

# THE IMPACT OF TELEVISION VIEWING ON STUDENTS' UNREST IN SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

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**Abstract:** This study sought to discover the detrimental effects of television on children's mental, emotional and physical wellbeing. It was also its goal to identify ways how parents and teachers can promote the healthy use of the media in their communities. With the growth of the television industry in our media today, there are lots of programs exposed to the teenagers. They are, therefore, spoilt for choice from music shows, soap operas, horror movies and cartoons, etc. More often than not and under the influence of peers, teenagers find themselves attracted to violent content which is so rampant in most of the TV stations and more so in the digital arena where they comfortably access western stations which glorify violence and sexual content. Unfortunately, where parental guidance is lacking or not monitored closely, teenagers end up lost in the violence of the TV models in an effort to adjust to the virtual world which tends to be a definition of their world. A world which is divergent to the outdated one of their parents. Time for studies is compromised leading to poor academic performance. Consequently, the nation produces low skills affecting a country's production. The study was informed by; cultivation theory and Social learning theory to explain how watching violent television programs model teenagers to violent behavior with time. Social responsibility theory explained the role of society; parents in guiding and monitoring the content teenagers watch. The study used parallel mixed research design: quantitative data was collected using self-administered questionnaires through stratified random sampling procedures and qualitative design where data was collected through an interview guide administered to school administrators of the schools picked out for the study. The study area was Kiambu County public secondary schools with a students' population of 68424 out of which a sample of 398 was singled out. Study findings indicated that television viewing had an impact on students' unrest in secondary schools in Kenya. The findings would benefit various stakeholders: parents, teachers, Ministry of Education and media regulators in monitoring violent television content exposed to teenagers affecting their morals as well as compromising school work culminating in schools' unrest as well as low academic grades.

**Keywords:** Students' unrest, violent television programs, television regulation, heavy television viewing, cultivation effect.

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## 1. INTRODUCTION

### 1.1 Background to the study

Potentially, television can generate both positive and negative effects. Several studies have examined the impact of television on society with particular interest on children and adolescents (Mwema, 2014, Baxter, De Riemer, Landini, Leslie, & Singletary, 1985). The level of development of an individual child forms a critical factor in determining whether the medium will have positive or negative effects. Programs watched have been associated with the propagation of violence in the development of children. However, it is worth noting that not all television programs are bad. Nonetheless, data showing the negative effects of exposure to violence, incongruous sexuality and pugnacious language are convincing and can harm children and adolescents. Children watch violent movies and they learn to adopt scripts that use violence as a suitable process of problem-solving. There is a liaison between watching violent television programs and a surge in violent behavior involving children (National Institute of Mental Health (1982). Besides, watching television is known to take time away from reading and schoolwork.

A significant number of laboratory and field experiments carried out in the past half-century have scrutinized whether exposure to violent behavior on film or television has the tendency to increase hostile behavior in the short term (Bushman & Huesmann, 2001; Comstock, 1980; Huesmann, Moise, & Podolski, 1997). There is harmony from such randomized experiments that youths who watch violent scenes consequently exhibit more aggressive behavior, aggressive thoughts, or aggressive emotions compared to those who do not. The amount of violence on television is on the rise. Recent studies have indicated that teenagers spend time watching rap and heavy metal music (National Institute of Mental Health (1982) resulting in below-average academic performance, drug use, sexual activity, arrests and behavior problems in school. The experimental studies have provided substantial proof that watching violent music videos generates attitudes and beliefs in young viewers. Widespread television entertainment is a relatively conformist medium which reflects social change. There is a reflection of widely held assumptions about adolescents in U.S. culture in the images of youth in prime-time entertainment TV. These images influence on newly forming belief systems. Studies postulate that the average child sees 12,000 acts of violence on television annually, which include several depictions of rape and murder in U.S. Violent programs transmitted per day per station approximate 3 to 5 violent acts per hour in prime time (AACAP, 2016).

In relation to violent content, the portrayal of violent acts per hour is in the range of 3 to 5 during prime time, and 20 – 25 violent acts per hour offered during children's Saturday morning programming. A report from the American Academy of Child and Adolescent Psychiatry (AACAP, 2016), indicates that "adolescents will have viewed 16,000 simulated murders and 200,000 acts of violence by the age of 18." The matter is aggravated by the current portrayal of violence which is highly realistic and graphic, where simulations of killings, maiming and other acts of physical violence are anatomically detailed. In the same breath, acts of violence are rarely punished 73% of the time. The so called "good guy" sends a message of justification for violence making it a viable method of dealing with problems since he is often the perpetrator of violence. A study by Babita Singh (2013) found out a widespread frustration among students reported from numerous quarters and instead of becoming a positive force in nation building, they are getting progressively resentful. They demonstrate their discontentment by being divergent to social norms in a manner which perplex the elders. Hence, the problem of student unrest has become not only a cause of worry to the educational administrative authorities, but also a national concern.

The study looked into the most appropriate measures e.g. parental mediation in balancing virtual TV world and real conflict world thus easing the unrest in schools. This is consistent with studies which reveal that watching violent movies, unrestricted access to some internet sites, lack of censorship or parental guidance to the programs being watched and use of cell phones could contribute to increased indiscipline (Bushman, (1995), Huesmann et al., 2003, (AACAP, 2016).

## 1.2 Statement of the problem

Belson (1978) shows the types of violent programs most influential on youth. He chose a representative sample of 1565 adolescent boys aged between thirteen to seventeen-years living in London. On several occasions, the boys were interviewed about the degree of their exposure to an assortment of violent programs through 1959-1971. A panel rated the level and sort of violence in these programs. His findings were that 12 percent of the boys, adding to 188 of the 1565 boys were entailed in ten or more acts throughout the six-month period. His conclusion was that grave interpersonal violence increases with long-term exposure to programs arbitrarily throwing violence.

The last one year (from mid-2016) has seen rising cases of violent strikes and riots in secondary schools in Kenya. This has been marked by schools' dormitories been set ablaze and property worth millions going to waste over what students felt was an annoying lengthened second term period. The more schools reported to have gone wild the more others were fueled to do the same perhaps not wanting to be left out. In Kiambu County, students from Steph Joy Boys High school set ablaze a dormitory on 3<sup>RD</sup> August 2015, where three students lost their lives. In his study Kindiki 2009, he found out that communication was very key in arresting students' unrests which are rising by the day. That loss of lives and other destructions in school have a boundless effect on learning processes and performance academically. Such unrests have led the researcher of this study with the need to find out what the underlying issues are and more importantly the role of television viewing in students engaging in unrest. The study also sought to find out whether the teachers have failed in their responsibility of ensuring that discipline is adhered to or if parents have left their key parental role of upbringing of children. Such a study would seek to find a solution to the present mass indiscipline before schooling totally loses its value.

## 2. THEORETICAL FRAMEWORK

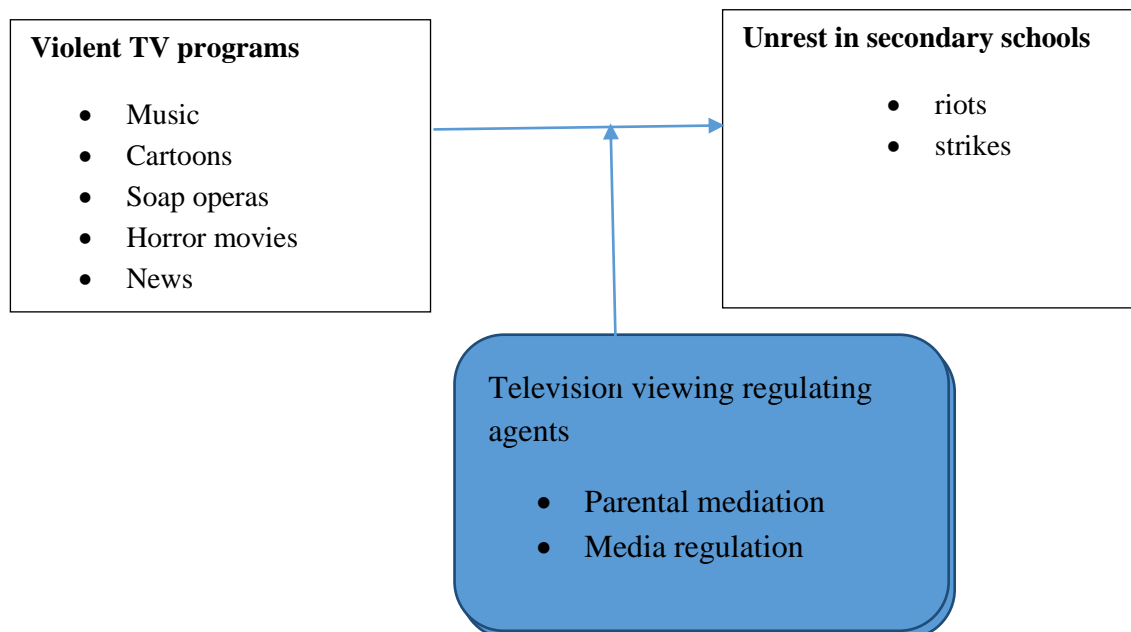
Television is perceived as a progressively influential instrument of socialization that discharges its effects through children's proclivity to learn through imitation. Children have yet to develop adequate abstract reasoning to be able to assess what they see and judge it against reality. They are more inclined to what can be called the "sponge" phase (Berkowitz, L. (1984). This means they are inclined to infuse the content they are exposed to instead of analyzing and evaluating their experience and exposure. Huesmann, et.al (1984) points out that "violence for entertainment teaches children that violence is legitimate, justified, rewarded, effective, clean heroic and manly."

The foundation of Social learning theory is that its focus is on personal connections of viewers portraying through identification and perceived significance to the self. In this regard, the dimensions emphasize on characters on television being behavior models. Bandura's theory envisages that teenagers will imitate or model what they get on television when such television personalities get rewarded or go unpunished for their behavior and are seemingly attractive, similar, and powerful (Bandura & Ross (1963).

The study on the impact of television viewing on unrest by students in secondary schools established the role of TV models in terms of behavior learning and living it through school unrest which in most cases is exercised through violence. This implying that the more media sensitizes about children's rights, demonization of caning and punishment for teachers who go overboard in disciplining students, the more the teenagers feel protected by law and they tend to develop impunity that drives them to commit acts of violence in schools. This theory informed the study since teenagers just like other human beings as social beings are likely to be influenced through interaction with mass media models and acquire behavior through observation.

Social responsibility theory is developed on a system of ethics (Siebert, Fred, S; Theodore, P., and Wilber, S., (1956). In this regard, before proceeding, decisions and actions must be ethically validated. The law and parents have a social responsibility to safeguard children protection from harmful content particularly violent content to ensure that they don't grow in a violent environment where they model violence from television models.

### Conceptual framework



### Violent television programs

Students prefer watching their favorite programs to doing their homework. Particularly, these days, several children have TV sets in their own bedrooms. Even though there are varied programs today, a number are a little more violent. These

programs have a tendency to make people more aggressive since many viewers have an inclination to be media influenced. Actually, it is argued the inspiration due to past watching of violent movies led young men into committing some of the crimes (National Institute of Mental Health (1982). Speculation has it that kids and teens daily TV is close to four hours. One of the biggest consequential problems is the presence of negative influences arising from television programs. Several studies have associated the viewing of TV violence with aggressive behavior. Bandura conducted one of the earliest and well-known studies in 1963. He made a group of children watch a TV video in which a model kicked and punished an inflated plastic doll. The children were then put in a playroom with others after the viewing. The ones that had watched the video displayed significantly more aggressive behavior than those who had not.

One of the most convincing studies comparing the incidence of aggressive behavior among children before and two years after TV was launched into the Canadian community where they resided (Phillips, 1983) showed a significant rise in both verbal and physical aggression after two years of TV viewing. The important thing about this study was the ease in isolating the variable being tested, which was the effect of TV, television being previously unavailable to these children.

The preference of programs by teenagers especially with violent content has an association with how they live the same TV life to engage in violence in schools in the form of unrest. There is an increasing explicit content portrayed in music lyrics, with particular references to sex, drugs and violence. Research connecting a cause-and-effect association between explicit lyrics and adverse behavioral effects is still on going at the moment. Parents are expected, at the very least, to take an active role in censoring the music in the exposure their children (Liebert & Baron, 1972).

College students exposed to rock music videos carrying antisocial themes registered greater acceptance of antisocial behavior in comparison to the students in the control group without exposure to antisocial rock music videos (Hansen & Hansen, 1990). Music videos, because of sometimes being replete with violence, are of concern. Even those that lack explicit aggressive content constantly feature antisocial overtones (Baxter, De Riemer, Landini, Leslie, & Singletary, 1985; Caplan, 1985; Rich, Woods, Goodman, Emans, & DuRant, 1998). Music videos are extensively watched by adolescents.

This study sought to find out the programs including drugs and substances adverts or graphics exposed to teenagers and the violent content in them in relation to how they model their behaviors to an extent of influencing them to negative violent behaviors and particularly school unrest. Trying out a cigarette puff comes with it the 'having a look' on bang which might have a more desirable and relaxing effect. It's no wonder then that some acts of violence in schools e.g. burning of dormitories are done under the influence of drugs (Wanjiru 2009).

### **Television viewing regulating agents**

Parental regulation does not mean a complete ban on television viewing all the times but rather programs, on the basis of erstwhile experiences, are supposed to have unfavorable effects and hence subjected to special monitoring. Such programs are invariably watched together with children as particular attention is paid to the reactions of the child, and parents clearly state their own views concerning the program. They suggest that the interpretations of programs by school children are constructed partially in interaction with the parents. Parents should discuss any violent content with their children and ensure that they have a firm grasp on the difference between fantasy and reality while focusing on the suffering caused by violence in opposition to messages that render violence as acceptable (Parkes, Wight, Hunt, Henderson & Sargent, 2013). Research has revealed that one of the best ways of eschewing the negative effects of TV violence on children is to encompass them in discussions about how children can be hoodwinked or hurt by what they see on television.

Studies reveal that parents play a significant role in the social learning of their children. However, if a parent's assessments are not discussed overtly with children, the medium will most likely teach and influence by default. Other media, including magazines, the internet, radio and video games, likewise have the potential to influence the eating, exercise and buying habits of children as well as their mental health. Allowing exposure of children to these media exclusive of adult supervision may have the same injurious effects as television. The study sought to find out how regulating agents of television viewing can tone down the harmful effects of viewing violent content by teenagers by ensuring the media regulators adhere to media laws on airing such content. This also includes parental responsibility in interpretation and monitoring the content watched by children.

### Students' unrest in secondary schools

Student's unrest denotes any form of unsettling behavior that hampers smooth management of an educational institution. It is expressed in the form of boycott, riots, sit-ins, stone throwing demonstrations and strike. UNESCO (2010) states education is a basic need that must be reached and conferred to every child. This is reinforced by the major goals charted in the Millennium Development Goals (MDGs) that outline and assert on Education for all by the year 2015 (MDGs, 2009). Thus, education has a certain role to play in the development of people and countries.

A study conducted on 0 to 17 years old children in Bangladesh revealed unrest that led to violence among children was regarded as a global health problem and was the most inhuman type of intentional injury (Human Rights Watch, 2010). Pertaining to Kenya, behavior of students' unrest has a long history and several pieces of evidence confirms the surge. At the onset of the 20th century, incidents of students' unrest were apparent in Kenya (Republic of Kenya, 2001; MoE, 2012) with the first reported case of student unrest in Maseno School in 1908. The number of schools experiencing unrest increased in the 1980s and 1990s. Available statistics show student unrest had increased vastly from 0.9 percent in 1980 to 7.2 percent in 1990 (Republic of Kenya, 4 2009).

Deteriorating discipline in schools in Kenya has a bearing on some past legislation by parliament and courts of law which has stopped, prevented or regulated the teachers' efforts to handle errant students. The Children's Act passed in 2001 outlawed caning (Daily Nation, July 14, 2008, in Kindiki 2009). Students who have faced disciplinary action in some schools are known to have filed lawsuits to have the action taken against them reversed. The result was a court order that the student be re-admitted. Such court rulings make teachers and other administrators scared to enforce discipline in schools (which in this context means taking corrective action against an errant student). One can, therefore, conclude that teachers are now reluctant to take disciplinary action against students for fear of being sued by parents. Some unrest in Secondary Schools in Kenya reported on television as ending tragically: Saint Kizito Mixed Secondary School where 19 female students died after the boys went on rampage raping and maiming the female students in 1991. (Kenya Times, 16 June 1991 in Kindiki, 2009).

### Critique of the existing literature

Most scholars have recently concentrated their research on what causes students unrest in institutions of higher learning while elementary and secondary level of learning has been denied the best share of the research they deserve, although, they are the most affected by either mild or eruptive students' unrest (UNICEF, 2011). So, most of the existing literature has not looked into extensively at unrest by students in secondary schools. There is, therefore, need to research more on the youths between 13-19 years as they have different experiences from the older youth.

Researchers have probed the legitimacy of the cultivation effect of television. The notable relations between the frequency of television viewing and judgments relating to heavily depicted paradigms are spurious and are a product of the correlation of some third variable such as direct experience, available time to view and personality. Therefore, to conclude that cultivation through television viewing as direct should be backed up with the intervening and moderating variables that affect the propagation of attitudes of violence and rebellion amongst students. Another criticism is that studies available have not identified attention to television viewing as a great determination of cultivation and not just the amount spent in viewing. This also applies to differences in which audiences interpret television realities which most probably vary from innocent viewing to getting ideas for executing an act of violence (Huessman 2003). Most studies have thus assessed the impact of cultivation theory basically in terms of long viewing and simultaneous change of behavior without regard to other factors that can affect what the viewers adopt and consequently adjusting their perceptions and behavior.

### 3. RESEARCH DESIGN

The study population included all the 68424 students in public secondary schools in Kiambu County 51% of whom are male and the 49% female. The respondents; both male and female aged between 13-19 years were drawn from this population. These students were both boarders and day scholars in form one to form four. Teenage is an age coupled with curiosity (Anderson, & Bushman, 1997) and therefore more likely to be modelled by television violence.

The study used parallel research mixed designs; Qualitative research which in this study employed interviews with school administrators as a category of social science enquiry that gathers and operates with non-numerical data and that aspires to construe meaning from these data that help us comprehend social life through the study of targeted populations or

places. Quantitative research through questionnaires was also used which regarded assembling and analyzing with data with a view of explaining phenomena. Generalizations or predictions concerning a population are made from information from a sample, (Kerlinger 1973).

The study utilized descriptive survey design to examine the impact of television on the increase of unrest in secondary schools. Descriptive design is a procedure of assembling data to answer questions in regard to the current status of the subjects in the study. It helps to determine how things are with the subjects by providing answers to the question of who, what, when where and how associated with a particular research problem” (Orodho, and Kombo (2002). Orodho (2002) notes that a descriptive survey research design is suitable to this kind of study since it allows the researcher to examine the state of unrest in the schools free from manipulation of the variables. The researcher had the advantage of studying the individuals who in this case were students and school administrators in their natural environment (schools) thus avoiding any artificial aspects of an experiment. The experiment in this case was a six months treatment in form of violent content as a longitudinal study to investigate inculcation of violence through violent television programs. This ensured more accurate data that could be generalized to the target population thus making the study viable.

#### 4. PRESENTATION OF THE FINDINGS

##### Reliability test

Reliability refers to the degree to which an evaluation tool gives results which are consistent. This research used Cronbach’s Alpha test for the reliability of the various constructs and the results were as presented in table 4.1.

**Table 1: Reliability test**

Factor	Number of constructs	Cronbach Alpha	Remarks
Violent content television programs	4	0.738	Acceptable

The results signified that violent content television programs had a reliability coefficient of 0.738. Mugenda and Mugenda (2003), states a coefficient of 0.70 and above suggests a high degree of reliability of the data. All the suggested constructs were found to be reliable.

**Table 2: Results of exploratory factor analysis**

Factor and item description	Factor loading	Initial Eigen value	% variance Explained
<b>Violent television programs</b>		<b>1.185</b>	<b>29.634</b>
TV station usually accessed	0.568		
Favourite TV programs	0.624		
Content encountered in the programs viewed	0.551		
Preferred music	0.522		
<b>Students’ unrest in secondary schools in Kiambu County</b>		<b>2.371</b>	<b>44.939</b>
Your school has ever been involved in a strike or a riot?	.564		
You participated in the strike unwillingly	.802		
You participated actively in carrying out the strike or riot	.820		
The content you watch on TV influenced your engagement in the strike or riot i.e. you wanted to do how they do it on TV to solve their conflicts	.787		
The TV has sensitized you on your rights as a child and punishment on teachers who engage in corporal punishment	.556		
I watch ‘Tahidi high’ on Citizen TV	.644		
I watch ‘Ngumbaro’ on K24	.761		
I watch western world teens comedies	.555		

The researcher conducted factor analysis in the study for the response and explicatory factors with a view of reducing the constructs in each section if need be. Therefore, principal axis factoring and orthogonal varimax rotation was used to subject the data to factor analysis. Similar variables were clustered together using this analysis, hence, obtaining lesser dimensions that mirrored the relationships or associations among these inter-related factors or variables. The factors were identified using an eigenvalue cut-off of 1.0. Out of this, items meeting a minimum condition of having a primary factor loading of 0.5 or above were selected to belong to a specific factor. Variables with factor loadings greater than 0.5 were appropriate and were chosen as they were found to have the highest significance and influence. Therefore, all the items were accepted based on the general rule of thumb for acceptable factor loading of 0.50 and above.

**Table 3: Descriptive analysis for violent content television programs**

		Frequency	Per cent
Access of TV	At home	307	89.8
	At neighbor's home	14	4.1
	At school	11	3.2
	At Hotel, Salon or video room	8	2.3
	Total	342	100.0
Accessed and viewed station	Local mainstream	119	34.8
	Vernacular TV	53	15.5
	Discovery world	59	17.3
	Cartoon TV	60	17.6
	Exclusive secular music	51	14.9
Total	342	100.0	
Favorite program	Cartoon	59	17.3
	Horror Movies	75	21.9
	Soap operas; Nigerian movies	72	21.1
	TV Soap operas; western movies	56	16.4
	News	34	9.9
	Secular Music	33	9.6
	Nature	13	3.8
Total	342	100.0	
Content encountered in viewed programs	Sexual	107	31.3
	Violence	73	21.3
	Children's rights sensitization	123	36.0
	Advertisements for Alcohol and cigarettes	8	2.4
	Adults fight for their rights	31	9.1
Total	342	100.0	
Preferred music	Hip hop	114	33.3
	Sacred	42	12.3
	Reggae	99	28.9
	Country	30	8.8
	Rock and Roll	25	7.3
	Others	32	9.4
	Total	342	100.0

In relation to access to television programs, results tabled in 4.9 show that the bulk of the respondents declared that they access television at home. This recorded a percentage of 89.8%, followed by 4.1% who said that they usually access television at neighbor's home. Those that access television at school recorded only 3.2% and the least (2.3%) of the respondents said that they usually access the television at a hotel, salon or video room.

There being just limited time for television watching in school (boarding schools) mostly few hours during weekends, students access more TV at home during holidays. Day scholars do not have room for watching TV at school leaving all

watching mostly at home or a few at neighbors or other places like hotels. This indicates the responsibility parents have in monitoring exposure of their children to television since most viewing is done at home.

Qualitative results showed that at school most students prefer movies to television within the limited time they are given on weekends. The movies they prefer are horror, violence and romance (sexual). Unfortunately, the school administrators are aware of the content watched but they confessed they just let them watch because they still watch at home and again students buy for privacy and they cannot be monitored all through. Thus, a lot of television viewing is done at home.

From the results the study concludes that the television content of children rights sensitization is the most viewed at 36.0%, followed by sexual with 31.3%, violence recorded 21.3%, adults fight for their rights was 9.1% and lastly, advertisements of alcohol and cigarettes recorded 2.4%. This implies that teenagers interact with content that can inculcate negative behaviors especially violence when solving conflicts.

**Table 4: Effects of watching violent television programs**

	Gain knowledge and improve character	190	55.6
	Creates sensitization thus resisting violence	64	18.7
	makes me riotous to teachers and parents	16	4.7
	It makes me feel aggression is the fastest and	62	18.1
Other effects of music	satisfying way of dealing with dissatisfaction and anger		
	Makes me appreciate and believe that the world of violence is the ideal world contrary to school and religious teachings	10	2.9
	Total	342	100.0

These findings indicate that the majority of the students; 55.6% feel that television viewing has impacted them with positive values and also helping them in shunning violence as they see its destruction in the television (Catharsis effect). However, a third confirmed that these violent programs had influenced them negatively modelling them to be violent and engage in violence while seeking conflict resolution.

**Table 5: Motivation for watching TV programs with violent content**

Reason for Watching TV That Includes Violent Content	Very unimportant	Unimportant	Important	Very Important	Mean	SD
Entertainment	24(7)	34(9.9)	103(30.1)	181(52.9)	3.29	0.910
Peers watch too	74(21.6)	85(24.9)	114(33.3)	60(20.2)	2.52	1.044
Curiosity of PG warning	61(17.8)	60(17.5)	125(36.5)	96(28.1)	2.75	1.053
Relieves stress and anger	28(8.2)	56(16.4)	101(29.5)	157(45.9)	3.13	.967
Identify with violent Tv models	83(24.3)	67(19.6)	93(27.2)	99(29.0)	2.61	1.148
Pass time when parents are away	81(23.7)	54(15.8)	90(26.3)	117(34.2)	2.72	1.183
<b>Total</b>	342(100)	342(100)	342(100)	342(100)		

The respondents were questioned on the reasons for watching television that includes violent content. Among the reasons were; entertainment, peers watch too, the curiosity of PG warning, relieves stress and anger, identify with violent television models and pass time when parents are away. These reasons were put in a Likert scale of very unimportant, unimportant, important and very important. The respondents who perceived that the reason for watching television is entertainment and very important were 52.9%, Peers watch television 20.2%, Peers watch television 36.5%, to relieve stress and anger affecting them 29.5%, to relieve stress and anger affecting them 27.2%, passing time from the respondents when their parents are away 26.3%. This indicates most teenagers wish to identify with TV models who use violence to win over villains and they deem these as their celebrities to reckon with. In addition, that majority are attracted by the PG warning content unfit for their age or at least content that they consider hard stuff, not for babies. This indicates



that more teenagers feel freer to watch TV in their parents' absence than those who enjoy watching in their parents' company.

**Table 6: Correlation analysis for Student's unrest and indicators of violent content TV programs**

		Students Unrest	Types of programs one likes viewing	Content encountered in the programs viewed
Students Unrest	Pearson Correlation	1	.613**	.456**
	Sig. (2-tailed)		.000	.000
	N		342	342
Types of programs one likes viewing	Pearson Correlation		1	.022
	Sig. (2-tailed)			.692
	N			342
Content encountered in the programs viewed	Pearson Correlation			1
	Sig. (2-tailed)			
	N			

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results in table 4.28 show there was a positive significant linear relationship between student's unrest in secondary schools in Kenya and the types of programs one likes viewing,  $r = 0.613$ ;  $p = 0.000$ , and student's unrest in Kenyan secondary schools and the Content encountered in the programs viewed,  $r = 0.456$ ;  $p = 0.000$ . This was indicated by significant p-values less than 0.05 at 95% confidence level. This implies that the type of programs (with violent content) viewed by students has a significant relationship (impact) on students' unrest in secondary schools indicating positive association. Therefore, if students watch less violent programs the country is likely to experience reduced unrests and riots in secondary schools.

#### Effect of Violent TV programs on Student's Unrest in Secondary schools in Kenya

Performance of a simple linear regression analysis with Student's Unrest in Secondary schools in Kenya, which is the dependent variable, and Violent TV programs was done. To assess the effect of Violent content TV programs Student's Unrest in Secondary schools in Kenya the following hypothesis was tested:

$H_0$ : There is no significant relationship between Violent TV programs and Student's Unrests.

**Table 7: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 <sup>a</sup>	.559	.557	.58758

a. Predictors: (Constant), Violent TV programs

**Table 8: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	148.496	1	148.496	430.116	.000 <sup>b</sup>
	Residual	117.383	340	.345		
	Total	265.879	341			

a. Dependent Variable: Students Unrest

b. Predictors: (Constant), Violent TV programs

Table 4.33 shows an ANOVA table which determined the significance of the model. The results indicated that the model with TV viewing programs as predictor variable significantly predicted Student's Unrest in Secondary schools in Kenya ( $F = 430.116$ ;  $p < 0.0001$ ).

**Table 9: Model Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.781	.096	18.472	.000
	Violent TV programs	.609	.029	.747	.000

a. Dependent Variable: Students Unrest

From table 4.34, the model equation can be written as:

From table 4.34, the model equation can be written as:

$$Y = 1.781 + 0.609 X$$

Where Y is the Student's Unrest in Secondary schools while X is the TV viewing programs.

There is an affirmative and substantial relationship between TV viewing programs and Student's unrest in secondary schools in Kenya. A unit increase in TV viewing programs led to increase of Student's Unrest in Secondary schools by 0.609 units. Since the P value was less than 0.05 at 5% level of significance, then there is enough proof to discard the null hypothesis and conclude that there is a significant relationship and effect between TV viewing programs and Student's Unrest in Secondary schools in Kiambu County.

#### Descriptive analysis for Television viewing regulating agents

From the quantitative data findings in this study on the parents' role, many of the interviewees agreed that parents are not doing enough in offering substantive guidance on television viewing to their children. They attributed this failure to absent parents who are very busy trying to eke out a living hence lacking time for their children. Few reported that parents are ignorant of what their children watch on TV thereby not being able to provide the much-needed guidance. Some argued that some parents do not even care what their children watch.

Many of the respondents; schools' administrators, whereas admitting the presence of guidance and counselling department in their schools, reported that there is no specific forum where the students are guided in regard to the content they watch on TV. Few, however, said that such guidance is alluded to during class meetings, dorm meetings and interactive talks with teachers as well as during pastoral counselling sessions. In relation to teachers' involvement in offering guidance on television viewing, many administrators said it is passive during lessons or class meetings. On the Communications Authority role in regulating TV content, many of the interview respondents reported that it is not doing enough. Few agreed that the authority has tried but needs to improve on its regulatory role. Many were of the opinion that there are programs, especially containing violent content, that need to be censored. They argued that there is too much negative content aired on TV. This implied that the moderating effect can only have an effect on the students' unrest if parents mediate since as the study observed there was no such effect since parents were not doing much thus the unrests are still high.

#### Descriptive analysis for student's unrest in secondary schools

**Table 10: Descriptive analysis for student's unrest in secondary schools**

Students Unrest	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	SD
School Ever Involved in Strike or Riot	52(15.2)	71(20.8)	26(7.6)	76(22.2)	117(34.2)	3.39	1.502
You participated in the strike unwillingly	28(8.2)	32(9.4)	18(5.3)	97(28.4)	167(48.8)	4.00	1.287
You participated actively in carrying out the strike or riot	20(5.8)	26(7.6)	18(5.3)	96(28.1)	182(53.2)	4.15	1.182
The content you watch	28(8.2)	35(10.2)	17(5)	94(27.5)	168(49.1)	3.99	1.301

on TV influenced your engagement in the strike or riot i.e. you wanted to do how they do it on TV to solve their conflicts

The TV has sensitized you on your rights as a child and punishment on teachers who engage in corporal punishment	85(24.9)	107(31.3)	18(5.3)	55(16.1)	77(22.5)	2.80	1.528
I watch 'Tahidi high' on Citizen TV	101(29.5)	141(41.2)	16(4.7)	34(9.9)	50(14.6)	2.39	1.382
I watch 'Ngumbaro' on K24	56(16.4)	111(32.5)	23(6.7)	61(17.8)	91(26.6)	3.06	1.492
I watch western world teens comedies	107(31.3)	103(30.1)	19(5.6)	44(12.9)	69(20.2)	2.61	1.529

The results in the table show that on average 36% agreed or strongly agreed that their school was ever involved in strike or riot, whether the students participated in the strike unwillingly 18% agreed or strongly agreed. This implies that most students participate willingly when a riot arises implying that they support this as a means of justifying their dissatisfaction with the school administration. About 13 % of the respondents either agreed or strongly agreed they participated actively in carrying out the strike or riot. This implies that engaging in the riot or unrest doesn't have to be through actual destruction; the majority are just in the mob as a few engage in destruction e.g. burning. This response could also have been influenced by the unrest in schools in the country at the time of the research making the respondents fear victimization in case they answered positively to active participation.

The content one watches on television influences one's engagement in the strike or riot i.e. one wants to do how they do it on television to solve their conflicts: About 13% either strongly agreed or agreed This implies that some teenagers are not aware that the television content they watch affect their characters since it may occur indirectly and over time and only time and similarity with television models can it be clear this was the impact.

About 57% of the respondents agreed or strongly agreed that television has sensitized them on the rights as a child and punishment on teachers who engage in corporal punishment. About 71 % of the respondents agreed that they watch Tahidi high on Citizen TV. About 49%strongly agreed or agreed that they watch Ngumbaro on K24. Those that watch western world teens' comedies were 31.3%, 30.1% agreed, 20.2% of the respondents strongly disagreed, 12.9% disagreed and 5.6% neither agreed nor disagreed.

The findings indicate that students watch different programs which as shown in this study contain acts of violence which then are transferred to unrest in schools where some are actively involved whereas others join in willingly though there were those that did it unwillingly which could be explained fearing peers' punishment for not taking part and victimizing just few. Viewing adults settle conflicts the violent way and watching scenes of children's rights awareness were catalysts of students' engagement in unrest when faced with school conflicts especially with the administration as they identify with the television models and seek to succeed like them.

A study by (Liebert, & Baron, (1972) found that since the exposure levels of children is high, media has remarkable access and time to shape young people's attitudes and actions than do parents or teachers, thereby replacing them as educators, role models, and the primary suppliers of information relating to the world and one's behavior in it.

The respondents were also asked on the negative behaviors they have engaged in due to experiencing watching TV as well as who should be blamed for unrest in schools. The results were presented in Table 4.16.

**Table 11: Unrest in Schools**

		Frequency	Per cent
Negative behaviours engaged in due to experiencing watching TV	Attempts to drop out of school	72	21.1
	Drugs abuse	76	22.2
	Active involvement in engaging in a strike or a riot	50	14.6
	Being violent	144	42.1
Total		342	100.0
Who to blame in the rise of school unrest emanating from heavy viewing of TV	Government	72	21.1
	Parents	74	21.7
	Students	118	34.6
	Religious institutions	15	4.4
	School administration	62	18.2
Total		342	100.0

Watching television can cause the viewer to engage in negative behaviors. For instance, attempting to drop out of school, drug abuse, active involvement in engaging in a strike or a riot and being violent. 22.2% of the respondents said that the negative behavior one can engage in due to their experience from watching television is drug abuse, 21.1% reported attempts to drop out of school and 14.6% of the respondents said that the negative behavior one can engage in due to watching television is active involvement in engaging in a strike or a riot.

The respondents gave their views on who should be blamed for the rise of school unrest emanating from heavy viewing of television. About 35% of the respondents said that students should be blamed, 24.7% reported that parents should be blamed, 21.1% respondent that government should be blamed, 18.2% of the respondents said that school administration should be blamed and 4.4% of the respondents reported that religious institutions should be blamed.

Most administrators agreed that television violence to some extent contributes to unrests in schools. They argued that students are influenced to copy what they see on TV. They postulated that most of this influence comes from the programs they watch at home since at school television viewing is restricted. Apart from television violence, many said that reports from other media forms such as newspapers grapevine on waves of unrests influence the students to be part of what was happening. They also alluded to other factors, for instance, misgivings about the school, being possible causes of unrests in schools.

### Experimental Analysis

The researcher conducted an experimental study in Boys schools, girls' schools and mixed, both boys and girls, schools.

This was to pursue the existence of any significant difference in the answering of the questions in the questionnaire to see if there existed any effect of the content watched. The variables of interest were: Students unrest and Violent TV programs. To establish whether presence of any significant difference, Analysis of Variance (ANOVA) was used. To establish where the significant difference occurred, Tukey HSD post-hoc test was used

**Table 12: Tukey HSD Post-hoc Test of Experimental study in Mixed Boys and Girls**

	Categories of group	N	Subset for alpha = 0.05		
			1	2	3
Students Unrest	Control Experiment mixed	23	2.4261		
	Mixed experiment 2	23		3.3596	
	Mixed Experiment 1	23			3.9130
	Sig.		1.000	1.000	1.000
Violent TV programs	Control Experiment mixed	23	2.0126		
	Mixed experiment 2	23		3.3478	
	Mixed Experiment 1	23			3.6091
	Sig.		1.000	.455	

**Table 13: ANOVA test of Girl's Experiment**

		Sum of Squares	df	Mean Square	F	Sig.
Students Unrest	Between Groups	16.074	2	8.037	19.895	.000
	Within Groups	26.662	66	.404		
	Total	42.736	68			
Violent TV programs	Between Groups	7.420	2	3.710	8.114	.001
	Within Groups	30.177	66	.457		
	Total	37.597	68			

**Table 14: ANOVA test of Boys Experiment**

		Sum of Squares	df	Mean Square	F	Sig.
Students Unrest	Between Groups	24.360	2	12.180	26.389	.000
	Within Groups	30.463	66	.462		
	Total	54.823	68			
Violent TV programs	Between Groups	23.482	2	11.741	29.321	.000
	Within Groups	26.429	66	.400		
	Total	49.910	68			

The results point to a statistically significant difference in the response of the student on the effect of Violent TV programs on students' unrest. This was so because the p-values were less than 0.05 at 5% level of significance. This implies that the experiment had an impact on the students' view and behaviour. This is in line with previous study; Exposure to electronic media violence increases the risk of children and adults behaving aggressively in the short-run and children behaving aggressively in the long-run. It increases the risk significantly, and it increases it as much as many other factors that are considered public health threats (Adolesc Health, 2007)

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Summary

The findings of the research indicated that television content with children rights sensitization is the most viewed followed by sexual content then violence, adults fighting for their rights was next and lastly, advertisements of alcohol and cigarettes recorded the least. The kind of music preferred by the respondent had a positive and negative effect. Apart from entertainment, 55.6% of the respondents said that they usually gain knowledge and improve character (positive), 18.7 said that music creates sensitization thus resisting violence, 18.1% of the respondents said that music makes them feel aggressive and satisfying way of dealing with dissatisfaction and anger. The effect of music in making the respondents riotous to teachers and parents and appreciate or have confidence in the world of violence as the ideal world contrary to school and religious teaching recorded the least with 4.7% and 2.9% respectively. This indicates that adolescents' exposure to different types of music adversely influences their behavior which includes engaging in schools' unrest.

These findings are in harmony with scholars who claim that teenagers watching violent television programs model the violent behaviors and are almost certain to engage in acts of violence at school which include being riotous and engagement in other forms of indiscipline whose long-run effects include dropping in school grades. Experimental, longitudinal and field studies clearly designate a positive liaison between exposure of children to violent television and film content and immediate and ensuing aggressive behavior, casting exposure to media violence as a "long-term predisposing and short-term precipitating factor" (Huesmann et al., 2003, p.201) in aggressive behavior.

### 5.2 Conclusions

In conclusion, the study found out that most teenagers in Kenya are negatively influenced by the content they watch on television; particularly of violent nature leading them to participate in acts of unrest in schools. Consequently, it affects their school grades as riots keep them out of class and also school time is compromised due to the many hours used in

viewing television. The study showed that most programs running in Kenya's mainstream stations contain violent content whether rated PG or not. Alcohol and cigarettes adverts are aired too despite the efforts by the Communication Authority of Kenya to censor them as stipulated in the Kenyan constitution of 2010.

The study also concluded that the media regulating agents that are supposed to monitor what teenagers watch on television are not doing much. There are existing media laws but their implementation is so poor that violent content is exposed to teenagers being aired by different television stations even against the watershed period; before 10 pm. Parental moderation is key to teenagers' interpretation of television content especially violent content. Furthermore, censoring of programs that can influence negatively in inculcating violence in the growing minds is vital. However, most parents are not present and thus their intervention is not well felt; this calls for parental awareness of what their teenage children are exposed and accustomed to.

In totality, the country has continued to experience unrest in secondary schools that could be minimized if teenage television viewing habits were monitored sparing the nation so many losses from the unrest especially burnings of school property, lives and education quality.

### **5.3 Recommendations for policy and practice**

Based on the discussion of the findings, the researcher made various recommendations to address the impact of television viewing on students' unrests in secondary schools. The researcher recommends that the stakeholders who include; parents, teachers, the Teachers Service Commission, Ministry of Education and the Communication Authority of Kenya to be vigilant in ensuring harmful television content especially of violent nature is regulated as required by existing the media laws.

Parents should be vigilant to establish the nature of television programs aired at different times in the local and western stations. The great note is the music shows aired in almost all the local television shows between 4:30 pm and 6:00 pm when most parents are leaving their offices and away from home leaving the children and their peers and probably house helps all the time to watch this popular shows in the name of music. Teachers should censor the type of programs the students are allowed to watch during their leisure time and establish why they mostly prefer video movies and explain the negative effects of watching violent television content since it affects their character not only at school but even later age. The Communication Authority of Kenya to be vigilant in the implementation of media laws especially those on children's protection from harmful media content

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