EFFECT OF TELEVISION VIEWING ON STUDENTS' UNREST IN SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

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Effect of Television Viewing on Students' Unrest in Secondary Schools in Kiambu County, Kenya

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DECLARATION

This Thesis is my original work and has not been presented for a degree in any other university.

Signature…….Date……

Mary Njeri Kamaku

This thesis has been submitted for examination with our approval as university supervisors.

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Signature…….Date……

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Chuka University, Kenya

DEDICATION

I unreservedly dedicate my research to my dad, Mr. Washington Kamaku, who has gone to be with the lord. He would have wished to see this work to its completion and rejoice in the crowning of his daughter. He had long awaited to see my smile as I finalize my thesis but circumstances make it impossible for him to physically witness the glory of this accomplishment. I know he is silently watching and approving every effort I have made in this long journey through my research.

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OPERATIONAL DEFINITION OF TERMS

Students' unrest Acts of demonstration by students that could lead to the destruction of lives and properties resulting from a protest over their demands (Wanjiru S 2009).

Heavy TV viewing Watching television for three or more hours in a day (Huesmann 2003).

Media violence Visual depiction of acts of physical hostility by one human-like character against others (National Institute of Mental Health (1982).

TV habits Television habits comprises behaviour patterns defined by how much time and significance an individual gives to viewing television (National Institute of Mental Health (1982).

Television violence Violence emerging on TV screens including material conveyed over the air, distributed by cable and satellite systems, and available on videocassettes and disks (National Institute of Mental Health (1982).

Parental mediation Refers to parents 'interactions with their children about television content. It could also mean the frequency with which parents discuss whether and how television represents the real world, make critical comments about television messages and restrict content consumed' (Nathanson, 2002).

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 for teenagers. They are, therefore, spoilt for choice: from music shows, soap operas, horror movies and cartoons, excetra. 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 viewing is 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. This study pursued an investigation on the effect of television viewing on students' unrest in secondary schools. The study was guided by these objectives: to establish the effect of violent television programs on students' unrest in secondary schools in Kiambu county, to examine the effect of television viewing duration on students' unrest in secondary schools in Kiambu county, to describe the effect of peer interpretation in Television viewing on students' unrest in secondary schools in Kiambu county and to determine the effect of parental mediation in television viewing on students' unrest in secondary schools in Kiambu county. The study was informed by; Cultivation Theory, Social learning Theory and Social responsibility Theory. The study used descriptive survey research design: quantitative data was collected using self-administered questionnaires through stratified random sampling procedures and qualitative data was collected through an interview guide administered to school administrators picked out for the study. The study area was Kiambu County public secondary schools with a student population of 68424 from which a sample of 398 was singled out. Study findings indicated that television viewing had influence over 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 and resulting in schools' unrest as well as low academic grades.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Potentially, television generates both positive and negative effects. Several studies have examined the effect of television on society with particular interest on children and adolescents (Baxter, De Riemer, Landini, Leslie, & Singletary, 1985, Mwema, 2014). 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 on television have been associated with the propagation of violence in the development of children. However, it is worth noting that not all television programs are harmful.

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 learn to adopt scripts that use violence as a suitable process of problem-solving. There is a liaison between watching violent television programmes and a surge in violent behaviour involving children (.Ponnan et.al, (2018). Besides, television watching is known to take time away from reading and schoolwork.

A substantial number of field and laboratory experiments conducted in the past half-century have examined exposure to violent behaviour on film or television to establish whether it has the propensity to increase hostile behaviour in the short term (Comstock, 1980; Huesmann, Moise-Titus, Podolski, & Eron, 2003). There is agreement in the findings from such random experiments that youths who watch violent scenes consequently display more hostile behaviour, aggressive thoughts, or belligerent 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 heavy metal and rap music, (National Institute of

Mental Health (1982), leading to below-average performance academically, drug use, sexual activity, unrests and behaviour problems in school. The experimental studies have provided substantial proof that watching violent music videos creates attitudes and beliefs in young viewers. Widespread television entertainment is a relatively conformist medium which reflects social change (Devenage, 2019).

There is a reflection of widely held assumptions about adolescents in U.S. culture in the images of youth in prime time entertainment television. These images influence on newly forming belief systems. Studies postulate that the average child sees about 12,000 acts of violence on television annually. In general, depictions of rape and murder in U.S. violent programs are transmitted per day per station with an approximate of 3 to 5 acts of violence per hour during prime time (AACAP, 2016).

In regard to violent content, the depiction of violent acts per hour ranges from 3 to 5 in prime time, and 20 to 25 violent acts per hour during children's Saturday morning programming. An account from the American Academy of Child and Adolescent Psychiatry (AACAP, 2016), designates that “adolescents will have viewed 16,000 simulated murders and 200,000 acts of violence by the age of 18.” The matter is intensified by the current depiction of violence which is extremely realistic and graphic, where replications of killings, maiming and other acts of physical violence are anatomically detailed. In the same breath, acts of violence are rarely punished; 73% 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 oftern the perpetrator of violence.

Television can be a powerful teacher. A study on watching ‘Sesame Street’ demonstrates an example of how toddlers can learn treasured lessons about cooperation, simple arithmetic, the alphabet, racial harmony and kindness through an educational television format, (American Academy of Child and Adolescent Psychiatry, AACAP, 2016). There is evidence of some public television programs stimulating visits to the libraries, zoos, bookstores, museums and other active recreational settings, and educational videos can undoubtedly serve as powerful pro-

social teaching devices. The didactic value of Sesame Street has been known to improve the reading and learning skills of its viewers (AACAP, 2016). In the same vein that television is a healthy educator so is with the same magnitude it impacts unhealthy behaviors.

Television adverts affect heavily on teenagers in the view that they sculpt what is glorified. Drugs abuse is one of the major causes of schools' unrest. So, alcohol adverts on television drive children to try out the illusions that come with it and before long they try on other hard drugs which they feel will intoxicate them better (Wanjiru 2009).

A child's developmental stage plays a role in the effect of commercials. Young children seldom understand the concept of a sales pitch. They have a tendency to believe what they are told and may even assume deprivation if they do not access the products advertised. Most children in preschool children are unable to distinguish a program designed to entertain and a commercial designed to sell. Several studies have documented that children under the age of eight years are developmentally not able to differentiate between regular programming and advertising (Huesmann 1997, Anderson & Bushman, 2001). Adolescents are profoundly influenced by such advertisements targeting them, particularly on cigarette use (Javier & Francisca, 2019).

Summarized research on the effect of television violence by the National Institute of Mental Health (1982) postulates that violence on television directs belligerent behaviour by children and teenagers who watch the programs. The supposition was guided by field studies and laboratory experiments. Indubitably, not every child becomes aggressive. However, the correlations between aggression and violence are positive, limited resources in developing countries limit domestic production. Consequently, majority of programs targeting children and youth are imported. Regrettably, characters and messages in much of the content, at best, are purely not appropriate to local cultures, and at worst carry violent images and mass marketing messages (Huesmann et al., 2003).

With the widespread of internet access, the multiplicity of online platforms and the variety of devices, new trends are changing the way people consume television content. In particular the generations Y and Z are the most affected by these trends (Achraf & Amina, 2019). This with new programs which are proposed by broadcasters, aiming to attract a larger viewership that could put them in a strong position vis a vis advertisers. The youths therefore exposed to digital media where they watch violent movies as well as online television programs and get more influenced owing to the length of time spent. In the essence traditional media has been upgraded by the digital platform rather than being replaced.

The length 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 6 months apart. The study measured six risks protective factors that can lead to aggression: being exposed to media violence (television,movies, and video games), physical victimization, participant sex, hostile attribution bias, prior hostility and parental monitoring. Each Time 1 risk factor (including exposure to media violence) 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 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 postulate exposure to media violence was underestimated by standard data analysis procedures. There is similar working of exposure to media violence works to other risk factors for aggression and hence merits neither special commendation nor dismissal as a risk factor (Gentile & Bushman (2012).

Unfortunately, local Kenyan content is so westernized bearing the same violent, explicit programs. These programs are aired with the current trend and belief that what is happening out there is what should benchmark any civilized society (Mwema 2014). Of concern are notable local programs like Tahidi High on Citizen television where students are richer than the teachers and they answer back to them and rebel

openly just like it happens in western movies where children, armed with children's rights awareness, dare teachers, whom they sue with defiance when they feel their rights are violated. Students model these 'enlightened' television learners and turn to unrest anytime they are dissatisfied with the school administration and are not interested in finding out if for real their rights have been desecrated. Soap operas posted by channels such as Citizen television and Kenya Television Network (KTN) are among the programs that have already fascinated adolescents' minds depriving them time from their assignments or sleep.

Surprisingly, these soaps have become addictive to the youngsters due to their dramatic content and their power to keep them fastened to the screen for protracted hours. Among the most favourite movie shots with the adolescents are Tahidi High, Triumph of Love, Don't Mess with the Angel and Afrocinema. Parents lament much about their childrens lack of concentration and negligence of responsibility and work owing to the intensity if this addiction as many youngsters prefer spending their time on their favourite shows (Mwema, 2014).

The youth has become accustomed to current drug adverts on internet, radio and television, especially those on tobacco and alcohol.The use of alcohol is portrayed in above 70 percent of trendy television shows amongst 12 to17-year-old and in 92 percent popular movies (Donnerstein, 2010). Conclusions from further studies on this subject show a strong connection with early alcohol use among teenagers to exposure to alcohol advertisements (Javier & Francisca, 2019). Students operating under the influence of drugs will obviously engage in acts of rebellion and violence without any regard to the consequences of their actions. Donnerstein (2010) agrees with the use of the media noting that it is essential to remember that very often those who are the most susceptible to the negative influence including aggression and illusory advertisement are children since their perception of the differs from that of adults.

In her investigation of the factors that resulted in secondary schools strikes in selected schools in Murang'a, Wanjiru (2009) found that most cases of indiscipline

encountered by most secondary schools happened mainly between 2007 and 2008. Among these cases were drug abuse, homosexuality, school strikes, bullying, stealing, sneaking out of school, fighting and sexual assault. The cases of indiscipline were chiefly influenced by use of drugs, academic or exam pressure, poor social background, peer pressure, apathy, poor school administration, kinds of books and magazines read, mass media, lack of dialogue and full involvement of students, parents and other stakeholders in discipline matters. The study revealed that still one to two hours of daily unmonitored television by school-aged children significantly has adverse effect on academic performance, particularly reading. Consequently, continued deteriorating academic performance de-motivates the students, whose minds drift to other activities like experimenting on drugs and burning schools since they do not want to study (Wanjiru 2009).

Huesmann et.al (2003) conducted a follow-up of a three year longitudinal study he did together with colleagues in 1977. The initial study included 557 children aged 6 to 10 years from five countries. The investigators collected information on childhood television -violence viewing, perception of realism of television violence, affinity to aggressive television characters, intellectual ability, aggressive behavior, as well as parents' socio-economic status (assessed by the level of educational), parenting practices and attitudes, aggressiveness, and parent's television usage (that is, frequency of television -viewing and television -violence viewing). The study found there was positive correlation between prolonged violent television viewing amongst the children behavior change and that where parental mediation was present this reduced the impact of violent behavior adaptation.

A study by Babita Singh (2013) found widespread frustration amongst students reported from various places. The students, instead of turning out to be a positive force in nation building, are becoming progressively indignant. They show their displeasure by acting against social patterns in a way which perplexes the elders. Consequently, the problem of unrest among students has become not only a cause of worry among administrators in educational facilites but also a national concern.

National Institute of Mental Health (1982) confirmed that contact with heavy doses of television violence brings about a surge in aggressive behavior, mostly in boys. It linked newpaper or television publicity of suicides to augmented suicide risk. The study looked into the most appropriate measures, for instance, parental mediation in balancing virtual television world and real conflict world. Hence, these measures ease unrest in schools in relation to studies revealing 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 (Huesmann et al., 2003).

A task force on student indiscipline and instabilities in secondary schools dubbed Wangai report (2001) found that learning institutions have encountered increased cases of students unrests. In India, for example, Khanbab (2010) bewails the state of schools and colleges getting to harbour indiscipline to a point where examinations have to be handled with police help. Bindhe (2012) reports that Blessed Sacrament Kimamya Secondary School in Masaka District, Uganda, expelled fifty students with the allegation of academic and criminal indiscipline involving gambling, sneaking from school, smoking marijuana and going to the dance halls. The students averred teachers had stormed their hostels with canes beating them mercilessly after a blackout and they in turn had to defend themselves. Ostensibly, they were rebuffing a roll call taken by the teachers after some of them were alleged to have sneaked out of school.

This study, therefore, sought to investigate the effect of television viewing on students' unrest in secondary schools as well as 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 display their agititation through violent unrest.

1.2 Statement of the Problem

There is agreement between most researchers that hostile children and adolescents are more disposed to the adverse effects of television violence compared to those who are not bellicose (Anderson, & Bushman, 1997). Nonetheless, several studies designate predisposition to harm from exposure to television violence for all children. There is frequent limitation for children's vital activities such reading, learning to talk, playing, spending time with peers and family, storytelling and developing other physical, mental and social skills and and owing to television viewing. This implies that apart from poor academic performance television viewing brings with it poor development of a child socially, spiritually and physically due to lack of play time. So, when confronted with misunderstanding with school administrations students rush to the violence way of solving issues since that's the mentor they interact with for the better part of their lives (Mwema, 2014).

Belson (1978) found that those who watched high violence on television engaged in serious violent behaviour as opposed to those who exposed to low television violence. The last one year (from mid-2016) has seen rising cases of violent strikes and riots in secondary schools in Kenya. Students from Steph Joy Boys High School in Kiambu County set ablaze a dormitory on 3rd August 2015 where three of students lost their lives. In his study, Kindiki (2009) found out that loss of lives and other destructions in school greatly affect academic performance and learning processes.

Such unrests have instilled a great need on the researcher of this study to find out the underlying issues and most importantly the role of television viewing in students engaging in unrest and 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 nurturing their children. Such a study would seek to find a solution to the present mass indiscipline before schooling totally loses its value yet Kenya has invested heavily in education making basic education, that is up to secondary school level, compulsory for all children. The drive of this examination was to determine the effect of television viewing on the rise of unrest in secondary schools in Kenya

which leads to the destruction of school property, lives of students and general academic performance.

1.3 Objectives of the Study

The general objective of the study was to establish the effect of television viewing on students' unrest in secondary schools in Kiambu County:

1.3.1 Specific Objectives

The following specific objectives guided the study:

1. To establish the effect of viewing violent television programs on students' unrest in secondary schools in Kiambu County.
2. To examine the effect of television viewing duration on students' unrest in secondary schools in Kiambu County.
3. To describe the effect of peer interpretation in television viewing on students' unrest in secondary schools in Kiambu County.
4. To assess the effect of parental mediation on the relationship between television viewing and students' unrest in secondary schools in Kiambu County.

1.4 Null Hypotheses

H_{01}: There is no substantial relationship between the viewing of violent television programs and student's unrest in secondary schools in Kiambu County.

H_{02}: There is no significant relationship between television viewing duration and student's unrest in secondary schools in Kiambu County.

H_{03}: There is no noteworthy relationship between peer interpetation in television viewing and student's unrest in secondary schools in Kiambu County.

H04: There is no statistically significant effect of parental mediation on the relationship between independent variables and the dependent variable.

1.5 Justification of the Study

This research focused on the escalation of students' unrest occurrences in secondary schools in Kenya. According to (Mwema 2014) violent television viewership among teenagers has contributed to violence in schools in Kenya as they act what they see in the virtual world. Teenage is an age coupled with curiosity (Anderson, & Bushman, 1997) thus when confronted with conflicts they solve them violently they see television models turn to aggression in conflict resolution. Mass media has also been found to heighten drugs and substance amongst adolescents through advertisements, music programs, and movies (Wanjiru 2009). So, under drugs influence, they turn violent.

Studying teenagers in Kiambu County was important since the county has been involved in a high number of schools burnt up especially in the last one year according to the Ministry of Education in Kenya catalogue of 126 schools burnt up in 2016. Such a study will be valuable to the Ministry of Education, Teachers Service Commission, parents and teachers in understanding how they can assist teenagers to differentiate real and virtual television worlds and help them make choices of beneficial programs.

1.5.1 The Ministry of Education and the Teachers Service Commission

Findings on the effects of television viewing on unrests in secondary schools would be helpful to several stakeholders in the education sector. First, study results could help the Ministry of Education and the Teachers Service Commission to establish a program integrated in life skills to enlighten students on the need to reduce their time in television viewing and also distinguish between real and virtual world. These two bodies would also tighten measures on television content allowed in schools (boarding schools) and amount of time spent in the viewing and also make a follow up with the Communication Authority of Kenya to be keener on the monitoring of content in all media stations and rate appropriately. This would include censorship of explicit music shows regardless of time aired. They would also sensitize on alcohol

adverts and direct this regulatory body to ban the adverts since their negative effect on the teenagers could be far costlier by inculcating violent behaviour in them than the profits earned by manufacturers and advertisers.

1.5.2 Teachers and Parents

Study findings would be helpful to parents and teachers to understand the contribution of television viewing on teenage rebellion, loss of morals and general school indiscipline. This would enable them to take a greater role in monitoring the content viewed by these young ones. This they would achieve through putting restrictions on which programs not to watch as rated by age as per media laws or guiding them on the interpretation of the content especially distinguishing real world and virtual world and the danger of aping everything the teenagers watch on the television. This aping virtual television world would lead to discontentment in life as they aspire to achieve and transform into the virtual models and also turning to violence as a means of solving life challenges as lived by television models.

1.5.3 Communication Authority of Kenya (CAK)

This study would be helpful in reminding media regulators that despite existing laws on children's protection against harmful and offensive content, a lot of violent television content still gets into the media (even mainstream media). Such media laws include the Kenya Information and Communications Act, 2014 which seeks to guarantee that inappropriate material for children and minors is not transmitted at times when there is probable large audience of young listeners or viewers. The implementation of these regulations would see such media offenders dealt with as stipulated in the Kenyan law. A nation cannot be fighting the drug menace when such adverts are still aired in the media at the exposure of teenagers too eager to feel the adult world. These teenagers end up turning violent and engaging in unlawful acts especially at school.

1.6 Significance of the Study

Understanding the effects of television viewing on students' unrest in secondary schools is significant for various reasons. There are only a few studies in Kenya that have explored the undesirable effects of television content exposed to the teenagers and especially violent content which inculcates violent behaviour that influences the teenagers to engage in riots and other unrest in schools. Many such studies are from America and the adolescents there may have different television exposure due to the different cultural experience. For example, western programs are likely to influence Kenyan youths more due to the mentality that western world is civilized; in this case, civilized violence would be more acceptable from the television models. Also, Africans embrace communal life and peers are more likely to influence each other unlike in western cultures where capitalism distance so much individual to individual influence.

Boarding schools have also different television exposure as students interact so much and are easily influenced by content shared together; In America for example; most teenagers spend their high school lives commuting from home and parents have more time with their children. It is not a wonder then that lots of USA studies on negative effects of media have parental control/ monitoring as a mediating/intervening or moderating variable as parents are seen as crucial in guiding teenagers to healthy media use.

This study is useful to stakeholders like teachers, parents, Ministry of Education and media regulators so as to assist in filtering, guiding what teenagers watch and above all in helping them separate virtual and real world and learn to solve life conflicts through amicable solutions, not violence. The teenagers would learn how to control time spent on television sacrificing their studies and eventually compromising their learning time and school grades as well as their morals.

1.7 Scope of the Study

The study centred on secondary school students' unrest in Kiambu County. The population of the survey was the 68424 Kiambu County public secondary students in which a sample of 398 was drawn. Students in secondary schools are basically teenagers who are in a stage associated with curiosity and experimentation especially with television models since continued viewing propagates a social reality which teenagers identify with and are not able to separate it from real life (Kamaku & Mberia 2014). A study on secondary school students is therefore very relevant. As they transit to adulthood, they are tempted to ape the adult world including being violent like adults when they are unhappy with situations. In a school context, adolescent are likely to engage in strikes and riots as they see in movies. The study used descriptive survey research design to establish the effect of television viewing on students' school unrest. The research tools used in the study were a questionnaire and an interview guide. These tools were subjected to participants through random sampling. The study used both qualitative and quantitative data so as to make predictions and generalizations about the effects of television viewing on students' unrest.

The study was informed by Cultivation theory which examines the inculcating of media behaviour due to continuous viewing of television models which creates a virtual world that viewers transfer to their real lives especially the growing minds of teenagers. Social learning theory informed the study as it examines how children especially adolescents in their developing stage copy the adult world especially television models desiring to be like them and so they become their teachers. Social responsibility theory also informed the study as it is the society's responsibility, including parents, teachers and the media laws of the country to take the obligation of monitoring media content. Guiding what the children are fed with by the media and especially television whose graphics could have lasting effects on the character of the adolescents. The study variables were: Viewing violent television programs, television viewing duration, peer interpretation in television viewing and parental mediation.

1.8 Limitations

The study had some limitations arising from its nature especially at the time of the data collection. There were schools already experiencing unrest and there was fear of students giving personal information on their violence experience thinking this would victimize them. The researcher and the assistants took time to let the students know that this was a research study that would benefit society curb such unrests if well understood of the influence by television viewing but it was not an investigation into the school's indiscipline. The researcher also used the interview method to back up the self-reported data and triangulated both to make the findings firmer and replicable to the target population.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This segment assesses empirical literature attendant to violent television content, television viewing duration, effect of peer influence in the viewing of violent television content and regulation of violent television content on students' unrest in secondary schools in Kenya. The specific objectives for the study are:

1. To establish the effect of violent content television programs on students' unrest in secondary schools
2. To examine the effect of television viewing duration on students' unrest in secondary schools
3. To describe the effect of peer interpretation in television viewing on students' unrest in secondary schools
4. To determine the effect of parental mediation on students' unrest in secondary schools in Kenya.

This section also reviews the literature on theories that informed the study, that is Cultivation theory, Social learning theory and Social responsibility theory in explaining the area of study and attributing variables. It illustrates the conceptual framework and the link between independent variables, moderating variable and the dependent variable established in the conceptual framework. Lastly, it highlights the research gaps it seeks to close.

2.2 Theoretical Review of Literature

2.2.1 Cultivation Theory

Gerbner, Gross, &Signorielli, (1994) cultivation theory suggests that consistent images and depictions on television structure a specific portrayal of reality. The theory suggests that more watching of television leads viewers to cultivate or adopt expectations and attitudes about the world that agree with this portrayal.

Gebner's definition of cultivation concerns the cumulative pattern communicated by television over a long period of exposure as opposed to any particular content or particular effect. The cultivation hypothesis suggests that mediated messages are able to help model the behaviour of individuals who interact with them on a frequent basis (Gerbner, Gross, & Signorielli, 1994). Those who watch television have a likelihood to be influenced by the way the world is shaped by television programs than those who watch less.

Through continued television viewing, students are shaped to the same violence and no wonder they even burn their colleagues just the way it goes in the movies. The television models who riposte to their teachers, model them to exercise the same and hope to get away with it too. Huesmann, et.al (1984) points out that violence for entertainment teaches children that violence is legitimate, justified, rewarded, effective, clean heroic and manly.

When students watch demonstrators carrying placards demanding rights then the next day their rights is given, what will the youth say? They will say for you to get what is yours, you must demonstrate and carry placards. This cultivates the culture of forceful justice. It is thus a demonstration of how adults can role model young people.

Furthermore, the damage is much greater for preteen children, mainly those under eight years of age. The reason for this being that children under eight will perhaps have some difficulty in disconnecting fantasy from reality. Furthermore, such children have yet to develop adequate abstract cognition to allow them evaluate what they see and measure it against reality. They are more disposed to what is called "the "sponge" stage" (Huesmann, et.al (1984). That is, instead of scrutinizing and evaluating their exposure and experience they disposed to soak it up.

The cultivation approaches television's messages using five significant constructs (Gerbner, Gross, & Signorielli, 1994) whose entirity make up the cultivation theory. The first is explainable through a definition of cultivation. Cultivation applied to

mass communication, precisely television, can be argued that the repetitive and pervasive messages on television begin to be mirrored in the audiences' convictions and behaviours.

The second construct, fundamental to the cultivation hypothesis, argues that people who watch a lot of television diverge from people who watch less television. Commonly in cultivation analysis, participant samples are divided into the light, medium, and heavy viewers with an aim of examining effects of television. Besides, those viewers falling into the light viewing group tend to be exposed to a greater diversity of media sources, in other words, light viewers do not rely exclusively on television for information. On the contrary heavy viewers, tend to almost exclusively rely on television for their information.

Consequently, heavy television viewing allows little time for diversity of information sources (Gerbner, Gross, & Signorielli, 1994). The third concept that further explains cultivation is the "magic window". The notion of the magic window is founded on the belief by some television viewers consider watching television corresponds to watching a "magic window" into the world. In other words, they believe television is an accurate portrayal of the real world. The fourth concept regarding Mainstreaming theorizes that diverse people with diverse discernments of social reality converge into a more cohesive awareness of social reality as the amount of television viewing rises. Thus, as one watches more television they are more likely to have discernments similar to others who also watch a lot of television (Huesmann, et.al (1984).

Lastly, the fifth element of cultivation is resonance or an amplified cultivation effect

(Gerbner, Gross, &Signorielli, 1994). The magnification of the cultivation influence happens when an individual is both a heavy television viewer and agrees with the exaggerated conditions on television (for example, the exaggerated number of women victims on television is likely to cause fear of victimization on women who are heavy viewers). Each of these five facets of cultivation combines in a gestalt,

while the whole (cultivation theory) is superior to the sum of its parts (the elements explained above).

Cultivation research largely, to date, has its focus on the the cultivation of the theory or defective operationalization, dependent on the point of view of an individual. Cultivation culturally is measurable by two manners, namely, “first order” and “second order” where the First is a quantitative measure in which subjects respond about their quantitative expectations regarding the manifestation of some phenomena in the society, such as the likelihood of developing into a victim of a violent crime. Light viewers and heavy viewers answers are then matched up to deduce the presence or absence of a cultivation effect. First order convictions are probably created offline (based on memory). For few people extemporaneously generate percentage approximations of set-size or probability during viewing.

The second order, on the other hand, is a qualitative measure examining the discernment of people's beliefs concerning a phenomenon in society. A variety of phrases are designed to define the world in this measure, for instance depicting the society as ethical, or wicked, and many other such depictions. Next, viewers are asked the phrases they agree with among these. A comparison of the responses of light and heavy viewers are compared to portray the occurrence of the cultivation effect. The judgments for the second order are constructed either online or off-line (Gerbner, Gross, &Signorielli, 1994). In the archetypal experimental model, researchers arbitrarily allocate youths to see either a short violent or a short nonviolent film and then inspect their interaction with other people after.

Bjorkqvist (1985) susbjected Fininish children aged between 5- to 6-years to either violent or nonviolent films. Two raters, unaware of the sort of film the youngsters had watched scrutinized the children playing together in a room. The children who had just watched the violent film rated much higher on physical assault (wrestling, hitting other children e.t.c.)and other types of hostility than those who had watched nonviolent film. as well as other types of aggression. The results showed a

significance of (p.001) which was high, with the effect size substantially being (r .36).

The cultivation theory informed the investigation as the researcher pursued to ascertain how heavy television viewing of violent and rebellion triggering programs cultivates teenagers to act of unrest in schools. Cultivation theory informed the objective two of this study: To establish the effects of television viewing duration on students' unrest in secondary schools. More time spent watching violent television content meant the students will transport such content to their lives thus living the television world which to them is a model of easy conflict resolution (a physical counter attack) which cools off anger instantly without having to sit in dialogue and spend too much time negotiating peace and understanding. The theory also informed the fourth objective: the effect of parental mediation on students' unrest in secondary schools. By observing nonviolent or less violent programs or through guidance by parents of how to solve issues, students learn to differentiate the fictions television world and the real world both at home and in schools.

2.2.2 Social Learning Theory

Bandura's social learning theory provides that children and adults can learn by imitation even when they have not actually performed a behaviour. Bandura et al. (1963) recognize three core processes concerned with learning. These processes are direct experience, vicarious (indirect) experience from seeing others (modelling), and the storing and processing of complex information through cognitive processes. This theory induces that behaviours are learned and influenced by social context: "Television is an increasingly persuasive agent of socialization that generates its effects through children's proclivity to learn by imitation." Social learning theory concentrates on the premise of viewers' personal links with the portrayals through identification and supposed relevance to the self. The emphasis of the dimensions here is on television characters modelling behaviour. The prediction of Bandura's theory is that teenagers will emulate or model what they observe on television when

such television characters get rewarded or go unpunished for their behaviour and the insight about them is attractive, powerful, and similar (Bandura et al, 1963).

Children get affected to the extent that they display aggressor effects which involve a display or a manifestation of what they see in the videos, that is, violence, or they show victim effect which is characterized by children identifying with the victims on videos and they become fearful, and may carry weapons (Gerbner, Gross, &Signorielli, 1994). The study on the effect of television viewing on students' unrest in secondary schools established the role of television models in terms of behaviour 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, the 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 behaviour through observation.

The theory informed the first objective: The effect of television viewing programs on students' unrest in secondary schools. Students choose programs with violent content to identify with the models that seem to be experiencing similar challenges, for instance, fall outs with school administrators and they learn from them how aggression is a way of fighting back and solving problems there and then. Thus, they learn from observing television models. The theory also informed the third objective: The effect of peer interpretation in television viewing on students' unrest in secondary schools. Students learn through copying what their peers do, for instance, watching their preferred programs or buying their content interpretation, especially where parental mediation is lacking to give a distinction between television virtual world and real world and how students should learn how to separate these two worlds. Thus, the fourth objective will be informed by this theory as teenagers distinguish between television models and real-life models and thus model good behaviour and shun negative behaviour since it has grave consequences.

2.2.3 Social Responsibility Theory

Social responsibility, an ethical theory, stipulates that individuals are responsible for satisfying their civic duty; individuals' actions must profit the whole of society. Hence, there ought to be a equilibrium between economic growth and the welfare of society and the environment. If this balance is maintained, then social responsibility is attained. The theory of social responsibility is anchored on a system of ethics where decisions and actions must be ethically authenticated before proceeding. An action or decision is considered socially irresponsible if it causes harm to society or environment.

Ethical values inherent in society produce a discrepancy between right and wrong. In this regard, social fairness is trusted (by most) to be in the "right", but more often than not this "fairness" is absent. It is the responsibility of every individual to act in a manner that is profitable to society and not exclusively to the individual.

Social Responsibility theory is common in Europe and countries under European influence and shaped by the Commission on the Freedom of Press that took place in the United States in 1949. The model was devised formally by Siebert, Peterson and Schramm in 1956 in their book. It advocates total freedom to press without censorship, but with regulation according to social responsibilities and external controls. Content is also sorted through public responsibility and interference.

It is an improved free press theory that places greater stress upon the accountability of the media particularly broadcasting to society. Media are free but have to accept obligations to attend to the public good. The modes of guaranteeing compliance with these obligations can either be through professional self-regulation or public intervention in both (Ranade & Livingstone, 2019). The theory informed the fourth objective: Parental mediation in television viewing. It is the social responsibility of the law and parents to safeguard children protection from harmful content particularly violent content to ensure that they do not grow in a violent environment where they model violence from television models.

2.3 Conceptual Framework

The independent variables: television viewing duration, television programs, peer interpretation in this research had an effect on the occurrence of students' unrests in secondary schools. The more time students watch violent content in the programs of their choice or influenced by peers, the more the likelihood of transporting this as a social reality and living it wherever confronted by disputes or conflicts with the school administration. The presence of peers while watching violent television content gives peers an upper hand in influencing their interpretation either for mutual acceptance or simply taking it for truth. The moderating variable which is parental mediation minimizes the amount of violent content viewing through control of viewing duration, ratings on programs viewed, parental guidance on content interpretation all which minimizes the impact on students engaging in unrests that may have been necessitated by watching violent television content.

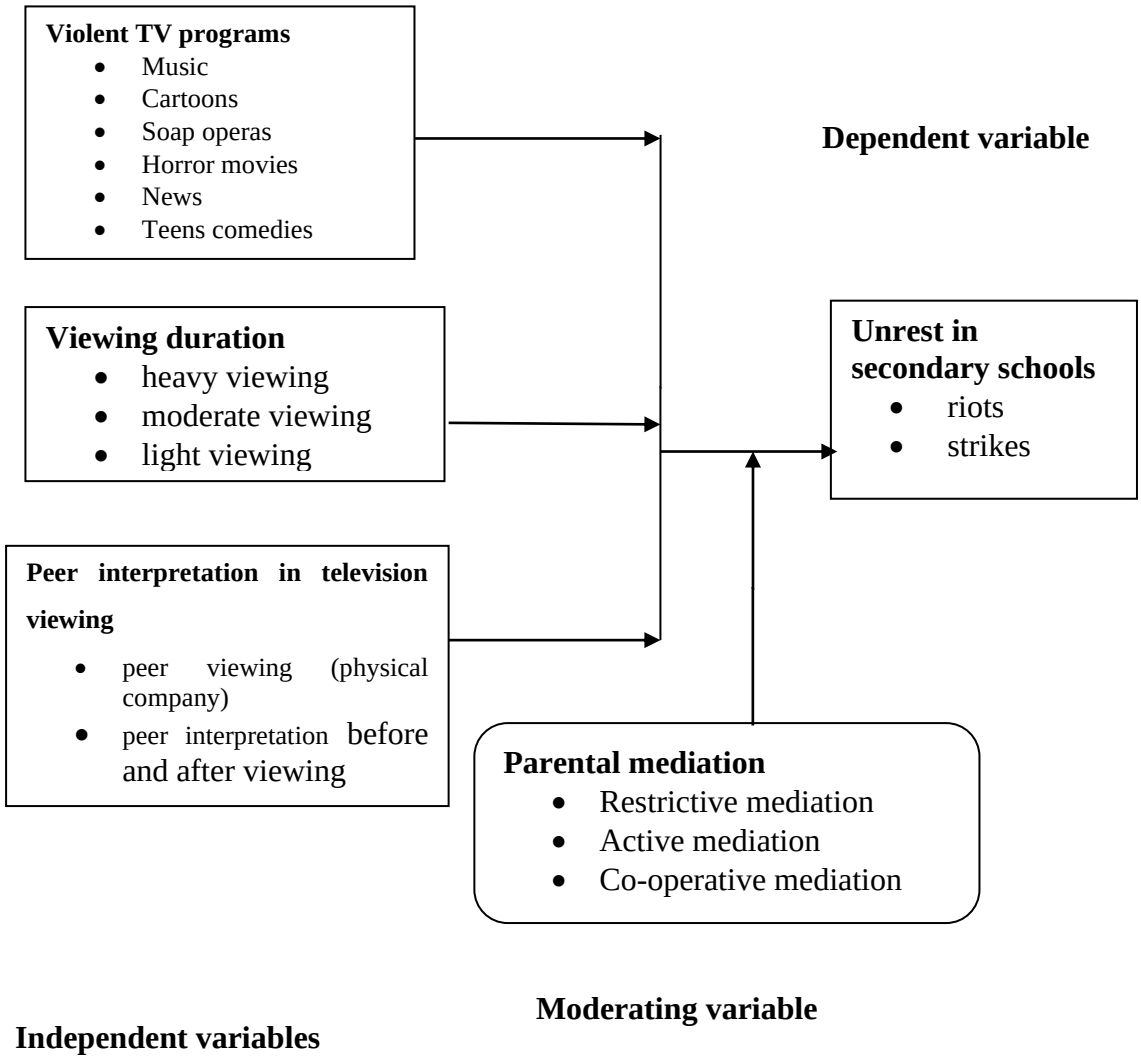

Figure *2*.1: Conceptual framework

2.3.1 Violent Television Programs

The preference of programs by teenagers especially with violent content has an association with how they live the same television life to engage in violence in schools in the form of unrest. Music lyrics have turned out to be progressively explicit with particular references to sex, drugs and violence. Research connecting a cause-and-effect association between explicit lyrics and adverse behavioral effects is still ongoing. In the meantime, the latent negative effect of explicit music lyrics should put parents and paediatricians on guard – paediatricians ought to bring this up in anticipatory guidance deliberations with teenagers and their parents. At the very

least, parents should actively be involved in monitoring the music their children are exposed to (Gharakheili & Sivaraman, 2017).

Belson (1978) has identified the types of violent programs bearing the greatest stimulus on youth. He conducted an interview of 1565 adolescents, representing a sample of thirteen to seventeen-year-old boys living in London. On several occasions, the boys were interviewed on about the degree of their exposure to a assortment of violent programs in the period ranging between 1959-1971. A panel rated the level and sort of violence in the programs and a self report of how often one has been involved in any of the list of 53 categories of violence over the preceding six months determined the level of violent in each of the boys. 12 percent of the boys, numbering 188 of the 1565 were found to be engaged in above ten acts of violence during the period of the investigation. Belson found that those who watched high violence on television engaged in serious violent behaviour as opposed to those who exposed to low television violence. He as well concluded that critical interpersonal violence is augmented by longstanding exposure to programs which feature violence for its own sake, not essentially for the plot; programs containing imagined violence in a realistic nature; violent westerns; and programs where violence is shown as if towards a good cause.

Sarah et.al (2018) reported that antisocial lyrics (without video) have an effect on behaviour, but the evaluated behaviour was not evidently aggressive. In the examination, male college students listened to misogynous or neutral rap music, viewed three vignettes (neutral, sexual and violent, assaultive), and then picked one of the three vignettes to be displayed to an unknown female (actually a member of the research team). Those who had listened to the misogynous music were significantly more likely to pick the assaultive vignette than those in the neutral-music condition. Jackson, Johnson, and Gatto (1995) discovered that contact with violent rap music videos surged the endorsement of violent behaviour in response to a supposed conflict state. (Huesmann et al., (2003) found that exposing males to non-erotic violent music videos led to a substantial rise in confrontational sexual beliefs and negative effect.

Wrestling is a popular program that elementary school aged children watch. It contains characters doing outrageous and silly things to each other although not considered slapstick in the same sense as humorous cartoons. Children in Israel were interviewed by Lemish (1988) about watching of World Wrestling Federation (WWF) programs. Twenty three percent of the boys said that they imitated the fights in WWF and of the girls who reported the same, ten percent. The boys revealed a detailed and vivid description of the type of behaviours in wrestling they performed at school. There was hardly any mention from the girls ever fighting at school. However, some narrated stories of acting out wrestling behaviours at home. Owing to the reward of aggression among boys as opposed to girls, there is consistency in the findings regarding the modelling and imitation effects of social cognitive theory.

Television Music programs likewise often form a key portion of a teenager's isolated world. Teenagers commonly derive pleasure in keeping out adults and causing them some distress. The negative and destructive themes in some kind of music, especially rock, rap, hiphop among others is a concern for many with interest in the development and growth of of teenagers (Javier & Francisca, 2019). Their preference for rap, emotion and search of identity play a considerable role in both positive correlations. Such music include bestselling albums promoted by major recording companies. Among the troublesome themes prominent in the media include advocating and romanticizing drug and alcohol, pictures and explicit lyrics presenting suicide as an "alternative" or "solution", sex which focuses on control, sadism, masochism, incest, children devaluing women, graphic violence and violence toward women (AACAP, 2016).

There was greater reception of antisocial behaviour among college students shown rock music videos with antisocial themes than among those who had not been exposed to antisocial music videos. The abounding violence in music videos have made them become a source of apprehension. Additionally, those that lack overt aggressive content often feature antisocial connotations (Baxter, De Riemer, Landini, Leslie, & Singletary, 1985; Caplan, 1985). Such music videos are extensively watched by adolescents.

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 such as burning of dormitories are done under the influence of drugs (Wanjiru2009). 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 behaviours to an extent of influencing them to negative violent behaviours and particularly school unrest.

2.3.2 Television Viewing Duration

Protracted exposure to media depictions results in augmented acceptance of violence as a suitable means of solving problems and realizing one’s goals. Television, music videos and movies standardize carrying and using weapons and glamorize them as a basis of personal power. Heavy television viewing by adolescents will result to modelling of the virtual television world which they will live as a reality and commit acts of violence which includes riots, strikes, and violation of school rules in the best way they see in television (Huesmann et al., 2003, p.201). Those aged between 8 to eighteen years spend 7 hours 38 minutes on average everyday on media, with 4 hours 29 minutes, amounting to 58.73%, of that time on television (Rideout, Foehr and Roberts 2010). Sven, Christopher & Fergusion, (2019) argue that these young viewers will probably be exposed to 25,000 commercial every year across all programming.

Scholars estimate two to three violent acts every minute in movie previews or commercials showing during Saturday morning shows for children and Super Bowl (Huesmann et al., 2003). Consequently, on average, a child will be likely exposed to 30,000 acts of violence per year from commercials alone. Added to this figure is 10,000 acts of violence from watching two hours of cartoons daily for a year (National Institute of Mental Health, 1982). The conclusion of hundreds of studies that used manifold methods of investigations (including longitudinal studies, cross-sectional studies, meta-analyses and lab and field experiments) is that protracted

exposure to media violence results in “aggressive cognitions, aggressive affect, aggressive behaviours and desensitization in viewers” (Gentile, and Bushman (2012).

There is a clear suggestion of positive relationship between exposure to violent television and film content among children and sudden and later aggressive behaviour. In this regard, exposure to media violence is tossed as a "long-term influencing and short-term triggering factor" (Huesmann et al., 2003, p.201) in aggressive behaviour. Nevertheless, while important, the effect is small (p. 203), and may be inferior to other factors, such as "poor child upbringing, neurophysiological abnormalities, socioeconomic deprivation, , frustration and provocation, attitudes and beliefs supporting aggression, poor peer relations, drugs and alcohol abuse." (p. 201). Still, exposure of children to violent media content necessitates to be viewed as part of this nexus of causalities that steer to aggressive behaviour.

Longitudinal studies can most directly provide the evidence for long-term influences of television and film violence on children. There is evidence of the relationship between exposure to televised violence in childhood among boys and aggressive behaviour (Eron, Huesmann, Lefkowitz, &Walder, 1972; Lefkowitz, Eron, Walder, &Huesmann, 1977) and criminality in adults. Similar findings are reported from more recent studies across genders and different countries (Ponnan et.al, 2018). The summary of Huesmann et al. (2003) is that in most countries more belligerent children also viewed more television, were more inclined to more violent programs, are connected more with hostile characters, and fathom television violence as more like real life than did the less belligerent children.

One shot field studies provide further evidence for a positive connection between a child's frequent exposure to violence on television and in the movies and hostile behaviour. Violent behaviour and beliefs afffirming hostile behaviour is common among children who consume more such violent content (Andison, 1977; Chaffee, 1972; Comstock, 1980; Huesmann& Miller, 1994).

Before playing a game of floor hockey, 396 seven- to nine-year old boys were randomly assigned a violent film or a nonviolent one (Josephson 1987). Oblivious of what movie any of the boys had watched, observers noted the number of times each boy physically attacked another boy during the game. A physical attack involved hitting or shoving another player to the floor, as well as tripping, kneeing, pulling hair, and other assault that would be penalized in hockey (the only verbal act included in the examination was insulting another player with an abusive language). The referees in some circumstances carried a walkie-talkie, a specific cue appearing in the violent film as an added element in this study. The cue possibly reminded the boys of the movie they had seen earlier. The study found that antagonistic boys (those scoring above average on a measure of aggressiveness), the combination of watching a violent film and seeing the movie- associated cue stimulated substantially more assaultive behaviour than any other combination of film and cue (p.05). The effect size was moderate (r .25)

According to a year-long international study (Huesmann et al., 2003) in the United States, the effect of viewing of television violence among girls was small but significant (.17) on their later aggression. This observation was not the same for the boys. For boys, television violence only did not predict later aggression. However, a look at both exposure to television violence and affinity to aggressive characters on television gave researchers an affirmative relation with aggressiveness among boys (.19). Children behold violence in various places including home, school, their neighbourhood, and in the media. They may similarly be victims of violence in these places.

Huesmann et al (2003) conducted a longitudinal studywhere they tested whether children who are exposed to a heavy dose of violence come to regard it as normal behaviour and subsequently behave more aggressively themselves. The study involve 777 children aged between 8 to 12 years. They completed questionnaires twice, with the second within a space of 6 months, about exposure to violence, whether witnessed or experienced, their own aggression, the aggression of peers, and normative beliefs about aggression. The outcome was that witness of violence

projected increases in aggression after the six months through changes in normative beliefs. Similarly, an experience of aggression as a victim projected increases in aggression 6 months later. In summary, the findings point that when children perceive violence as routine in many contexts, they will most likely turn aggressive against others. This study sought to find out how prolonged television of violent content models teenagers to act as the television models and particularly to engage in schools' unrests.

2.3.3 Peer Interpretation on Television Viewing

Evidence from numerous longitudinal studies show that teenagers 'social experiences has the capacity to change the media violence-aggression relationship. For example, Fikkers et al. (2016) indicated that adolescents with exposure to higher levels of both violent media content and peer maltreatment displayed more hostile behaviour. A combination of high media violence consumption and rejection by peers led to increased behavioral problems (Gentile & Bushman, 2012). Without the peer context, Fikkers et al. (2016) found that media violence predicted increased belligerent behaviour for adolescents growing up in families with high conflict, but not for those in low conflict ones. Peers interpretation of content and whether they join in viewing it has an effect on how teenagers interpret and live television virtual world.

An analysis to establish the relationship between teenage and parenthood in a study by (Gentile & Bushman, 2012) showed teens who watched television that was sexually explicit, ranging from simple shows that just talk about a character having sex to shows with soft sex scenes, were twice more likely than other teens, who had not viewed many of these shows, to have a child by age 16. The conclusion of the study was that when teens watch content that is sexually explicit, they get the assumption that sex has no substantial consequences.

Peer groups have the role of social comparison, co-learning, and self-evaluation, influencing teens' impetus for media usage. Motivation happens when an individual

is exposed to an external or internal stimulus and is then pulled or pushed in a direction to act upon the stimulus. Peers as co-learners act as extrinsic motivation for consuming any particular media. Moreover, teenagers with values that are alike tend to strengthen each other through supporting, sharing of resources, and clarifying tasks for each other. These courses guide teenagers' drive to act while using any media. Overall, as a mediating factor, peers play an important role between the media and teenagers. Peers' mediation is evident through media discussion with peers, peers co-viewing and discernment of peers' attitudes towards the media (Nikken &Jansz, 2006).

For those teenagers who observe more peer belligerence in their milieu, media violence may find more base, hence ensuing in a stronger effect on aggression. Equally, for adolescents who do not discern their peers to be aggressive, the latent effect of media violence on hostility may be reduced or even be absent. Adolescents who viewed violent media and detect greater peer aggression were more disposed to believe their peers support hostility, hence an augmented aggressive behaviour. The convergence of messages received from the media and peers steer to a heightened indirect effect on adolescents' aggressive behaviour. For teenagers who perceived little to no peer hostility in their environment, media violence diminished their conviction that peers would support aggression, consequently resulting in less aggressive behaviour. Typically, real-life socialization agents in adolescents' lives, such as parents, school, and the community, stir adolescents to be prosocial rather than hostile, but media violence presents adolescents with a diverse view (Sven &Fergusion, (2019).

Given that interpersonal sources generally, are weighteir than media content, it appears that adolescents may unravel such incongruence between media content and peer behaviour by overlooking the messages in the media. Watching hostility in the media with the awareness of no real-life aggression among their peers may strengthen adolescents' beliefs that their friends would not like it resulting in less incentive to engage in aggressive behaviour. Future enquiry on how youth mix violent media messages that run counter to the questionably strong socialization

messages from parents and schools could hypothetically recognize ways to reduce the effect of media violence on increased belligerence (Valkenburg& Peter, 2013b).

One needs only to switch on the television to distinguish the mounting proliferation of violent and aggressive content in today's media. A regular presentation includes daytime talk shows, some of which are typified by deliberate emotional, psychological, and physical abuse by panel guests toward each other. WCW (World Champion Wrestling) is watched by a rising number of children, many of whom comprise young children and adolescents who watch together with their parents. Network news is menaced with graphic depictions of murders, kidnappings, traffic accidents, international war scenes, and the like of which violence is the key element (Mwema 2014). Peers practice the same fete they watch on the griming wrestlers resulting in violent acts in schools e. g. bullying of peers.

2.3.4 Parental Mediation

Parental monitoring of adolescents' exposure to media involves any of three different behaviours that occur before, during and after media use. It may comprise setting rules on the amount of, when and what media content teenagers can use, discussing content with the adolescent in addition to using media together (Henderson, Hunt, Parkes, Sargent & Wight, 2013). Probably, helping children cope with media messages will best be achieved when parents engage in mediation geared towards encouraging reflection provided the goal of parental mediation is to teach children critical skills of coping with the messages. Also, a child construes the messages as intended by the parents intend, which also requires open discussion. Additionally, a child willingly accepts the messages given by the parents or model examples recommended by the parents (Kim et.al (2018).

In a survey study (Henderson, Hunt, Parkes, Sargent & Wight, 2013), 158 dyads of German parents together with their nine to twelve years-old children described their television and video game consumption, parental mediation tactics, and family climate. Parents also stated their beliefs regarding media effects. The result was that

mediation approaches differ from accepted media usage conceptions in that parents play a more active role than previously assumed. Restraining mediation includes rules and restrictions, but also parents' educative elucidations that media do not reflect reality.

Condescending mediation comprises shared media consumption, but also parents commenting on media contents. Pointing out and emphasizing socio-emotional features in the media (such as, empathy) typifies active-emotional course (AEC). Their regression analyses exposed parental fear of adverse media effects projected both AEC and restrictive mediation. Children and parents' congruent discernments of family interactions forecast AEC and patronizing video game mediation. Overall, positive ratings of family interactions were connected to children using media less frequently.

A study exploring the impact of parental monitoring by Henderson, Hunt, Parkes, Sargent & Wight (2013) showed adolescents who had watched television /DVDs with friends more frequently than with parents were more probable to report sexual intercourse. On the other hand, co-viewing of television and DVDs with same-sex friends was linked with a lower risk for sexual intercourse while frequent co-viewing with mixed-sex friends was a predominantly strong risk factor. The authors additionally reported that the minority of adolescents who reported parental limitations on sexual content were less likely to report intercourse than their peers while the consistency of parental co-viewing television /DVDs and sexual film content were not associated with sexual intercourse after controlling. This implies that the company, interpretation of television content affects directly on the behaviour of adolescents after watching the television models. This signifies that parents have a role in monitoring and guiding the teenagers so that they get the best out of the viewing and this would reduce acts of violence in unrest and understanding that the virtual world is not all that exciting.

Regulation of media includes both legal laws on media as well as parental regulation. In Kenyan 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). The Programming Code seeks to guarantee that inappropriate content for children and minors is not transmitted at times when there is likely to be a large audience of young listeners or viewers. The Code further seeks to ensure programmes broadcast during the crunch period are appropriate for family audiences and the change from family-oriented to more adult programming after the watershed period is gradual. The watershed period rules apply to all program and non-program matter, namely advertisements, infomercials, program promotions, program listings, community service announcements, station identifications, commentaries, interviews and documentaries.

All programs transmitted between 5.00am and 10.00pm must be fit for family listening and viewing. Any programs or movies categorized or rated by the Kenya Film Classification Board (KFCB) as General Exhibition (GE), Parental Guidance (PG) or rated 16 may be aired during this period. The transition from family-oriented to more adult programming after the watershed period of 10.00pm shall be gradually executed. Except for educational programs which may require graphic details, no broadcasting station shall air programs including interactive call-ins or discussion sessions with content appropriate for adult only audience during the watershed period.

Advertising material and music videos which comprise scenes of violence, sexually explicit conduct and/or offensive language intended for adult audiences shall not be broadcast during the watershed period. Music videos with content likely to be injurious to children in terms of lyrics, video images and dressing should be shunned during the watershed period when most children are likely to be watching or listening. Programs for children shall not promote violence as an anviable means of resolving conflicts and problems. Any unavoidable portrayal of such violence must depict the consequences of such violence to its victims and perpetrators. Drug abuse,

smoking and alcohol abuse shall not be promoted as acceptable, nor shall it be encouraged or rationalized in the station's programming. Animated programming for children, which is an accepted style of story-telling, can include non-realistic violence. It should, however, not have violence as its dominant theme, and should not summon dangerous imitation.

Such media laws point to a fact that children are not to be exposed to violent television content that can cultivate violent behaviour. The argument from such laws is that censorship is well stipulated. Therefore, parents have a responsibility to monitor what the teenagers are viewing and where possible call upon the media regulators to implement the laws.

2.3.5 Students' Unrest in Secondary Schools in Kiambu County, Kenya

Students' unrest denotes any form of unruly behavior that constrains the smooth running of an educational institution. It is displayed in the form of boycott, sit-ins, riots, stone throwing demonstrations and strike. UNESCO (2010) asserts education as a basic need that must be reached and bestowed on every child. This is strengthened by the key goals charted in the Millennium Development Goals (MDGs) that outline and maintain on Education for all by the year 2015 (MDGs, 2009). Thus, education has a definite role to play in the development of people and countries. It has been denoted as one of the most significant factors of economic growth. It is both an baton and an tool of development. Education deepens labor productivity in both urban and rural sectors, and economic profit to investment in education are typically high.

The developing countries have been the principal receptors of students' unrest that has often borne major violent and destructive consequences (World Bank Statistics, 2012). For instance, according to a study performed on 0 to 17 years old children in Bangladesh, the unrest ensuing in violence among children was considered a global health problem and was the most inhuman type of deliberate injury (Human Rights Watch, 2010). The need for a benign and non-violent environment is essential for

smooth teaching and learning. The dearth of discipline in a school fashions an environment that can become violent and unsafe.

In regard to Kenya, the students' turbulence behavior has an extended history and numerous pieces of evidence confirm this augmented surge. The start of the 20th century had already started facing cases of student unrest in Kenya (Republic of Kenya, 2001; MoE, 2012) with the initial case of student unrest reported in Maseno School in 1908. There were a number of schools that experienced an increase in the 1980s and. Available data show students' unrest had amplified enormously from 0.9 percent in 1980 to 7.2 percent in 1990 (Republic of Kenya, 4 2009). These include the known and documented cases of student unrest though the figures are probably higher because of the unknown and undocumented ones.

The secondary education system in Kenya has been disposed to students‟ unrest unaddressed for a long time. A national investigation in suburban, urban and rural schools in the United States of America conveyed two key factors held responsible for students‟ unrest that led to school violence. They were not plentiful and not limited to the collapse of the family; and increased representation of violence in the media and popular music. Other aspects involved; alcohol and drug abuse, and easy access to weapons, such as guns. Poverty and unequal educational prospects also trigger school youths to violence (Adolescent Health, 2007).

2.4 Empirical Literature Review

2.4.1 Viewing Television Programs

Students fancy watching their favourite programs instead of doing their homework. Specifically, today, many children have a television set in their bedrooms. Therefore, there is increasing tendency among them towards indulgence to watchch television. certainly, any treasured programs children would need to be dragged from from the television. However, since educational programs are few, it is difficult to allow them to sit in front of the sets for long. Some of the programs on television are a little more violent, their diversity notwithstanding. Such programs incline people often towards

belligerence since the tendency of many viewers is influence by the media. The argument is, in fact, that young men under the inspiration of watching violnet movies in the past are led to commit some of the crimes reported (National Institute of Mental Health (1982). The conjecture is that teens and kids probably watch about four hours of television daily leading to negative influences from it becoming one of the biggest problems.

The influence of television on children begin when they are very young. Such shows like Barney, Teletubbies, and Sesame Street have been in the lives of the modern generations as they grow up. Many of these shows are education and hence beneficial to the development, but teenagers drop out of the educational programs arena and thus television becomes a potential undesirable influence (Desrochers et.al, 2007). Local media and social commentary frequently argue that film violence causes violent or aggressive behaviour, especially among Malysian Indian youths (Ponnan et.al (2018).

Many programs comprise adverse influences of television. A flip through the channels will provide one with a good chance to come across violence explicit sex scenes or conversations about it, crime or fighting scenes, alcohol, cigarretes and drug use, people making bad decisions like dating dangerous people, verbal obscenities or cursing, stereotypical character descriptions such as the girl who sleeps around with everyone or the bad boy. The effect on teenagers is different on each of these situations. The University of Iowa Children's Hospital in a study from 1993, found that in an average year, youth will be exposed to ablove 14,000 sexual jokes, more than 1,000 beer/wine commercials and above 1,000 types of crime on television.

There is a frequent debate about whether children are more resilient to the effects of television. However, the answer of most studies is that the more time children spend watching television, the more the influence. Studies conducted earlier showed that boys are more vulnerable than girls to television violence. Shows that endorse violence as a sactioned course for conflict resolution are everyday primetime

occurrence. The inclination is good guys killing the bad guys, mostly with an arsenal of weaponry that has become a humdrum possession for today's television characters. The utmost debate from this is how such violence affects children. The understanding of the effect of television violence on children's attitudes, values and behaviour cannot be ignored. Sarah et.al (2018) in a five-year longitudinal study during adolescence affirmed early exposure to video game violence was indirectly associated with lower levels of prosocial behaviour as mediated by lower levels of benevolence. Additionally early video game and violence play was associated with higher levels of externalizing behaviour at the cross sectional level, but not five years later.

The link between television violence with aggression is supported numerous studies. One of the earliest and widespread being by Bandura in 1963. In this study, a group of children watched a television video of a model who kicked and punished an inflated plastic doll. Later, the children were placed in a playroom with other children who had watched the video. The result was that the childlen who watched the video exhibited substantially more aggressive behaviour compared to those who didn't.

Achraf Dadouh, Amina Aomari (2019) confirmed what Bandura found. The study involved testing the willingness of children to hurt others after viewing belligerent television programs. Two sets of children viewed a diverse television program, one of which had aggressive content and a neutral one. The ones who viewed belligerent program, The Untouchables, had more inclination to hurt than those who viewed the neutral one, a track race. The equivalent was found true by numerous other studies after watching violent cartoons, with an extra fact that children were less probable to share their toys after viewing such cartoons. One of the most decisive studies compared the occurrence of aggressive behaviour among children both before and two years after television was introduced into the Canadian community where they abode (Behxhet Gaxhiqi, 2018). The result was substantial increase in both physical and verbal hostility after two years of viewing television. What's noteworthy about this study is that it was easier to detach the variable being tested, which was the

effect of television, since television had never formerly been available to these children.

The attention of other studies is on whether all children have the same responses to television violence. There was a long held principle that only certain types of children and adolescents were unpleasantly affected by violent programming. These are branded high trait aggressive individuals or those whose temperaments are characterized by aggressive tendencies. These children appear to be stimulated (or excited) by aggression. They look for hostile television programming more than other children and are more inclined to to be adversely affected by viewing it. In fact, high aggression children view action and adventure television programming four times as often as low aggression children (Eron, (1992). These same children have also been found to be more liable to to aggressive behaviour toward other kids as a result of seeing televised violence.

Kenyan television programs such as 'Tahidi High' on Citizen TV and 'Ngumbaro' on K24 have a school setting. The students in the former have a rich background and operate on impunity. They talk back to teachers who are presented as poor and being a private school, they fear to lose their jobs. The learners believe they have rights to do what they want in school. In 'Ngumbaro' the adult students argue and threaten their teacher, 90% of their time is spent in sharing jokes and shouting at one another. Students who watch these programs may be tempted to practice what they see in real life situations at school including disrespecting teachers in the same way. Consequently they may not able to separate reality and television (Mwema 2014).

In an attempt to comprehend the extent to which children learn to act from what they perceive on television, Albert Bandura and his colleagues, Dorothea and Sheila Ross, in 1961-1963 performed examinations using a Bobo doll, collectively and colloquially grouped together as the infamous "Bobo doll experiment." During the experiment, hostile behaviours were shown in three different situations: by an adult in real life, by an adult on film, and by an adult dressed as a cat (to simulate cartoons) on film. In the first instance, children were brought in a room, one by one,

in which play materials were available. In the corner, an adult was sitting quietly with play toys, an inflated Bobo doll, and a mallet. When the child was playing, the adult began to attack the Bobo doll "in ways children rarely would." The model laid the doll on its side, sat on it and punched it repetitively in the nose; the doll was picked up, hit with the mallet, and tossed about the room. The sequence of physically hostile acts was repeated, scattered with verbally aggressive phrases such as 'Sock him in the nose…,' 'Hit him down…,' 'Throw him in the air…,' 'Kick him…,' 'Pow…,' and two nonaggressive comments, 'He keeps coming back for more' and 'He sure is a tough fella.

The second cluster of children viewed the same events but screened on a television set. The third group observed a film of the same events, but this time the adult was outfitted as a cat (to mimic cartoon effects). The fourth group of children did not see any aggressive replicas and served as the control group. At the end of ten minutes, the child was taken to an observation room in which an experimenter noted behaviour. Each child was "mildly annoyed" before entering the observation room. The room comprised aggressive toys (mallet, dart guns, and a Bobo doll) and nonaggressive toys (tea set, crayons, colouring paper, cars and trucks, plastic farm animals). Each child spent 20 minutes with the toys. The authors stated that those who had seen the adult model attacking the Bobo doll showed twice as much hostility than those in the control group, as evidenced by their playing with the aggressive toys. Their suppositions were that viewing violence reduces a child's inhibition against acting violent and that violence viewed on film is as powerful as seeing violence in real life.

There are more than 20 licensed local television stations in Kenya with an approximation of 17 programs per day (www.nation.co.ke). That approximates 255 television programs/ day and with 4 programs with violent content amounts to 60 violent programs aired in Kenya which implies that there is a possibility of 23% violent content exposed to teenagers /day. The researcher selected: Prime news, music shows which are aired between 4 pm and 5:30 pm in most of the stations. Such programs include, Mseto East Africa (Citizen TV), Club 1(KBC TV), K24 TV Beat

Box), Soap operas, WCW (World Champion Wrestling) which as directed by the literature reviewed in this study shows that these programs have violent content.

The predominant language used by musicians in Kenya's music is Sheng. The use of sheng in music is constructing a certain audience. This being a deliberate effort to close out an older generation from certain issues such as issues of sex. The songs depict sex as an activity which is acceptable and without negative consequences. They create an impression of everybody is doing it and those who cannot live to that standard may feel inadequate (Gakahu, N. 2010). In my opinion, such exposure to sex, partying where teenagers drink themselves out with multiple partners and indulge in other substances abuse, they turn violent to fist fights and the same is projected to school.

2.4.2 Viewing Duration

About fourteen hours a week is the average time the average Canadian child watches television translating into more time spent watching television than in the classroom by the time of his/her high school graduation. Studies demonstrate time spent watching television differs between different age groups and cultures. This is particularly relevant when examining the effects of excessive television exposure on disadvantaged populations. Instead of the time younger North American spend watching television significantly, quite a number of these children start watchcing television at an earlier age thatn recommended by experts. Evidence suggests that television's influence on children and adolescents is connected to how much time they spend watching television. As a result, with protracted viewing, the world of television becomes the real world. Furthermore, the amount of time spent in front of the television, the child's developmental level, individual susceptibility and whether children watch television alone or with their parents are the other factors that influence the medium's effect on children (Pressgrove, McKeever & Collins (2021).

More research shows that the American child is on TV 21 to 23 hours per week, Nikken et.al (2007). On the average, this comprises about 2½ hours per day for

children up to the age of five, about 4 hours daily for children between the ages of five and twelve, and then viewing decreases to 2 to 3 hours during teenage years. Besides, 98% of American homes have televisions, making it the single most significant source of media in the lives of children and adolescents. Ranade & Livingstone (2019) in their study asserted that one of the challenges of a pervasive media presence is the effect it has on our understanding of what is good and bad. This is more so with respect to children who are beginning to consume mass media content at ages younger and younger.

Sven & Fergusion (2019) conducted a study to find the effects of prolonged exposure to television violence as opposed to the sporadic viewing which revealed that when people view violent programming, they store in memory a perceptual and cognitive picture of the event. That means people can make it up in their thoughts, and also visually. When they are in a real state that is similar to the memory they have stored (the violent vignette they saw on television), that memory is triggered and the memory or script becomes available to them. This suits the research on 8 year-old-boys. At a much advanced age, the violent vignettes they had kept in their memories were pulled up and activated when they were adults and influenced their behaviour. They were, in reality, more hostile.

General media effects theories, such as the cultivation and the social learning theory do not seem well-matched to explain the relationship between children's exposure to mediated violence and aggressive behaviour alone. Rather, a complex, interrelated set of factors incorporating some of these theories' aspects seems to be essential to explain this dependency. Indeed, Bandura's et al 1963 suggestion that there is no single pattern of social influence but rather a multi-pattern flow of influence seems best fit to act as an overarching framework for Huesmann et al.'s (2003) models.

Further insight might come from neuroscientific studies. In this field, exposure to film and television violence shows diminishing response in the right lateral orbitofrontal cortex (right OFC) and decreasing right OFC-amygdala interaction, which has been associated with dminished control over reactive aggression (Kelly,

Grinband, & Hirsch, 2007). Another study found that adolescents who more often watched violent movies and television had lower left lateral orbitofrontal cortex density, which has been identified as a possible risk factor for altered socio-emotional functioning (Strenziok et al., 2010).

Priming refers to the process of spreading activation in the brain's neural network from the locus representative of an external observed stimulus stimulates another brain node representing aggressive cognitions or behaviours (Berkowitz, 1993). These stimulated nodes then are more likely to influence behaviour. The external stimulus can be fundamentally aggressive, e. g. the sight of a gun (Sven & Fergusion, 2019), or something neutral like a radio that has merely been nearby when a violent act was observed (Josephson, 1987). A aggravation that follows priming stimulus is more likely to arouse aggression as a result of the priming. While this effect is short-lived, the primed script, schema, or belief may have been learned long ago and may have been acquired in a completely diverse context.

Perhaps the most prominent effect in this study arises from the just published 15-year continuation of the USA subjects (Huesmann et al., 2003). Approximately 60% of these children were traced and re-interviewed when they were in their early 20s 15-years later. The conclusions indicting media violence are impressive. First, these children's exposure to media violence between age 6 and age 9 compares significantly with a composite of 11 different kinds of measures of their hostility taken 15 years later when they were 21 to 25 years old. The association is .21 ($p < .01$) for males and .19 ($p<.01$) for females.

Furthermore, the correlation is momentous even if only physical aggression is used as the measure. Most major health professional groups have delivered statements naming exposure to media violence as one cause of youth violence. Two Surgeon Generals of the United States (in 1972 and 2001) warned the public that media violence is a risk factor for aggression. For example, in March 1972, then Surgeon General Jesse Steinfeld informed Congress, “... it is clear to me that the causal relationship between [exposure to] televised violence and antisocial behaviour is

sufficient to warrant appropriate and immediate remedial action... ... there comes a time when the data are sufficient to justify action. That time has come (Pressgrove et.al, 2021).

In a study by Huesmann et.al (2003, researchers interviewed and gathered collateral data (that is, archival records and interviews of spouses and friends) on 329 participants from the original sample. At the time of the follow-up, the participants were in the age between 20 to 25 years. Researchers administered measures of adult television -violence viewing and adult hostile behaviour, and found archival data on criminal conviction and heart-rending violation records from state records.The outcomes of this study exposed that early childhood exposure to television violence forecast aggressive behaviour for both males and females in adulthood. Additionally, affinity same-sex aggressive television characters, as well as participants' ratings of supposed realism of television violence, also projected adult aggression in both males and females. Furthermore, while a positive relationship was found between early aggression and subsequent television violence viewing, the effect was not significant. These findings suggest that, while aggressive children may choose to watch more violent television programming, it is more conceivable that early childhood exposure to television violence arouses increases in aggression later in adulthood.

Gender differences were also observed in the expression of aggression. Specifically, men were more probable to engage in grave physical aggression and criminality, whereas women were more likely to engage in forms of indirect aggression. Men and women reported similar occurrences of engaging in verbal aggression, general aggression, and aggression toward spouses. For men, the effects were exacerbated by their identification with same-sex characters and perceptions of realism in television violence.

The longitudinal relationships observed in this study held true, even after controlling for the effects of early hostile behaviour in childhood, socioeconomic status, intellectual ability, and various parenting factors. These results support the

hypothesis that the causal effects of media violence exposure found in laboratory settings can be generalized to real life from childhood to adult (Sarah et.al, 2018) believe that prolonged exposure to television violence results in prolonged accessibility to these stored memories, which he calls "primed aggressive constructs." In summary, he says the more exposure to television violence, and the younger the child, the more the harm. Gjelaj et.al (2020) in their study found that only one of the eight preschool teachers reported positive attitude regarding the effects of digital technology in children's development. . Most parents have suggested that their children, starting from early years of their development, are exposed to different digital technologies.

2.4.3 Peers Interpretation in Television Viewing

There are two toxic effects of television violence on children: prolonged exposure to violent portrayals can cause desensitization to violence (National Institute of Mental Health, 1982). This implies that children are likely to willingly accept violence from others as well as commit violent acts themselves. The other result is overexposure to violence, and predominantly realistically depicted violence, may lead children to believe that the world is principally a dangerous and unsafe place. They may begin to overrate the possibility that they will be victims of violence, leaving them with undue anxiety and stress. Adolescents will tend to be swayed by peers to watch the material they deem right and for fear of losing friendships and the curiosity of discovering what is glorified by those others they fall in a trap.

Peers are a vital source of social information during adolescence, a time characterized y increasing peer influence and diminishing parental influence (Gebremariam,et al., 2019) Peer behaviour can influence adolescents' hostile behaviour through peer norms, demarcated as adolescents' acuities about the frequency and approval of hostility in the peer group (Fikkers et al. 2016).

Two kinds of peer norms have been notable: descriptive and injunctive peer norms. Descriptive norms are principles about the commonness of a behaviour (such as,

“how often are your friends aggressive?”), while injunctive norms apply to the perceived approval of a behaviour (for instance, “how OK do your friends think aggression is?” (Fikkers et. al. (2016). A great body of research has revealed that discernments about peer aggression indeed affect adolescents’ aggression (Fikkers et al. (2016).

Despite heavy debate on effects of media, there seems to be an agreement among most researchers that if media violence has an effect; it is not universal nor is it prospective to affect aggression directly. Nevertheless, most empirical research still replicates such a universal and-direct-effects perspective (Valkenburg& Peter, 2013a, 2013b). This study went beyond this traditional standpoint and explored whether and how a social context variable, perceived peer norms, may influence the media violence-aggression relationship. Results of this study reveal that perceived peer norms both moderate and mediate the relationship between media violence and aggression. Specifically, media violence augmented beliefs of peer approval of aggression for adolescents who supposed greater peer aggression, which then resulted in increased aggression. Conversely, for adolescents who saw little to no peer aggression, media violence exposure lessened such beliefs and subsequent aggression. These findings point to the significant role of social perceptions in the media violence-aggression relationship.

2.4. 4 Parental Mediation

Parental control does not always mean an absolute ban on viewing. It is clear, however, that programs which on the basis of prior experiences are suspected to have unfavorable effects, will be subjected to special monitoring. These programs are invariably viewed together with children, particular attention is paid to the child’s reactions, and parents make clear their own views about the program suggesting that schoolchildren’s interpretations of programs are constructed partly in interaction with the parents. Hence, television does not and should not replace the role of a babysitter. This is occasionally hard, particularly for working parents. It's quite alluring to sit

children in front of the television to place dinner on the table, or attend to chores that need be accomplished, or even have a few moments to oneself (Kim, et al., 2018).

Certainly, television viewing will be a positive encounter for your child no matter what the conditions. Finally, and probably the most important - one aspires to be certain of a close relationship with ones child through nurturing and caring. One must spend satisfactory positive time together. Also, take the time to impart the values one wants them to internalize. Assist them learn to solve problems and conflicts through nonviolent means and active communication. Children with strong attachments to their parents, and feel loved and secure in such relationships, are much less probable negatively affected by television than those who feel secluded and neglected. One should be certain that they are the primary influence in their child's development rather than the television.

Gharakheili & Sivaraman (2017) in their study showed that 42% of ten year olds admitted hiding their online activity from parents. Thus there is need for parents to monitor what the children are exposed to online and on the television. They also need to Openly discuss any violent content with their children. Certainly, they have a firm grasp on the contrast between fantasy and reality. They should focus on the misery caused by violence as opposed to messages that depict violence as acceptable.

Research has revealed that one of the best ways of circumventing the negative effects of television violence on children is to involve them in discourses about how children can be fooled or hurt by what they see on television. Studies show that parents play an important role in their children’s social learning, but if a parent’s views are not discussed explicitly with children, the medium may teach and influence by default (Gebremariam et.al (2019). Gender specific mediators of the association between parental education and adiposity among adolescents among boys, show reducing television time could contribute to the reduction of social inequalities in adiposity

Other media, such as magazines, radio, video games and the internet, also have the potential to influence children’s eating habits, exercise habits, buying habits and

mental health. Gabriel (2019) argues that the growth of media and children access and activity in this growth using a variety of devices presents unprecedented opportunities as well as often underestimated threats to the development of the youngest generation, and therefore, directly affects their rights. If children are allowed to be exposed to these media without adult supervision, they may have the same deleterious effects as television.

Parental mediation, or media monitoring, refers to parents' proactive attempts aimed at (a) fostering positive media effects, and (b) preventing negative media influences on children and adolescents. Three forms of mediation styles have been identified—active, restrictive, and co-use (Chakroff & Nathanson, 2008).

Restrictive mediation or cocooning (Henderson, Hunt, Parkes, Sargent & Wight, 2013). comprises rules or restrictions aimed at sheltering children from the media. Rules may involve, for instance, the amount of time a child is allowed to watch television or the specific shows that a child is restricted from viewing. For the television medium, restrictive mediation was found to be the dominating parental strategy in families with younger children and for parents who were afraid of negative media effects (Valkenburg, Krcmar, Peeters, & Marseille, 2013). Active mediation refers to parents explaining to and discussing media or specific media content with children, such as providing information on news reports, game shows, advertising, educational programming, or video games, but it may also comprise parents' explanations of the difference between reality and fiction. Active mediation increases parental mediation and family processes children's scepticism towards television content. In addition, parents who are worried about the negative influences of violent content are more likely to engage in conversations with their offspring about media use (Nikken &Jansz, 2006; 2007).

Co-operative mediation (or co-use), which comprises co-viewing and co-playing, is defined as accompanying children's media consumption (as in., watching television together with the child). Unlike active mediation, co-use does not include explicit discussions. Co-use can be either passive (as in, when the child enters the room while

the parents are watching television or vice versa) or intentional (as in, when the parents ask their child to join them watching television).

Co-viewing does not serve as an indicator describing parental mediation. Parents do not consider it their duty to watch television regularly with their children. They will intervene in viewing situations when necessary, and therefore forms of viewing together which genuinely reflect meditational aims may be very rare indeed. This happens especially with younger children, whose program choices are not seen as problematic by parents, the 'teaching periods' may be limited to a few situations in which it is 'made clear' to the child that the world of fiction is different from reality.

In contrast to what is generally believed, the increase of co-viewing with older children does not necessarily reflect a convergence of tastes (Dorr et al. 1989). At least in part, it seems that influencing children's interpretations of programs and the world they portray is at this age the main form of parental mediation when an outright ban on viewing is often too difficult to implement. In the case where a parent refuses to watch a program that he or she considers dubious, the very exceptionality of this decision may be an extremely powerful educational measure.

2.4.5 Students' Unrest in Secondary Schools in Kiambu County, Kenya

The 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 which was passed in 2001 outlawed caning (Kindiki 2009). Some students who have faced disciplinary action in schools have filed lawsuits to have the action taken against them reversed. In some cases courts have ordered that students 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). This implies that teachers are now reluctant to take disciplinary action against students for fear of being sued by parents. It is significant to state that legal factors seem to greatly deter teachers from fully tackling any form of indiscipline because teachers feel

incapacitated and helpless in dealing with learner indiscipline in schools (Kim, et al., 2018).

Children in grades 4 through 8 preferentially choose video games that award points for violence against others. Of the 33 most popular games, 21% feature violence against women. The popular music CD that led the sales charts and swept the Music Television (MTV) Video Music Awards in the year 2000 featured songs about rape and murder with graphic lyrics and sound effects. Because children have high levels of exposure, media have greater access and time to shape young people's attitudes and actions than do parents or teachers, replacing them as educators, role models, and the primary sources of information about the world and how one behaves in it (Behxhet, 2018). The study had focussed on the expression of aggression in general, on its forms of expression and in the risk posed by this behaviour to these young people today in society. This signifies the weight of monitoring what the teenagers watch so as the media violence does not transform them to violent beings.

A 1995 study of children and teenagers in prime time and Saturday morning programming discovered that these characters were motivated most often by peer relationships and romance, and least often by school-related or religious issues (Johnson et.al 1995). The study further reported that entertainment television almost never showed children grappling with important issues. On commercial broadcast networks, a majority of the child characters engaged in anti-social behaviours, and those behaviours often yielded positive results for the characters. The following groups of children may be more vulnerable to violence on television: children from minority and immigrant groups; emotionally disturbed children; children with learning disabilities; children who are abused by their parents; and children in families in distress.

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 (Kindiki, 2009). Bombolulu Girls Secondary where 57 students perished in dormitory

following an arson attack by other students in 1997. On record also is Kyanguli Boys Secondary school in Machakos (2001) where 67 students perished in an inferno which was started by other students in the school in a bid to force the administration to close the school earlier than expected. 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). The most current unrest is the Steph Joy Boys High school where on 3RD August 2015 a dormitory was set ablaze by students and three students lost their live (Republic of Kenya. Ministry of Education Science and Technology (July-August 2016). Events such as these and many others which go on undocumented show us how our schools are facing a great challenge.

In Kenya, the year 2016 was marked with schools' dormitories been set ablaze and property worth millions going to waste over what students felt was an annoying lengthened second term period. It seemed like the more schools were reported to have been closed because of riots the more learners in other schools were incited to do the same perhaps not wanting to be left out.

Other than the use of force as a manifestation of violence, there are 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. These 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 Munyaka 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 44 Kiambu County in 1999 as well as Kiguoya Secondary and Githunguri Secondary School both in Murang‟a County in 2009. Others include the cutting of power supply as in the case of Kijabe Boys in Kiambu County in 2000. In all these cases, despite not being forceful, the intended result was nevertheless a form of harm (mostly psychological) on the part of the targeted individual or group (MOEST, (2001). These acts are done as defiance or contempt against imposed regulations in protest against the constraints.

2.5 Critique of the Existing Literature

Most scholars have recently concentrated their research on the causes of students unrest in higher institutions of learning while the elementary and secondary level of learning has not been given 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 students' unrest in secondary schools and there is need to research more on the youths between 13-19 years as they have different experiences with the older youth.

Researchers have questioned the validity of the cultivation effect of television. There was notable relations between television viewing frequency and judgments pertaining to heavily portrayed constructs are spurious and result from the correlation of some third variable such as direct experience, personality and available time to view. 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 viewers interpret television realities which can vary from innocent viewing to getting ideas for carrying out an act of violence (Huessman 2003).

Despite high levels of violence in commercial targeted at children, research on the influence of violent commercials on children is sparse. Exposure to media violence is considered a "risk factor" that increases aggression in children. The presence of a single risk factor is not enough to cause violence but every additional one enhances the probability of increasingly aggressive responses. Thus, the chances of a child moving from not reacting to behaving aggressively to using violence increases in the presence of additional risk factors (Bushman 2012). Similarly, using protective factors can reduce the probability of behaving aggressively or violently. "Protective factors" such as parental mediation, open communication with parents, and others,

counteract, and lessen the effects of risk factors. Thus, a child might not commit any violent acts despite consuming large amounts of media violence.

Protective factors such as parental mediation might shield the child from committing any acts of violence. However, such factors might or might not guard the child against changes to psychological level variables like increased aggressive thoughts, hostile feelings or enjoyment of violence (Gentile and Bushman 2012). Factors like exposure to violent media and parental mediation are relatively easy to manage. There are, however, tasks that are difficult to manage such as altering other risk factors like lower SES or prior victimization (American Academy of Child and Adolescent Psychiatry (AACAP, 2016). Hence, there is a need for future researchers carrying out cultivation effects of television to control effectively the interviewing variables to violence which may not necessarily arise from violence learnt and propagated from television.

Studies done on parental regulation on television viewing by children gives the idea that co-viewing is an indication of parental intentions to mediate, to influence the children's choices or their interpretations, places accent on quantity at the expense of quality. Valsiner has heavily criticized this assumption that is very common in psychology; that people will try or that they should try to maximize their actions (Valsiner 1987, 28). Valsiner says that in most everyday situations, solutions are based on incomplete information and that there are many different possible solutions. Therefore, in most ordinary life-situations people will try to find solutions with which they can be satisfied or feel are adequate. Valsiner argues that the principle of maximization only makes sense if there is no more than one acceptable solution. The traditional theory of learning also involves another problem: it sees the child as a passive object of education. This idea is, in fact, analogical to traditional effects theory in television research, which also takes the child as a passive object. Such elements as creativity are necessarily excluded from this picture.

2.6 Research Gaps

According to most researchers from the reviewed literature, researchers both in Kenya and other countries have focused mainly on how violent television programs shapes teenagers to violent beings and thus engage in riots and strikes in schools in place of dialogue with school administrations. There is need to study and address other aspects of media content which include priming of the vulnerability of teachers who are left at the mercies of students since they know the law will fight for them even when they are in the wrong. It is clear in the current Education Act students should not be expelled from schools. When this is overemphasized students succumb to impunity.

Very little in Kenya has been explored in as far as how television adverts of alcohol connect to drugs abuse amongst teenagers which is the main cause of strikes and riots in schools. Still, physicians need to advocate continued research into the negative and positive effects of media on children and adolescents. This is because media affects the young in their developmental stage as a lot of learning is done through observation. The observation is of both real and virtual models: negative effects are so costly since they inculcate violence, sexual pervasiveness and other negative behaviours. Such studies would help in programs licensing and caregivers monitoring and discussing with children media content and getting the best out of it and benefit from the positive side.

2.7 Summary

Although movies or televisions are necessary to our society, these entertainments often affect behaviour more poorly or worse. Even though they cannot be excluded from society entirely, there should be awareness of their negative effects. In recent years, both concerned parents and teens themselves have wondered about the television effect on teenagers. Some children find themselves being raised by a television and there are many studies analyzing how this can affect an adolescent when growing up. In trying to decide what steps to take to protect ones children

from the negative effects of television violence, it is imperative to realize that in today's modern culture they will be exposed to a certain amount of this type of programming even if they do not see it at home. So, there is necessity to adjust to that reality and figure out what can be done in view of that. The following suggestion can work: Restrict television Time, try and restrict television time to one or two hours per day, however, one should consider the fact that quantity is not as much a matter of concern as quality. In other words, it's what is watched more than how much is watched that is most important. Preview programs that kids want to watch ahead and make an informed decision as to whether they are suitable or not. Pick approved videos over network programming. Substitute your children's favourite videos for network programming. Most kids like to watch favourite videos recurrently and therefore parents should discuss violent content with their children.

The existing studies have indicated that teenagers are influenced both positively and negatively by their peers especially in the interpretation of violent media content. Parents should, therefore, be keen to offer guidance and monitor what their children watch; be conversant with current media content as they help their children build trust in their interpretation. Unrests in schools which span from violent behaviours from students are fuelled by the viewing of violent television programs over time developing into violent character amongst the youths who handle life issues television way. Therefore, focus on proper content and interpretation has been outlined as crucial in ensuring the developing minds and character of teenagers is shaped with appropriate morals so as to participate positively in the wellbeing of the society and especially in shunning from unrest in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research methodology of the study. The goal of the empirical investigation was to establish the effect of television on the upsurge of unrest in public secondary schools in Kiambu County. The chapter describes the research design, target population, sample and sampling procedures, research instrument, validity and reliability of the instruments and analysis techniques.

3.2 Research Design

The study employed descriptive survey design to investigate the effects of television on the increase of unrest in secondary schools. Descriptive design is a process of collecting data to answer questions regarding the current status of the subjects in the study. It helps to establish how things are with the subjects by offering answers to the question of who, what, when where and how associated with a certain research problem (Orodho, and Kombo (2002). Descriptive survey designs are used in initial and exploratory studies to allow researchers to gather information, summarize, present and interpret it with an object of clarification, Orodho (2002) preferred ex-post facto to other designs in the investigation of education problems such as the proposed study. Orodho (2002) notes that a descriptive survey research design is suited to this kind of study because it will allow the researcher to study the state of unrest in the schools without manipulating variables.

The researcher in this study, therefore, took an exploratory approach in attempting to facts-find and explain the phenomena found from the descriptive design. This was achieved through ensuring objectivity on the part of the participants so that they were free to supply correct information even if it didn't align with the researcher's hypotheses. The researcher also 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 and ensuring more accurate data that could be generalized to the target population thus making the study viable.

The researcher in this study subjected some participants to watching a violent content program for 30 minutes before filling the questionnaire. This happened once per two months in a span of 6 months. 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 at least 10 respondents as the experimental group. The violent content administered the first and second time was a recorded television 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 and dominion aired on Brandplus television at 10 pm and1 pm respectively.

The third treatment; after 6 months, was a violent program: a collection of recorded television 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, that is, followed up on how the violent content propagated violence amongst the participants.

An experimental study on television content effects on children's aggressiveness by Josephson (1987) concluded that for belligerent boys (those who recorded above average on a measure of aggressiveness), the combination of watching a violent film and viewing the movie- associated cue stimulated meaningfully more assaultive behaviour than any other combination of film and cue. He randomly allocated 396 seven- to nine-year-old boys to watch either a violent or a non-violent film prior to playing a game of floor hockey in school. Observers oblivious of what movie any

boy had watched recorded the number of times each boy physically attacked another boy during the game.

Therefore, exposing some respondents to violent content versus those who did not view such content increased the chances of television violent content being singled out as the main risk factor of violent behaviour in the subjects when the behaviour after every exposure became consistent to make a conclusion on the effects.

The study used interviews with school administrators as a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. Questionnaires were used in collecting and analyzing data to explain phenomena. Information from a sample is used to make generalizations or predictions about a population.

3.3 Study Population

The population of the study included all the 68,424 public secondary school students in Kiambu County. The respondents were both male and female students aged between 13-19 years who attend public secondary schools in Kiambu County. These students are both boarders and day scholars in form one to four. Teenage is an age coupled with curiosity (Anderson, & Bushman, 1997) and therefore more likely to be modelled by television violence. According to the Ministry of Education, Kiambu County has 68424 public secondary schools' students 51% of whom are male and the 49% female. Kiambu is divided into four zones: Upper Highland, lower highland, upper midland and lower midland educational zones. The choice of Kiambu County was based on the rate of reported unrest in schools especially in 2016 during the rampant burning of schools; in Kiambu 6 schools (on record) were engaged in burning of school property (Republic of Kenya, MOEST (2016).

3.4 Sampling Frame

Table 3.1: Clusters of Public Secondary Schools in Kiambu

Sn	Clusters of schools	Number of schools	Number of students	Sample per school category
1	Girls only	43	14856	87
2	Boys only	29	10000	58
3	Mixed schools	88	43568	253
	Total	217	68424	398

Source: Kiambu County Director of Education (2017)

The sampling frame for the study derived from Kiambu County consisted of three clusters as indicated in Table 3.1 and Table 3.2. The quantitative sampling was a representative of the public secondary schools' students of the Kiambu County which was enhanced through random sampling of students in the singled-out classes. Participants were purposively selected in the sampled schools from form one to form four to cater for all the ages targeted in the study (13-19 years). On the other hand, because qualitative research does not attempt to make representative statements about populations, qualitative samples are typically drawn purposively (Orodho, 2002). Therefore one administrator was singled for each of the seven schools sampled for the study.

3.5 Sample and sampling technique

3.5.1 Questionnaire sample

The sample population was derived from schools in the four zones in Kiambu County with at least 2 schools from each zone. Each of the 3 categories (clusters) was represented by 2 schools each (boys only and girls only) and 3 schools (mixed) from the selected 7 schools in the county.

The 7 schools sampled enabled the researcher to collect detailed data as she was able to administer the research instrument personally with the help of research assistants. Schools were stratified into boys only, girls only and mixed schools. Purposive sampling was also used to select 3 schools that had been involved in unrests in the recent past as (Orodho (2002) argues the researcher looks at a sub-group that is typical of the population as a whole. Observations are then restricted to this sub-group and conclusions from the data obtained are generalized to the total population. The schools' stratification was mainly because single-gender schools, as well as boarders and day scholars, are likely to have different experiences on the effects of television in the rise of unrest in schools. In each school, the stratified random sampling technique was used to select the students based on the school population. This sampling implies that the researcher was assured that certain sub-groups in the population were represented in the sample in proportion to their numbers in the population (Orodho and Kombo 2002).

All the forms/classes were represented and from each class, simple random sampling was used. This ensured the different ages and classes representing different exposure to school and life, in general, were all sampled. In each case where there was more than one stream in a single-sex school category, only one stream was randomly selected.

A sample size of 398 participants (students) was obtained using Slovin's formula of an infinite population which in this case was 68424 the total population of students in public secondary schools in Kiambu County.

$$n = \frac{N}{1 + Ne^2}$$

e=0.05

let N be the population size and the margin of error e denotes the allowed probability of committing an error in selecting a small respective of the population

$$n = \frac{N}{1 + Ne^2}$$

$$= \frac{68424}{1 + (68424)(0.05)^2}$$

=397.7

= 398

The proportional allocation was calculated from the number of the students (per each gender) in a school over the population of the whole population from the sampled schools multiplied by the sample size (398).

Table 3.2: Quantitative Samples

Kiambu County

Secondary Schools	**School type**	**Males**	**Sample**	**Females**	**Sample**	**Total**
Broadway Secondary	Mixed Day	245	29	172	21	50
Thika High	Boys Boarding	695	83	0	0	83
Komothai Girls	Girls Boarding	0	0	672	80	80
Thigio Boys	Day& Boarding	349	42	0	0	42
Kenyatta Girls	Girls Day & Boarding	0	0	382	46	46
Kigumo secondary	Mixed Day	206	25	183	22	47
Nge'nda Secondary	Mixed Day and Boarding	80	10	330	40	50
Total		**1575**	**189**	**1739**	**209**	**398**

3.5.2 Questionnaire Sampling Technique

A sample is a finite part of a statistical population where properties are studied to gain information about the whole (Orodho, 2002). When dealing with people it can be defined as a set of respondents (people) selected from a larger population for the purpose of selecting a number of individuals or object from a population such that

the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo 2002). Gay (1992) recommends a minimum sample of 20% and as such, the researcher narrowed the study to an accessible population which comprised of secondary schools from the county stratified into three categories: boys only, girls only, mixed categories.

The researcher randomly selected the schools whereby participants were selected through multiple cluster sampling. In each cluster, 2 schools each (boys only and girls only) and 3 schools (mixed) were randomly selected through simple random sampling. Secondary schools in each of the three clusters in Kiambu County were given a number. The numbers were then picked at random. The 7 formed the sample of schools from which the respondents were further sampled.

The researcher got permission from the school administration and class teachers were requested to help the researcher and the research assistants with the class lists so that the latter could administer questionnaires in the 7 sampled schools. A total of 398 respondents were randomly picked using the class lists hence the sampling was a representative of the secondary students of the county. These schools have an average of two to four streams per class hence sampling considered each of the streams. The choice of the stream was through random sampling but gender was factored in mixed schools. Each of the forms was picked to ensure all ages were represented and also the probability that different forms based on age and exposure have different television viewing orientations. So, the sample ensured that all forms were given equal chances and then sampling per class was done by picking the 5^{th} or 6th student depending on the number of students in the class and the expected sample as per the sample frame. This was done to cover all the adolescent ages (13-19 years) and gender in mixed gender school categories.

3.5.3 Interview Guide Sampling Technique

Purposive sampling was used in the selection of the administrators used in the interview guide which was determined by the schools picked out for the study such

that one administrator in each of these schools was involved. This choice of interview respondents was appropriate so as to align with the questionnaire respondents in the same institutions rendering the findings stronger if the two tools have triangulated findings. The administrator was either the deputy principal guidance and counselling or the discipline master/mistress since they are well versed with the discipline issues and occurrences in the school. Therefore, a total of 7 administrators participated in the study. The interview procedure consisted of both an interview guide provided for each of the administrators and also audiovisual recorder to capture the interview session.

Table 3.3: Quantitative and Qualitative Samples

Kiambu County

Secondary Schools	**School type**	**Males**	**Sample**	**Females**	**Sample**	**Total**	**No. of interviewees**
Broadway Secondary	Mixed Day	245	29	172	21	50	1
Thika High	Boys Boarding	695	83	0	0	83	1
Komothai Girls	Girls Boarding	0	0	672	80	80	1
Thigio Boys	Day& Boarding	349	42	0	0	42	1
Kenyatta Girls	Girls Day & Boarding	0	0	382	46	46	1
Kigumo secondary	Mixed Day	206	25	183	22	47	1
Nge'nda Secondary	Mixed Day and Boarding	80	10	330	40	50	1
Total		**1575**	**189**	**1739**	**209**	**398**	**7**

3.6 Data Collection Instruments

3.6.1 Questionnaire

The main tool of data collection for this study was the questionnaire. The questionnaire is appropriate as Kiess and Bloomquist (1985) observes. It presents an even stimulus potentially to a large number of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that

questionnaires give the respondents the freedom to express their views or opinions and also to make suggestions. It is also anonymous which helps to produce more candid answers than is possible in an interview.

The questionnaire consisted of a list of questions relating to the objectives and research questions of the study. They were administered directly to the respondents and collected on the same day. A questionnaire is useful when the researcher is interested in gathering information about thoughts, feelings, attitudes, values, beliefs, perceptions, personality, behavioural intentions, among others (Johnson & Christensen, 2004) because the truth resides in the participant's minds and it cannot be accessed by a third objective source. In this study, the researcher attempted to collect information about behaviour values among teenagers and television watching habits.

The questionnaire consisted of five sections: Background data, violent television programs, television viewing duration, peer interpretation in television viewing, parental mediation and students' unrest. Before the actual research, the questionnaire was piloted in similar schools in Kiambu County. The aim was to check on the clarity of the questionnaire items and instructions and to eliminate ambiguity in wording. The other reason was to check on the time taken to answer questions and complete the questionnaire.

The researcher was guided by previous studies in drawing out the questionnaire in which the variable of television exposure has always been measured as a self-report item on a questionnaire; direct observation has never been used. It is rare to see studies using repeated measurements of the same viewers over time (Gerbner, Morgan, & Signorielli, (1980). It is also more prevalent to see studies using a series of cross-sectional measurements of different samples rather than a repeated measuring of the television viewing of the same respondents. Therefore, this study exploited the opportunity of using the same subjects in the experimental study to increase the probability of a long-term effect of the effect of violent content viewing on the actual unrest behaviour thus making the study more viable.

Within these constraints of longitudinal self-reported data, the researcher had a variety of questions to generate data. These questions or items were categorized into: Long term exposure: respondents were asked when they began viewing program such as soaps, and this was converted into a measure of years of viewing. Exposure through attention: this tested cultivation with a unique measure of exposure based on attention to television rather than hours viewed. The questionnaire comprised both validated scales and novel items. A four-point Likert scale was used for all items, with 1 indicating least agreement (for instance., never, very unimportant, disagree) and 4 indicating highest agreement (for instance, always, very important).

The qualitative method of the study used the interview guide to collect data through purposive sampling. The research assistants administered an interview guide to gather in-depth information from a total of 7 school administrators (from the schools sampled for research participation). The administrator was either the school deputy or the discipline master /mistress since they have actual monitoring of incidences of schools' unrest. The interview guide enquired and measured the same things as the questionnaire that is, adolescents' demographics, violent television programs watched by teens, television viewing duration, peer influence in television viewing and regulation of television viewing. The interviews were both written and oral. The research assistants explained to the respondents the purpose of the study and necessity of recording to clear any uncertainty of why just answering orally was not enough. The purpose was to make the findings more authentic and to provide more information to what the students provided in the quantitative research. The interview sessions were videotaped and or audio taped as consented by the respondents. The researcher then examined the correlation between the independent and dependent variables of this study.

3.6.2 Interview Guide

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3.6.3 Ethical considerations and permissions

The researcher obtained permission to carry out the data collection process in schools in Kiambu County from the Ministry of Education in the accompaniment of an introductory letter from Jomo Kenyatta University of Agriculture and Technology postgraduate studies department and National Commission for Science, Technology and Innovation (NACOSTI).

3.7 Pilot survey

Before the actual data collection, the questionnaire was pre-tested (piloted) on a selected sample similar to the actual sample that was included in the sample. The procedures used in pre-testing the questionnaires were identical to those used during the actual data collection. This allowed the researcher to make meaningful modifications to the research instruments. Some corrections were made on giving respondents clear instructions on how they were supposed to answer, for example, by ticking the appropriate choice and also grammatical/typological errors.

The pilot study ensured the validity and dependability of the instrument. Mugenda and Mugenda (1999) define validity as the exactness and relevance of inferences which are based on the research results. In other words, validity is the extent to which results obtained from the analysis of the data actually signify the phenomena under study. The researcher sought the assistance of research experts and supervisors in order to improve the content validity of the instrument.

An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time. Scientific researcher such as Nachmias and Nachmias (1976) recommends a split-half method to measure the reliability of a test. The reasons for using the split-half approach is the amount of time which is devoted to the two halves is equivalent. The Pearson Correlation Co-efficient (r) is calculated between the scores of the two halves of the text. After the pilot study, the items that do not fit were done away with or modified. This was done in order to improve the instrument. Isaac & Michael (1995) postulates that 30 participants were adequate for pilot testing a survey so forty questionnaires and one interview guide were done and deemed fit.

3.7.1 Reliability of Research Instruments

Reliability is the degree to which an assessment tool produces stable and consistent results The researcher in this study used Cronbach's Alpha test to test for internal consistency. Exploratory factor analysis was also conducted in the study for the response and explanatory factors in order to test for individual loadings under the constructs. Therefore, the factor analysis used principal axis factoring and orthogonal varimax rotation. The factors were identified using an eigenvalue cut-off of 1.0. From this, items that met a minimum criterion of having a primary factor loading of 0.5 or above were chosen 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. Factors under television viewing duration, Violent television programs, peer interpretation in television viewing, parental mediation and student's unrest in secondary schools were all found to have

factor loadings above 0.5. Therefore, all the items were accepted based on the general rule of thumb for acceptable factor loading of 0.50 and above. No item was removed or dropped.

The results on Cronbach's alpha test, violent content television programs had a reliability coefficient of 0.738, television viewing duration had 0.724, peer interpretation in television viewing had 0.785, and parental mediation had 0.758 while student's unrest in secondary schools had 0.790. A coefficient of 0.50 and above implies a high degree of reliability of the data. All the proposed constructs were found to be reliable.

3.7.2 Validity of Research Instruments

The validity of an instrument refers to the extent to which a research instrument measures what it purports to measure and that the key indicators of quality of measuring instruments are the reliability and validity of the measures. The pretest is to ensure that the questionnaire and the interview guide assess what the research intends to measure and also guarantee validity by use of random sampling to ensure that results can be replicated to similar populations. This is external validity (results can be generalized from a sample population). Content validity (appropriateness of the instruments) was ensured by taking representative questions from each section and evaluating them against the desired outcome. Isaac& Michael (1995) points out that samples with numbers between 10 and 30 have many practical advantages including simplicity, easy calculation and the ability to test hypotheses, yet overlook weak treatment effects. Therefore the study tools were pretested with a sample of 30 respondents for accuracy and correctness with a pilot sample of similar characteristics to ensure the intended measurement of the research was achieved. This also validated generalization of the random sample to similar populations.

3.8 Data Processing and Analysis

After all the data was collected, data cleaning was done in order to determine inaccurate or incomplete 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.

After data cleaning, 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.

The qualitative analysis saw the researcher organize the collected data and categorize the information into themes and codes. The researcher then examined the relationships of the different variables and produced relevant outputs for presentation and display. In addition, the data was also analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on the effects of television viewing amongst teenagers and unrest in public schools and presented thematically in line with the objectives of the study.

Quantitative data was analyzed using both descriptive and inferential statistics. Descriptive statistics were applied in order to generate percentages, means, median and mode of the variables under study namely: violent television programs, television viewing duration, peer interpration in television viewing, parental mediation and student's unrest in secondary schools. Descriptive statistics were presented in tables.

Under Inferential statistics, Pearson correlation analysis was done to gauge the relationship between independent variables and the dependent variable (Student unrest in secondary schools). The symbol r was used to symbolize the correlation coefficient which varied from a range of +1 to-1 and the sign signified the direction

of the relationship. This coefficient was deemed true in situations where the significance level was p was less than 0.05. Regression analysis was also conducted to determine the significance of the relationship of the predictor variables against the response variable. Regression analysis results were presented using regression model summary tables, Analysis of Variance (ANOVA) table and beta coefficients tables. Assumptions were made that the data was continuous and normally distributed. It was also assumed a linear relationship existed between student unrest in secondary schools and the independent variables and also that there was no multicollinearity meaning that the independent variables were not highly correlated.

3.8.1 Statistical Measurement of Model

A Multiple linear regression model was developed to measure the connection between the independent variables, that is, violent television programs, television viewing duration, peer interpretation in television viewing and the dependent variable (student's unrest in secondary schools). Multiple linear regression models are justifiable since perpetual measures (5-point Likert scale) are used. This study, therefore, used the following model to test whether violent television programs, television viewing duration and peer interpretation in television viewing had any influence on student's unrest in secondary schools.

$$Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (1)$$

Where Y = student's unrest in secondary schools

$\beta 0$ = Intercept

$\beta 1 - \beta 4$ = Slopes coefficients representing the influence of the associated independent variables over the dependent one

X1 = violent television programs,

X2= television viewing duration and

X3 = peer interpretation in television viewing

ε = Error term

The final models after estimation were as follows:

$Y= 1.781+ 0.609 X_1$ …….…… (2)

$Y= 0.924+ 1.230 X_2$……. (3)

$Y= 0.825+ 0.780 X_3$ ……. (4)

$Y=0.045 + 0.332 X_1+ 0.749 X_2 + 0.253X_3$ …… (5)

Where Y is the students' unrests in secondary schools while X_1 is violent television programs X_2 is television viewing duration, X_3 is peer interpretation in television viewing.

3.8.2 Moderating effect equation

The equation below was used to establish the moderating effect of parental mediation on the correlation between violent television programs, television viewing duration and peer interpretation in television viewing had any influence (Independent variables) and student's unrest in secondary schools (dependent variable).

$Y =\beta0+ \beta1X1 + \beta2X2 + \beta3X3 + \beta_1X1*M +\beta_2X1 *M + \beta_3X3*M +\varepsilon$ …….

(6)

Where: M = mediating variable (parental mediation)

The final estimated model was:

$Y = 0.043 + 0.364 X_1 + 0.610 X_2 + 0.308 X_3 - 0.011 MX_1 + 0.049 MX_2 - 0.019 MX_3$…… (7)

Where X_1 = Violent television viewing programs, X_2 = television viewing duration, X_3 = peer interpretation. MX_1, MX_2 and MX_3 are the interaction terms between parental mediation and the independent variables.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings and discussions of the study founded on data collected from the field. Data gathered was organized and conveyed in form of frequency tables and charts. An interpretation of the results was then made according to the research objectives which included: 1). To establish the effect of viewing violent television programs on students' unrest in secondary schools in Kiambu County. 2). To examine the effect of television viewing duration on students' unrest in secondary schools in Kiambu County. 3). To describe the effect of peer interpretation in television viewing on students' unrest in secondary schools in Kiambu County. 4). To determine the effect of parental mediation on the relationship between television viewing and students' unrest in secondary schools in Kiambu County.

4.2 Reliability Test

Reliability is the extent to which an assessment instrument gives consistent results. This research used Cronbach's Alpha test for the reliability of the various constructs and the results were presented in table 4.1

Table 4.1: ReliabilityTest

Factor	Number of constructs	Cronbach Alpha	Remarks
Violent television programs	4	0.738	Acceptable
Television viewing duration	5	0.724	Acceptable
Peer interpretation in television viewing	6	0.785	Acceptable
Parental mediation	21	0.758	Acceptable

student's unrest in 8 secondary schools in Kiambu County	0.790	Acceptable

The results indicated that violent television programs had a reliability coefficient of 0.738, television viewing duration had 0.724, peer interpretation in television viewing had 0.785, and parental mediation had 0.758 while student's unrest in secondary schools had 0.790. According to Mugenda and Mugenda (2003), a coefficient of 0.70 and above implies a high degree of reliability of the data. All the proposed constructs were found to be reliable.

Table 4.2: Results Of Exploratory Factor Analysis

Factor and item description	**Factor loading**	**Initial Eigen value**	**% variance Explained**
Violent television programs		**1.185**	**29.634**
Television station usually accessed	0.568		
Favourite television programs	0.624		
Content encountered in the programs viewed	0.551		
Preferred music	0.522		
Television viewing duration		**2.552**	**51.043**
How much time in a day do you spend watching television?	.748		
At what age did you start watching television?	.600		
What programs did you watch before age eight?	.772		
Which other hobbies do you engage in?	.644		
How much time do you spend on other hobbies?	.655		
Peer interpretation in television viewing		**2.868**	**47.809**
Friends encourage others to watch television	.679		
I watch television in the company of peers	.658		
Friends influence me in interpreting the content of the program	.669		
I prefer peers to parents for company when watching television	.595		
Friends have misled me in program preferences and influencing how I	.744		

interpret the content wrongly against morals			
Peers make fun of anyone who consults parents for any PG in such rated programs	.691		
Parental mediation		**2.712**	**46.342**
There are television programs I watch in the absence of your parents	.534		
Horror movies	.509		
News	.548		
Any program rated PG	.610		
My parents give me guidance for programs rated PG?	.547		
I trust what my parents say about the content?	.586		
Compared to peers' guidance, parental guidance is more real and helpful?	.571		
I think most parents are aware of what adolescents watch?	.526		
Parents' ignorance of programs watched by adolescents can be attributed to: Busy work schedules	.563		
Trust on adolescents making right choices	.582		
Different television viewing preferences	.610		
I relate well to my parents or guardians?	.565		
They like me very much	.502		
They fairy like me	.508		
They do not like me	.584		
The television programs I access violent content from are always rated PG	.662		
There are some programs that are aired before 10 pm that contain violent content	.501		
Alcohol and cigarettes adverts are aired on television	.521		
Programs rated for general viewing contain violent content	.690		
Local programs rate violent content programs unlike western programs	.531		
Secular music shows are not rated PG yet they contain violent content	.528		
student's unrest in secondary schools in Kiambu County		**2.371**	**44.939**

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 television influenced your engagement in the strike or riot; you wanted to do how they do it on television to solve their conflicts	.787
The television 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 television	.644
I watch 'Ngumbaro' on K24	.761
I watch western world teens comedies	.555

Factor analysis was conducted in the study for the response and explanatory factors in order to reduce the constructs in each section if need be. Therefore, the data was subjected to a factor analysis using principal axis factoring and orthogonal varimax rotation. This analysis was used to cluster together similar variables and obtain 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. From this, items that met a minimum criterion of having a primary factor loading of 0.5 or above were chosen 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.

The findings of the factor analysis for all variables were presented in Table 4.2. The results for the television viewing duration, violent television programs, peer interpretation in television viewing, parental mediation and student's unrest in secondary schools showed that all the factor loadings were found to be above 0.5. Therefore, all the items were accepted based on the general rule of thumb for acceptable factor loading of 0.50 and above. No item was removed or dropped. All the variables have factor loadings above 50% and were acceptable based on the general rule as no item was removed.

4.3 Response Rate

From the 7 secondary schools selected, a total of 398 students were sampled for administration of questionaires. Out of these, a total of 342 questionnaires were filled and returned for data analysis representing a response rate of 85.93%. The rest were rejected since they were incomplete. Saunders *et al.,* (2003) argued that a response rate above 60% is considered acceptable and sufficient in a survey. The researcher took time to train the research assistants and was available to oversee the whole data collection exercise leading to a good response rate. However, the few cases of unresponsiveness can be attributed to the respondent's unwillingness to disclose some information despite assurance from the researcher that collected data was for academic purpose and would not be disclosed to third parties. This reluctance can be attributed to the upsurge of schools burning trend in the second term of the research year in various parts of the country towards the onset of mock exams.

Qualitative data was collected from all the seven informants: administrators in all the sampled schools as envisioned. These administrators granted interviews and the study considered it sufficient for analysis.

4.4 Demographic Characteristics of Respondents

The study sought to establish the characteristics of the respondents in terms of gender, age, class, type of school, place of residence and religion. The results were then presented in table 4.3.

Table 4.3: Demographic Information

		Frequency	**Percent**
Gender	Male	198	57.9
	Female	144	42.1
	Total	342	100.0
Age in years	15	62	18.1
	16	98	28.7
	17	89	26.0
	18	69	20.2
	19	24	7.0

	Total	342	100.0
Form/class	Form 1	72	21.1
	Form 2	84	24.6
	Form 3	97	28.4
	Form 4	89	26.0
	Total	342	100.0
Type of school	Mixed	150	43.9
	Girl's	86	25.1
	Boys	104	30.4
	Total	342	100.0
Place of residence	Rural	115	33.6
	Urban	227	66.4
	Total	342	100.0
Religion	Christian	329	96.2
	Muslim	11	3.2
	Hindu	1	.3
	Others	1	.3
	Total	342	100.0

Table 4.3 presents the frequencies and the valid percentages for gender, age in years, form/class, type of school place of residence and religion. From the results recorded the males were 57.9% and females 42.1%. The respondents were of between 15 and 19 years with the majority being 16 years which was 28.7% of the sample . Those aged 19 years were only 7%. Respondents from different classes, that is, form 1, form 2, form 3 and form 4 participated in the questionnaires with form 3 recording the highest number of the respondents, followed by form 4, and form 2 and form 1 recorded the least count of the responded which represented 21.1%.

Three types of schools were included in the study, that is, mixed, girls' and boys' school. Among these schools, the mixed school recorded the highest number of respondents at 43.9%, followed by the boys' school at 30.4% and lastly girls' school at 25.1%.

Both rural and urban places of residence for the students were documented. Those that came from an urban area of residence were at a percentage of 66.4. Those that came from rural area were 33.6%. These results show that the students that come from urban area are the majority compared to those coming from rural area. Majority

of the respondets were Christians (96.2%) while the least were Hindu at below 1% as table 4.3 shows.

4.5 Test of Assumptions of the Variables

In order to infer statistically from study findings, certain assumptions should be fulfilled. The test assumptions that were considered in this study are the test of sampling appropriateness, the test of normality, the test of linearity, homoscedasticity and multi-collinearity diagnostics.

4.5.1 Sampling Adequacy Test

Kaiser-Mayor-Oklin measures of sampling adequacy (KMO) and Bartlett's test of sphericity were employed to test whether the correlation between the study variables exists as shown in Table 4.4. The Kaiser-Mayor-Oklin measures of sampling adequacy show the value of test statistic as 0.546. Bartlett's test of sphericity had a chi-square value of 38.425 and a p value of 0.000. This implied that there exists a relationship among the study variables, therefore, providing a ground for further statistical analysis to be conducted.

Table 4.4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.546
Bartlett's Test of Sphericity	Approx. Chi-Square	38.425
	Df	10
	Sig.	.000

4.5.2 Test of Normality for all Variables

Normality test was performed for all the study variables. There are various methods to test for normality which include Skewness and Kurtosis, formal normality tests such as Kolmogorov-Smirnov test and Shapiro-Wilk test, among others. Other methods that can be used to test the normality of variables include graphical methods,; Razali & Wah (2011, p.21) even though the graphical methods can be used in checking normality' they are still not sufficient to provide evidence that the

normal assumption holds. Therefore, more formal methods should be performed before making any conclusions about the normality of the data (Saunders *et al.*,2003)

For this study, Kolmogorov-Smirnov and Shapiro-Wilk tests were used. Shapiro-Wilk test should be considered to determine the normality of the variables since it is more powerful for all types of sample size and distributions than the Kolmogorov-Smirnov test (Razali & Wah, 2011). According to Mordkoff (2016), if the resulting p-value is under 0.05 (that is, $p < 0.05$), then there is significant evidence that the sample is not normal.

Table 4.5: Kolmogorov-Smirnov and Shapiro-Wilk tests of Normality for all Variables

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Student's unrest in secondary schools	.083	342	.000	.985	342	.001
Violent television programs	.100	342	.000	.979	342	.000
Television viewing duration	.274	342	.000	.784	342	.000
Peer interpretation in Television viewing	.065	342	.002	.989	342	.011

Note: a. Lilliefors Significance Correction

The results in table 4.5 showed that the data of the variables was not normally distributed. This is so since their resulting p-values were less than 0.05 indicating that the data was not normally distributed. To confirm the results, Skewness and Kurtosis tests were used for the variables. For Skewness, if skewness is < -1 or >1, then it is highly skewed; if $-1 <$ skewness < -0.5 or $0.5 <$ skewness < 1, it is moderately skewed; and if $-0.5 <$ skewness <0.5, it is approximately normal.

Table 4.6: Statistics of Skewness and Kurtosis For all Variables

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error

Student's unrest in secondary schools	342	-.316	.132	-.075	.263
Violent television programs	342	-.323	.132	.139	.263
Television viewing duration	342	-.411	.132	-1.176	.263
Peer interpretation in Television viewing	342	.168	.132	.204	.263

The statistic values of skewness under the variables were found to have a range of -0.5 < skewness <0.5 which indicated that the data of the variables was approximately normal.

4.5.3 Tests of Normality, Linearity and Homoscedasticity for Multi-Regression

The study also sought to test for the assumptions made by parametric tests in which linear regression and Pearson's correlation are part of. These assumptions include normality, linearity, homogeneity of variance and no multicollinearity assumptions whose findings are discussed in the following sections.

4.5.3.1 Normality Test

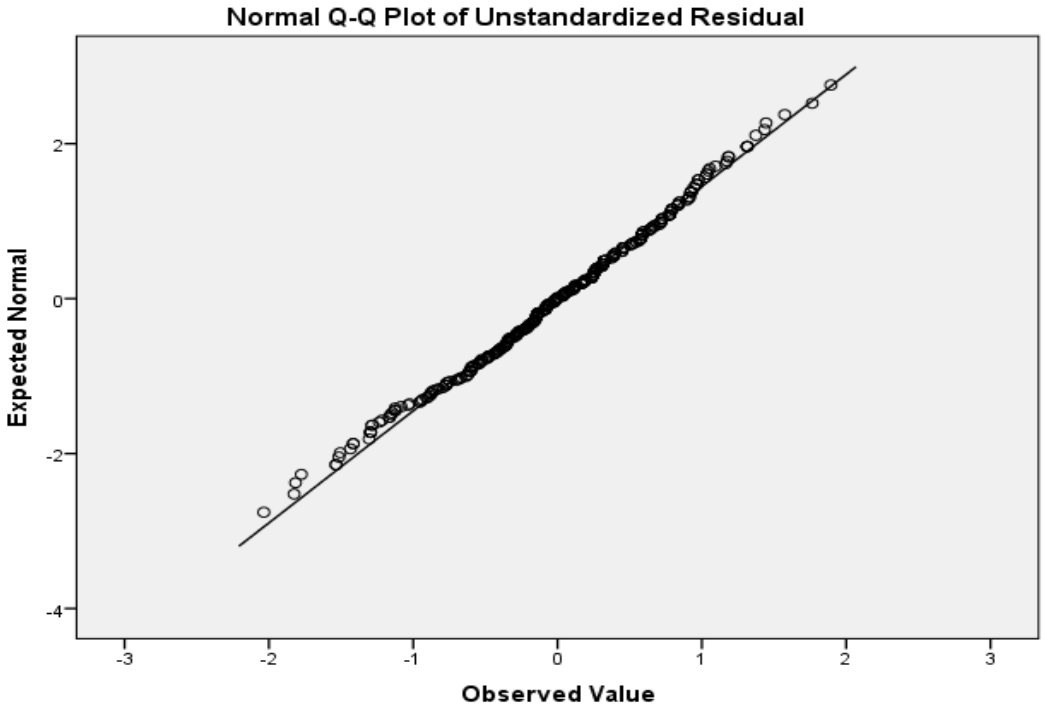
This section shows the normality test of the dependent variable namely: Student's unrest in Kenyan secondary schools. Linear regression analysis and Pearson's correlation analysis assumes that the residuals should be normally distributed. This assumption was tested using a normal Q-Qplot as well as Kolmogorov and Shapiro Wilk's normality tests. For a normal Q-Q plot, if all the values tend to lie on the straight line cutting across the diagonal, then the variable is said to assume normality while for the tests, if the p-value is greater than 0.05 level of significance, then we fail to reject the null hypothesis and therefore, normality is assumed. The results were presented in Figure 4.1.

Table 4.7: Tests of Normality

	Kolmogorov-Smirnov[a]		**Shapiro-Wilk**	

	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.033	342	.200*	.995	342	.284

Notes:*. This is a lower bound of the true significance.



a. Lilliefors Significance Correction

Figure 4.1: Normal Q-Q plot

Research findings in figure 4.1 show that the points tend to lie on the diagonal line while the p-values were found to be greater than 0.05 indicating that there was no violation of the normality assumption and therefore regression analysis results were validated.

4.5.3.2 Homoscedasticity

Homoscedasticity is the constancy of variance. In regression analysis, the residuals are assumed to be the same across all values of the independent variables. A residual scatter plot for predicted scores and standardized residual values also known as

errors of prediction was used to test for homoscedasticity. This assumption is met if the scores are randomly scattered about a horizontal line.

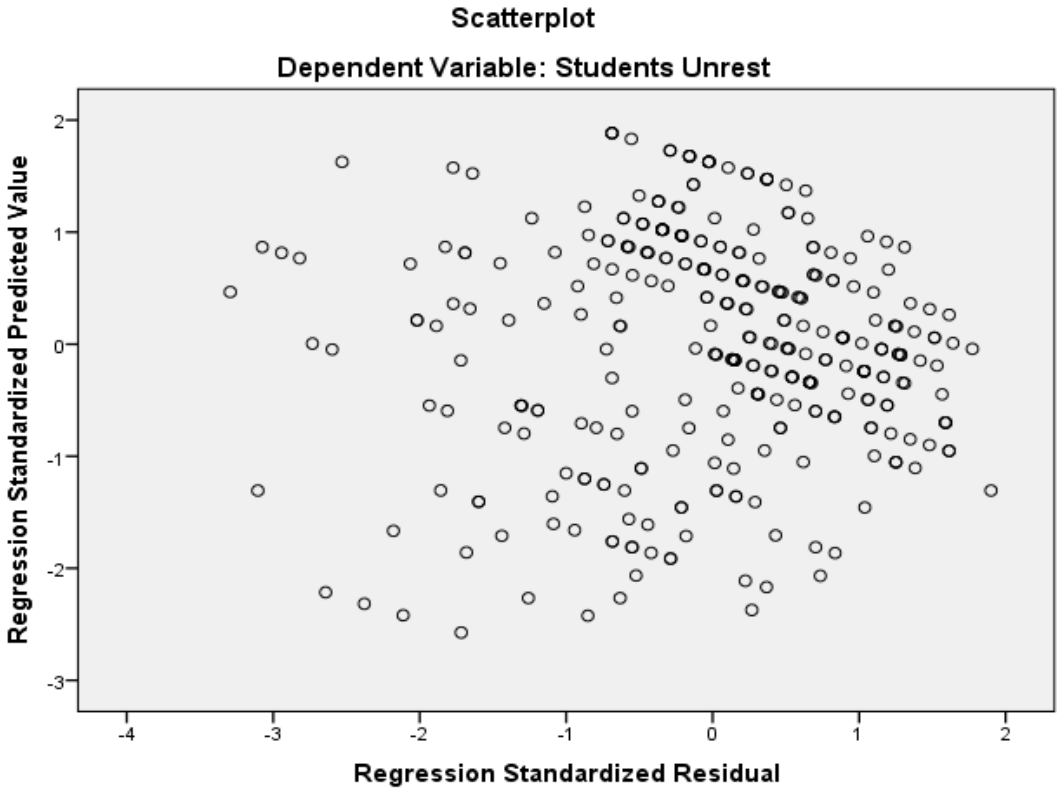


Figure 4.1: A scatter plot of the predicted values and residual values of Procurement performance

According to the results in figure 4.2, the scores appeared to be randomly scattered indicating that the homoscedasticity assumption was not violated.

4.5.3.3 Multicollinearity

Multicollinearity refers to the high correlation among the independent variables. In linear regression analysis, independent variables are assumed not to be highly correlated with each other. In this study, Variance Inflation Factor (VIF) and Tolerance tests were used to test for multicollinearity. These tests were performed on the independent variables namely: violent television programs, television viewing

duration and peer interpretation in television viewing which were the independent variables and the results were presented in table 4.8.

Table 4.8: Multicollinearity Test

Variable	Tolerance	VIF
Violent television programs	.714	1.401
Television viewing duration	.536	1.865
Peer interpretation in television viewing	.679	1.474

The results in Table 4.8 revealed that multicollinearity did not exist among the variables. According to Creswell, (2013), a tolerance value below 0.2 indicates multicollinearity, whereas a value above 0.2 suggests no multicollinearity. On the other hand, Saunders (2012). suggested that a VIF greater than 5 indicates multicollinearity while a VIF less than 0.5 indicates the non-existence of multicollinearity. Therefore, this affirms that there was no violation of the no-multicollinearity assumption.

4.6 Analysis of Study Variables

In this section, descriptive and inferential statistics were used to present and analyze quantitative data collected in regard to study variables and triangulation of the same with interviews from qualitative data for the purpose of interpretation of study results and findings. The researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell& Plano 2011). Triangulation was used to gain the advantages of both the qualitative and the quantitative approach because each method offers specific advantages as well as disadvantages. Above all, the purpose of Triangulation in specific contexts is to obtain confirmation of findings through the convergence of different perspectives (Creswell& Plano 2011). The variables were categorized as independent variables,

dependent variable and moderating variable. The independent variables were: violent television programs, television viewing duration, and peer interpretation in television viewing. The dependent variable was student's unrest while the moderating variable was parental mediation.

4.6.1 Descriptive Analysis for Violent Television Programs

Table 4.9: Descriptive Analysis for Violent Content Television Programs

		Frequency	Percent
Access to television	At home	307	89.8
	At neighbour'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 television station	Local mainstream	119	34.8
	Vernacular television	53	15.5
	Discovery world	59	17.3
	Cartoon TV	60	17.6
	Exclusive secular music	51	14.9
	Total	342	100.0
Favourite television program	Cartoon	59	17.3
	Horror Movies	75	21.9
	Soap operas; Nigerian movies	72	21.1
	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 in table 4.9 show that majority (90%) of the respondents had access to television at home while only a paltry 4.1% usually accessed television at neighbour's home. Those that access television at school were 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. The limited time for television watching in school (boarding schools), mostly few hours during weekends, means that students access more television at home during holidays. Day scholars do not have room for watching television at school hence they will mostly at home or a few at their neighbours or other places like hotels. Therefore, that parents have a lot to do in monitoring their children's television exposure.

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 bay for privacy and they cannot be monitored all through.

Among the different television stations that are accessible, the local mainstream station is accessed by the majority (34.8%), followed by cartoon television at 17.6%, discovery world television by 17.3%, vernacular television by 15.5% and lastly exclusive secular music by 14.9% of the respondents. The results show that the majority of the students have access to the local mainstream.

Apart from the television station access, the most popular television program was horror movies according to 22% of the respondents, soap operas; Nigeria movies was second at 21.1%. The soap operas; Western movies recorded 16.4% and 17.3% of the respondents said they like cartoon. The program which recorded the least count of the respondents is Nature at 3.9%. According to previous studies all these programs have violent content apart from nature programs (least preferred) and are aired in all

the stations of their preference and therefore have an effect in the students adapting to violent behaviours.

Some of the content that one is likely to encounter in the television programs above include: sexual content, violence, children's rights sensitization, advertisements of alcohol and cigarettes and adults fight for their rights. From the results the study concludes that the television content of children rights sensitization is the most viewed at 36.0%, followed by sexual content at 31.3%, violence recorded 21.3%, adults fight for their rights was 9.1% and lastly, advertisements of alcohol and cigarettes recorded 2.4%. Studies have shown the negative internal and interpersonal effects of materialism, while others assert that advertising viewing is positively correlated with materialism (Zhang & Kennedy (2020). This implies that television programs including advertisements have a direct or indirect effect on the conduct and development of teenagers as conluded.

This finding implies that teenagers interact with content that can inculcate negative behaviours especially violence when solving conflicts. They get sensitized on their rights and fight physically through unrests in a way to express oppression and dissatisfaction. Additionally, they observe adults fighting too to achieve what they want. Others operate under drugs abuse concurring with previous studies; A study by the National Institute of Mental Health (1982) found that negative influences of television can be found on many programs which include: Violence, crime or fighting scenes, explicit sex scenes or conversations about the topic, alcohol, cigarette or drug use, people making bad decisions such as dating someone dangerous, cursing or other verbal obscenities.

A third of the respondents reported listening to hip hop music, accounting for 33.3%, while reggae ranked second most popular at 28.9%, sacred music was preferred by 12.3% and the least listened to was rock and roll with 7.3%. The kind of music preferred by the respondent has a positive and negative effect. Apart from entertainment, 55.6% of the respondents said that they usually gain knowledge and improve character, 18.7% said that music creates sensitization thus resisting

violence, 18.1% of the respondents said that music makes them feel an 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 believe that the world of violence is the ideal world contrary to school and religious teaching recorded 4.7% and 2.9% respectively. Sven, Christopher & Fergusion, (2019) asserted that there are indications that researchers are becoming more aware of the possibility that mass fear, political movement, or research agendas may be encouraging the questionable conclusion that adolescents are affected by media to become overly aggressive, delinquent, or even violent.

These findings relate to previous studies on the development and growth of teenagers and the negative and destructive themes of some kinds of music (rock, rap, hip-hop, and others.), including bestselling albums promoted by major recording companies. Major themes: Advocating and glamorizing abuse of drugs and alcohol, Pictures and explicit lyrics presenting suicide as an "alternative" or "solution", Graphic violence, Sex which focuses on control, sadism, masochism, incest, children devaluing women, and violence toward women (AACAP, 2016). Evidently, most of the programs watched by teenagers contribute to negative behaviours which include violence.

Table 4.10: Effects of Watching Violent Television Programs

Other effects of music	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 satisfying way of dealing with dissatisfaction and anger	62	18.1
	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

The respondents were asked what they thought were the effects of the violent television programs they viewed. To gain knowledge and improve character had a significant 55.6% while sensitization causing one to resist violence was around 19%. Making one riotous to teachers and parents had a 14.5% response as it made someone feel aggression as the fastest way to deal with dissatisfaction and anger had 18.1%. The fact that it made one appreciate the world of violence as the ideal world contrary to school and religious teachings had around 3%. These findings indicate that the majority of the students feel that television viewing has affected them with positive values and also helped 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.

The respondents were then asked to rate their motivations for watching violent content on televisions. Their responses were presented in table 4.11.

Table 4.11: Motivation for Watching Television Programs with Violent Content

Reason for Watching television 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 television 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
Total	342(100)	342(100)	342(100)	342(100)		

The respondents were asked the reasons for watching television that includes violent content. Among their reasons were; entertainment, influence of peers, the curiosity of PG warning, relieve stress and anger, to 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. Respondents who perceived watching television violent content for entertainment as very important were 52.9%, important at 30.1%, only 7% responded that the reason for watching television for entertainment as very unimportant. About a third of respondents indicated as important watching television violent content because of peers influence. Slightly over a quarter (24.9%) of respondent said it was unimportant, 21.6% said it is very unimportant while 20.2% said watching television with violent content was very important.

The curiosity of PG warning was a reason for watching the television that includes violent content. The curiosity of what is being hidden from them taking the centre stage to watch for adventure. PG labelling in television programs means the content may not be suitable for consumption by children hence parents should guide their

children as they watch the content, in contrast to content rated as general viewing. Out of 342 respondents, 36.5% respondents indicated important their reason for watching violent content because it had PG warning, 28.1% said that it is very important, 17.8% said that this reason is very unimportant and lastly, 17.5% of the respondents said that it is unimportant. These findings show that majority are attracted by the PG warning content unfit for their age or at least content that they consider for adults and not for babies. The more reason they will watch it without their parents who may not allow them to watch or who may deny them the chance to watch in freedom and make own interpretations.

Out of 342 respondents, 45.9% of respondents said that the reason for watching television that includes violent content is to relieve stress and anger affecting them, 29.5% said that this reason is important. Then 16.4% respondents said that this reason is unimportant and least count of the respondents, that is, 8.2% said that relieving stress and anger is very unimportant as a reason of watching television that includes violent content.

Identifying with violent television models was a potential reason for watching television that includes violent content and 29.0% of the respondents said that this reason is very important, 27.2% said that this reason is important, 24.3% respondents said that Identifying with violent television models is very unimportant reason and lastly 19.6% of the respondents said that this reason is unimportant. This indicates mast teenagers wish to identify with television models who use violence to win over villains and they deem these as their celebrities to reckon with.

The reason for watching television that includes violent content as a way of passing time from the respondents when their parents are away was sufficient reason as 34.2% of the respondents saw this reason as very important. Then 26.3% said that this reason is important, 23.7% of the respondents said that this reason is very unimportant and 15.8% indicated that passing time when parents are away was an unimportant reason for them to watch television that included violent content. This indicates that more teenagers feel freer to watch television in their parents' absence

than those who enjoy watching in their parents' company. The reason could be the fact that they trust peers-company more or since their parents may not allow too much television viewing and they may even censor some of the programs they may want to view, especially those rated PG or have violent content to the discomfort of the parents allowing them to consume.

4.6.2 Descriptive Analysis for Television Viewing Duration

Table 4.12: Descriptive Analysis for Television Viewing Duration

		Frequency	Percent
How much time in a day do you spend watching television?	Below 1 hour	69	20.2
	Between 2 and 3 hours	126	36.8
	Above 3 hours	147	43.0
	Total	342	100.0
At what age did you start watching television?	Under 5 years	173	50.6
	5-10 years	121	35.4
	above 10 years	48	14
	Total	342	100.0
What programs did you watch before age eight?	Cartoon	227	66.4
	Secular music	25	7.3
	Horror movies	19	5.6
	Children comedies	53	15.5
	Soap operas	18	5.3
	Total	342	100.0
Which other hobbies do you engage in?	Ball games	147	43.0
	Swimming	93	27.2
	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	School work	175	51.2
	Religious activities	76	22.2

other activities such that I don't give as much time to	Social interaction with friends and family members	91	26.6
	Total	342	100.0
Compromised my character, that is 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, parents, peers, and other community members	Yes	190	55.5
	No	152	44.4
	Total	342	100.0
Has lured me into my engagement in 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 watching television, participants' responses were presented in table 4.12 showing the descriptive statistics. From the results, those that watch the television for more than three hours included 43.0%, 36.8% of the respondents watch 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 below 5 years. This recorded 50.6% of 342 respondents while 35.7 % respondents started watching the television between 5-10 years. The minority, that is, 14% of the respondents said that they started watching television when theyabove 10 years.

The program that was mostly watched by the respondents before age eight was cartoon as indicated by (66.4%). 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 viewers. Most of these programs including cartoons, they watched have the propensity for violent content. Ponnan et.al (2018) found that many cartoons contain violent content and children would not probably share their toys after viewing violent cartoons indicating the inculcation of violence.

This finding also agrees with previous studies which show that children who consume more of such violent content have been found to act more violently and to embrace believes more approving of aggressive behaviour (see reviews by Andison, 1977; Chaffee, 1972; Comstock, 1980; Huesmann, 1982; Huesmann& Miller, 1994).

Interviews with the study informants confirmed the above qualitative data in programs the students are allowed to watch in the school such as action movies and music which as liked by the students. Such music include Reggae, Hip hop, Bongo, Rock and Roll which have violent content. The informants explained that graphics of people fighting/ exchanging fists run in the songs as well as fellows abusing drugs and substances.

Most of the school administrators interviewed allow students to watch television in school. The sudents are free to watch programs of their choice. Most students generally watch action movies, especially boys, while many girls prefer soaps. Other programs watched by few students include soccer, news documentaries and curriculum programs such as set books, and music which is monitored. Mostly, the administration is aware of programs watched by the students since there are an entertainment prefect and a teacher in charge of entertainment. In most schools, the students are allowed to watch any program as long as it is decent, meaning television watching is monitored. This scenario indicates that even monitored television contain

violence and hence more emphasis should be put in interpretation. Importance should be placed on separating virtual life and real life and not just physical monitoring. Mentoring and not control should be the focus.

Among the hobbies that the respondents engage in include ball games, swimming, wrestling, taekwondo and church/youth activities (sing and dance). Out of these hobbies, 43.0% of the respondents said that they engage in ball games, 27.2% engage in swimming, 16.7% in church activities, 7.6% engage in wrestling and the least; 5.6% engage in taekwondo. In addition to the available hobbies, majority of the respondents; 38.9% said that they spend 2 hours in other hobbies. 30.7% spend over three hours on other hobbies and 30.4% of the respondents spend 1 hour on other hobbies.

There was a possibility of the respondents to compromise their time for other activities other than the intended ones. 51.2% of the respondents said that they compromise their time for other activities and fail to give sufficient time to their school work. 26.6% of the respondents comprise time for social interaction with friends and family for other activities and 22.2% of the respondents compromise the time allotted for religious activities. This aligns with (Strenziok et al., 2010, p. 1) who found that adolescents who more often watched violent movies and television had lower left lateral orbitofrontal cortex density, which has been identified as a possible risk factor for altered socio-emotional functioning.

Findings from interviews with school administrators showed that students do not have much time to watch television at school but rather watch a lot at home where most do not have much restriction. Besides parents may be away and do no much follow up.

In many of the sampled schools, students watch television on weekdays during supper time, and on weekends. There is entertainment time between 6.00-10.00pm. During the world cup, students watch television on weekdays when there is a football match at night. During weekends, they can watch when there is a football match

between 3.00- 5.00 pm. A few schools watch television once a week on Saturday from 2.30-4.30 pm. Around 61% agreed that watching violent programs had compromised their morals turning them violent while 56% affirmed the same had thawed relations with community members who included: parents, teachers, peers and other community members. 37% agreed the violent content had lured them to engaging in acts of unrests including the burning of school property. Thus, the findings confirm the influence violent television programs have on the developing minds of teenagers who are at a sensitive stage of character development. A study by (Volodymyr et.all (2018) had a similar finding; heavy television viewing leads to cognitive overload and stress development.

4.6.3 Descriptive Analysis for Peer Interpretation in Television Viewing

Table 4. 13 Descriptive Analysis for Peer Interpretation in Television Viewing

Peer interpretation in television viewing	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	SD
Friends encourage others to watch television	114(33.3)	123(36)	37(10.8)	37(10.8)	31(9.1)	4.00	1.287
I watch television in the company of peers	44(12.9)	69(20.2)	61(17.8)	90(26.3)	78(22.8)	3.26	1.353
Friends influence me in interpreting the programs content	57(16.7)	98(28.7)	46(13.5)	79(23.1)	62(18.1)	4.15	1.182
I prefer peers to	101(29.5	84(24.6)	23(6.7)	78(22.8)	56(16.4)	3.23	1.44

parents for company when watching television	)						6
Friends have misled me in program preferences and influencing how I interpret the content wrongly against morals	42(12.3)	72(21.1)	35(10.2)	98(28.7)	95(27.8)	4.16	1.178
Peers make fun of anyone who consults parents for any PG in such rated programs	97(28.4)	115(33.6)	39(11.4)	39(11.4)	52(15.2)	3.06	1.492
Total	342(100)	342(100)	342(100)	342(100)	342(100)		

The respondents were questioned on the peer influence in television viewing. 36% agreed that friends encourage others to watch television, 33.3%, strongly agreed that friends encourage others to watch television, 10.8% neither agreed nor disagreed with the claim and 9.1% strongly disagreed that friends encourage others to watch television.

Out of 342 of the respondents, 26.3% disagreed that they watch television in the company of peers, 22.8% strongly disagreed, and 20.2% agreed that they watch television in the company of peers, 17.8% neither agreed nor disagreed and 12.9% strongly agreed that they watch television in the company of peers. These findings affirm that over 60% of teenagers are influenced by peers on what to watc. A

substantial percentage agreed they watch in their peers' company. This, of course, has an effect in the interpretation of content as peers have a big say in programs watched and interpretation of content either positively or negatively.

Friends can influence interpretation of the program content. 28.7% of the respondents agreed that friends guided in making the interpretation of the program content. 23.1% disagreed, 18.1% of the respondents strongly disagreed, 16.7% strongly agreed and 13.5% of the respondents neither agreed nor disagreed.

The issue of company while watching television with their parents or peers was handled. Majority of the respondents; 29.5% strongly agreed that they prefer peers to parents for company when watching the television. 24.6% agreed with the claim, 22.8% of the respondents disagreed, 16.4% strongly disagreed and 6.7% of the respondents neither agreed nor disagreed with the issue of preference of peers to parents for company when watching television.

Out of 342 respondents, 28.7% disagreed that friends misled them in program preferences and have influenced their interpretation of content wrongly against morals. 27.8% strongly disagreed that friends misled them in program preferences and have influenced how to interpret the content wrongly against morals, 21.1 agreed, 10.2% neither agreed nor disagreed and 12.3 strongly agreed that friends misled them in program preferences and have influenced wrong interpretation of content against morals. Peers can make fun of anyone who consults parents for any PG in such related programs. 33.6% of the respondents agreed with such claim, 28.4% strongly agreed, 11.4% neither agreed nor disagreed and 15.2% of the respondents strongly disagreed that peers taunt anyone who turn to parents for any PG in such related programs.

The control of violent television content was inspected and 49.4% of the respondents agreed that there are television programs they watch away from their parents, 26.9% strongly agreed that there are television programs they watch in the absence of their

parents, 11.4% disagreed, 10.2 strongly disagreed and 2% neither agreed nor disagreed.

Among the programs watched in the absence of the parents included secular music, horror movies, news and any other rated PG. 42.4% of the respondents agreed they watch secular music in the absence of their parents, 27.5% strongly disagreed, 19% of the respondents strongly agreed, 8.2% disagreed and 2.9% neither agreed nor disagreed. Watching horror movies in the absence of the parents; 41.8% agreed, 30.4% of the respondents strongly disagreed, 17.5% strongly agreed, 8.5% disagreed and 1.8% neither agreed nor disagreed. 35.4% of the respondents agreed that they watch any program rated PG in the absence of the parent, 29.5% strongly disagreed, 15.5% disagreed, 13.7% strongly agreed and 58% neither agreed nor disagreed.

In addition, 30.1% of the respondents agreed that the parents guide them on program rated PG, 24.6% disagreed with this, 22.8% strongly agreed, 16.4% strongly disagreed and 6.1% neither agreed nor disagreed. The respondent's trust what the parents say about the content, 31.3% of the respondents agreed, and 28.1% of the respondents strongly agreed, 16.7% disagreed, 13.7% neither agreed nor disagreed and 10.2% of the respondents strongly disagreed. On the question of whether the respondent trust what is being said by the parents about the content, 31.3% agreed, 28.1% strongly agreed, 16.7% disagreed, 13.7% neither agreed nor disagreed and 10.2% of the respondents strongly disagreed.

A percentage of 35.7% of the respondents agreed that most parents are aware of what adolescents' watch, 25.1% strongly agreed, 21.3% of the respondents disagreed that most parents are aware of what adolescent's watch, 9.4% neither agreed or disagreed and 8.5% strongly disagreed. The issue of parent's ignorance of programs watched by adolescents is attributed to busy work schedules. 42.45 of the respondents agreed with the claim, 21.1% strongly agreed, 17.5% strongly agreed, 12.3% disagreed and 6.7% neither agreed nor disagreed.

The findings agreed that some teenagers trust their parents in the interpretation of the content viewed while some felt that their parents do not trust what they watch or are not even aware of what they watch. This points to the powerful role of peers in the inculcation of violent behaviour and also the moderating effect of parents if they help in monitoring what the teenagers watch.

Previous studies have shown that adolescents will tend to be swayed by peers to watch the material they deem right and for fear of losing friendships, and the curiosity of discovering what is glorified by those others lead them into a trap. Moreover, peers provide an important source of social information during adolescence, a time when peer influence increases while parental influence declines, Gebremariam et.al (2019).

Most of the informants reported that peer influence is more rampant at school than at home. One attributed this to, “due to the interaction between the students. They tell each other what they watch and hence influence each other.” Another reason for peer influence at school is that they discuss what they watch at home during holidays. Such influence is usually negative. However, a few reported that the influence at school is positive since the content is monitored but at home, it may be both positive and negative mostly due to lack of parental guidance. In other words, there is no much control at home. A few informants reported that the influence is more rampant at home since at school it is more controlled. Therefore, students do not really influence each other to a great extent.

Most schools have an active guidance and counselling program. This department takes the role of guiding the students on peer influence. There are also resource persons who are invited to guide the students. Teachers also talk to them on what to watch when they are in class during lesson time and during class meetings and dorm meetings. There are forums for discussions, peer educators, class meetings, dorm meetings, pastoral program which does a lot in controlling negative peer influence of media. The teacher in charge of entertainment is usually with them so the content watched is monitored. These findings show that peer influence can be utilized

positively where peers understand what to tap from counterparts and how to avoid negative influence. This demystifies peer pressure as a negative distractor all the times.

4.6.4 Descriptive Analysis for Parental Mediation

Table 4.14: Descriptive Analysis for Parental Mediation

Parental mediation	**SA (%)**	**A (%)**	**N (%)**	**D (%)**	**SD (%)**	**Mean**	**SD**
There are television programs I watch in the absence of your parents	92(26.9)	169(49.4)	7(2)	39(11.4)	35(10.2)	2.29	1.261
Secular music	65(19)	145(42.4)	10(2.9)	28(8.2)	94(27.5)	2.83	1.531
Horror movies	60(17.5)	143(41.8)	6(1.8)	29(8.5)	104(30.4)	2.92	1.556
News	41(12)	65(19)	19(5.6)	87(25.4)	130(38)	3.58	1.452
Any program rated PG	47(13.7)	121(35.4)	20(5.8)	53(15.5)	101(29.5)	3.12	1.494
My parents give me guidance for programs rated PG?	78(22.8)	103(30.1)	21(6.1)	84(24.6)	56(16.4)	3.01	3.329
I trust what my parents say about the content?	96(28.1)	107(31.3)	47(13.7)	57(16.7)	35(10.2)	2.50	1.328
Compared to peers' guidance, parental guidance is more real and helpful?	146(42.7)	115(33.6)	23(6.7)	39(11.4)	19(5.6)	2.04	1.206
I think most parents are aware of what adolescents watch	86(25.1)	122(35.7)	32(9.4)	73(21.3)	29(8.5)	2.57	1.669
Parents' ignorance of programs watched by adolescents can be attributed to Busy work schedules	72(21.1)	145(42.4)	23(6.7)	42(12.3)	60(17.5)	2.63	1.399
Trust on adolescents making right choices	147(13.7)	122(35.7)	39(11.4)	69(20.2)	65(19)	2.95	1.368
Different television	61(17.8	143(41.	31(9.1	49(14.3	58(17)	2.7	1.36

viewing preferences	)	8)	)	)		1	9
I relate well with my parents or guardians?	130(38)	143(41. 8)	23(6.7)	18(5.3)	28(8.2)	2.0 4	1.18 2
They like me very much	121(35. 4)	131(38. 3)	19(5.6)	22(6.4)	49(14.3)	2.2 6	1.37 6
They fairy like me	42(12.3)	104(30. 4)	25(7.3)	75(21.9)	96(28.1)	3.2 3	1.44 6
They do not like me	17(5)	33(9.6)	12(3.5)	95(27.8)	185(54. 1)	4.1 6	1.17 8
The television programs I access violent content from are always rated PG	59(17.3)	93(27.2)	26(7.6)	108(31. 6)	56(16.4)	3.0 3	1.39 2
There are some programs that are aired before 10pm that contain violent content	62(18.1)	148(43. 3)	32(9.4)	50(14.6)	50(14.6)	2.6 4	1.32 9
Alcohol and cigarettes adverts are aired on television	85(24.9)	168(49. 1)	22(6.4)	35(10.2)	32(9.4)	2.3 0	1.21 6
Programs rated for general viewing contain violent content	49(14.3)	93(27.2)	36(10. 5)	90(26.3)	74(21.6)	3.1 4	1.40 0
Local programs rate violent content programs unlike western programs	39(11.4)	75(21.9)	39(11. 4)	122(35. 7)	67(19.6)	3.3 0	1.31 5
Secular music shows are not rated PG yet they contain violent content	69(20.2)	142(41. 5)	33(9.6)	54(15.8)	44(12.9)	2.6 0	1.31 8

The results in table 4.14 showed that 35.7% of the respondents said that parent's ignorance of programs watched by adolescents is attributed to trust on adolescents making right choices, 20.2% disagreed, 19% strongly disagreed, 13.7% strongly agreed and 11.4% neither agreed nor disagreed. 41.8% of the respondents agreed that they relate well with their parents or guardians, 38% of the respondents strongly agreed, 8.25 strongly disagreed, 6.3% neither agreed nor disagreed and 5.3% disagreed. This indicates that most parents have good relations with their teenage children and can, therefore, guide them in the television content they view and help them interpret it and separate virtual from the real world.

Out of the program aired before 10 pm, 43.3% of the respondents agreed that they contained violent contents 18.1% strongly agreed that they contain violent content, 14.6% disagreed and 9.4% neither agreed nor disagreed. This indicates that the watershed period requirement by media laws is not adhered to and children are exposed to violent content contrary to the law. Alcohol and cigarettes adverts being aired on television was considered and 49.1% of the respondents agreed that alcohol and cigarettes advert are being aired on television, 24.9% strongly agreed, 10.2% disagreed, 9.4% strongly disagreed and 6.4% of the respondents neither agreed or disagreed. These adverts influence the teenagers to engage in drugs abuse and consequently school unrests as they model the television celebrities to taste various brands. This should worry the society to weigh what is of more value as companies thrive at the expense of developing drugs and substance abusing humans who engage in school unrests consequently with disastrous consequences.

Slightly more than a third (31.6%) of the respondents disagreed that the television programs they access violent content from are always rated PG, 27.2% agreed, 17.3% strongly agreed, 16.4% strongly disagreed and 7.6% neither agreed nor disagreed. Asked if the programs rated for general viewing contain violent content, 27.2% of the respondents agreed, 26.3% disagreed, 21.6% strongly disagreed, 14.3% strongly agreed and 10.5% of the respondents neither agreed nor disagreed. About 36% of the respondents disagreed that the local programs rate violent content programs unlike western programs, 21.9% of the respondents agreed, 19.6% strongly disagreed, 11.4% of the respondents strongly agreed. 41.5% of the respondents agreed that secular music shows are not rated PG yet they contain violent content, 20.2% strongly agreed, 15.8% disagreed, 12.9% strongly disagreed and 9.6% of the respondents neither agreed nor disagreed. This shows that media regulators have a lot to do to ensure all violent programs are well rated so that parents are keen in guiding children where necessary and children are also aware what content is not meant for them. The reason being that most violent programs as shown in the findings are not well rated and media houses get away with it and teenagers receive the content

assuming it is for the general public and something to identify with in shaping their characters.

Many school's 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 television. 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 television 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 television 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 television thereby not being able to provide the much-needed guidance. Some argued that some parents do not even care what their children watch.

On the Communications Authority role in regulating television 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 television.

4.6.5 Descriptive Analysis for Student's Unrest in Secondary Schools

Table 4.15: Descriptive Analysis for Student's Unrest in Secondary Schools

Students Unrest		SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean	SD
School	Ever	52(15.2)	71(20.8)	26(7.6)	76(22.2)	117(34.2)	3.39	1.502

Involved in Strike or Riot							
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 television influenced your engagement in the strike or riot; you wanted to do how they do it on television to solve their conflicts	28(8.2)	35(10.2)	17(5)	94(27.5)	168(49.1)	3.99	1.301
The television 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 table 4.15 show that on average, 34.2% of the students strongly disagreed that school ever involved in strike or riot, 22.2% disagreed that school ever involved in strike or riot, 20.8% agreed 15.2% strongly agreed and 7.6% neither agreed nor disagreed.

The issue of whether the students participated in the strike unwillingly, 48.8% of the respondents strongly disagreed, 28.4% disagreed that they participated in the strike

unwillingly, 9.4% agreed, 8.2% strongly agreed and 5.3% neither agreed nor disagreed. This implies that most students participate willingly when a riot arises. It seems they support riots as a means of justifying their actions against dissatisfaction with the school administration.

About 54 % of the respondents strongly disagreed that they participated actively in carrying out the strike or riot, 28.1% disagreed, 7.6% agreed, 5.8% strongly agreed and 5.3% of the respondents neither agreed nor disagreed that 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 in which few engage in destruction such as 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. This is in line with a study by Volodymyr et.al (2018) whose findings indicated that.heavy television viewing leads to cognitive overload and stress development. Such overload leads to acts of violence to air grievances and school burnout.

The content one watches on television influences one's engagement in the strike or riot, that is, one wants to do what they see on television as a means to solve their conflicts. 49.1% of the respondents strongly disagreed, 27.5% disagreed, 10.2% agreed, 8.2% strongly agreed and 5% of the respondents neither agreed nor disagreed. 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 with time and similarity with television models can it be clear this was the effect.

About 32% of the respondents agreed that television has made them aware of their rights as a child and that there should be punishment on teachers who engage in corporal punishment, 24.9% strongly agreed, 22.5% strongly disagreed, 16.1% of the respondents disagreed and 5.3% neither agreed nor disagreed. About 42% of the respondents agreed that they watch Tahidi high on Citizen TV, 29.5% strongly

agreed that they watch Tahidi high on Citizen TV, 14.6% strongly disagreed, 9.9% disagreed and 4.7% of the respondents neither agreed nor disagreed. 32.5% of the respondents said that they watch Ngumbaro on K24, 26.6% strongly disagreed, 17.8% of the respondents disagreed, 16.4% strongly agreed and 6.7% of the respondents neither agreed nor disagreed. This is in line with Wagner et.al (2019) whose findings indicated that exposure to violence is a significant risk factor for the development of psychopathy in young people. Exposure to any violent event was independently associated with elevated psychiatric symptomatology.

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 translate to unrest in schools. Some are actively involved whereas others join in willingly though there were those that did it unwillingly. The explanation for this unwillingly joining in riots is fear of peers' punishment for not taking part and victimization of 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 children have high levels of exposure, media have greater access and time to shape young people's attitudes and actions than do parents or teachers, replacing them as educators, role models, and the primary sources of information about the world and how one behaves in it.

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

Table 4.16: Unrest in Schools

		Frequency	Percent
Negative behaviours engaged in due to experiencing watching television	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 television	Government	72	21.1
	Parents	74	21.7
	Students	118	34.6
	Religious institutions	15	4.4
	School administration	62	18.2
			100.0
Total		**342**	

Watching television can cause the viewer to engage in negative behaviours, such as attempting to drop out of school, drug abuse, active involvement 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 experience in 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 experience in watching television is active involvement 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. 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 television. 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.

4.7 Cross Tabulation of Variables Against the Demographic Factors

A cross tabulation was conducted with the main variables of the study namely viewing violent television programs (X1), viewing duration (X2), peer influence in television viewing (X3), Regulating agents of television viewing (M) and Student Unrest (Y) which was the dependent variable against the demographic factors namely: Gender of the respondents, class/Form, type of school, place of residence and religion.

4.7.1 Descriptive Analysis of the Variables Split by Gender of the Respondents

Under this section, descriptive analysis was performed categorized by gender on all the variables and the results were presented in table 4.17.

Table 4.17: Descriptive Analysis Split by Gender

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	Y	198	1.38	5.00	3.2992	.71797
	X1	198	1.00	4.00	2.7626	.51327
	X2	198	1.00	3.00	2.2273	.74307
	X3	198	1.00	5.00	2.8561	.76876

	M	198	1.00	5.29	2.9257	.67908
Female	Y	144	1.38	4.63	3.2995	.65333
	X1	144	1.50	4.00	2.9387	.47663
	X2	144	1.00	3.00	2.2292	.79085
	X3	144	1.00	5.00	2.8484	.75027
	M	144	1.43	10.43	2.7688	.88757

From the results, the mean of student unrest (Y) in male was found to be 3.2992 and a standard deviation of 0.71797 while in female was found to be 3.2995 and a standard deviation of 0.65333. This showed that both male and female students had an almost similar take on the student's unrest in schools since they neither agreed nor disagreed. This was also the same for viewing violent television programs (X1), viewing duration (X2), peer influence in television viewing (X3) and regulating agents of television viewing (M). The mean values were not very different from each other.

4.7.2 Descriptive Analysis of the Variables Split by Class/Form

Descriptive analysis was performed categorized by class/form the students belonged to for all the variables and the results were presented in Table 4:18.

Table 4.18: Descriptive Analysis Split by Form/Class

Form/class		N	Minimum	Maximum	Mean	Std. Deviation
Form 1	Y	72	1.63	4.63	3.3229	.68489
	X1	72	1.50	4.00	2.8333	.47057
	X2	72	1.00	3.00	2.1806	.71850
	X3	72	1.00	5.00	2.8403	.87900
	M	72	1.57	10.43	2.8710	1.07338
Form 2	Y	84	1.38	4.75	3.3259	.70498
	X1	84	1.67	4.00	2.8909	.50200
	X2	84	1.00	3.00	2.3690	.74088
	X3	84	1.00	4.00	2.6706	.66162
	M	84	1.43	5.00	2.8401	.71322
Form 3	Y	97	1.50	4.50	3.3157	.65304
	X1	97	1.00	3.67	2.7938	.49522

	X2	97	1.00	3.00	2.2474	.76418
	X3	97	1.00	5.00	2.9811	.75034
	M	97	1.00	5.29	2.8085	.73102
Form 4	Y	89	1.38	5.00	3.2374	.72790
	X1	89	1.50	4.00	2.8352	.54732
	X2	89	1.00	3.00	2.1124	.80394
	X3	89	1.17	5.00	2.8951	.73184
	M	89	1.57	4.43	2.9246	.57952

It is observed that students in Form two seemed to agree more on their take towards student's unrest in secondary schools as their mean value (3.3259) was higher in comparison to that of students from other classes. Form one students followed (M=3.3229, SD=0.68489), followed by students in form three (M=3.157, SD = 0.65304) and finally form four students with a mean of 3.2374. However, their take was approximately the same. This was also the same for viewing violent television programs (X1), viewing duration (X2), peer interpretation in television viewing (X3) and parental mediation (M). The mean values were not very different from each other. The class the respondent is in has an effect on the interaction with television viewing. In form two the student has already adjusted to secondary school life and national exams are still way afar giving the student a feeling of need to experiment with what they are exposed to like violent television content and engage in school unrest.

4.7.3 Descriptive Analysis of the Variables Split by School Type

Under this section, descriptive analysis was performed categorized by school type on all the variables and the results were presented in Table 4:19.

Table 4.19: Descriptive Analysis Split by School Type

Type of school		N	Minimum	Maximum	Mean	Std. Deviation
Mixed	Y	151	1.38	4.50	3.1995	.64099
	X1	151	1.00	4.00	2.8433	.53411
	X2	151	1.00	3.00	2.1126	.77926
	X3	151	1.00	5.00	2.8929	.75039

	M	151	1.00	10.43	2.8288	.88817
	Y	87	1.38	5.00	3.3779	.75555
	X1	87	1.83	4.00	2.9387	.45758
Girl's	X2	87	1.00	3.00	2.2184	.84117
	X3	87	1.17	5.00	2.9042	.73823
	M	87	1.43	4.57	2.7882	.63659
	Y	104	1.50	4.75	3.3786	.69093
	X1	104	1.50	3.50	2.7420	.48598
Boys	X2	104	1.00	3.00	2.4038	.63121
	X3	104	1.00	5.00	2.7516	.78860
	M	104	1.57	5.29	2.9643	.70120

From the results, in all the categories, student unrest (Y) was found to have a higher mean score while television viewing duration (X2) was found to have the least. Under viewing violent television programs (X1) the mean score seemed higher in Girls' schools (M=2.9387) followed by mixed boys and girls' schools and finally in Boys schools (M= 2.7420, SD = 0.48598). In television viewing duration (X2), again the mean was higher in Girls schools and likewise in peer interpretation in television viewing (X3). However, the mean values of parental mediation (M) and student unrest (Y) were found to be higher in Boys schools as compared to Girls and Mixed schools.

The high tendency of high exposure to violent television programs and school unrests was explored by (Ikambili, 2003) who found out that Public secondary school students are in constant touch with their homes and society. This exposes them to many negative factors that may influence them to misbehave. Thus, positive ways of enhancing discipline should, therefore, be explored with a view of mitigating indiscipline in day schools.

Perhaps on the high prevalence of girls in violent television programs and school unrest means the society has focused so much on the boy child participating in acts of violence while the girl child as seen in the study gets more influenced by peers in television viewing and watching violent television programs for longer hours.

4.7.4 Descriptive Analysis of the Variables Split by Place of Residence

Under this section, descriptive analysis was performed categorized by place of residence on all the variables and the results were presented in table 4.20.

Table 4.20: Descriptive Analysis Split by Place of Residence

Place of residence		N	Minimum	Maximum	Mean	Std. Deviation
Rural	Y	115	1.75	4.63	3.2011	.62493
	X1	115	1.50	4.00	2.8826	.48162
	X2	115	1.00	3.00	2.0870	.80093
	X3	115	1.00	5.00	2.8522	.72372
	M	115	1.00	10.43	2.8174	.93612
Urban	Y	227	1.38	5.00	3.3491	.71765
	X1	227	1.00	4.00	2.8135	.51594
	X2	227	1.00	3.00	2.2996	.73361
	X3	227	1.00	5.00	2.8532	.77920
	M	227	1.43	5.29	2.8811	.68272

From the results, under viewing violent television programs (X1) the mean score seemed highest in students from rural areas as compared to those from urban areas. However, the mean value of television viewing duration (X2) was found to be higher for students from urban areas as opposed to those in rural areas. This was again the case for peer interpretation in television viewing (X3) which was also higher in students from urban areas. The mean values of parental mediation (M) and student unrest (Y) were found to be higher for students from urban areas. Students with an urban background have a tendency of watching television for long, experience more peer influence and television regulation owing to the fact that there may not be many home chores unlike in the rural setups where children are expected to participate in other activities like farm work limiting their leisure time with television, friends and parents. However, students with a rural background have a higher exposure to violent television programs which may be attributed to curiosity to interact virtually with media models and feel part of the civilized world. This could also be influenced by the video movies teenagers pay to watch in the village town centres and most of them

contain violence thus attracting them to violent television content to get more of what they get from the movies.

4.7.5 Descriptive Analysis of the Variables Split by Religion

Under this section, descriptive analysis was performed categorized by Religion on all the variables and the results were presented in table 4.21.

Table 4.21: Descriptive Analysis Split by Religion

Religion		N	Minimum	Maximum	Mean	Std. Deviation
Christian	Y	329	1.38	5.00	3.2956	.69392
	X1	329	1.00	4.00	2.8303	.50889
	X2	329	1.00	3.00	2.2340	.75905
	X3	329	1.00	5.00	2.8501	.76596
	M	329	1.00	10.43	2.8645	.78326
Muslim	Y	11	2.00	4.25	3.3750	.66144
	X1	11	2.33	4.00	3.0000	.40825
	X2	11	1.00	3.00	1.9091	.83121
	X3	11	2.00	4.17	3.0000	.62805
	M	11	1.57	3.29	2.7792	.61067
Hindu	Y	1	3.75	3.75	3.7500	.
	X1	1	3.00	3.00	3.0000	.
	X2	1	3.00	3.00	3.0000	.
	X3	1	2.33	2.33	2.3333	.
	M	1	2.14	2.14	2.1429	.
Others	Y	1	3.25	3.25	3.2500	.
	X1	1	3.00	3.00	3.0000	.
	X2	1	3.00	3.00	3.0000	.
	X3	1	2.67	2.67	2.6667	.
	M	1	2.86	2.86	2.8571	.

From the results, Muslim and Christianity religions seemed popular in comparison to the others with Christianity having the majority of the respondents. Muslim students were found to have a higher mean on their take on viewing violent television programs (X1), student unrest (Y) and peer interpretation in television viewing (X3).

However, Christian students had a higher mean value on their take on television viewing duration (X2) as well as parental mediation (M).

Religion has a stake in behaviour especially of children as they develop: adherence to the teachings lessens the tendency to sway from morals taught. However, it is surprising that all the respondents are affiliated to religion yet engage in acts of violence communicating to these institutions that a lot need to be done in monitoring what the teenagers watch. That is in how to interpret the content and how to be modelled by the religious teachings most of which advocate for peaceful means of conflict resolution.

4.8 Experimental Analysis

The researcher conducted an experimental study in Boys schools, girls' schools and mixed, both boys and girls, schools. In each school, the students were divided into two groups namely: Control group and experimental group. Those in the experimental groups were subjected to two experiments where they watched videos with violent programs in two 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.

4.8.1 Mixed Boys and Girls Experiment Study Analysis

The study sought to find if there existed 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, peer interpretation, violent television programs, television viewing duration and parental mediation.

To find out whether there was any significant difference, Analysis of Variance (ANOVA) was used. To seek to establish where the significant difference occurred, Tukey HSD post-hoc test was used. The results have been presented in table 4.22 and 4.23 respectively.

Table 4.22: 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			
Peer interpretation	Between Groups	14.489	2	7.245	18.204	.000
	Within Groups	26.266	66	.398		
	Total	40.755	68			
Violent television programs	Between Groups	33.733	2	16.867	31.151	.000
	Within Groups	35.735	66	.541		
	Total	69.468	68			
television viewing Duration	Between Groups	28.764	2	14.382	36.629	.000
	Within Groups	25.914	66	.393		
	Total	54.678	68			
Parental mediation	Between Groups	22.304	2	11.152	43.089	.000
	Within Groups	17.082	66	.259		
	Total	39.386	68			

From the results in Table 4:22, the results indicated that at least one of the groups, control, the study went ahead with experiment one or experiment two, was significantly different for students unrest, peer interpretation, violent television programs, television viewing duration and parental mediation. This is because the p-values were less than 0.05 at 5% level of significance leading to rejection of the null hypothesis which states that there was no significant difference among the three experiment categories. The study went ahead to establish where the significance actually occurred. This was done using Tukey HSD post-hoc test. The results were presented in Table 4:23 as shown below.

Table 4.23: 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
Peer interpretation	Control Experiment mixed	23	2.6087		
	Mixed experiment 2	23		3.1346	
	Mixed Experiment 1	23			3.7304
	Sig.		1.000	1.000	1.000
Parental mediation	Mixed Experiment 1	23	2.4706		
	Mixed experiment 2	23		3.0246	
	Control Experiment mixed	23			3.8541
	Sig.		1.000	1.000	1.000
Violent television programs	Control Experiment mixed	23	2.0126		
	Mixed experiment 2	23		3.3478	
	Mixed Experiment 1	23		3.6091	
	Sig.		1.000	.455	
Television viewing duration	Control Experiment mixed	23	1.9855		
	Mixed Experiment 1	23		3.3261	
	Mixed experiment 2	23		3.3825	
	Sig.		1.000	.950	

From the results presented in Table 4:23, the three experimental categories namely: Control, experiment one or experiment two were found to be statistically different on Students unrest, peer interpretation and parental mediation. On Violent television programs and television viewing duration, the students in the control group were significantly different from those in both Experiment one and two which appeared insignificantly different from each other

4.8.2 Girl's Experiment Study Analysis

The study sought to find if there existed 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, peer interpretation, violent television programs, television viewing duration and parental mediation.

To find out whether there was any significant difference, Analysis of Variance (ANOVA) was used. To seek to establish where the significant difference occurred, Tukey HSD post-hoc test was used. The results have been presented in table 4.24 and 4.25 respectively.

Table 4.24: 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 television programs	Between Groups	7.420	2	3.710	8.114	.001
	Within Groups	30.177	66	.457		
	Total	37.597	68			
Television viewing Duration	Between Groups	11.681	2	5.841	6.636	.002
	Within Groups	58.092	66	.880		
	Total	69.773	68			

Peer interpretation	Between Groups	24.937	2	12.469	33.515	.000
	Within Groups	24.554	66	.372		
	Total	49.491	68			
Parental mediation	Between Groups	5.436	2	2.718	6.592	.002
	Within Groups	27.212	66	.412		
	Total	32.648	68			

From the results in Table 4:24, the results indicated that at least one of the groups, control, experiment one or experiment two, was significantly different for students unrest, peer interpretation, violent television programs, television viewing duration and parental mediation. This is because the p-values were less than 0.05 at 5% level of significance leading to rejection of the null hypothesis which states that there was no significant difference among the three experiment categories.

The study went ahead to establish where the significance actually occurred. This was done using Tukey HSD post-hoc test. The results were presented in table 4.36 as shown below.

Table 4.25: Tukey HSD Post-hoc Test of Experimental Study Girls

	Categories of group	**N**	**Subset for alpha = 0.05**		
			1	**2**	**3**
Students unrest	Control	23	2.5466		
	Experiment Girls				
	Girls Experiment1	23		3.5217	
	Girls Experiment2	23		3.6130	
	Sig.		1.000	.878	
Violent television programs	Control	23	2.7391		
	Experiment Girls				
	Girls Experiment1	23	3.1957	3.1957	
	Girls Experiment2	23		3.5398	
	Sig.		.064	.203	
Television viewing Duration	Control	23	2.5652		
	Experiment Girls				
	Girls Experiment1	23		3.3913	
	Girls Experiment2	23		3.4783	
	Sig.		1.000	.947	

Peer interpretation	Control	23	2.3043		
	Experiment Girls				
	Girls Experiment1	23		3.0984	
	Girls Experiment2	23			3.7754
	Sig.		1.000	1.000	1.000
Parental mediation	Girls Experiment2	23	2.7391		
	Girls Experiment1	23	2.9441		
	Control	23		3.4099	
	Experiment Girls				
	Sig.		.528	1.000	

The three experimental categories namely: Control, experiment one or experiment two were found to be statistically different on peer interpretation. On students unrest, violent television programs, television viewing duration, and parental mediation, the students in the control group was significantly different from those in both Experiment one and two which appeared insignificantly different from each other.

4.8.3 Boys Experiment Study Analysis

The study sought to find if there existed 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, Peer influence, Violent television programs, television viewing duration and regulating agents of television viewing.

To find out whether there was any significant difference, Analysis of Variance (ANOVA) was used. To seek to establish where the significant difference occurred, Tukey HSD post-hoc test was used. The results have been presented in table 4.26 and 4.27 respectively.

Table 4.26: 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 television programs	Between Groups	23.482	2	11.741	29.321	.000
	Within Groups	26.429	66	.400		
	Total	49.910	68			
Television viewing duration	Between Groups	13.030	2	6.515	2.918	.061
	Within Groups	147.353	66	2.233		
	Total	160.382	68			
Peer interpretation	Between Groups	27.450	2	13.725	29.372	.000
	Within Groups	30.841	66	.467		
	Total	58.291	68			
Parental mediation	Between Groups	17.425	2	8.713	15.240	.000
	Within Groups	37.732	66	.572		
	Total	55.158	68			

From the results in table 4.26, the results indicated that at least one of the groups, control, experiment one or experiment two, was significantly different for students unrest, peer interpretation, violent television programs, television viewing duration and parental mediation. This is because the p-values were less than 0.05 at 5% level of significance leading to rejection of the null hypothesis which states that there was no significant difference among the three experiment categories.

The study went ahead to establish where the significance actually occurred. This was done using Tukey HSD post-hoc test. The results were presented in table 4.27 as shown below.

Table 4.27: 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	
Violent television programs	Control	23	2.4845		
	Experiment Boys				
	Boys experiment 1	23		3.1522	
	Boys experiment 2	23			3.9124
	Sig.		1.000	1.000	1.000
Television 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	
Peer interpretation	Control	23	2.1449		
	Experiment Boys				
	Boys experiment 1	23		3.1925	
	Boys experiment 2	23		3.6522	
	Sig.		1.000	.066	
Parental mediation	Boys experiment 1	23	2.5401		
	Boys experiment 2	23	2.9567		
	Control	23		3.7516	
	Experiment Boys				
	Sig.		.156	1.000	

The results show that there was a statically significant difference in the response of the student on the effect of Violent television programs, television viewing duration and peer interpretation in television viewing and parental mediation 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 effect on the students' view and behaviour 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. The researcher, however, took time to explain to the students after the study that the virtual television world is different from reality and violence is not a way to solve issues or deal with life challenges but other means as dialogue. 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).

4.9 Correlation Analysis

Correlation analysis was performed in this section as the study sought to establish the significance, direction and strength of the linear relationship between Student's Unrest in Secondary schools in Kenya, which is the dependent variable, and Violent content television programs, television Viewing Duration and Peer Influence in Television viewing which is the independent variables. This was achieved by performing Pearson's correlation analysis. Pearson's correlation values range from −1 to 1. -1 indicates a perfect negative relationship, 0 indicates that there is no relationship between the variables while +1 indicates a perfect positive relationship. Again, an absolute Pearson's correlation value of 0.5 indicates a strong linear relationship between the variables while a value below 0.5 indicates a weak linear relationship. The sign of the Pearson's correlation coefficient value indicates the direction of the relationship. Finally, the resultant p-value less than 0.05 at 95% confidence level indicates that the linear relationship between variables of interest is statistically significant.

The analysis was performed per individual variable where a correlation analysis was first performed with the indicators of each independent variable then the overall combined such that we had three main variables namely: Violent television programs, television viewing duration and peer interpretation in television viewing. Each has been described below.

4.9.1 Effect of Viewing Violent Television Programs on Students Unrest in Secondary Schools

A correlation analysis was performed with student's unrest in Kenyan secondary schools as and indicators of violent content television programs namely: the types of

programs one likes viewing and Content encountered in the programs viewed. The results are presented in table 4.28.

Table 4.28: Correlation Analysis for Student's Unrest and Indicators of Violent Television 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			

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

According to the results in table 4.28, there was a positive significant linear relationship between student's unrest in Kenyan secondary schools and 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 (effect) on students unrest in secondary schools indicating a positive association. Therefore, if students watch less violent programs the country is likely to experience reduced unrests and riots in secondary schools.

4.9.2 Effects of Television viewing Duration on Students Unrest in Secondary Schools

A correlation analysis was performed with students' unrest in Kenyan secondary schools as and indicators of television viewing duration namely: Amount of time in a day spent watching television, Age one started watching television and Programs watched before age eight. The results are presented in table 4.29.

Table 4.29: Correlation Analysis for Student's Unrest and Indicators of Television Viewing Duration

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

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

The results in table 4.29 shows that there was 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 television, $r = 0.711$; $p = 0.000$, 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 the 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 association between duration of television viewing and students unrest in secondary schools.

4.9.3 Effect of Peer Interpretation in Television Viewing on Students Unrest in Secondary Schools

A correlation analysis was performed with student's unrest in Kenyan secondary schools as and indicators of peer influence in television viewing. The results are presented in table 4.30.

Table 4.30: Correlation Analysis for Student's Unrest and Indicators of peer interpretation in Television Viewing

		Students Unrest	Friends encourage others to watch television	watching television in the company of peers	Friends influence in interpreting the programs content	Preference to peers to parents for company when watching television	Misleading friends in program preferences and interpreting the content wrongly against morals	Peers make fun of anyone who consults parents for any PG in such rated programs
Students Unrest	Pearson Correlation	1	.738**	.147**	.753**	.125*	.184**	.131*

	Sig. (2-tailed)	.000	.007	.000	.020	.001	.016
	N	342	342	342	342	342	342
Friends encourage others to watch television	Pearson Correlation	1	.166**	.559**	.134*	.162**	.082
	Sig. (2-tailed)		.002	.000	.013	.003	.128
	N		342	342	342	342	342
I watch television in the company of peers	Pearson Correlation		1	.074	.008	.049	.029
	Sig. (2-tailed)			.171	.880	.370	.596
	N			342	342	342	342
Friends influence me in interpreting the programs content	Pearson Correlation			1	.100	.140**	.008
	Sig. (2-tailed)				.066	.009	.879
	N				342	342	342
I prefer peers to parents for company when watching television	Pearson Correlation				1	.331**	.165**
	Sig. (2-tailed)					.000	.002
	N					342	342
Friends have misled me in program preferences and influencing how I interpret the content wrongly against morals	Pearson Correlation					1	.161**
	Sig. (2-tailed)						.003
	N						342
Peers make fun of anyone who consults parents for	Pearson Correlation						1
	Sig. (2-tailed)						

any PG in such rated programs	N	342

Notes: **. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The results in table 4.30 shows that there was a positive significant linear relationship between student's unrest in Kenyan secondary schools and Friends encouragement to others to watch television, $r = 0.738$; $p = 0.000$, student's unrest in Kenyan secondary schools and watching television in the company of peers, $r = 0.147$; $p = 0.007$, student's unrest in Kenyan secondary schools and Friends influence in interpreting the programs content, $r = 0.753$; $p = 0.000$, student's unrest in Kenyan secondary schools and Preference to peers to parents for company when watching television, $r = 0.125$; $p = 0.020$, student's unrest in Kenyan secondary schools and Misleading friends in program preferences and interpreting the content wrongly against morals, $r = 0.184$; $p = 0.001$, student's unrest in Kenyan secondary schools and Peers make fun of anyone who consults parents for any PG In such rated programs, $r = 0.131$; $p = 0.016$. This was indicated by significant p-values less than 0.05 at 95% confidence level. This implies that peers influence in television viewing and interpretation of violent content directly causing an effect on students' unrests in secondary schools: significant association; which is either positive or negative.

4.9.4 Student's Unrest and Violent Television Programs, Television Viewing Duration, Peer Interpretation in Television Viewing And Parental Mediation

Overall Correlation analysis was performed between Student's Unrest in Secondary schools in Kenya, which is the dependent variable, and Violent content television programs, television Viewing Duration and Peer Influence in Television viewing which are the independent variables. The results were presented in table 4.31.

Table 4.31: Correlation Analysis for Student's Unrest and the Independent Variables

		Students Unrest	Violent television programs	television viewing Duration	Peer Interpretation in television viewing
Students unrest	Pearson Correlation	1	.747**	.850**	.623**
	Sig. (2-tailed)		.000	.000	.000
	N		342	342	342
Violent television programs	Pearson Correlation		1	.535**	.312**
	Sig. (2-tailed)			.000	.000
	N			342	342
Television viewing duration	Pearson Correlation			1	.567**
	Sig. (2-tailed)				.000
	N			342	342
Peer interpretation in television viewing	Pearson Correlation			.567**	1
	Sig. (2-tailed)			.000	
	N			342	342

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

The results in table 4.31 shows that there was a positive significant linear relationship between student's unrest in Kenyan secondary schools and Violent television programs, $r = 0.747$; $p = 0.000$, student's unrest in Kenyan secondary schools and the television viewing Duration, $r = 0.850$; $p = 0.000$, and student's unrest in Kenyan secondary schools and peer interpretation in television viewing, $r = 0.623$; $p = 0.000$. This was indicated by significant p-values less than 0.05 at 95% confidence level. This implies that all the three independent variables: violent television programs, television viewing duration, peers interpretation in television viewing; have a significant association with students' unrest in secondary schools. They have an effect on the dependent variable (students unrest in secondary schools) independently, that is, none is linked to the other; any adjustment of either of them would affect the dependent variable regardless of the contribution of the other independent variable.

4.10 Regression Analysis

Regression analysis was executed to assess the effect of Student's Unrest in Secondary schools in Kenya, which is the dependent variable, and Violent television programs, television viewing duration and peer interpretation in Television viewing which are the independent variables.

4.10.1 Effect of Violent Television Programs on Student's Unrest in Secondary Schools in Kenya

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

H_{01}: There is no significant relationship between Violent Television programs and Student's Unrest in Secondary schools in Kiambu County

The results were presented in the following tables 4.32, 4.33 and 4.34. According to Table 4:32, violent television programs were found to explain 55.7% of the variation in Student's Unrest in Secondary schools in Kenya as indicated by a coefficient of determination ($\mathbf{R^2}$) value of 0.557.

Table 4.32: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747[a]	.559	.557	.58758

Note: a. Predictors: (Constant), Violent television programs

Table 4.33: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	148.496	1	148.496	430.116	.000[b]
	Residual	117.383	340	.345		
	Total	265.879	341			

a. Dependent Variable: Students Unrest
b. Predictors: (Constant), Violent television programs

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

Table 4.34: Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.781	.096		18.472	.000
	Violent television programs	.609	.029	.747	20.739	.000

a. Dependent Variable: Students Unrest

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 television viewing programs.

There is a positive and significant relationship between television viewing programs and Student's unrest in secondary schools in Kenya. A unit increase in television viewing programs led to an increase in 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 evidence to reject the null hypothesis and conclude that there is a significant relationship and effect between television viewing programs and Student's Unrest in Secondary schools in Kiambu County.

4.10.2 Effect of Television Viewing Duration on Student's Unrest in Secondary Schools in Kenya

A simple linear regression analysis was performed with Student's Unrest in Secondary schools in Kenya, which is the dependent variable, and television viewing duration as the dependent variable. To assess the effect of television viewing duration on Student's Unrest in Secondary schools in Kenya the following hypothesis was tested:

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

The results were presented in the following Tables 4:35, 4:36 and 4:37. According to table 4.35, television viewing duration was found to explain 72.2% of the variation in students' unrest in secondary schools in Kenya as indicated by a coefficient of determination ($\mathbf{R^2}$) value of 0.722.

Table 4.35: Model Summary

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

a. Predictors: (Constant), television viewing Duration

Table 4.36: ANOVA[a]

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

a. Dependent Variable: Students Unrest
b. Predictors: (Constant), television viewing duration

Table 4.36 shows an ANOVA Table which determined the significance of the model. The results indicated that the model with television 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 television viewing duration has a direct effect/ association with students unrests in secondary schools and any of its adjustment would either lower the effect (if less duration) or raise the effect (if more duration).

Table 4.37: Model Coefficients

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

a. Dependent Variable: Students Unrest

From Table 4:37, 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 television viewing duration.

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

4.10.3 Effect of Peer Interpretation in Television Viewing on Student's Unrest in Secondary Schools in Kiambu County.

A simple linear regression analysis was performed with Student's Unrest in Secondary schools in Kenya, which is the dependent variable, and peer interpretation in television viewing as the dependent variable. To assess the effect of peer interpretation in television viewing on Student's unrest in Secondary schools in Kenya the following hypothesis was tested:

H_{03}: There is no significant relationship between Peer Interpretation in Television viewing and Student's Unrest in Secondary schools in Kiambu County.

The results were presented in the following tables 4.38, 4.39 and 4.40. According to Table 4;38, peer interpretation in television viewing was found to explain 38.6% of the variation in Student's Unrest in Secondary schools in Kenya as indicated by a coefficient of determination ($\mathbf{R^2}$) value of 0.386.

Table 4.38: Model Summary

Model		Sum of Squares	Df	Mean Square	F	Sig.
Model	**R**	**R Square**	**Adjusted R Square**		**Std. Error of the Estimate**	
1	.623[a]	.388	.386		.69206	
a. Predictors: (Constant), Peer Interpretation in television viewing						
	Regression	103.038	1	103.038	215.135	.000[b]
1	Residual	162.841	340	.479		
	Total	265.879	341			

a. Dependent Variable: Students Unrest

b. Predictors: (Constant), Peer Interpretation in television viewing

Table 4.39: Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	.825	.197		4.179	.000
	Peer interpretation in television viewing	.780	.053	.623	14.667	.000

a. Dependent Variable: Students Unrest

From Table 4:39, the model equation can be written as:

Y= 0.825+ 0.780 X

Where Y is the Student's Unrest in Secondary schools while X is the Peer Understanding in Television viewing.

There is a positive and substantial relationship between Peer Understanding in Television viewing and Student's unrest in secondary schools in Kenya. A unit increase in Peer Interpretation in Television viewing led to increasing of Student's Unrest in Secondary schools by 0.780 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 Peer Interpretation in Television viewing and Student's Unrest in Secondary schools in Kenya.

4.11 Combined Effect of Violent Television Viewing on Students' Unrests

Multiple linear regression was performed with Student's Unrest in Secondary schools in Kenya, which is the dependent variable, and Violent content television programs, television Viewing Duration and Peer Interpretation in Television viewing which are the independent variables. The results were presented in tables 4.40, 4.41 and 4.42.

According to table 4.40, the independent variables were found to explain 86.9% of the variation in student's unrest in Secondary schools in Kenya as indicated by a coefficient of determination ($\mathbf{R^2}$) value of 0.869.

Table 4.40: **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.933[a]	.870	.869	.31948

a. Predictors: (Constant), Peer Interpretation in television viewing, Violent television programs, television viewing duration

Table 4.41 shows an ANOVA Table which determined the significance of the model. The results indicated that the model significantly predicted Student's Unrest in Secondary schools in Kenya (F= 755.665; p=<0.0001).

Table 4.41: **ANOVA[a]**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	231.381	3	77.127	755.665	.000[b]
	Residual	34.498	338	.102		
	Total	265.879	341			

a. Dependent Variable: Students Unrest
b. Predictors: (Constant), Peer Interpretation in television viewing, violent television programs, television viewing duration

Table 4.42: **Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.045	.094		.479	.632
	Violent television programs	.332	.019	.407	17.567	.000
	Television viewing Duration	.749	.039	.517	19.337	.000
	Peer interpretation in television viewing	.253	.030	.202	8.504	.000

a. Dependent Variable: Students Unrest

From table 4.42 the model equation can be written as:

$Y=0.045 + 0.332\ X_1 + 0.749\ X_2 + 0.253X_3$

Where Y is the students' unrests in secondary schools while X_1 is violent television programs X_2 is television viewing duration, X_3 is peer interpretation in television viewing.

According to table 4.42 results indicates that the independent variables significantly predicted student unrest at 5% level significance as indicated by, (p=<0.05).

4.12 Moderating Effect

This section analyses the effect of a moderation variable on the dependent variable. This study sought to examine the effect of parental mediation on television viewing. Moderation shows whether a moderator variable influences the strength and to some extent the direction of the relationship between a dependent and independent variable. The effect is determined by a significant coefficient of an interaction term. The independent variables were centred through subtracting the average score values, standardized while the interaction terms were calculated by multiplying the

independent variables with the moderator variable. The study tested the fourth hypothesis as follows:

H04: There is no statistically significant effect of parental mediation on the influence of the independent variables on the dependent variable.

Multiple linear regression was performed with Student's unrest in secondary schools in Kenya being the dependent variable and Violent television programs, television viewing duration and Peer interpretation in television viewing as the independent variables. Prental mediation was taken to be the moderating variable. Two models were shown where model one had no interaction terms while model 2 had interaction terms. This section concentrates on model 2. Three Tables were produced in each model namely: Model summary Table, ANOVA Table and Model coefficient Table.

Table 4.43 shows the Model summary Table which presents the results of the coefficient of determination (R^2) and the R^2 change. R^2 change shows the rise in deviation explained by adding an interaction term. Therefore, an increase of 0.1% in the variation of Student's unrest in secondary schools in Kenya was explained by the addition of interaction terms. However, the increase was found to be statistically insignificant (F (3,335) = 0.272), p=0.846) as the p-value was greater than the 0.05 significance level.

Table 4.43: Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.933[a]	.870	.869	.31948	.870	755.665	3	338	.000
2	.933[b]	.871	.868	.32051	.001	.272	3	335	.846

a. Predictors: (Constant), peer interpretation in television viewing, violent television programs, television viewing duration

b. Predictors: (Constant), peer interpretation in television viewing, violent television programs, television viewing duration, MX3, MX1, MX2

The ANOVA results in Table 4:44 shows that the model with the interaction terms was statistically significant as indicated by a significant p-value (F (6,335) = 375.525), p<0.0001)

Table 4.44: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	231.381	3	77.127	755.665	.000[b]
	Residual	34.498	338	.102		
	Total	265.879	341			
2	Regression	231.465	6	38.577	375.525	.000[c]
	Residual	34.414	335	.103		
	Total	265.879	341			

a. Dependent Variable: Students Unrest

b. Predictors: (Constant), Peer Interpretation in television viewing, Violent television programs, television viewing Duration

c. Predictors: (Constant), peer interpretation in television viewing, violent television programs, television viewing duration, MX3, MX1, MX2

The model coefficient in table 4.45 shows the significance of the interaction terms and also provides important information about the difference the groups of the moderator in its relationship between the dependent and the independent variables.

Table 4.45: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.045	.094		.479	.632
	X1	.332	.019	.407	17.567	.000
	X2	.749	.039	.517	19.337	.000
	X3	.253	.030	.202	8.504	.000
2	(Constant)	.043	.096		.450	.653
	X1	.364	.079	.447	4.633	.000
	X2	.610	.160	.422	3.805	.000
	X3	.308	.101	.246	3.042	.003
	MX1	-.011	.026	-.054	-.430	.668
	MX2	.049	.055	.146	.888	.375

MX3	-.019	.033	-.083	-.574	.566

a. Dependent Variable: Students Unrest

From table 4.45 the regression equation is as follows:

Y = 0.043 + 0.364 X1 + 0.610 X2 + 0.308 X3 - 0.011 MX1 + 0.049 MX2 - 0.019 MX3

Where X1 = Violent television viewing programs, X2 = television viewing duration, X3 = Peer Interpretation. MX1, MX2 and MX3 are the interaction terms between Parental Mediation and the independent variables.

The interaction terms of all the variables were found to be statistically insignificant. This was indicated by p-values above 0.05 significance level.

Therefore, the hypothesis is not rejected concluding that there is no statistically significant moderating effect of parental mediation on the influence of the independent variables on the dependent variable. This implies that the parents have not taken their responsibility in regulating violent television content thus not being a moderating factor in students' unrest. Therefore, the unrests could have have risen as parents had failed in their mandate of moderating their children consumption of television content.

Above all, the existence of punitive media laws partaining to consumption of violent television content by children, alcohol and substances abuse and disregard of watershed programming before 10 pm has not helped much in protecting children against such prohibitent content.

4:13 Revised Conceptual Framework

Analysis of the study findings led to a revised conceptual framework. The most watched music programs by teenagers were: Hip hop, Reggae, Rock& Roll and Bongo. Television viewing duration was isolated to heavy viewing and moderate viewing as students watched from one hour and above. Peer interpretation in

television viewing was revised to the physical absence of parents during viewing as well as the absence of parental monitoring before and after television viewing. Parental mediation was specified to parental regulation; monitoring children's television viewing habits and ensuring the stipulated media laws are adhehered to as captured in the constitution. The study found out that the problem lay in the implementation since the laws are available all protecting the teenagers from harmful and offensive content.

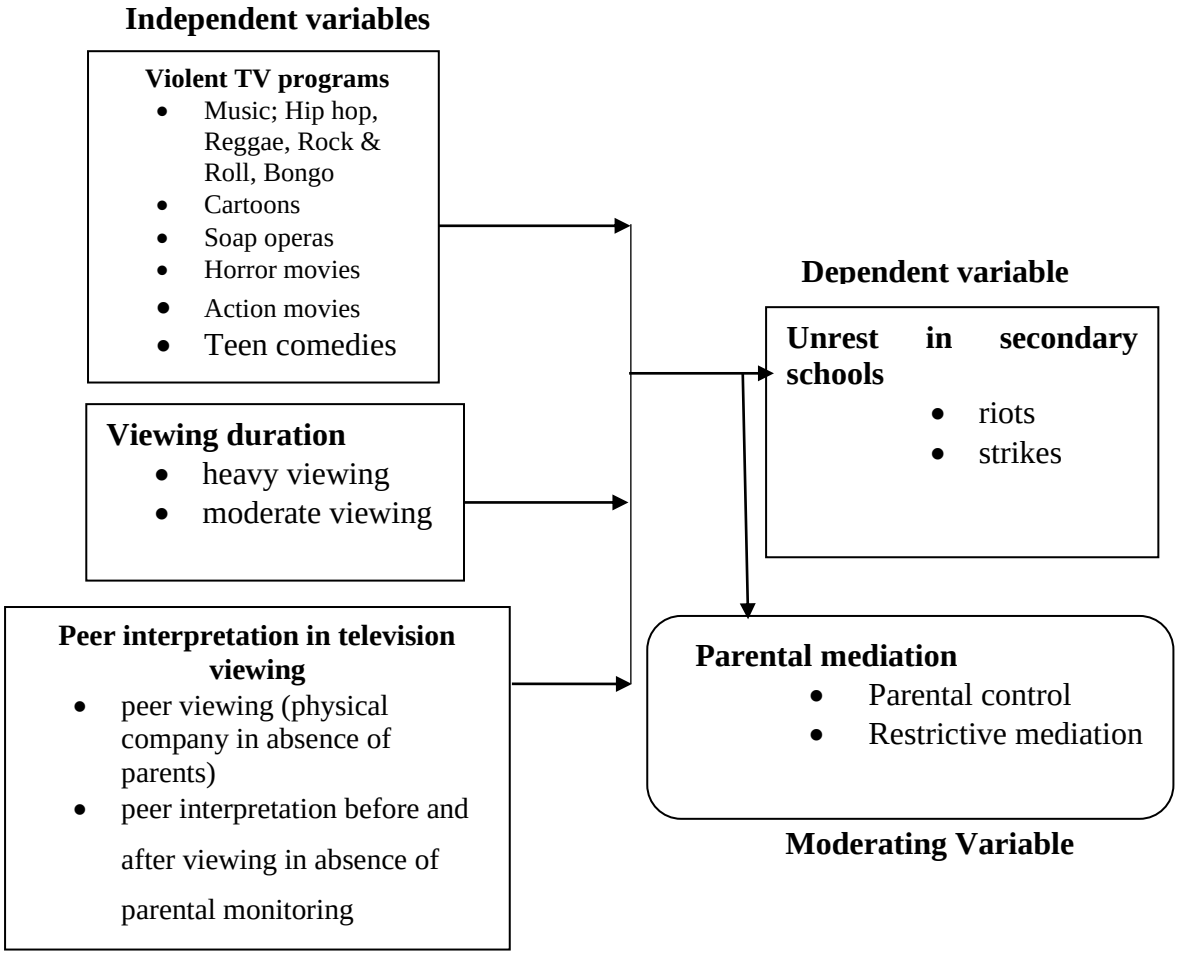


Figure 4.2: Revised conceptual framework

4.14 Summary of the Chapter

As indicated in the revised conceptual framework, the study revealed that violent television programs that run in different media stations have an effect on schools' unrest. This confirms that teenagers are modelled by television models through observation and subsequent viewing which inculcate violent behaviour. The findings indicated moderate to heavy viewing which is explained by cultivation and social learning theory. Parental mediation is narrowed to parental regulation and surveillance to regulations under media laws. The study found out that parental mediation is low and most parents are not doing much in terms of guiding or

monitoring what teenagers watch on television. This implies that schools' unrest is on the increase since parents are not doing their role. The implementation of media laws is wanting since alcohol and cigarettes adverts still run on mainstream media and violent content is aired at different times of the day. This means that the moderating factor of parental mediation in television viewing would determine the effect in schools' unrest. This is what Social responsibility theory explains that society has a principal role of ensuring that children are not exposed to offensive or violent content which may have a negative influence in their character development especially acquiring violence tendencies especially school unrest.

H_{01}: There is no significant relationship between the viewing of violent television content and Student's Unrest in Secondary schools in Kiambu County.

Null hypothesis rejected and alternative hypothesis accepted.

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

Null hypothesis rejected and alternative hypothesis accepted.

H_{03}: There is no significant relationship between Peer Interpretation in Television viewing and student's Unrest in Secondary schools in Kiambu County.

Null hypothesis rejected and alternative hypothesis accepted.

H04: There is no statistically significant effect of parental mediation on the influence of the independent variables on the dependent variable.

Null hypothesis accepted and alternative hypothesis rejected.

SUM SUMMARY

Y= 1.781+ 0.609 X

Where Y is the Student's Unrest in Secondary schools while X is the Peer Influence in Television viewing.

$Y= 0.924+ 1.230 X$

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

$Y= 0.825+ 0.780 X$

Where Y is the Student's Unrest in Secondary schools while X is the Peer Influence in Television viewing.

$Y=0.045 + 0.332 X_1+ 0.749 X_2 + 0.253X_3$

Where Y is the students' unrests in secondary schools while X_1 is violent television programs X_2 is television viewing duration, X_3 is peer influence in television viewing.

$Y=0.045 + 0.332 X_1+ 0.749 X_2 + 0.253X_3$

Where X1 = Violent television viewing programs, X2 = television viewing duration, X3 = Peer Influence. MX1, MX2 and MX3 are the interaction terms between Regulations of violent television content and the independent variables.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter offers the summary of major findings of the study, relevant discussions and conclusions, and outlines the recommendations derived from the findings. The study sought to evaluate the effects of television viewing on students unrest in secondary schools in Kenya. Specific objectives of the study included: 1) To establish the effect of viewing violent television programs on students' unrest in secondary schools in Kiambu County. 2) To examine the effect of television viewing duration on students' unrest in secondary schools in Kiambu County. 3) To describe the effect of peer interpretation in television viewing on students' unrest in secondary schools in Kiambu County. 4) To determine the effect of parental mediation on the relationship between television viewing and students' unrest in secondary schools in Kiambu County. As is practice, each recommendation traces directly to each conclusion.

5.2 Summary of Findings

Findings from the four objectives of the study were summarized as follows based on the output of quantitative and qualitative data analyses so as to test the research questions.

5.2.1 To Establish the Effect of Viewing Violent Television Programs on Students' Unrest in Secondary Schools in Kiambu County.

Research findings indicated that television content with children rights sensitization is the most viewed followed by sexual 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, slightly above half of the respondents said that they usually gain

knowledge and improve character (positive). Respondents take on music creating sensitization thus resisting violence and that music makes them feel an 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 believe that the world of violence is the ideal world contrary to school and religious teaching recorded the least. This indicates that adolescents' exposure to different types of music adversely influences their behaviour which includes engaging in schools' unrest.

These findings agree with scholars who claim that teenagers watching violent television programs model the violent behaviours and are most likely 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, field and longitudinal studies clearly indicate a positive relationship between children's exposure to violent television and film content and immediate and later aggressive behaviour, casting media exposure to media violence as a "long-term predisposing and short-term precipitating factor" in aggressive behaviour. Studies have also found out that children who consume more such violent content have been found to behave more violently, and to hold believes more approving of aggressive behaviour

5.2.2 To Examine the Effect of Television Viewing Duration on Students' Unrest in Secondary Schools in Kiambu County.

Research findings indicated that teenagers use a lot of time in 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. These two activities could have a long-lasting effect of poor academic performance. Half of the respondents started watching television under the age of five while a third started watching between ages five and ten. According to Gerbners's cultivation theory, the more time a teenager spends watching television the more they are likely to be cultivated to television violence.

This 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 first experiment 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 spent watching television. Students' unrest in Kenyan secondary schools and the age one started watching television and the Programs watched before age eight were also positive. This was indicated by the significant p-values in the study.

5.2.3 To Describe the Effect of Peer Interpretation in Television Viewing on Students' Unrest in Secondary Schools in Kiambu County.

Research findings indicated that the respondents were questioned to respond on the peer influence in television viewing. It was found that over a third of the respondents agreed that friends encourage others to watch television. Another third strongly agreed that friends encourage others to watch television. Slightly above a third agreed that they watch television in the company of peers.

On whether friends can influence in interpreting the program content, a third of the respondents agreed that friends influenced in making the interpretation of the program content and slightly below a quarter strongly agreed. Majority of the respondents strongly agreed that they prefer peers to parents for company when watching the television. A quarter agreed with the claim as still another quarter agreed that friends misled them in program preferences and have influenced on how to interpret the content wrongly against morals, a few strongly agreed that friends misled them in program preferences.

Peers can make fun of anyone who consults parents for any PG in such related programs; a third of the respondents agreed with such claim, as a third strongly agreed. This indicates that peer factor is important in television content and can have

both negative and positive effect depending on the content nature, co-viewing or interpretation of the content.

5.2.4 To Assess the Effect of Parental Mediation on the Relationship Between Television Viewing and Students' Unrest in Secondary Schools in Kiambu County.

Out of the programs aired before10 pm, slightly below a half of the respondents agreed that they cover violent content, almost a quarter strongly agreed that they contain violent content. Half of the respondents agreed that alcohol and cigarettes adverts are aired on television while a quarter strongly agreed. The programs rated for general viewing contain violent content, slightly above a quarter of the respondents agreed with the claim while a few strongly agreed. Almost a quarter of the respondents agreed that the local programs rate violent content programs unlike western programs, a few of the respondents strongly agreed. Almost half of the respondents agreed that secular music shows are not rated PG yet they contain violent content, a fifth of themstrongly agreed.

The findings show that violent programs are run across local and western television shows and the ratings hardly following the guidelines as stipulated in the media laws. The parents that would moderate the content by giving adequate guidance like separating real and virtual world, raising eyebrows to the Communication Authority of Kenya in programs censorship, are not taking up this responsibility. 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.

5.3 Conclusions

In conclusion, the study found out that most teenagers in Kenya are negatively influenced by the content they watch on television and particularly of violent nature leading them to participate in acts of unrest in schools. This scenario affects their school grades as riots keep them out of class. Additionally, school time is

compromised. The many hours spent viewing television affects the students' study behaviour a great deal.

The study showed that most programs running in Kenya's mainstream stations contain violent content. There is no contrast between those programs rated PG or not. There is also a disregard of the efforts by the Communication Authority of Kenya to censer advertisements related to drugs and cigarretes in regard to the Kenyan constitution of 2010. There are occasional adverts of alcohol and cigarettes aired in most of the media in contravention to the Communication Authority guidelines.

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 behavioural 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.

Another conclusion was that teenagers are influenced by their peers in their interpretation of media content as well as wooing them to spend more time in television viewing. Due to most parents' lack of time in monitoring what their children watch, peers being available at school and home take the opportunity. In the process, teenagers are lost in the virtual world of television and make it a reality. Most teenagers trust what their peers tell them since they can easily identify with the quench for the curiosity of television magic.

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.

5.4 Recommendations of the Study

The following section presents recommendations from the findings of the study. Recommedations are structured according to study objectives: television violent programs, viewing duration, peers interpretation and parental mediation on the students' unrests in secondary schools in Kenya.

These recommendations target several stakeholders who include: parents, teachers, the Teachers Service Commission, Ministry of Education and the Communication Authority of Kenya.

On the effect of television programs on students' unrests;

- Teachers should censor the programs students watch during their leisure time to make sure their children are not watching content with unacceptable levels of violence which could affect them negatively.
- Additionally they should establish why adolescents mostly prefer video movies. Interview informants indicated that romance and violence potrayed in video movies is more than the that in television at the specified times by the school. Guidance and counselling in schools should intensify in

explaining the negative effects of watching violent television content since it affects children's character not only at school but even at a later age.

- Parents should be vigilant to establish the nature of television programs aired at different times by both the local and foreign television stations. Of concern are music shows aired in almost all the local television shows between 4:30 pm and 6:00 pm when most parents are away from home leaving children with their peers and house helps to watch these popular music shows. Parents should know adolescents are still young to make the right content interpretation on their own.
- The Teachers Service Commission and the Ministry of Education should work alongside with the Communication Authority of Kenya to ensure the stipulated media laws protecting children from harmful content are strictly adhered to by all the local media stations. The Commission should also consider officially engaging teachers who are trained on mass media literacy to guide students on mass media effects which adversely affect children's growth and development as well as discipline and academic performance.
- The Communication Authority of Kenya should be vigilant in the implementation of media laws especially those on children's protection from harmful media content.

On the effect of television viewing duration;

- Parents should limit the time children watch television so as to create room for other activities including school work and social activities so as to balance their physical and social development. This in line with type of programs watched so as to control harmful content especially of violent nsture to protect them from violent modeling of virtual charcters. As the study found out, too much television viewing shapes vulnerable developing teenagers minds into what they view and especially if parental mediation does not come in to separate real and virtual world.
- On the effect of peer intrepretation in television viewing;

- As shown in the study, peers have a great take in interpretation of content watched on television. It is therefore the role of parents and teachers to guide the teenagers on the meaning of the content and where possible to view with them. Teenagers should be counseled against harmful peer pressure so that they take individual responsibility on the images and messages watched.

On the effect of parental mediation on the relationship between television viewing and students' unrests;

- Parents should be at the fore front in controlling the programs, duration that their children watch and be vigilant in montoring what media legal provisions are abused in the programs line up and challenge relevant authorities.

5.5 Areas for further research

This study recommends further research in areas that prominently featured during the research but were not part of the investigation. One such area was video games. The study found out that most teenagers prefer video movies to television viewing. Most informants in the qualitative study reported that most of the students were most likely to get engrossed in video movies instead of watching television. Another area that featured prominently is the rising access to internet among teenagers through a variety of devices. Such devices are easily portable and hence take time away from television viewing. Finally, connected to ease of internet access is the rising social media platforms which were mentioned by most respondents as taking their time away from other activities including television. Therefore, there is need for researchers to investigate these three areas on their effect on students' behaviour.

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APPENDICES

Appendix I: Cover Letter

Mary Njeri Kamaku,

JOMO KENYATTA UNIVERSITY OF AGRI& TECHNOLOGY,

P.O BOX 62000

NAIROBI

Dear Respondent,

I am a student at Jomo Kenyatta University of Agriculture and Technology pursuing a PHD degree in Mass Communication. I am carrying out research on the impact of television viewing amongst teenagers on the rise of unrest in secondary schools. Your school has been identified to participate in this study. I hereby kindly request you to fill the questionnaire. The information gathered is meant for this study and will be treated with total confidentiality. Thank you in advance for accepting to co-operate.

Yours Faithfully,

KAMAKU M. N.

Appendix II: Questionnaire

SECTION A: BACKGROUND DATA

1. Gender (Tick appropriately)

Male ☐ Female ☐

2. Age in years (Tick appropriately)

15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐

3. Form (class) (Tick appropriately)

Form 1 ☐ Form 2 ☐ Form 3 ☐ Form 4 ☐

4. Type of school (Tick appropriately)

Mixed ☐ Girls ☐ Boys ☐

5. Where do you live with your parents? (Tick appropriately)

Rural ☐ Urban ☐

1. Religion (Tick appropriately)

Christian ☐ Muslim ☐ Hi☐[ ] Other ☐

SECTION B: VIOLENT CONTENT TELEVISION PROGRAMS

7. How do you access television? (Tick appropriately)

a) At your home ☐ b) At a neighbor's at home ☐

c) At school ☐ d) In a hotel, salon or video room ☐

8. Tick the television station you usually access. (Tick appropriately)

Local mainstream stations ☐ Vernacular television stations ☐ Discov ☐ World [

Cartoon TV stations ☐ Exclusive secular music stations ☐

9. What types of programs do you like viewing? (Tick appropriately)

a) Cartoon ☐ b) Horror movies ☐ c) Soap operas; Nigerian ☐ movies

d) Soap operas: Western movies ☐ e) News ☐ f) Secular Music ☐

g) Nature ☐

10. What content do you encounter in the programs you view? (Tick appropriately)

a) Sexual ☐ b) Violence ☐ c) Children's rights sensitization ☐

d) Advertisements of alcohol and cigarettes ☐

e) Adults fighting for their rights, for instance, through riots ☐

11. Which music do you prefer watching? (Tick appropriately)

Hip-hop ☐ Sacred ☐ Reggae ☐ Country ☐ Rock and roll ☐

Others ☐ specify which:……..

12. Apart from entertainment how else does the kind of music you watch affect you? (Tick appropriately)

a. It makes me gain knowledge on moral values and improve in my character ☐
b. It exposes me to children's rights sensitization thus I should resist violently any attempt to violate that ☐
c. It makes me riotous to teachers and parents ☐

d. It makes me feel aggression is the fastest and satisfying way of dealing with dissatisfaction and anger ☐

e. It makes me appreciate and believe that the world of violence is the ideal world contrary to school and religious teachings thus opting to defy and be violent ☐

13. Motivation for watching violent content Television programs (Tick appropriately)

Reason for Watching Television that Includes violent Content	**Very Unimportant**	**Unimportant**	**Important**	**Very Important**
Entertainment				
Peers watch too				
Curiosity of PG warning				
Relieves stress and anger				
Identify with violent television models				
Pass time when parents are away				

SECTION C: TELEVISION VIEWING DURATION (Tick appropriately)

14. How much time in a day do you spend watching television? (Tick appropriately)

Below 1 hr ☐ Between 2hrs and 3hrs ☐ Above 3hrs ☐

15. At what age did you start watching television? (Tick appropriately)

Under 5 years ☐ Between 5-10 years ☐ Above 10 years ☐

16. What programs did you watch before age eight? (Tick appropriately)

Cartoon ☐ Secular music ☐ Horror movies ☐ Children's ☐ comedies

Soap operas ☐

17. Which other hobbies do you engage in? (Tick appropriately)

a. Ballgames ☐
b. Swimming ☐
c. Wrestling ☐
d. Taekwondo ☐
e. Church youth activities, for example singing, dancing ☐

18. How much time do you spend in other hobbies? (Tick appropriately)

1 hour ☐ 2 hours ☐ Over 3 hours ☐

19. How has the time spent on television viewing affected you?

A) Compromised my time for other activities such that I do not give as much time to: (Tick appropriately)

a. School work ☐
b. Religious activities ☐

c. Social interaction with friends and family members ☐

B) Compromised my character; changed my morals negatively through adapting to what I see on television ☐ (Tick if applicable)

C) Has negatively affected my relationship with teachers, parents, peers, and other community members (Tick if applicable) ☐

D) Has lured me into my engagement in burning of school property, strikes or unrest in school (Tick if applicable) ☐

SECTION D: PEER INFLUENCE IN TELEVISION VIEWING

For each of the questions below rank as Strongly Agree (SA), Agree (A), Neither Agree or Disagree (N), Disagree (D) and Strongly Disagree (SD) [(Tick appropriately)]

	SA	A	N	D	SD
20. Friends encourage others to watch television					
21. I watch television in the company of peers					
22. Friends influence me in interpreting the programs content					
23. I prefer peers to parents for company when watching television					
24. Friends have misled me in program preferences and influencing how I interpret the content wrongly against morals					

25. Peers make fun of anyone who consults parents for any PG in such rated programs					

SECTION E: REGULATION OF VIOLENT TELEVISION CONTENT

Rank as Strongly Agree (SA), Agree (A), Neither Agree or Disagree (N), Disagree (D) and Strongly Disagree (SD)

	SA	A	N	D	SD
26. A) There are television programs I watch in the absence of your parents?					
B) If yes for 23 a) above these programs are:					
Secular music					
Horror movies					
News					
Any program rated PG					
27. My parents give me guidance for programs rated PG?					
28. I trust what my parents say about the content?					
29. Compared to peers' guidance, parental guidance is more real and helpful?					
30. I think most parents are aware of what adolescents watch?					
31. Parents' ignorance of programs watched by adolescents can be attributed to:					
Busy work schedules					
Trust on adolescents making right choices					

Different television viewing preferences					
32) A) I relate well with my parents or guardians?					
B) They like me very much					
C) They fairy like me					
D)They do not like me					
33) A) The television programs I access violent content from are always rated PG					
B) There are some programs that are aired before 10 pm that contain violent content					
C) Alcohol and cigarettes adverts are aired on television					
D) Programs rated for general viewing contain violent content					
E) Local programs rate violent content programs unlike western programs					
F) Secular music shows are not rated PG yet they contain violent content					

SECTION F: STUDENTS UNREST

Tick as Strongly Agree (SA), Agree (A), Neither Agree or Disagree (N), Disagree (D) and Strongly Disagree (SD)

	SA	A	N	D	SD
34. Your school has ever been involved in a strike or a riot?					
35. You participated in the strike unwillingly					
36. You participated actively in carrying out the strike or riot					
37. The content you watch on television influenced your engagement in the strike or riot, that is, you wanted to do how they do it on television to solve their					

conflicts					
38. television has sensitized you on your rights as a child and punishment on teachers who engage in corporal punishment					

39. I watch the following programs on the stated television stations. (Tick appropriately) ☐

a. 'Tahidi high' on Citizen TV

b. 'Ngumbaro' on K24 ☐

c. Western world teens comedies ☐

40. What negative behaviors have you engaged in due to experiencing watching television? (Tick appropriately)

a) Attempts to drop out of school ☐

b) Drugs abuse ☐

c) Active involvement in engaging in a strike or a riot ☐

d) Being violent ☐

41. In your opinion, who should be blamed for the rise of school unrest emanating from heavy viewing of television? (Tick appropriately)

a) Government ☐ b) Parents ☐ c) Students ☐

d) Religious institutions ☐ e) School administration ☐

Appendix III: Interview Guide

The researcher will engage in an interview with the schools' administrators to establish the incidences of school unrest in the schools as well as how the administration deals with such cases in curbing the vice. The interview will also enquire how much television students are entitled to in school if boarding and if they are motored and by who. An enquiry into how much the administrators think television viewing influence students' unrest will also be done and why they can relate the two, for example, from students' confession or simply associating the nature of the reality at school and television virtual world. The interview will try to establish how much the administrators feel parental guidance has lacked in television content preference and general parental guidance in contrast to peer participation in television viewing. The questions in this section are guide questions in establishing the unrest status in the schools and possible association with television viewing.

SECTION A: SCHOOL UNREST

1. How would you rate the students' discipline level in your school? In terms of:

   a) Satisfactory discipline

   b) Indiscipline is high

   c)Just a few indiscipline cases

2) Have students engaged in any form of unrest in the past?

3) If school unrests have occurred, how recent, often and in which form?

   a) In the last one year
   b) It happened more than a year ago
   c) It has involved:

      i. Strikes

ii. Riots

iii. General violation of school rules

4) Has any unrest led to school property or any other form of destruction?

a) Stoning of school property?

b) Burning of school property?

c) Looting of school property?

d) Harming persons or even killing?

SECTION B: VIOLENT CONTENT TELEVISION PROGRAMS

5) Does the school allow students to watch television in school and if so which programs and for how much time?

a) Do they watch any program they choose? Yes or No?

b) Kindly indicate the programs.

c) Is the school administration aware of the programs the students watch?

SECTION C: TELEVISION DURATION

6) Indicate the amount of time students are allowed to watch television and point out if its weekdays or weekends and the actual time allowed, for instance, they can watch television through the Saturday night and the administration has made such a provision.

SECTION D: PEER INFLUENCE IN TELEVISION VIEWING

7) A) Describe the role of peers in influencing each other in as far as television viewing is concerned and would it be more rampant in school or at home.

B) What does the school or teachers do to moderate this peer influence in their parental role when the students are in their hands or is it wholly left to the parents at home?

SECTION E: PARENTAL MEDIATION

8) Is there a forum,for example, guidance and counseling where students express their exposure to television content that they view both at school and at home? Explain the situation in your school

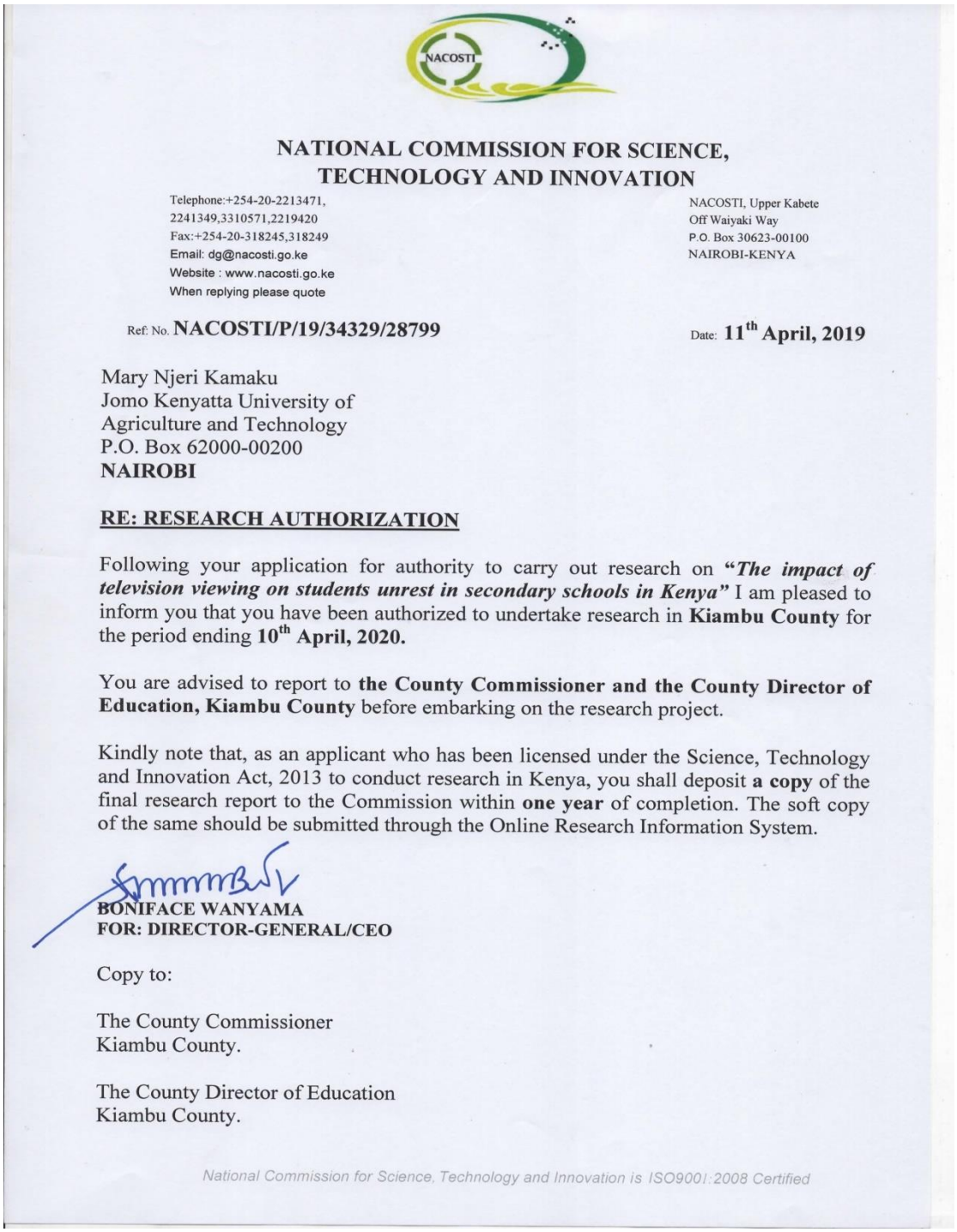
9) Could you attribute school unrests to television violence and if so why, if not what factors do you think contribute to school unrests? Give your opinion

10) Do teachers offer guidance on television content to students and if so how and when is this done? Explain how the situation is

11) Do you think parents do enough television content ratings? Give your expression on this

12) In your opinion, is the Communication Commission of Kenya doing enough in the television ratings? Explain your take on this.

Appendix IV: Research Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Date: **11th April, 2019**

Mary Njeri Kamaku
Jomo Kenyatta University of
Agriculture and Technology
P.O. Box 62000-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The impact of television viewing on students unrest in secondary schools in Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **10th April, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified