays?

a. 6 am - 8 am

b. 8 am - 11 am

c. 11 am -1 pm

d. 1pm - 5 pm

e. 5pm - 8 pm

f. 8pm -10pm

g. 10pm - 6 am

h. I only watch TV on weekends.

25. Which kinds of TV shows do you like?

a. Entertainment shows (e.g. Bbaquna, Benpaobaxiongdi)

b. Animation

c. Educational programs (e.g. CCTV14 zhimakaimen)

d. Children's entertainment programs (e.g. Kuailedaba)

e. Children's drama (e.g. Balabalaxiaomoxian)
f. News
g. TV drama
h. Others (Please write)_____

26. In the last week, what did you spend most of your time watching?
a. Entertainment show
b. Animation
c. Puzzles
d. Children's entertainment programs
e. Children's drama
f. News
g. TV drama
h. Others (Please write)_____

27. Except for watching animation on live TV, do you have other ways of watching it? If you do, what are they?
a. Yes, on the Internet
b. Yes, in the cinema
c. Yes, reading comic magazines or books
d. No, only on live TV

28. Your favorite animations are ____.
a. Domestic (Chinese) animations (e.g. Xiongchumo, Zhuzhuxia)
b. Japanese animations (e.g. Dragon ball, Doraemon)
c. American animations (e.g. Big hero 6, Zootopia)

29. Among the channels below, which is your favorite TV channel?
a. Kaku Children Channel
b. Toonmax Channel
c. Jinying Aniworld Channel
d. CCTV14
e. CQTV Children Channel
f. I don't like any of the above (Please write)_____

30. Did your friends ever recommend any TV shows to you?
a. Yes
b. No

31. Did you watch these programs that your friends recommended?
a. Yes
b. No

32. Please illustrate two of your current favorite TV shows _____,

_____

**33. Please illustrate two of your current favorite TV channels _____,
_____**

**34. Compared with Chinese domestic cartoons, I like foreign cartoons
better.**

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

**35.Compared with cartoons, I like TV drama or entertainment programs
better.**

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

36. I think cartoons are childish.

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

37. I like the programs broadcast on CCTV-14.

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

38. I like the programs broadcast on CQTV Children Channel.

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

**39. Compared with other provincial TV channels (e.g. HNTV, JSTV), I like
Chongqing local channels (e.g. CQTV fashion, CQTV entertainment, etc.)
better.**

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

**40. Compared with mandarin TV programs, I like Chongqing dialect
program better.**

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

**41. Compared with watching live TV, I like watching TV programs on the
internet.**

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

42. I like watching programs on the internet, because there are more programs online.

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

43. I like watching TV online, because I can watch any program at anytime I like.

◯ Definitely disagree ◯ Slightly disagree ◯ Neutral ◯ Slightly agree ◯ Definitely agree

Appendix 3: Interview Outline

A. Background Information

1. How old are you?

2. Where do you live?

3. What is your ethnicity?

4.How many people are there in your family? Who are they?

5. Who do you live with?

6. What are your parents' educational levels?

7. What are your parents' occupations? Where do they work? How much is his (her) wage per month?

8. How long does (do) he/she (they) come back to see you? (For left-behind children)

9. What are your grandparents' educational levels? Are they literate? (For left-behind children)

B. Interview guide

Household TV environment

1. How many TV sets are there in your home? Do you have a TV set in your room? Do you watch TV in your room?

2. Is the TV set in your house always left on? Do your families watch TV or do other activities, when TV is on?

CO-viewing

1. Who do you usually watch TV with? Do you like watching TV with other people? Why?

2. Do your parents allow you to watch TV with them when they are watching TV? Do they explain program content when you watch TV together?

TV rules

1.Do your parents (grandparents) regulate your TV viewing length? Who always regulate you? Why? Do they regulate you both on weekdays and weekends? How long do they allow you to watch TV in a typical day?

2. Do your parents (grandparents) regulate your TV viewing content? Who always regulate you? Why?

TV and food

1.Do you eat anything during watching TV? What do you eat?

2.Do your parents (grandparents/siblings) eat anything during watching TV? What do they eat?

TV multitasking and other activities

Except for eating, what other activities do you do while watching TV? What are these activities?
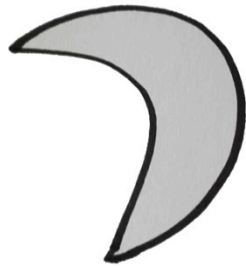
Media ownership and media preference

1.What kind of electric media do you have? What do you usually use them for?

2. Do you like reading magazine or newspaper? Why do you like/dislike?

3. Do you like listening to the radio? Why do you like/dislike?

4. If keep you away from TV, will you miss it? What about mobile/tablet/computer? What are the reasons? Which type of media will you miss most?

TV viewing and TV preference

1. Do you watch TV every day? How often do you watch TV?

2. Do you prefer watching TV (video) online or watching live TV? Why? Which facility do you usually use to watch TV (video)?

3. Do you like watching cartoons (animations)? Which country produces your favorite cartoons? Why do you like these cartoons?

4. Kaku, Maxtoon, Jinying, CCTV-14, CQTV-Children, among these TV channels, is/are there any channel/channels you like? Why do you like it/them?

5. What is your favorite type of TV program? Why do you like it/them?

6. Which is your favorite TV channel? Why do you like it/them?

Parents and peers

1.What kinds of program do your parents usually watch?

2.What kinds of program do your grandparents usually watch? (For left-behind children)

3. Did your friends recommend TV shows (videos) to you? You watch these programs or not? What are the reasons?

Television Viewing Habits of Children in Chongqing (China)