



TELEVISION VIEWING DURATION AND STUDENTS' UNREST IN SECONDARY SCHOOLS IN KENYA

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ABSTRACT

Technological advancement has widened television forum through digital television network with its offer of burgeoned television stations worldwide. This exposure has seen teenagers who continue to value television contrary to the expectation that social media would sway them away. Both local and western television stations air loads of violent programs featuring drugs and substance abuse adverts. This situation cultivates violence in the young and developing minds whose growth is characterized by the belief that the violent virtual world is the ideal reality as violence is portrayed to solve conflicts faster. Therefore, television watching becomes a trap for a teenager which turns to an addiction of its kind. Many surveys have shown that children who spend a lot of time watching television tend to get lower grades and also engage in acts of violence in schools leading to unrest; a deplorable state of affairs given the fact that education forms the backbone of every society and civilization. Cultivation theory was used to explain how continued television viewing inculcates model behavior, specifically violent content. The study took a longitudinal approach in a span of 6 months to investigate how prolonged viewing of violent television programs would cultivate violence amongst teenagers and consequently turn to unrest in schools as a means of addressing their discontentment with school administration. The study sampled 398 students from Kiambu County in different school clusters: Single gender and mixed schools for the quantitative data and 7 school administrators for qualitative data from the different schools picked for the study.

Keywords: Unrest, prolonged television viewing, violence cultivation, parental regulation, media regulators

1. INTRODUCTION

1.1 Background to the study

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 provide substantial proof that watching violent music videos generates attitudes and beliefs in

young viewers. The amount of time spent in television viewing inculcates violence tendency in teenagers over time. A prospective study surveyed 430 third through fourth-grade children, their peers, and their teachers twice during the school year, about six months apart. The study measured six risks protective factors that can lead to aggression: exposure to media violence (TV, movies, video games), participant sex, physical victimization, hostile attribution bias, prior aggression and parental monitoring. Each Time 1 risk factor (exposure to media violence inclusive) was linked to an increased jeopardy of physical aggression at Time 2. However, a decreased risk was attendant to protective factors. A Gestalt-type effect was also found in which the blend of the risk factors became a more reliable forecaster of aggression than the sum of their individual parts. The results proffered powerful support for a risk and resilience framework for aggression. Results also postulate underestimation of exposure to media violence by standard data analysis procedures. Exposure to media violence works similarly to other risk factors for aggression and hence merits neither special commendation nor dismissal as a risk factor (Gentile & Bushman, 2012). The study sought to investigate how heavy television viewing contributes to rise of unrest in secondary schools since they are exposed to so much television content which grooms them to violent behavior.

In a study (Wanjiru, 2009) findings showed that even 1 hour to 2 hours of daily unsupervised television viewing by school-aged children has a significant deleterious effect on academic performance, especially reading. Consequently, continued deteriorating academic performance de-motivates the students, whose minds are drifted to other activities like experimenting on drugs and burning schools since they don't want to study.

Therefore, this study sought to investigate the impact of television viewing on students' unrest in secondary schools and sought to establish the contribution of prolonged viewing of violent television content by students to their real world especially in conflict resolutions with school administrators where they turn to violence through unrest in a display of their agitation. Another study confirmed that exposure to heavy doses of television violence increases aggressive behavior, particularly in boys and it linked television or newspaper publicity of suicides to increased suicide risk (National Institute of Mental Health (1982).

1.2 Statement of the problem

Television viewing frequently confines children's time for fundamental activities such as playing, reading, learning to talk, spending time with peers and family, storytelling, participating in regular exercise, and developing other necessary physical, mental and social skills. The implication is that besides poor academic performance, television viewing brings along poor development of a child; socially, spiritually and physically owing to lack of play time. Therefore, a confrontation with misunderstanding with school administrations leads students to rush to violence as a way of solving issues given that television the mentor they relate with for the better part of their lives (Mwema, 2014).

Kenya's investment in education is high with past two decades witnessing free and compulsory basic education that is from primary to secondary school level by the government. In this regard, the researcher sought to establish how much damage television is contributing to the children's education and moral decadence. Failure to address such a state will result in future generations succumbing to impunity and social upheavals which can lead to substandard human resources

and consequently low national production translating to poverty and economic retardation of a nation. The purpose of this study was to determine the relationship between television viewing duration and students' unrest in schools in Kenya leading to the destruction of school property, lives of students and declining general academic performance.

2. LITERATURE REVIEW

Cultivation, as defined by Gerbner, is concerned with the cumulative pattern transmitted by television over a long period of exposure as opposed to any specific content or particular effect. Cultivation hypothesis states that mediated messages can facilitate shaping behaviors of individuals who interact with them on a regular basis (Gerbner, 1969). There is a high probability of influence by ways the world is set up by television programs among people who watch a lot of television compared to individuals who watch less television. Continued viewing of television forms students into the same violence they watch on television. It is no wonder they even burn their colleagues just as they observe in the movies. The television models who retort to their teachers, fashion them to exercise the same with the hope of getting away with it too. The cultivation theory informed this study as the researcher sought to establish how heavy television viewing of violence and rebellion triggering programs cultivates teenagers to acts of unrest in schools.

Social responsibility is an ethical theory, in which individuals are accountable for fulfilling their civic duty. The actions of an individual must benefit the whole of society. In this regard, a balance between economic growth and the welfare of society and the environment must be maintained. Maintenance of this equilibrium will translate into an accomplishment of social responsibility (Siebert, Fred, S; Theodore, P., and Wilber, S., 1956). Therefore, relevant media regulators and all stakeholders in the education sector have a responsibility to be vigilant in ensuring teenagers are not subjected to protracted television viewing and especially programs which instill violent behavior over time.

2.1 Television viewing duration

Extended contact with portrayal of media results in augmented acquiescence of violence as a suitable channel of solving problems and achieving one's goals. Music videos, movies and television standardize bearing and using weapons and romanticize them as a spring of personal power. The resultant effect of heavy television viewing by adolescents is a model of the virtual television world as the reality they live in and hence commit acts of violence which includes riots, strikes, and violation of school rules as best as they see in TV (Huesmann et al., 2003, p.201). Those aged between eight to eighteen years spend 7:38 (hours: minutes) on average daily on media. 58.73% translating to 4:29 of the time is spent on TV (Rideout, 2007). An approximate of 25,000 commercials is consequently exposed to these young viewers across all programming per year (Desrochers and Holt 2007).

Researchers estimate two to three acts of violence every minute in commercials or movie previews aired during Saturday morning children's shows and Super Bowl (Huesmann et al., 2003). On average, based on these figures, a child will probably be exposed to 30,000 acts of violence every year based on commercials viewing alone. In addition, 10,000 acts of violence arise from two hours of cartoons daily for a year (National Television Violence Study 1998). Hundreds of researches using manifold methods of examination (including field and lab

experiments, cross-sectional, longitudinal studies, and meta-analyses) have settled that inveterate exposure to violence in the media results in aggressive perceptions, aggressive influence, aggressive behaviors and desensitization among viewers (Gentile, and Bushman (2012).

One-shot field studies provide further validation of the connection between a child's regular exposure to violence on television and in the movies and aggressive behavior. Violent behavior has been found to be more rampant among children who consume more such violent content. They have been seen to believe in the approval of aggressive behavior (see reviews by Anderson & Bushman, 1977; Chaffee, 1972; Comstock, 1980; Huesmann & Miller, 1994).

Huesmann et al (2003) carried out a longitudinal study to test whether children exposed to a heavy amount of violence come to esteem it as normal behavior and consequently behave more aggressively themselves. The test included 777 children aged between 8 to 12 years as participants. They completed questionnaires twice in a span of 6 months. The questionnaires were about exposure to violence (witnessed and experienced), their own aggression, the aggression of peers, and normative beliefs about aggression. The findings of the tests were that witness of violence forecast surges in aggression six months later as a result of changes in normative beliefs. Similarly, an experience of aggression as a victim projected increases in aggression 6 months later through changes in normative beliefs. These conclusions demonstrate that when children suppose violence is routine in many contexts, they will most probably be aggressive to others. This study sought to find out how prolonged television of violent content transforms teenagers to act as the TV models and particularly to engage in school unrest.

2.2 Television viewing regulating agents

Parental mediation, or media monitoring, refers to parents taking initiative at attempts aimed at promoting positive media effects, and averting negative media influences on children and adolescents (Chakroff & Nathanson, 2008). Obstructive mediation or cocooning comprises rules or restrictions aimed at protecting children from the media. Rules may involve, for instance, the amount of time a child is allowed to watch TV or the specific shows that a child is restricted from viewing. For the TV medium, restrictive intervention was found to be the leading parental tactic in families with younger children and for parents who were anxious of negative media effects (Valkenburg, Krcmar, Peeters, & Marseille, 2013). Children who have solid affections to their parents, and feel loved and secure in such relationships, are much less likely to be negatively affected by television compared to those who feel secluded and neglected. In this regard, parents should ensure they are the primary influence in their children's development rather than the TV.

Both legal laws on media and parental regulation constitute regulation of media. In Kenya, media law under the family programming policy in a code known as the Kenya Programming Code for Free-to-air Radio and Television (the "Programming Code" as provided by media laws in Kenya relevant legislation to this section includes Section 461 (2) (a) (b) of the Kenya Information and Communications Act, 2014, and Sections 20 (b), and 34 (1) (2) of the Kenya Information and Communications (Broadcasting) Regulations, 2009). This Programming Code seeks to ensure that unsuitable material for children and minors is not broadcast at times when there is likely to be a large audience of young listeners or viewers.

With such media laws, it is apparent that children are not to be exposed to violent television content that can cultivate violent behavior since censorship is well stipulated. Therefore, parents are called to take responsibility in monitoring what the teenagers view and, and where possible, call upon the media regulators to implement the laws.

2.3 Students' unrest in secondary schools in Kenya

Besides use of force as a manifestation of violence, other instances where the reported acts of violence are not forceful as such but are nonetheless employed by students to inflict some harm on the target include, according to the Ministry of Education reports, the use of threats, as in the case of Karatina Secondary and Kagumo Boys in Nyeri County in 1999; booing the School principal, as happened at Muniyaka Girls in Nyeri County in the same year; refusing to sit for exams or go to class, as in the cases of Kikuyu Day secondary in Kiambu County in 1999 as well as Kiguoya Secondary and Githunguri Secondary School both in Murang'a County in 2009. Others include cutting of power supply, as in the case of Kijabe Boys in Kiambu County in 2000. In all these cases, despite not being forceful, were intended as a form of harm (mostly psychological) on the part of the targeted individual or group. However, as recent as 2008, schools were hit by a wave of unrests where over "300 secondary schools were hit by unrests that saw students disrupt learning, besides destroying property worth of millions of shillings (Kindiki 2009).

Smooth teaching and learning necessitate a safe and non-violent environment. Lack of discipline in a school creates an environment that can become violent and unsafe. Factors like poverty and discriminatory educational opportunities prompt school youths to violence (Ohsako, 2007). Cultivation of violent behavior by violent television content worsens the situation as students let out their anger through violence. The secondary education system in Kenya has been prone to students' unrest that has not been addressed for a long time.

3. MATERIALS AND METHODS

This study took a longitudinal approach as a true experiment which involved an experimental group (given the treatment that is; violent TV programs) and a control group (not treated) subjected to the research instrument. Orodho (2002) declares a valid experiment as a type of experimental design and is deemed to be the most precise type of experimental research. A true experiment reinforces or repudiates a hypothesis using statistical analysis. A true experiment is also understood to be the exclusive experimental design that can authenticate cause and effect relationships and is also much easier for other researchers to reproduce the experiment and substantiate the results.

The study was performed in six months. Contrary to cross-sectional studies, which can only show connection among variables, experimental studies permit researchers to meticulously test hypotheses about the contributory mechanism (Huesmann et al.'s (2003). A review of longitudinal studies about media violence specifies reasons to be concerned that viewing (or playing) violent content raises the prospect that a child will participate in violent behavior later in life — especially if the child is aggressive, to begin with, and especially if other risk factors are present, such as growing up in a violent home.

Therefore, in a longitudinal study, the researcher augmented the chances of TV violent content being singled out as the main risk factor of violent behavior in the subjects. The experimental group was picked from the sampled 398 questionnaire respondents. Out of the 7 schools sampled for the study 20%, as suggested by Gay (1972), eighty participants were used. The researcher then randomly picked from the 7 schools taken for the study a total of at least 10 respondents as the experimental group. The violent content administered the first and second time was a recorded TV program with violence: fights and torture among characters and a final win for the best fighter who is the movie hero. The two movies were: Flash aired on Brandplus TV at 10 pm and 1 pm. The third treatment; after 6 months, was a violent program: a collection of recorded TV news reporting on school burnings in different schools in Kenya; that is schools on fire and a recount of damages involved. This was a recording of prior news clips of 2016. The viewing/experiment ran for thirty minutes each time it was administered. Immediately after the viewing, the respondents were assigned the questionnaire which was the same questionnaire after every viewing and the same for the control group that was not subjected to the violent content. The experimental group remained the same i.e. followed up on how the violent content propagated violence amongst the participants.

After all the data was collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. *Data cleansing* ensures that the data is accurate, relevant & secure ahead of analysis. This was done by removing some unwanted observations which included duplicate data, missing data and some irrelevant ones. The data was also organized in an analyzable manner. Then the data was coded and entered in Statistical Package for Social Sciences (SPSS) which is a statistical analysis tool. Martin and Acuna (2002) state that SPSS is able to handle a large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient and so this study used it for the analysis. Data was analyzed quantitatively and qualitatively.

4. RESULTS AND DISCUSSION

4.1 Descriptive results for Television viewing Duration

Table 1: Descriptive analysis for Television viewing Duration

	Frequency	Per cent
How much time in a day do you spend watching television?	Below 1 hour	20.2
	Between 2 and 3 hours	36.8
	Above 3 hours	43.0
	Total	100.0
At what age did you start watching TV?	Under 5 years	50.6
	5-10 years	35.4
	above 10 years	14
	Total	100.0
What programs did you watch before age eight?	Cartoon	66.4
	Secular music	7.3
	Horror movies	5.6
	Children comedies	15.5

	Soap operas	18	5.3
	Total	342	100.0
	Ball games	147	43.0
	Swimming	93	27.2
Which other hobbies do you engage in?	Wrestling	26	7.6
	Tykondo	19	5.6
	Church/youth activities (sing and dance)	57	16.7
	Total	342	100.0
How much time do you spend on other hobbies?	one hour	104	30.4
	2 hours	133	38.9
	Over 3 hours	105	30.7
	Total	342	100.0
Compromised my time for other activities such that I don't give as much time to	School work	175	51.2
	Religious activities	76	22.2
	Social interaction with friends and family members	91	26.6
	Total	342	100.0
Compromised my character i.e. changed my morals negatively through adapting to what I see on television	Yes	208	60.8
	No	134	39.2
	Total	342	100.0
Has negatively affected my relationship with teachers, peers, and other community members	Yes	190	55.5
	No	152	44.4
	Total	342	100.0
Has lured me into my engagement burning of school property, strikes or unrest in school	Yes	124	36.3
	No	218	66.7
	Total	342	100.0

On the duration of time spent in watching television, participants' responses were presented in table 1 show the descriptive statistics. From the results, those that watch the television for more than three hours included 43.0%, 36.8% of the respondents view television between 2 and 3 hours, lastly, 20.2 % of the respondents watch television for a duration of less than an hour.

Majority of the respondents started watching the television at an age below 5 years. This recorded 50.6% out of 342 respondents as 35.7 % respondents started watching the television at an age between 5-10 years. The minority i.e. 14% of the respondents said that they started watching above 10 years. The program that was mostly watched by the respondents before age eight was cartoon as depicted by the highest frequency of the respondents of 66.4% of the respondents said they watched children comedies before the age of eight. Those that watched secular music were 7.3%, 5.6% of the respondents watched horror movies and 5.3% of the respondents watched soap operas. This confirms the cultivation effect of television viewing where watching for many hours in a day at the expense of other activities and also having watched for many years since early childhood cultivates the violence tendencies among the culprit viewers. All these programs watched have a tendency of violent content including cartoons. Phillips (1983), found that many cartoons contain violent content and that children were unlikely to share their toys after watching violent cartoons indicating the inculcation of violence.

Findings from interviews with school administrators showed that students don't have much time to watch television at school but rather watch a lot at home where most don't have much restrictions and parents may be away and not much follow up.

Descriptive results for Television viewing regulating agents

Many 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. Some reported that students are guided on TV watching during assemblies, life skills lessons and during class time. In relation to teachers' involvement in offering guidance on television viewing, many administrators said it is passive during lessons or class meetings. Most reported that TV viewing is restricted.

On the parents' role, many of the interview respondents 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.

4.2 Impact of TV viewing Duration on students' unrest in secondary schools

A correlation analysis was performed with students' unrest in secondary schools in Kenya and indicators of TV viewing duration namely: Amount of time in a day spent watching television, Age one started watching TV and Programs watched before age eight. The results are presented in table 2.

Table 2: Correlation analysis for Student's unrest and indicators of TV viewing Duration

		Students Unrest	Amount of time in a day do spent watching television	Age one started watching TV	Programs watched before age eight
Students Unrest	Pearson Correlation	1	.591**	.711**	.735**
	Sig. (2-tailed)		.000	.000	.000
	N		342	342	342
Amount of time in a day do spent watching television	Pearson Correlation		1	.366**	.364**
	Sig. (2-tailed)			.000	.000
	N			342	342
Age one started watching TV	Pearson Correlation			1	.624**
	Sig. (2-tailed)				.000
	N				342
Programs watched before age eight	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

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

The outcomes in table 2 show a positive significant linear relationship between student's unrest in Kenyan secondary schools and the amount of time in a day spent watching television, $r = 0.591$; $p = 0.000$, student's unrest in Kenyan secondary schools and the age one started watching TV, $r = 0.711$; $p = 0.000$, and student's unrest in Kenyan secondary schools and the Programs watched before age eight, $r = 0.735$; $p = 0.000$. This was indicated by significant p-values less than 0.05 at 95% confidence level.

This implies that the more time one spends watching television in a day and the long duration one has spent watching television indicated by the age one started watching television the more students' unrests are experienced. Therefore, there's a significant connection with duration of television viewing and students' unrest in secondary schools.

Effect of television viewing duration on Student's Unrest in Secondary schools in Kenya

The researcher performed a simple linear regression analysis with Student's Unrest in Secondary schools in Kenya as the dependent variable and TV viewing duration as the dependent variable. To evaluate the effect of TV viewing duration on Students' unrest in Secondary schools in Kenya. The following hypothesis was tested:

H_{02} : There is no significant relationship between TV viewing duration and Student's Unrest in Secondary schools in Kiambu County.

The results were presented in the following Tables 3, 4 and 5. According to table 3, TV viewing duration was found to explain 72.2% of the variation in Student's Unrest in Secondary schools in Kenya as indicated by a coefficient of determination (R^2) value of 0.722.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.850 ^a	.723	.722	.46570

a. Predictors: (Constant), TV viewing Duration

Table 4: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	192.141	1	192.141	885.940	.000 ^b
1	Residual	73.738	340	.217		
	Total	265.879	341			

a. Dependent Variable: Students Unrest

b. Predictors: (Constant), TV viewing Duration

Table 4 shows an ANOVA Table which established the importance of the model. The results showed that the model with TV viewing duration as a predictor variable significantly predicted Student's Unrest in Secondary schools in Kenya ($F= 885.940$; $p<0.0001$). This implies that TV viewing duration has a direct impact/ association with students' unrests in secondary schools and any of its adjustment would either lower the impact (if less duration) or raise the impact (if more duration).

Table 5: Model Coefficients

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
	(Constant)	.924	.096		9.667	.000
1	TV viewing Duration	1.230	.041	.850	29.765	.000

a. Dependent Variable: Students Unrest

From Table 5, the model equation can be written as:

$$Y = 0.924 + 1.230 X$$

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

There is a positive and significant relationship between TV viewing duration and Student's unrest in secondary schools in Kenya. A unit increase in TV viewing duration led to increasing of Student's Unrest in Secondary schools by 0.1.230 units. Since the P value was less than 0.05 at 5% level of significance, then there is enough evidence to reject the null hypothesis and conclude that there is a significant relationship and effect between TV viewing duration and Student's Unrest in Secondary schools in Kenya.

4.3 Descriptive results for student's unrest in secondary schools**Table 6: 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 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	28(8.2)	35(10.2)	17(5)	94(27.5)	168(49.1)	3.99	1.301
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 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 levels of exposure among children is high, media takes greater access and time in shaping young people's attitudes and actions than parents or teachers, hence replacing them as role models, educators and the primary sources of information in relation to the world and how one behaves in it.

Table 7: 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

According to the findings, watching television can cause the viewer to engage in negative behaviours, these being 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 behaviour one can engage in due to experiencing watching television is drug abuse, 21.1% reported attempts to drop out of school and 14.6% of the respondents said that the negative behaviour one can engage in due to experiencing watching television is active involvement in engaging in a strike or a riot.

The respondent gave their views on who should be blamed for the rise of school unrest emanating from heavy viewing of television. 34.6% 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.

4.4 Experimental Analysis

The researcher conducted an experimental study in Boys schools, girls’ schools and mixed gender schools. In each school, the students were separated into two groups namely: Control group and experimental group. Those in the experimental group were subjected to two experiments after the initial one administered same time with the control group. They watched videos with violent programs in subsequent stages and then given questionnaires to fill while those in the control group were allowed to answer the questionnaire without being subjected to the violent content. The results are presented below in the schools’ categories.

Table 8: ANOVA test of Experimental study in Mixed Boys and Girls

		Sum of Squares	Df	Mean Square	F	Sig.
Students Unrest	Between Groups	25.980	2	12.990	27.092	.000
	Within Groups	31.646	66	.479		
	Total	57.626	68			
TV viewing Duration	Between Groups	28.764	2	14.382	36.629	.000
	Within Groups	25.914	66	.393		
	Total	54.678	68			
Regulating agents of TV viewing	Between Groups	22.304	2	11.152	43.089	.000
	Within Groups	17.082	66	.259		
	Total	39.386	68			

Table 9: Tukey HSD Post-hoc Test of Experimental study Girls

		Categories of group	N	Subset for alpha = 0.05		
				1	2	3
Students Unrest Girls	Control	Experiment	23	2.5466		
	Girls Experiment1		23		3.5217	
	Girls Experiment2		23		3.6130	
	Sig.			1.000	.878	
TV viewing Duration Girls	Control	Experiment	23	2.5652		
	Girls Experiment1		23		3.3913	
	Girls Experiment2		23		3.4783	
	Sig.			1.000	.947	
Regulating agents of TV viewing	Girls Experiment2		23	2.7391		
	Girls Experiment1		23	2.9441		
	Control	Experiment	23		3.4099	

Sig.	.528	1.000
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Table 10: Tukey HSD Post-hoc Test of Experimental study Boys

	Categories of group	N	Subset for alpha = 0.05		
			1	2	3
Students Unrest	Control	23	2.3602		
	Experiment Boys				
	Boys experiment 1	23		3.4565	
	Boys experiment 2	23		3.7375	
	Sig.		1.000	.346	
TV viewing Duration	Control	23	2.6812		
	Experiment Boys				
	Boys experiment 1	23	3.1087	3.1087	
	Boys experiment 2	23		3.7391	
	Sig.		.598	.331	
Regulating agents of TV viewing	Boys experiment 1	23	2.5401		
	Boys experiment 2	23	2.9567		

The results show that there was statically significant difference in the response of the student on the effect of television viewing duration 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 behavior whereby those who were treated to violent programs in the first experiment administered on the first month and filled questionnaires on the same day, the difference was not noted with the control group. However, the two subsequent experiments thereafter indicated a change in view of handling conflicts/issues whereby they exhibited violence in their behaviour.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Research findings indicated teenagers spend a lot of time watching television majority indicated that they watch television 3 hours per day while almost the same percentage engage in other hobbies for 3 hours daily meaning a lot of time is spent in none academic activities, therefore, has long-lasting effect of poor academic performance. 50.6 % started watching television under the age of five while 35.4% started watching between ages five and ten. The more time a teenager spends watching television the more they will be cultivated to television violence. The longitudinal study conducted in this study in agreement with the cross-sectional study indicated that the respondents who had been exposed to a violent television program each time before being subjected to questionnaires, the violence tendency rose each time of the experiment. This implies that the respondents were cultivated to violence with continuous observation of violent television models. The results showed that there was a positive significant linear relationship between student's unrest in Kenyan secondary schools and the amount of time in a day do spent watching television, $r = 0.591$; $p = 0.000$, student's unrest in Kenyan secondary schools and the age one started watching TV, $r = 0.711$; $p = 0.000$, and student's unrest in Kenyan secondary

schools and the Programs watched before age eight, $r = 0.735$; $p = 0.000$. This was indicated by significant p-values less than 0.05 at 95% confidence level.

5.2 CONCLUSIONS

The study concluded that most teenagers in Kenya are exposed to television viewing at a very early age which being the formative years of growth and development affects their behavioral growth and adapts to the violence observed from television models. The cultivation effect of television viewing is also affirmed in terms of viewing duration per day which the study indicated majority spent over two hours watching television compromising study time and other hobbies in the limited free time away from school lessons. This trend affected their behaviours; the more violence they watch the more violence is inculcated in them. Most of the programs watched since age five have violent content. These include; music, cartoons soaps, horror and action movies.

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 implementation is so poor that violent content is exposed to teenagers 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 and also censoring of programs that can influence negatively in inculcating violence in the growing minds. However, most parents are not present and thus their intervention is not well felt; this calling for parental awareness of what their teenage children are exposed and accustomed to.

In totality, the country has continued to experience unrests 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.

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