THE INFLUENCE OF MEDIA ON BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY

MUINDE REBECCAH MUKUI

A Research Project Report Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Arts in Project Planning and Management of the University of Nairobi.

2015

DECLARATION

This Research Project Report is my original work and has not been presented for any academic award in any institution

Signature_____ Date: _____

MUINDE REBECCAH MUKUI

L50/66288/2013

This Research Project Report has been submitted with my approval as the University Supervisor

Signature_____ Date: _____

Dr. Kyalo Dorothy Ndunge
Senior Lecturer,
Department of Extra Mural Studies
University of Nairobi.

DEDICATION

In loving memory of Phyllis Kalunde who filled our lives with Love and Laughter. To my Parents Joyce and Joshua, my siblings Caro, Edna, Cyrus, Mercy, Nataly, Celestine, my beloved son Elvis Gathuru, for their unrelenting support, understanding and cheerful encouragements and Each of whom has brought something fresh in my life.

ACKNOWLEDGEMENTS

I would like to take this opportunity to acknowledge the assistance given to me by various people and institutions towards the completion of my study.

My sincere gratitude goes to my Supervisor Dr.Kyalo Dorothy for the tremendous amount of support and guidance she has provided in carrying out this research.
I also feel indebted to my parents for their encouragement and financial support they accorded me. Their wise counsel has always been my source of encouragement and energy to keep studying.

I am grateful to Dr.Wazir Wazir for his innovative contribution all through this project. I deeply appreciate Eric, Edna Munanie, Caro Mukeli, Mercy Mumbi, Monicah Mutio, Joshua Mulinge, Cyrus Musembi, Catherine mbai (secretary KU) and Ndanu for your contributions in this study.

I wish to acknowledge the support that I received from Kevin Kyalo during my studies. Special thanks to all the respondents who participated in the study. I also thank my classmates who provided encouragement during the study. Lastly I wish to thank the staff of the University of Nairobi at the Kitui Sub- Centre for their help in various ways. To all of them I say thank you very much and God bless you.

ABSTRACT

The purpose of this study was to determine the influence of media on behaviour among secondary school students in Kitui Central sub-County, Kitui County, Kenya. The study sought to determine the extent to which the availability of social media influences behaviour among secondary school students, whether television was a contributing factor that influence behaviour among secondary school students, to determine how cellphones influence behaviour among secondary school students and finding out how video influences behaviour among secondary school students. The study used descriptive survey research design to collect data. The target population was teachers and students of Kitui Central Sub-County. Stratified random sampling was used to ensure all the sub-groups in the population are well represented and questionnaires were used to help in data collection which was analyzed using tables and statistical methods. The study revealed that media availability influences behavior among secondary school students. It also confirmed that lack of parental involvement was a contributing factor that made media influence students' behavior. Further, the study also found out that media use had both positive and negative impacts on students' behavior. The study concluded that with the current trend in technology, students are posed with a challenge associated with risks and benefits of media use hence there was need of parental involvement in their children's media use .The study recommends that educational institutions should incorporate media related topics in guiding and counseling, government, non-governmental organizations and ministry of education should support programs on media use, parents should be in the forefront in monitoring media access and reinforcing positive messages among their children, teachers should closely monitor media use by students and students should be self-disciplined in accessing media content. The researcher suggested further studies on measures schools can take to curb deviant behaviors associated with media among secondary school students, whether lack of parental involvement is a contributing factor that makes media influence behaviour among students and any other social factor that can impact on the behaviour of students in secondary school students.

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ABBREVIATIONS AND ACRONYMS

N.G.O: Non-Governmental Organization

D.E.O: District Education Officer

P. G :Program guidance

TV : Television

IP : Internet protocol

IQ : Intelligent Quotient

MOE: Ministry of education

CHAPTER ONE
INTRODUTION

1.1 Background of the study

Media is the major source of information especially news, education, entertainment, fashion and trends. It is also a way of communication whether local, national and international. There are various types of media; the television (cable, network and satellite) the radio, film and video, print (newspaper, magazines and direct mail) photography and electronic (E-mail, social media and the web).These are prominent Media that educates through advertisement, visuals, clippings and film slides. Media offers students opportunities to learn and be entertained. Images and messages have been linked to concerns that brings conflicts such as aggressive behavior, substance use and abuse, poor nutrition ,obesity, unhealthy body image, risky sexual behavior and media dependency(Hancock,2011).This is why teachers and parents must assist learners in questioning about the messages they see or get from media. This will help them perceive what is acceptable or not

Media has brought about a major transformation in the way people think. It has given them an excellent platform to present themselves before the world and contribute in their own way to the changing world scenario. It has equally been responsible for making the world a smaller place to live. Media is the means of support to the people in the world which shapes their attitude, opinion, and it helps the people to know about different religions, places, important things to do about the past and the future (Anguse and Stuart.2008).Recently due to drastic improvements in different fields of Information Technology, mass media and communication system, the vast world is converted into a small village known as ‘Small and Global Village of The World’ in which Globalization of Mind, Education, Economy and Culture, brings all the human beings closer and together from all over the world.

Mass media has a negative effect on school children, more specifically the violent content that are aired in the television or in cinemas. It is believed that children believe what they see in the media more than what happens in the real life. School children who watch too many fights in the television or read pornographic materials

on the internet begin to develop certain characteristics that affect the people around them negatively.

Research also shows that students who come from abusive parents also display characteristics of abusive persons. Such children for instance end up beating their fellow playmates without feeling any kind of remorse. On the other hand, students brought up by uncaring parents usually portray delinquent behaviours. They resort to criminal activities to achieve what they could not get from their parents. Such students take part in criminal activities such as stealing, rioting/rebellion among others. The society also models the behaviour of people.

The attitudes that other people have concerning their fellow human race lead to rebellion from the marginalized group. Such people who are neglected by the society, and whose needs are not looked into by the people in authority end up engaging in activities or behaviour that contradicts the requirements of the society.

The school learning environment is a place where children go to get educations and to learn all sorts of good behavior that will have a positive impact in their lives. However, some pupils whose background is deviant will certainly endeavor to pass same to their peer whose behavior is good.

A historical view of violence in media reveals several changes, including increasing explicitness, intensity and moral ambiguity. There appears to be a correlation between exposure to violent forms of media and violent acts by the high school students. (Boehm, 2000). If these are valid and generalizable findings, then children need to be protected from exposure to violence and need immediate help from adults. In recent years, the entertainment industry, particularly the video game industry, has been reaping profits from the sale of violent imagery to children. Makers of violent imagery undermine values that are perhaps essential to civilized society (e.g., respect, self-control), and make it difficult for schools to achieve their manifest function. Author Neil Postman (1982) argues that we are living in a new dark age for children. For Postman, TV doesn't simply erode old distinctions, or dissolve the boundaries between child and adult; it obliterates any and all differences. There is no such thing as children's programming, he explains. 'Everything is for everybody'; television is

'the total disclosure medium'. Television gives children and teens access to all information, it drives all mystery and awe from the imaginations of children and teens, it dangerously broadens exposure, giving unlimited access to the adult world, the consequences of which promise to be brutal.

There are disagreements about the possible connection between media and antisocial behaviour, Browne, K.D and C.Hamilton-Giachritsis, (2005) say that the connection is a cognitive phenomenon-a connection of ideas, perceptions, and attitudes. Eysenck, H.J. and D.K.B. Nias, (1978) argue that violent and sexually-explicit media have physiological effects that induce aggressive behaviours. Still Johnson, J.cohen, P.Smailes, E.Kasen, S, Brooks, (2002) focus on the ways in which media violence primes or cues pre-existing aggressive thoughts and feelings. They believe these thoughts are already imbedded in the adolescent and seeing the images on television only increases the rates and intensities of anti-social thoughts. The characters on TV act out and usually do not receive any corrective consequences for their behaviour. (Freedman, 2002)Middle school students emulate the look and behaviours of different media personalities, including rappers and professional athletes. Observations reveal oversized clothing; baggy jeans, shirts, baseball caps turned backwards, and scarves of these artists, being worn by the students in the halls of high school students every day. One can interpret that the media has a tremendous influence on student behaviours based on the amount of time children spend listening to music, playing video games or watching television/movies. Since there is truly no way of limiting their exposure to these mediums, we must find ways to understand and maintain the presence of the intervening variables such as the adults, parents, and guardians with high school students. This study will look at the possibility of the effect of media on behaviour among secondary school students and thus presents a foundation for continued research.

The presence of a strong family unit and values usually provides the necessary foundation for our children to make sound decisions about their lives. A variety of media violence is present in the homes of adolescents, with considerable variation in the degree of parental supervision. Regardless of government and other interested groups' attempts to limit the amount of violence reaching homes, families themselves play a critical role in guiding what reaches their children. Past studies shows that sex

is everywhere in the media. The average young TV viewer will see about 14,000 references to sex each year. Teens themselves say that TV, as well as movies and other media, are some of their leading sources of information about sex and sexuality. According to studies by Eysenck,H.J and D.K.B.Nias,(2008) of the roughly 14,000 references to sex a teen will see on TV each year, only a small fraction (165) will include any reference to abstinence or delay of sex, birth control, risk of pregnancy, or Sexually transmitted disease. Obviously girls bear the risk of pregnancy that boys don't, but girls are also more likely to contract STDs than boys. (American of Paediatrics, Sexuality, Contraception and the Media, 2001)Some studies (Smith, V.2004) show that repeated exposure to media with sexual content may influence teens to have sex earlier. A study of video games found that the few female characters in those games are often highly sexualized, wearing tight revealing clothing and having unrealistically large breasts and distorted small waists.(Conway. and L.R. Vartanian,2000).

Children learn best by observing behaviour and then trying it. The consequences of their behavioural attempts influence whether they repeat the behaviour. All violent media can teach specific violent behaviours, the circumstances when such behaviours seem appropriate, attitudes and beliefs about such behaviour. In this way, behavioural scripts are learned and stored in memory. Video games provide an ideal environment in which to learn violence and use many of the strategies that are most effective for learning. They place the player in the role of the aggressor and reward him or her for successful violent behaviour. Rather than merely observing only part of a violent interaction (such as occurs in television violence), video games allow the player to rehearse an entire behavioural script, from provocation, to choosing to respond violently, to resolution of the conflict. Children and adolescents want to play them repeatedly and for long periods of time to improve their scores and advance to higher levels. Media like television, radio and the Internet increase an overall awareness of the masses. News broadcast through different media helps us know about the day-to-day events in the world.

News, tele-films and documentaries revolving around social issues increases social awareness in children and develop their concern towards society. Newspapers, apart from updating us with the latest news and new information, also contribute to the

enhancement of our vocabulary. Newspapers are the best beginners in developing reading habits in children.

1.2 Statement of the Problem

Media use among students can impact both positive and negative effects on their behaviours which can quickly foster additional problem to them leading to a possibility of deviant behaviour

Despite interventions from the ministry of education through authoritative channels that is, D.E.O's office, school heads and other N.G.Os that have joined hands in enlightening students on the positive and usefulness of media in their learning and life skills, anti-social behaviour within Kitui central Sub-County (Kitui High School, 2014) is on the increase with over 30% of the students abusing various types of drugs (Ministry of Education, Kitui Central sub-County,2012). Several cases of irresponsible behaviour (St.Thomas Aquinas Boys,2014, Kisasi Boys High School,2013) been reported to D.E.O'S office, such as riots/strikes, drug and substance abuse, physical violence towards other students and even teachers, disrespect, risky sexual behaviours, among others. It is on this shortcoming, that the study seeks to establish the influence of media on behaviour among secondary school students in the Sub-County.

1.3 Purpose of Study

The main purpose was to find out the influence of media on behaviour among secondary school Students in Kitui Central Sub-County**.**

1.4 Objectives of the study

The objectives of the study were:

i. To determine the extent to which the availability of social media influence behaviour among secondary school students in Kitui Central Sub-County.
ii. To establish whether television is a contributing factor that influence behaviour among secondary school students in Kitui Central Sub-County.
iii. To determine how cell phones influence behaviour among secondary school students in Kitui Central Sub-County.

iv. To find out how video influences behaviour among secondary school students in Kitui Central Sub- County.

1.5 Research questions

This study sought to answer the following questions:

i. What was the influence of Social media on behaviour among secondary school students?
ii. How does Television influence behaviour among secondary school Students?
iii. What was the influence of cell phone use on behaviour among secondary school students?
iv. How did Video use influence behaviour among secondary school students?

1.6 Significance of the Study

The result of this study will yield information that will bring a deeper understanding on how media has influenced behaviour among secondary school students. Education stakeholders, school administrators, parents, policy planners and teachers will use the research results and recommendations as learnt lessons to review their plans and activities in the quest to manage and formulate strategies to counter the negative impacts of media use on behaviour among students in schools.

The study's findings may provide crucial information to parents by enlightening them on the key roles of advising and guiding their children on the use of media in relation to behaviour. The organization and government departments that campaign against media influence on behaviour will use the results of the research and be informed by the findings on what issues to address during their campaigns.

The research information will also act as literature review for the future academicians who may write further research papers on related topics. Lastly the general public will benefit from the findings of the study for their general awareness and understanding on the influence of media on behaviour among students.

1.7 Delimitation of the Study

The study confined itself to the use of media and how it influences behaviour among secondary school students .The study was conducted in the selected schools in Kitui Central Sub-County. The researcher limited the study to the media influence on students' behaviour in Kitui Sub-County. The objectives of the study were: To determine the extent to which the availability of social media influences students' behaviour in Kitui Sub-County, whether Television is a contributing factor that influence students' behaviour, determine the influence of cell phone use on student's behaviour and finding out how video influences behaviour among secondary school students.

1.8 Limitations of the study

This study was conducted in Kitui Central Sub-County between April 2014 and June 2014 through cross–sectional sample survey design. The study was conducted in 16 public secondary schools in the District. Financial constraints -limited financial ability to facilitate for research assistants' transport and printing of questionnaires. The researcher administered the Questionnaires personally to minimize the cost. There was time limit within which to carry out the study hence the use of a small sample. The geographical area within which the sampled schools are spread is very wide. The researcher covered wide distances moving from one school to another and have to hire transport and to some case walk on foot due to inaccessibility.

1.9 Assumption of the study

To effectively carry out the study, several assumptions were made which included; that the respondents co-operated and gave correct and truthful answers, the data collection instruments (questionnaires) were valid and reliable and that the sample collected represented the influence of media use on behaviour among secondary school students in Kitui Central Sub-County.

1.10 Definition of significant terms

Behaviour	Refers to the way in which one acts or conducts oneself, especially towards others
Aggression	Refers to overt, often harmful, social interaction with the intention of inflicting damage or other unpleasantness upon another individual
Media	Refers to communication channels through which news, Entertainment, education, data or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TVs, radio, billboards, direct mail, telephone, fax and Internet.
Cyber bullying	Cyber bullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person.
Sexting	Sexting refers to sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital Devices
Facebook Depression:	Facebook depression is defined as depression that develops when preteens and teens spend a great deal of time on social media sites, such as face book and then begin to exhibit symptom of depression.
Internet	The internet is described as publicly accessible network of Interconnected computer networks that transmit data by packet Switching using standard international protocol (IP)
Blog	A blog is a website, usually maintained by an individual, with regular entries of commentary, descriptions of events, or interactive media such as images or video.
Podcast	A podcast is a series of digital-media files which are distributed over the Internet using syndication feeds for playback on portable Media players and computers.

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

This chapter reviews literature on the influence of media use on behaviour among secondary school students. It discussed the media use on behaviour nationally, religionally and globally. It captured how media availability influences behaviour, the role of parental involvement in influencing behaviour and the impacts of media use on behaviour. The researcher discussed the past studies in the area, method and instruments used and also the critical review concerning the same.

2.2. Influence of social media on behaviour among students

Social media is the interaction among people in which they create, share or exchange information and ideas in virtual communities and network. According to Adreas Kalpan and Michael Haenlein (2010), Social media is defined as a group of internet applications that are built on ideological and technical foundations of websites that allow the creation and exchange of user-generated content. It is an addictive site where internet users spend more time. Findings in U.S (Anderson,C.A.and B.J.Bushman,2002) has shown that time spent on social media increased by 37% in 2012 compared to 2011.Types of social networking systems include: face book, twitter, Google+, Yahoo, You tube, Whats App, MySpace, Palm chat, and Instagram that are used by students to connect and share with those around them.

According to Assault of learning (2011), investigation done for five years that is 2006,showed that number of violent incidents at Constitutional high school increased by 1% in 2006/2007 to 5% in 2009.In Kenya during the 2007-2008 presidential election crisis, the use of mobile phones made it cheap and easy to spread hateful and violent messages that contributed to mob violence through sending of hateful short messages, making hate speech calls, spreading propaganda and divisive information through social networks like face book,whats up, twitter etc. At the same time, an online human rights campaign called Ushahidi spread awareness of incidents of violence (and their location) using Google Maps and a tool for users to report incidents via mobile phone or Internet browser. Ushahidi allowed for cooperation on a

massive scale and provided an outlet for frustrated citizens to become reporters and digital activists.

Using social media Web sites is among the most common activity of today's children and adolescents. Any Web site that allows social interaction is considered a social media site. Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent years. For this reason, it is important that parents become aware of the nature of social media sites, given that not all of them are healthy environments for children and adolescents. Paediatricians are in a unique position to help families understand these sites and to encourage healthy use and urge parents to monitor for potential problems with cyber bullying, "Face book depression," sexting, which can expose them to inappropriate content. Media can be used in almost any discipline to enhance learning, both in class, and out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect. Consequently, academic institutions have realized the importance of social media and a growing number of academic communities are creating accounts and joining groups through these sites (Al-Daihani, 2010).

The reasonable use of these social media was traced even in 2006 when the Pew Internet Project, a non-profit research centre that examines the social impact of the Internet, conducted a survey by telephone among a national sample of 935 youths aged 12 to 17 and found that more than half (55%) of all online American youths use online social networking sites. Of the teens in the survey, 85% were using MySpace while 7% were using Face book (Pew Internet and American Life Project, 2009).

Recent surveys from Pew provide insight on social media usage among teens and young adults. Popular social media application supports development approaches to the learning and as a great potential to online learning (virkus, 2oo8).In formal education, this is a wide space of communication which it is easier to create web based learning zone. With social media educators can now much more readily connect their students not just to their own localities, their learning and to each other, but also a huge and ever knowing and communicating (Eijkman,2009). The emerging

technologies are increasingly being implemented in academic institutions and may have the effect on existing teaching and learning practices, Reich, Waechtez and Epizona (2008).They analysed those trends in participants' use of sites, there typical activities on them and their reason for using them. Middle and high school students are using social media to connect with one another on homework, assignments and group projects, for instance face book and similar social media programs allow student to gather outside of class collaborate and exchange ideas about assignments. Some schools successfully use blogs in teaching tools, which has the benefit of reinforcing skills in English, written expression and creativity. Social media sites, used for social networking worldwide, are being blamed for an increased rate of sexually transmitted infections in homeless teenagers (Swahn MH,2007)

Social utilities such as Twitter and Face book are seen as tools for finding social networks to build online relationships, media marketing, and showing off your latest strategy or products. Competing with Google as an increasingly popular search site as well, Face book is used by bloggers to show off their latest blog post. Videos from YouTube, another popular social media is very popular among teenagers, entertain users by keeping them up to date with the latest headlines, showing them how to make something, or just offer the opportunity to listen to music. One study published by lead investigator Sean Young from the David Geffen School of Medicine at University of California, Los Angeles, and co-investigator Eric Rice from the University of Southern California's School of Social work, worked with 201 teens and young adults to determine the link, if any between the use of social media within this age group and increase or potential risk for contracting a sexually transmitted infections. Social media sites allow teens to accomplish online many of the tasks that are important to them offline: staying connected with friends and family, making new friends, sharing pictures, and exchanging ideas (Oliver and Sanders,2006)

Social media participation also can offer adolescents deeper benefits that extend into their view of self, community, and the world, including opportunities for community engagement through raising money for charity and volunteering for local events, including political and philanthropic events; enhancement of individual and collective creativity through development and sharing of artistic and musical endeavours; growth of ideas from the creation of blogs, podcasts, videos, and gaming sites;

expansion of one's online connections through shared interests to include others from more diverse backgrounds (such communication is an

Important step for all adolescents and affords the opportunity for respect, tolerance, and increased Discourse about personal and global issues); and fostering of one's individual identity and unique social skills (Davison-Turley,2005).

Adolescents are finding that they can access online information about their health concerns easily and anonymously. Excellent health resources are increasingly available to youth on a variety of topics of interest to this population, such as sexually transmitted infections, stress reduction, and signs of depression. Adolescents with chronic illnesses can access Web sites through which they can develop supportive networks of people with similar conditions. The mobile technologies that teens use daily, namely cell phones, instant messaging, and text messaging, have already produced multiple improvements in their health care, such as increased medication adherence, better disease understanding, and fewer missed appointments (O'Reilly T,2005).Given that the new social media venues all have mobile applications, teenagers will have enhanced opportunities to learn about their health issues and communicate with their doctors.

However, because of their young age, adolescents can encounter inaccuracies during these searches and require parental involvement to be sure they are using reliable online resources, interpreting the information correctly, and not becoming overwhelmed by the information they are reading. Social media networks are designed for the purpose of communal connections (Eijkman H,2009). Today's students are accessing Face book, Twitter and even Instagram to connect and share with those around them. One of the most interesting things about social media is that users can interact and engage with each other solely through a Web presence, perhaps never even meeting in person(Virkus S,2008).Whether they are sharing personal pictures, links to other sites or even commenting on someone's post, students engage, stretching beyond social interaction purposes alone. Students use social media day in and day out to interact with their peers and even teachers about class-related subjects. In a world where online engagement is important for businesses, these students are becoming experts at developing a sense of internet presence (Zakaria, Watson and

Edwards, 2010). Not only do they know how to interact with others on the internet; they know how to use basic and even complex functions in order to do so. Social media users share among themselves day in and day out, giving and receiving information at rapid speeds. This information is more than funny cat videos; they share views and opinions; tips, tricks, and even projects; and, among students, helpful information for classes. Their ability to access, analyse, retain and share information is skyrocketing and they often don't even realize they are developing these skills. Only people born before the Internet was invented are likely to understand the magnitude of this new style of communication (Hargittai, 2010).

Cyber bullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is the most common online risk for all teens and is a peer-to-peer risk. Although "online harassment" is often used interchangeably with the term "cyber bullying," it is actually a different entity. Current data suggest that online harassment is not as common as offline harassment, and participation in social networking sites does not put most children at risk of online harassment. Cyber bullying is quite common, can occur to any young person online, and can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and, tragically, suicide.

Sexting can be defined as "sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices." Many of these images become distributed rapidly via cell phones or the Internet. This phenomenon does occur among the teen population; a recent survey revealed that 20% of teens have sent or posted nude or semi-nude photographs or videos of themselves. Some teens who have engaged in sexting have been threatened or charged with felony child pornography charges, although some states have started characterizing such behaviours as juvenile-law misdemeanours. Additional consequences include school suspension for perpetrators and emotional distress with accompanying mental health conditions for victims. In many circumstances, however, the sexting incident is not shared beyond a small peer group or a couple and is not found to be distressing at all (Livingstone and Heisper, 2007).Researchers (Johnson,J.Cohen,P.Smailes,E.Kasen,S.Brooks (2002) have proposed a new phenomenon called "Face book depression," defined as depression that develops

when preteens and teens spend a great deal of time on social media sites, such as Face book, and the begin to exhibit classic symptoms of depression. Acceptance by and contact with peers is an important element of adolescent life. The intensity of the online world is thought to be a factor that may trigger depression in some adolescents. As with offline depression, preadolescents and adolescents who suffer from Face book depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for help that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviours(Kennedy et al,2009).

The main risk to preadolescents and adolescents online today are risks from each other, risks of improper use of technology, lack of privacy, sharing too much information, or posting false information about themselves or others. These types of behaviour put their privacy at risk. When Internet users visit various Web sites, they can leave behind evidence of which sites they have visited. This collective, on-going record of one's Web activity is called the "digital footprint." One of the biggest threats to young people on social media sites is to their digital footprint and future reputations. Preadolescents and adolescents who lack an awareness of privacy issues often post inappropriate messages, pictures, and videos without understanding that "what goes online stays online." As a result, future jobs and college acceptance may be put into jeopardy by inexperienced and rash clicks of the mouse. Indiscriminate Internet activity also can make children and teenagers easier for marketers and fraudsters to target (Margaryan and Little John, 2009).

Teens that use Face book more often show more narcissistic tendencies while young adults who have a strong Face book presence show more signs of other psychological disorders, including antisocial behaviours, mania and aggressive tendencies. Daily over use of media and technology has a negative effect on the health of all children, preteens and teenagers by making them more prone to anxiety, depression, and other psychological disorders, as well as by making them more susceptible to future health problems. Face book can be distracting and can negatively impact learning. Studies by Lin, C.A, 1997 found that middle school, high school and college students who checked Face book at least once during a 15-minute study period achieved lower grade.

2.3. Influence of Television on behaviour among students

Television's substantial impact on all growing children began in the 1950s with the Proliferation of TV sets. Three generations of children have been raised with TV, and very different role models, interaction modes, and experiences are now visited on American youth. Today, more than 99% of American households contain at least one television set, and children start the viewing process early even before they reach 2 years of age. Conservative estimates are that preschool children watch nearly 3.5 hours of TV per day (Gentile & Walsh, 2002), and this average continues through age 18 (Singer & Singer, 2001). In the 21st century, however, television viewing is becoming somewhat diminished because of increased use of computer games and the Internet, and also because children now spend more time in child-care, school, and after-school-care programs. These days the main programs telecast on TVs especially are all about armed robbery, prostitution, drug abuse and the likes. However the youths who are the major viewers of these programs consciously and unconsciously tend to put into practice what they see. Some of these media uses also show pornographic materials on their networks which tend to corrupt the minds of these exuberant youths who are also eager to put into practice anything they come into contact with. An example can be cited of one cable networks that usually shows these kinds of movies.

Television influences children in direct proportion to both time spent viewing and the overall effect of what is viewed (American Academy of Paediatrics, 1990). Certainly, eating habits, family interactions, and use of leisure time are considerably influenced by television (Hewlett & West, 2005; Horgen, 2005; Winn, 2002). Commercials take up 12 to 14 minutes of every hour of television, and in that time, advertisers try to influence viewers with all types of consumerism. Schools and parents are far behind advertisers in finding the most effective ways of using media. Children are especially susceptible to electronic media, and televised advertising has a huge effect. Heavy viewers are drawn to the advertised products, including unhealthy food products, and they tend to eat more snack foods and be overweight. Social interactions are also affected: Heavy viewers hold more traditional sex-role attitudes, behave more aggressively, are less socially competent, and perform more poorly in school compared to light or non-viewers. (Arendell, 1997; Desmond, 2001).

Not all TV advertising is negative, of course. There have been efforts through TV to modify behaviours such as smoking, drunken driving, and poor nutritional habits (Van Evra, 2004). How children are affected by both positive and negative advertisements also depends on such factors as parent–child interactions, how children are disciplined, and even to some degree on Social–economic factors (Strasburger & Wilson, 2002).Advertising is not the only way in which television influences viewers. Two additional, concerns about the effects of television are the amount of violence, in both commercials and programs, and the amount of time children's television watching takes away from more creative and intellectual pursuits.

Research (Braina, M, 2001) on the impact of television viewing on academic achievement indicates that such influence is complex in nature. Television viewing takes time away from important social interactions, such as conversation, storytelling, imaginative play, and for primary-school children, the leisure reading that promotes literacy. We must remember, however, that the amount of viewing, the kind of programs watched, IQ, and socio-economic status are all factors that affect children's attitude and achievement (Gunter, Harrison, & Wykes, 2003; Winn, 2002).Majority of young people, 75% of boys and 60% of girls have engaged in sex by the time they graduate from high school, Alan Guttmacher Institute (1994) and majority of those who have not will have their sexual experience while in college. Sexual development during this developmental period is influenced by T.V programs; however tends to be sporadic, furtive and poorly managed (Brook-Gunn and Paikoff, 1997; Miller et al., 1993).Thus even sexually experienced students enter college with much to learn in sexual arena.

Violent music illicit aggressive behaviour from children and adolescents as well. It has been found that children rely heavily on television, not only for entertainment, but also for knowledge of events. Whether it is their choice to watch it or they see their parents watching it. Also, no matter what they choose to watch, they are unable to control it when programming is interrupted with 'breaking news' stories that often flash scenes of violence in front of them. This is becoming more and more common on television today (Walma van der Molen, 2004). One example of these interruptions would be with school shootings; there is a possibility that viewing so much violent

news on television can encourage an imitative or "copycat" behaviour (Anderson et al, 2003). Video games were blamed for the Columbine shootings, but many people didn't consider how much this event was publicized and how that may have impacted the increase in youth violence afterwards. Television news stories of a well-known person's suicide could increase the likelihood that other people will take their own lives as well (Anderson et al., 2003).

Another important aspect of television news that may have the greatest effect on children and adolescents is the regular depiction of real-life violence on the news (Walma van der Molen, 2004). Many children can recognize that the violence in cartoons or video games that they see is fictional, but when they see the news, they realize that these are actual events that have in fact happened. Some of the effects that have been found in this subject area are that short-term aggressive behaviour, which is often fostered by imitation of violence, could be encouraged by violent news. It is also found that programs that over emphasize crime and terror could enhance long-term learning of violent cinemas and could lead people to believe that the world is a violent place. Therefore, children may learn that violence is important in this world and is needed to protect them and to resolve conflict; they become less sensitive to other people's distress and more accepting of violent behaviour (Walma van der Molen, 2004).

Although media violence can have some negative effect on any type of person, studies have shown that individuals who are already characteristically aggressive will react more negatively to violent media. This is due to the fact that they already have several risk factors that may predispose them toward aggressive behaviour. Children, who are at the greatest risk to grow up as aggressive, are those who were both characteristically aggressive and watched higher levels of television violence. It has also been found though that television violence does have an effect on later aggression in children who initially had low levels (Anderson et al., 2003). Current studies show that in fact, there is a relationship between these factors, but more needs to be done in order to create a more solid knowledge base in this area. Most of the research in this area focuses on the positive correlation between the violent material on television news and the violent impact that is has on behaviour.

2.4. Influence of Video on behaviour among students

Studies have also shown a positive correlation between video games and violent behaviour during childhood and adolescence. This may be due to the fact that video games are becoming more lifelike. Researchers are finding that children are spending more time playing video games than watching television (Wagner, 2004). This may be a problem because in video games, the gamer is participatory, not passive as in sitting in front of the TV and watching something. Studies have shown that people who play violent video games are more prone to behave violently. In a Japanese study of fifth and sixth graders, a positive correlation was found between the amount of time spent playing video games and later physical aggression (Herzfeld, 2004). Children between the ages of 8 and 18 spend more than 40 hours per week using some type of media, such as computers, video game systems, and television. This is not including school or homework assignments (Anderson & Bushman, 2001) Parents do not check the ratings on the video games that their children play (Anderson & Bushman, 2001). However, it is very important that parents pay close attention to these ratings due to the fact that the most heavily marketed and consumed games are those with violence (Herzfeld, 2004). It is also not just the parent's fault since many .Vendors do not enforce the ratings system (Herzfeld, 2004). This is a problem because the video games can get into children's hands that are too young to be able to draw the line between game and reality. All of the above information illustrates the positive correlation between violent video games and increased violence. A good example of how the distortion of reality due to video games is the tragedy that occurred at Columbine High School.

Many studies have been conducted with the goal of predicting children's aggressive behaviour due to watching aggressive and violent television shows. In an average hour of children's television, 20 to 25 acts of violence are depicted. According to recent research, there is a strong relationship between viewing violent television and aggressive behaviour (Johnson et al. 2002). Movies and television do put ratings on their entertainment to recommend what ages cannot watch.

However, especially in movies, the expectations for those ratings seem to have lower and lower standards. For example, PG-13 movies seem to involve more and more violence with every movie that come out. Many studies have been conducted with the

goal of predicting children's aggressive behaviour due to watching aggressive and violent television shows. The audience of these shows usually includes children and adolescents. In an average hour of children's television, 20 to 25 acts of violence are depicted. According to recent research, there is a strong relationship between viewing violent television and aggressive behaviour (Johnson et al. 2002). A study conducted on children's behaviour after watching "The Mighty Morphine Power Rangers movie" (Josephson, W.L, 1995) showed that children committed more aggressive acts against peers than did the control group who watched a program without any violence.

A gender difference was also reported; a significant amount of boys compared to girls were more likely to perform aggressive acts (Boyatzis et al. 1995). This is also evident in other studies conducted; boys were more influenced than girls by the violence in television shows.

Most of the studies conducted, Huesmann, L.R (2007) however, have been short term and have not looked at aggression over children's life spans into adolescence and adulthood. There was one such study done, however, that analysed television violence viewing at ages 6 to 10 and then compared it to adult aggressive behaviour 15 years later. This longitudinal study concluded that there was a strong association between viewing violent television at a younger age and the likelihood of aggressive behaviour occurring into adulthood. Results showed that behaviour considered to be violent was more prevalent in males than it was in the females of the study (Rowell, 2003).

2.5. Influence of Cell Phones on behaviour among students

Mobile phone technologies are now in the hands of almost 31% or 2 billion people(Motorola,2006)of the 6.47 billion people on this planet ("Population Reference Bureau Statistics",2006).The penetration of these technologies is increasing very rapidly with around 779 million ("Gartner Press Release",2005).

Mobile phones sold every year and expected to reach over 1 billion units per year sold by 2009. These staggering numbers are indicator of the growth reach of mobile phones. Asia is the fastest-growing region, accounted for one of every four phones sold in 2005,a pace that is projected to increase to one of three by 2009("Gartner Press Release",2005).The latest data from March 2006 indicates that India is the

fastest growing mobile market in the world with over 5 million new users added per month bringing the total to over 90 million users ("Telecom Regulatory Authority of India press release",2006).However this represents only about 8% of India's estimated total mid-2005 population ("Population Reference Bureau Statistics",2006). The corresponding US data from December 2005 shows that there are 207 million mobile users in the US ("CTIA Semi-Annual Wireless Industry Survey",2006). This represents over 69.8%of the estimated total mid-2005 US population ("Population Reference Bureau Statistics",2006).

The cultural background can influence the way technology is perceived, adopted and used. Cellular telephones have been widely available for over fifteen years, but schools and Legislators have not yet reached a clear decision on their appropriate use in schools. With cell phone use becoming more and more ubiquitous, particularly among high school students, and cell phones becoming more and more sophisticated, tempers run high when it comes to students, schools, and cell phones. In the early to mid-1990s, many states passed laws banning students from bringing cell phones (and pagers) to school. At the time cell phones were expensive; the popular belief was that students who did own cell phones would use them to facilitate drug deals. This view changed as cell phones became more common, inexpensive, and popular. By the late 1990s several states had already repealed their ban on student cell phones in schools (Huang, 2010).

The tragedy at Columbine and the terrorist attacks of September 11, 2001 brought further attention to the student cell phone debate. Many more states lifted bans on student cell phones .However, once state legislation was no longer the guideline; individual school boards had to make the difficult decision of whether or not to allow cell phones in the classroom. Teachers have been overwhelmingly in favour of cell phone bans, but parents are often equally adamant that their children be allowed to carry cell phones at school. Cheating and inappropriate photos are also concerns associated with cell phones. As cell phones become more sophisticated and powerful, opportunities for cheating increase. Teachers have caught high school students taking pictures of tests to pass along to students in later classes, for instance, or accessing photos of textbook pages or notes during tests. Inappropriate photos taken in locker

rooms and restrooms have also become a problem in some schools, which carries the potential for lawsuits; many school systems have banned camera phones while still allowing traditional cell phones (Charles Bazerman, 1985).

In some areas, only the more privileged students own cell phones, leading to envy, additional socioeconomic stratification, and sometimes theft. Opponents of cell phone use in schools point out that it's unfair to allow well-off students to benefit from them and deny the same benefits to poorer students.

Many school boards have tried setting limits on cell phone use without banning cell phones completely. Requiring that phones be turned off during school hours, confiscating phones from students caught using them in class, and requiring that phones be set to voice mail only have all had limited success. Some teachers are so frustrated with cell phone interruptions that they collect the phones at the beginning of class and return them as students leave. Students turn to technology for help because they have not learned the critical thinking skills that are needed to figure out these answers. Society has opted to simply give them the answers instead of allowing them to find those answers.

With the internet making it easier to find answers by merely putting the search term into Google society has destroyed the old ways of discovering through hard work the answers we need to solve our problems. Technology has been great in many aspects of life but it should be only used in the classroom to present information, not discover answers (Richard Clark, 1983).Society has created students who believe that those with the highest exam scores will succeed when in reality professionals and bosses who are hiring are looking for those who can think intuitively, creatively, and realistically.

Google and Yahoo cannot solve all questions and as a society we need to shun these unethical practices in the classroom. We need to begin to start asking the students the questions instead of handing them the answers. Forget passing handwritten notes underneath desks or inking your arm with essential math formulas before a killer test. If students today want to cheat, they have a more Insidious tool at their disposal: cell phones. More than one third of teens with cell phones admit to having stored

information on them to look at during a test or texting friends about answers, a new survey finds. Teens' parents, while realistic about the frequency of cheating in schools, might need to overcome their own blind spots: More than 75 per cent of parents according to past studies (showed that cell phone cheating happens at their children's school, but only 3%believe their own teen is using a cell phone to cheat. Most parents believe their kids' consciences would prevent them from doing it, as they are good kids deep down, research conducted by Common Sense Media, a San Francisco-based education company. These versatile technologies have made cheating easier. The call to action is clear. Nearly 1 in 4 students thinks that accessing notes on a cell phone, texting friends with answers, or using a phone to search the Internet for answers during a test is not cheating.

Steyer (2010) calls for parents and teachers to educate themselves on how kids use technology to cheat and then helping students understand that the consequences for online or electronic cheating are just as serious as those for old-fashioned cheating. Some students say that the lack of person-to-person contact in new 21st-century methods of cheating makes it harder for them to feel as if they are doing something wrong. Others see texting during tests simply as helping one another, as opposed to looking at someone else's paper during an exam, which they consider cheating.

According to Madeline Jones, a recent graduate of Baylake Pines School in Virginia Beach**,** for papers or online tests, students might use the Web to copy and paste text from other published reports. And for regular in-class exams, she says sneaky students can easily take advantage of the iPhone and its wireless Internet access. But even as teens advance their electronic cheating strategies, educators are beginning to fight back with their own anti-cheating technologies, such as text-matching software, biometric equipment, virtual students, and cheat proof tests, experts say. At the University of Central Florida, for instance, business students now take their tests on cheat-resistant computers in a super secure testing centre.

Taylor Ellis (2010) said that parents should not assume that kids know what to do or how to behave ethically when it comes to tests on their own. Families should establish open communication about the use of technology in school including a strict set of guidelines for kids to follow and understand that kids are cheating. Experts also say

that if teachers hold open discussions, issue warnings, and present guidelines for taking tests and writing papers, kids will be more hesitant about cheating.

According to Jack Lorenz (2002), many indiscipline cases have been reported among high school students as a result of cell phone use like inciting other students from different schools to take actions in strikes, informing one another about co-curricular activities like games competition where fighting have occurred as a result of students taking action against the opponents leading to injuries, property destruction etc. Students have even gone to extent of using cell phones to call teachers while abusing them and even text love and abusive messages to them. Cell phones can be lifesavers in an emergency, providing police with vital and timely information (Zywua and Danowski, 2008).

Cell phones have another use in emergencies: by contacting parents directly, students help keep school phone lines open instead of jammed with calls from worried parents. Some teachers also point out that cell phones have legitimate academic uses. Older students can conduct phone interviews during class time with teacher supervision, for instance. Also, many cell information phones now have Internet capability, built-in calculators, and memories able to hold entire books. For schools with limited technologies available to students, cell phones mimic the computers that the classroom may lack. Cell phones are now so small that students can use them surreptitiously in class as well, particularly text messaging and videogames. Should a phone ring in class, the entire classroom is disrupted and teachers report that many students will answer the call.

2.6. Effects of media use on behaviour among secondary school students.

Media use in teaching and learning

Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion. Songs and music videos, especially when the lyrics are made available, can be used to the same effect.

Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984). In Willingham's (2009) research he asks a simple question to make his point, "Why do students remember everything that's on television and forget what we lecture?" -because visual media helps students retain concepts and ideas. Bransford, Browning, and Cocking (1999) also note the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations and student-created content.

As we advance further into the 21st century, technology is becoming more and more integrated into our society. Smart phones are now commonplace, tablets are replacing or substituting for computers and laptops, and social media has become second nature. The rapid and wide spread adoption of these technological innovations has completely changed the way we conduct our daily lives, including how knowledge is digested and taught in our classrooms. Technology can be defined as any tool that can be used to help promote human learning, including but not limited to calculators, tablets (such as an iPad), Smart Boards, video cameras, digital cameras, MP3 players, Portable Digital Assistants (PDAs), and, of course, the computer. These are all innovations that have helped countless people during regular daily activities, but they can also have a profound impact on classroom learning (James et al, 1995).

Overall, integrating technology into the classroom helps prepare our students for the elaborate world they will face going forward, but there are also specific benefits to using technology in the classroom which includes: The use of computers to look up information/data is a tremendous time saver, especially when used to access a comprehensive resource like the Internet to conduct research. This time-saving aspect can keep students focused on a project much longer than they would with books and paper resources, and it helps them develop better learning through exploration and research (Rokeach, 1989). When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Subjects that might be monotonous for some like math and science can be

much more engaging with virtual lessons, tutoring, and the streaming of educational videos. With the integration of technology,

Students are able to get direct, individualized instruction from the computer. This form of supplemental teaching allows them to engage with the information at times that are most convenient for them and helps them become more self-directed in the learning process. It also gives the teacher more time to accomplish classroom objectives, while freeing them up to help the students who might be struggling with certain lessons (Defleur and Ball, 2000). By learning to use technology in the classroom, both teachers and students will develop skills essential for the 21st century. But more than that, students will learn the critical thinking and workplace skills futures. Education is no longer just about learning and memorizing facts and figures; it's about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity (Perse, 2000).

Cyber bullying and Online Harassment

Cyber bullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is the most common online risk for all teens and is a peer-to-peer risk.

Although "online harassment" is often used interchangeably with the term "cyber bullying," it is actually a different entity. Current data suggest that online harassment is not as common as offline harassment, and participation in social networking sites does not put most children at risk of online harassment. Cyber bullying is quite common, can occur to any young person online, and can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and tragic suicide.

Sexting can be defined as "sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices." Many of these images become distributed rapidly via cell phones or the Internet. This phenomenon does occur among the teen population; a recent survey revealed that 20% of teens have sent or posted nude or semi-nude photographs or videos of themselves. Some teens who have engaged in sexting have been threatened or charged

with felony child pornography charges, although some states have started characterizing such behaviours as juvenile-law misdemeanours. Additional consequences include school suspension for perpetrators and emotional distress with accompanying mental health conditions for victims. In many circumstances, however, the sexting incident is not shared beyond a small peer group or a couple and is not found to be distressing at all (Livingstone and Heisper, 2007).

Face book Depression and social media use among students

Researchers have proposed a new phenomenon called "Face book depression," defined as depression that develops when preteens and teens spend a great deal of time on social media sites, such as Face book, and then begin to exhibit classic symptoms of depression. Acceptance by and contact with peers is an important element of adolescent life. The intensity of the online world is thought to be a factor that may trigger depression in some adolescents. As with offline depression, preadolescents and adolescents who suffer from Face book depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for help that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviours(Kennedy et al,2009).

Violence and media use among students

Ananad (1998) states, "The effect of media violence on our children is no longer open to debate. The exceedingly violent portrayals in the media in the form of films, documentaries and even cartoons have firmly placed the media in the midst of a controversy with far reaching effects", He expresses concern that young people in our society are being exposed to increasing amounts of graphic media violence through television, movies, video games and popular music. Ananad further describes, "Action films depict anatomically precise murder, rapes, assaults and video games detail bodies being blown apart, splattering blood and body parts on walls and floors", Minnow, Newton and La May (1995) also identify violence as a prevalent theme in forms of media to which young people are most exposed. They estimate that an average American child will view over 200,000 televised acts of violence by the age of 18. Minnow, Newton and La May contend that young people tend to imitate the actions and behaviours that they observe without the maturity to discern whether the action is appropriate or correct. Clink scales (1997) agree that imitation, or at least

acceptance of violence is a frequent response to excessive exposure to violence in the media. These children grow up with a stronger idea of becoming violent or being a violent-acceptant person. Martinez (1997) argues that while not all children who are exposed to violence will themselves become violent, there are other potentially harmful consequences. Media violence can promote pessimistic attitudes about the non-television world and it can also desensitize children to real-world and fantasy violence. Violent programming often shows violence as being justified, going unpunished and having minimal consequences to the victim. The portrayals of extensive graphic and humorous violence promoted an increased tolerance of violence

Media use has resulted in many consequences on students' social and academic endeavour. For instance, Ohsako (2007) discovered during his work on truancy that approximately 19 per cent of truants had started to miss school because of bullying and continued to miss for this same reason. The act of being bullied tends to increase some students' isolation because their peers do not want to lose status by associating with their risks of being bullied (Kigotho, 1999). Eventually victims of this form of violence experience depression and low esteem, problems that can be carried into adulthood. In some extreme cases, victims end up committing suicide because they see themselves as failures. For instance, Omale (1999) noted that in 1993, an eighth grade student at Oak Middle Street in Burlington, Iowa, United States of America shot himself to death with a family gun after schoolmates molested him for three years.

In Kenya, Mathiu (2008) noted that over the past decade, many secondary schools had suffered from strikes most of which placed head teachers in the spot light. For instance, in 1991, male students in a mixed high school invaded the girls 'dormitory and raped more than 70 girls. At least 19 female students lost their lives at a tender age of 15. In another incident in 1999, a group of male students locked up 4 prefects in their cubicles at night and doused them in petrol killing them instantly. The worst calamity was in 2001 when 68 students were burnt to death and scores injured after their dormitory was set on fire by two boys whose petrol bombed the school. In 2006 in a mixed boarding school, 15 girls were raped in the middle of the night. In 2008, about 72 students were charged with arson and other offences related to unrests in secondary schools (Kangare, 2008). In addition, 90 others had been arrested over the

unprecedented chaos. The students mostly in form two and three were charged with setting the school on fire and destroying property valued at more than Ksh. 5 million. In the coast, 10 students were arrested and property worth Ksh.5.2 million destroyed in the continuity wave of unrest in schools. In 2008, over 254 secondary schools experienced the ongoing orgy of violence in Kenya per province as follows; Central (68), Rift valley (55), Eastern (53), Nyanza (27), Coast (24), Nairobi (19), Western (8) and North Eastern has none. Kigotho (2008) reported that students at Ebunangwe High School in Vihiga District of Western Province burned buildings protesting against lack of food and canning of students. In Western Province, other cases of violence among students were noted in Musikhu Girls, Kapsambo, Sigalame, Lukhuna, Butonge, Ikobero, Teremi boys and Sirisia secondary schools (PDE's office, Western Province, 2008).

Violence may contribute to physical deformities, humiliation, disinterestedness, withdrawal, poor academic performance, high drop – out rates and even death of affected students (Ruto, 2009).Violent behaviour is one of the practices that have scared teachers, parents and students. Some students have had to die or suffer permanent deformities. Kangare (2008) asserted that violence has been going on since 1970 especially in boys' schools. In secondary schools, sexual violence has been identified as one of the most teething social problem young female are facing. Sexual violence has made children, girls and women no longer safe in their own homes, schools, work places or on roads.

2.7. Theoretical framework

This study will be guided by three theories .These are media effects theory by Frankfurt School of social research (1920) ,Media dependency theory by Defleur and Ball-Rokeach(1976) and conflict theory by Karl Max and Marx Weber.

According to media effects theory by Frankfurt school of social research (1920) exposure to particular aspects of media content can influence the behaviour of the reader or viewer. The theory helps to explain moral panic in relation to representation of sex, violence and deviant behaviour and its supposed effects on youth.

According to Media dependency theory by De Fluer and Ball Rokeach (1976) emphasize that dependency as a correlating relationship between media content, the nature and the behaviour of audiences. Dependency on specific media is influenced by the number of media sources available to an individual. Individuals should become more dependent on available media if their access to media alternatives is limited.

The more the alternatives these are for an individual, the lesser the dependency on and influence of specific medium (Sun et al., 1999). Conflicts theory tends to focus on conflicts between social classes and in ideologies. It explains the media's influences on teens by looking at who controls the media. Teens are especially susceptible to advertising and propaganda which makes them more easily influenced by the media. Mass media have a direct, immediate and influential effect upon students by injecting information into consciousness of the masses (Watson & Hill, 1997)

2.8 .Conceptual frame work

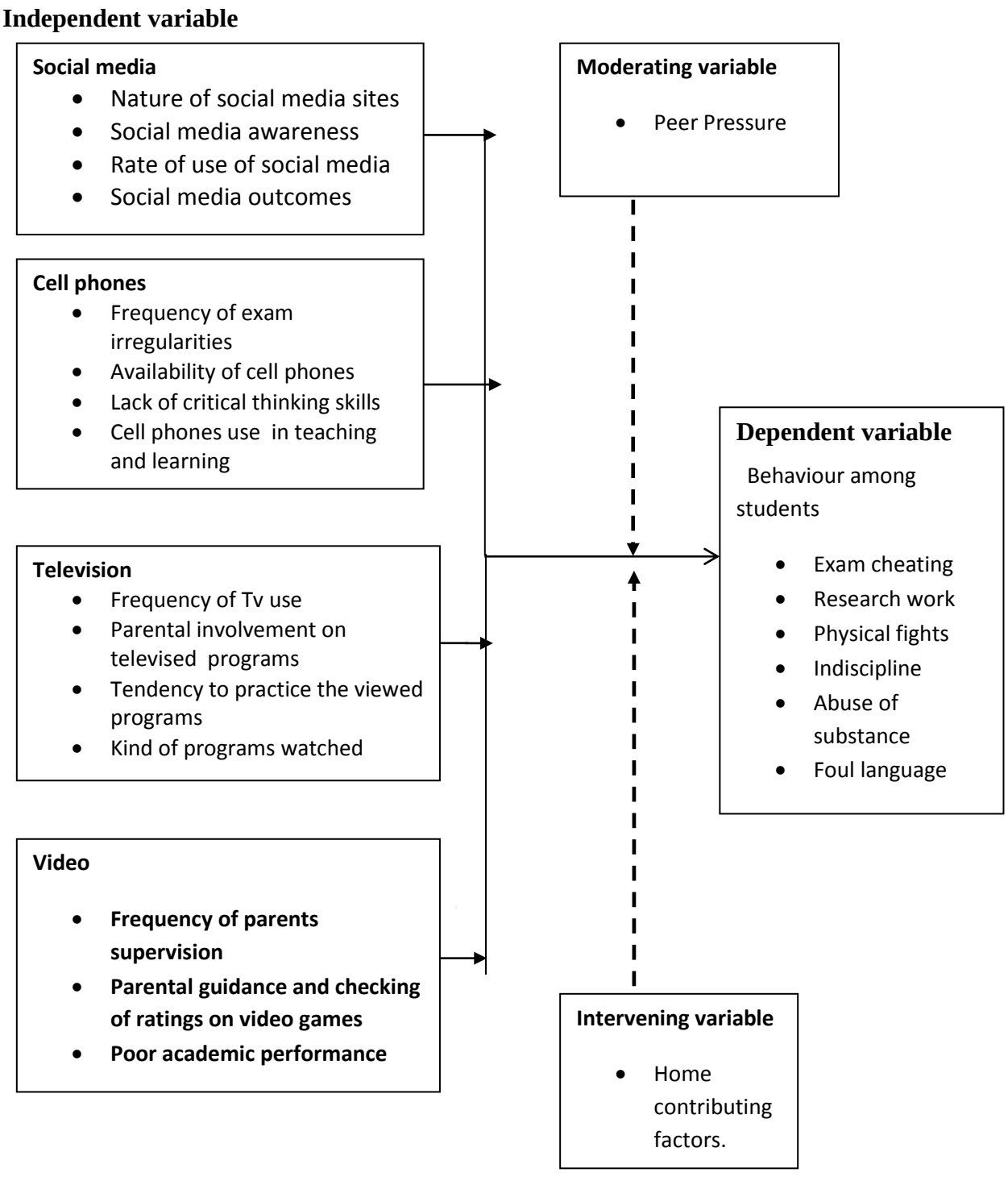

Figure 1 Conceptual Frame Work

CHAPTER THREE
RESEARCH METHODOLODY

3.1 Introduction

This chapter gave the preamble to the methodology adopted and used in carrying out the research .It discussed the research design, the target population, sample size and sampling procedures ,research instruments , validity and reliability of the instruments, data collection procedures, data analysis ,ethical consideration and operationalization of the variables.

3.2 Research Design

The research was conducted using descriptive survey. Survey was described without manipulation and was appropriate where the study sought to describe the characteristics of a certain group, estimated proportion of people who had certain characteristics and made predictions, (Churchill, 1991).

Mugenda and Mugenda, (2003) describes descriptive survey as collecting data to test hypothesis or to disclose the current status of the study subject in regard with individuals perception, attitude and behaviour. These descriptive surveys were appropriate for educational fact finding and field a great deal of information for this study. Descriptive research involves gathering data that describes events and that organizes, tabulates, depicts, and describes the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution.

3.3 Target population

Target population according to Borg and Gall,1989 refers to all the members of a real or hypothetical set of people, event or object to which researcher wishes to generate the results of the study .A population refers to a whole group of individuals, events, cases or objects having observable characteristics. It is the aggregate of all that conforms to a given specification. The research targeted 31 public secondary schools in Kitui Central Sub-County.(County director of education office, kitui central sub-county). These comprised of 3 boys boarding schools,5 girls boarding schools,2 mixed boarding schools and 21 mixed day Schools. The Sub-County has 1 national school, 6 county schools and the rest are sub-county level schools. These schools had

31 principals, 181 teachers and 4219 students. The total target population was 4431 .The research employed the percentage method to determine its sample. According to Mugenda (2003), a representative sample should be at least 10% of the population.

3.4 Sample size and Sampling Procedure

Sampling is selecting a representative unit from the target population. According to Mugenda (1993), sampling is the process by which a relatively small number of individuals, object or event is selected and analysed in order to find out something about the entire population from which it was selected. An optimum sample is the one that fulfils the requirement of efficiency, representativeness, reliability and flexibility,(Kotheri, 2003).Such a sample should range between 10-30% of the study population.

10 out of 31 principals, 40 out of 181 teachers and 450 out of 4219 students were selected. Stratified random sampling procedure was used to ensure the sub-groups in the population were well represented. Simple random sampling selected a sample without bias from the target population. The sample was small enough to be economical in terms of expenses on money and time data analysis and ensured representations of all in the population proportionately. The sample size was as illustrated in Table 3.1.

Table 3.1 Sample size

Category	Target population	Sample size	Percentage
Principals	31	10	32.3%
Teachers	181	40	20.1%
Students	4219	450	10.7%
Total	**4431**	**500**	**11.35**

3.5 Research Instruments

Mugenda (2003) observes that the use of questionnaire is a popular method for data Collection in most disciplines because of cost effectiveness of which they are constructed and administered in multiples. Gay (1976) also maintains that questionnaire gives respondents freedom to express their opinions and make

suggestions. Structured questionnaires were developed and utilized in this study. The questionnaires had both open closed ended items and a rating scale for collection of primary data. Data was therefore collected using self-administered questionnaires as the principal data collecting instrument. The questionnaires were used because they are cheap to administer to respondents scattered over a large area and also convenient for collecting information from a large population within a short period of time (Dempsey and Dempsey, 2000)

3.6 Validity of the instruments

Validity is the degree to which an instrument measures what is required under Investigation (Borg and Gall, 1989).According to Mugenda and Mugenda, (2003) it is referred to as the accuracy and inferences based on research results. Validity has to do with how accurately the data obtained in the study represents the variables of the study. An instrument is valid if it actually measures what the researcher intends it to measure. Research tools are valid depending on how the data collected is related in terms of how effective the items have sampled significant aspects of the general objectives of the study (Kasomo,2006).Validity in this study was determined using content validity which is defined as the measure of degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. To ensure that the instrument had validity, all the possible indicators that were used to measure the variables were identified and a representative sample of the domain of indicators selected. Then the questionnaire was developed to measure the selected indicators. A pilot test with a small set of students from the target population, who would not otherwise be involved in the study was conducted. Experts (supervisors) in the University of Nairobi were also consulted who looked at the measuring technique and coverage of the objectives under study. The experts ascertained the validity of the research instruments, and then corrections identified were incorporated in the instrument so as to increase the validity (Mugenda and Mugenda, 2003).

3.7 Reliability of the research instruments

Reliability of a measuring instrument refers to the degree of consistency with which it measures whatever is intended for. According to Mugenda and Mugenda (2003) reliability is defined as a measure of degree which the research instrument gives the

same results or data when repeatedly administered. The research instruments were to be piloted in one public secondary school in Kitui Central Sub-County that was to be sampled to participate in the major research. The questionnaires were to be administered to the principals, teachers and students .The purpose of the pilot study was to establish the validity and reliability of the instrument of study. After analysing the response of the pilot study, the questionnaires were modified to eliminate areas that were not well captured hence increasing the validity and reliability of the instrument.

3.8 Data collection procedures

To generate data for this study, the researcher obtained a research authorization permit from the District Education Officer, Kitui Central Sub-County in order to collect data from schools in Kitui Central Sub-County. The respondents were assured of confidentiality of their identity by the researcher. Data was collected using self-administered questionnaires as the main instrument of data collection. The researcher employed field study techniques so as to collect primary data. Questionnaires with both open-ended and closed-ended questions were used in this study. Questionnaires were used because they are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short period of time (Dempsey, 2000).The questionnaires were personally administered by the researcher. The respondents filled the questionnaires and handed over the completed questionnaires to the researcher, the completed questionnaires were checked for completeness and appropriateness of the responses.

3.9 Data Analysis

Following the administration of the questionnaires, there was a systematic organization of the raw data collected during the study. In order to enhance consistency and completeness, the questionnaire were edited. Data collected during the study was analysed using a number of statistical methods including quantitative and qualitative analysis. In qualitative analysis, descriptive statistics was used as the main tool. According to Mugenda and Mugenda, (2003), the purpose of descriptive statistics is to allow for meaningful description of a distribution measurement using a few indices or statistics. Data from the questionnaires was first coded and entered in the statistical package for social science (SPSS) computer software for windows

Program to enable analysis. The responses were used to compute descriptive analysis which was presented using tables of frequencies and statistics such as mean and percentages to draw interpretations, comparison and summaries. Inferences from analysed data were made and this was used to answer the research questions.

3.10 Ethical considerations

The study addressed the ethical issues through the use of an introductory letter (Appendix) which explained the purpose of the study. The respondents right to confidentiality and anonymity of the responses was ensured whereby the data and information gathered was treated and reported in such a way that it would not be traced to any persons. To increase the degree of confidence among the respondents, no names and personal identification details was required for the purpose of filling the questionnaires. The source of data and information for literature review was acknowledged through the use of citation and references in this study.

3.11 Operational Definition of Variables.

The table below shows the variables in the study, how they were measured and data analysis techniques use.

Table 3.2 Operational Table

Objectives	Variables	Indicators	Measurement scale	Type of analysis
To determine the extent to which the availability of social media influences behavior among secondary school students in Kitui Sub – County	Independent variable - Social media availability Dependent variable - Student behavior	- Adequacy of social media - Rate of use of social media - Social media awareness - Social media outcomes - Use of blogs in teaching	- Ordinal - Nominal	- Descriptive
To establish whether television is a contributing factor that influence behavior among students	Independent variable - Television Dependent variable - Student behavior	- Kind of program watched - Frequency of parental guidance - Frequency of Television use	- Ordinal - Nominal	- Descriptive
To determine how cell phones use influence behavior among secondary schools students	Independent variable - Cell phones Dependent variables - Students behavior	Frequency of exam irregularities - Availability of cell phones - Lack of thinking skills - Cell phones in teaching	- Ordinal - Nominal	- Descriptive
To find out how video use influence behavior among secondary school	Independent variable - Video Dependent variable - Student behavior	- Frequency of parents supervision Parental guidance and ratings	- Ordinal - Nominal	- Descriptive

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1. Introduction.

The main purpose for this study was to investigate the influence of media on behaviour among secondary school students in Kitui Central Sub-County. The study sought to investigate the extent to which the availability social media influences behaviour among secondary school students, the establish whether television is a contributing factor that influence behaviour among secondary school students, to determine how cell phones influence behaviour among secondary school students and finding out how video influences behaviour among secondary school students in Kitui Central Sub-County.

Data was collected using the questionnaires as the main research instruments. The questionnaires were subjected to principals, teachers and students in Kitui central Sub-County. Analysis was done using descriptive and inferential statistics and findings of the study was presented in form of tables of frequencies which were constructed using Statistical package for social science(SPSS) software following the objectives, and percentages.

4.2 Questionnaire Return Rate

Questionnaire return rate is the proportion of the sample that participated in the survey as Intended in all research procedures.

Table 4.1: Questionnaires Rate of Return.

Response rate	**Frequency**	**percentage (%)**
Returned	465	93%
Not returned	35	7%
Total	**500**	**100%**

Table 4.1 shows that 93% of questionnaires were returned while 7% were not returned. This indicates that majority gave back the questionnaires and the few that were not returned (35) did not negatively affect the results of the findings, this therefore gave the researcher a good ground to get a representative data (Dempsey and Dempsey,2000)

4.3 Demographic data

The researcher obtained the demographic data of the respondents on various areas like their gender, this aimed at establishing whether the study was gender sensitive and to establish if gender influenced behaviour among secondary school students in Kitui Central Sub-County.

Table 4.2 Distribution of Respondents by Gender

Category	Frequency	Percentage (%)
Male	270	58.06
Female	195	41.94
Total	**465**	**100**

Table 4.2 shows that majority of the respondents 270(58.06%) were male while female. Respondents comprised of 195(41.94%) of the participants. This distribution shows that in most cases the females are occupied most of their times either busy at work or doing their chores to cater for their families as compared to the males who are more likely to spend their free time on media hence having no time or little time to spend in using media. Women are the power house machines in the homes therefore very few are involved in media usage compared to men.

4.4 Age of the respondents.

The respondents were requested to indicate their ages, and the responses were summarized in Table 4.3 as shown

Table 4.3 Ages of Respondents

Age category	Frequency	Percentage
14 – 17 years	194	41.72
18-21 years	146	31.34
28- 35 years	53	11.34
36 – 45 years	41	8.82
Above 46 years	31	6.67
Total	465	100

According to Table 4.3, respondents aged between 14 and 17 years old comprised the largest category with 194 respondents, making up 41.72% of all. This age bracket formed the majority of the youth, an energetic group which is capable of learning about media at a higher rate. Those aged 18-21, 28-35 and 36-45 accounted for 31.34%, 11.34% and 8.82% respectively. Those aged above 46 years were the fewest, at only 31 respondents, or 6.67% of all. These findings were a clear indication that as the years advances the involvement of people in media use declines. Majority of the respondents were aged between 14-35 years and this group comprised mainly of the youths, therefore placing them in a better position to explain the influence of media on behaviour in Kitui Central Sub-County. This is because the mobility of the youth is rather higher than that of other groups and in most cases they seem to catch up with the increased trend in technology due to their quest to be technology compliant. The youths are in a position of assessing media as they are able to spent most of their times searching the latest information in media as compared to the aged who rather prefer spending their times on matters to do with investments and businesses.

4.5 Influence of Social media on behaviour among students

The first objective for this study was to determine the extent to which availability of social media influence behaviour among secondary school students in Kitui Central Sub-County. To achieve this objective, the respondents were first required to rate the availability of computers in their schools using the following indicators ranked as (VA) Very Adequate=1; (A) Adequate=2; (IA) Inadequate=3; (VI) Very Inadequate=4; (U) Unavailable=5.After data analysis, the results were presented in Table 4.4

Table 4.4 Computer availability and behaviour

Responses	**Number of respondents(f)**	**(x)**	**F(x0**	**Percentage**
Very adequate	202	1	202	43.44
Adequate	147	2	294	31.61
Inadequate	43	3	129	9.25
Very inadequate	16	4	64	3.44
Unavailable	57	5	285	12.23
Total	**465**	**15**	**974**	**100**

Table 4.4 shows that the respondents who rated that computer availability was very adequate in their schools were 43.44%, 31.61 % rated computer availability to be adequate, 9.25% rated inadequate, 3.44% rated very inadequate while 12.23% rated unavailable. The mean score was calculated using the formulae $\sum f(x)/ \sum f=974/465=2.09$.The mean score was between scales point of 2 and 3, with 2- representing adequate while 3- representing inadequate. The interpretation of the study findings indicated that most of the respondents rated that computers were adequate in their schools. Considering the rate of information technology, most of the schools are coping with current issues in technology hence the need to be exposed to the digital world. The study findings of Table 4.4 concurs with the reviewed observation by Michael Haenlein (2010) that social media sites are addictive sites where internet users spend more time hence such sites offer today's youth a portal for entertainment and communication. It is therefore important that parents and teachers become aware of the nature of social media sites, given that not all of them are healthy environments for children and adolescents. The emerging technologies are increasingly being implemented in academic institutions and may have the effect on existing teaching and learning practices, Reich(2008). With learning institutions embracing the technology among their learners, there are risks of improper use of technology associated with internet usage hence this findings agrees with Margary (2009) who argued that adolescents because of their young age can encounter Inaccuracies during internet usage hence influencing their behaviours.

The study findings on the extent to which social media influence behaviour among secondary school students revealed that high school students are using social media to connect with one another on homework, assignments and group projects. Some schools successfully use blogs in English, written expression and creativity. Thus there was a clear indication that Social media sites allow teens to accomplish online many of the tasks that are important to them offline, staying connected with friends and family, making new friends, sharing pictures and exchanging ideas. With social media, educators can now much more readily connect their students not just to their own localities, their learning and to each other, but also a huge and ever knowing and communicating (Eijkman,2009) The findings revealed that daily over use of media and technology has a negative effect on the health of all children, preteens and teenagers by making them more prone to anxiety, depression, and other psychological disorders, as well as by making them more susceptible to future health problems. Face book can be distracting and can negatively impact learning.

Social media sites, used for social networking worldwide, are being blamed for an increased rate of sexually transmitted infections in homeless teenagers(Shahn MH,2007) Students are at risk for social isolation and sometimes turn to risky internet sites and blogs for help that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviours (Kennedy et al, 2009).Thus there was a clear indication that availability of social media influences behaviour among students.

4.6 Influence of Television on behaviour among students

The second objective of this study was to establish whether Television influences behaviour among secondary school students in Kitui Central Sub-County. To achieve this objective the respondents were required to give the ratings on television availability using the following indicators ranked as (VA) Very Adequate= 1; (A) Adequate= 2; (IA) Inadequate=3; (VI) Very Inadequate=4; (U) Unavailable=5.After data analysis, the results were presented in Table 4.5

Table 4.5 availability of television and behaviour

Responses	Number of respondents(f)	(x)	F(x)	Percentage
Very adequate	265	1	265	56.99
Adequate	142	2	284	30.53
Inadequate	28	3	84	6.02
Very inadequate	22	4	88	4.73
Unavailable	8	5	80	1.72
Total	**465**	**15**	**801**	**100**

As presented in table 4.5, there were 87.52 % of the respondents who rated that televisions are adequate in the school, 10.75% of the respondents rated that televisions are inadequate while only 1.72 % rated unavailability of televisions. The mean score was calculated using the formulae $\sum f(x)/\sum f=801/465=1.723$.The scale was between 1 and 2, with 1-representing very adequate and 2-representing adequate. The interpretation of the study findings indicates that a large percentage of the respondents were in agreement that the availability of television among students influences their behaviour, this is in line with the rate at which the students are exposed to the media. A study by Johnson, J., Cohen, P. Smailes, (2002) showed that there is a great relationship between television viewing and aggressive behaviour among young people. According to America Academy of paediatrics, (1990), television influences children in direct proportion to both time spent viewing and the effect of what is viewed positively and negatively. These results agree with Hewlett (2005) who argued that television

Influences children in direct proportion to both time spent viewing and the overall effect of what is viewed, today more than 90% of households contain at least one Television set and children start the viewing process anytime without even the parent supervision of the programs viewed. The interpretation is that with the availability of television among students, it was found to influence their behaviour both positively

and negatively depending on the content watched. The study also established that there was a positive correlation between the violent material on television news and the violent impact that is has on behaviour. Television influences children in direct proportion to both time spent viewing and the overall effect of what is viewed (American Academy of Paediatrics, 1990). Certainly, eating habits, family interactions, and use of leisure time are considerably influenced by television (Hewlett & West, 2005). Heavy viewers are drawn to the advertised products, including unhealthy food products, and they tend to eat more snack foods and be overweight. Social interactions are also affected: Heavy viewers hold more traditional sex-role attitudes, behave more aggressively, are less socially competent, and perform more poorly in school compared to Light or non-viewers. (Arendell, 1997; Desmond, 2001). There have been efforts through TV to modify behaviours such as smoking, drunken driving, and poor nutritional habits (Van Evra, 2004).

4.7 Influence of Cell phones on behaviour among students

The third objective for this study was to determine the influence of cell phones on behaviour among secondary school students in Kitui Central Sub-County. To achieve this objective the researcher required the respondents to indicate their opinion on cell phone availability using the following indicators ranked as (VA) Very Adequate= 1; (A) Adequate= 2; (IA) Inadequate=3; (VI) Very Inadequate=4; (U) Unavailable=5.After data analysis, the results were presented in Table 4.6

Table 4.6 Cell phone availability and behaviour

Responses	**Number of respondents(f)**	**(x)**	**F(x)**	**Percentage**
Very adequate	186	1	186	40.0
Adequate	167	2	334	35.91
Inadequate	32	3	96	6.88
Very inadequate	52	4	208	11.18
Unavailable	28	5	140	6.02
Total	**465**	**15**	**964**	**100**

According to Table 4.6, responses who rated that cell phone availability was very adequate were 40.0%, adequate 35.91%, undecided 6.88 %, very inadequate 11.18 %, and inadequate 56.02 %.The mean score was calculated using formulae $\sum f(x)/f= 964/465=2.07$.The mean score was closer to 2,where scale point 2 represents adequate. The interpretation of the findings indicates that cell phones are adequate in schools. Some of emerging issues currently facing the whole Country in general is exam irregularities which has been linked to the use of media among students, the common media been the use of cell phones and social sites like whatsup. Cell phones possession by students has greatly contributed to many vices like exam leakages, strikes, abusive messages etc. Cell phones use also has been associated with benefits among students including acting as lifesavers in an emergency, acting as a link between the school and students families and also they are used in doing research work for those with internet capability.

The study findings shown on table 4.6 could be supported by the observation of Huang (2010) that in the 21 St century, cell phones have become inexpensive and popular among students and as technology is perceived, adopted and used so do the cell phone usage among students, but schools and legislators have not yet reached a clear decision on their appropriate use in schools. Many states have passed laws banning students' from bringing cell phones to school. As cell phones become more sophisticated and powerful, inappropriate behaviours among students continuous to emerge each and every moment in the schools, there are increased exam cheatings being reported, inappropriate photos taken in locker rooms and restrooms, lack of critical thinking skills among students, inciting of other students from different schools to take actions in strikes, among others. Danowski (2008) concurs with the study findings on cell phone influence on behaviour that despite the very many negative influence cell phone use has on behaviour, they can be life savers in an emergency, providing police with vital and timely information, cell phones have internet capability, built-in calculators and memories able to hold the entire books hence they can be used for academic purposes.

4.8 Influence of Video on behaviour among students.

The last objective for this study was to determine the influence of video on behaviour among secondary school students in Kitui Central Sub-County. To achieve this

objective the researcher required the respondents to indicate their opinion on video availability using the following indicators ranked as (VA) Very Adequate= 1; (A) Adequate= 2; (IA) Inadequate=3; (VI) Very Inadequate=4; (U) Unavailable=5.After data analysis, the results were presented in Table 4.7

Table 4.7 Video availability and behaviour

Responses	**Number of respondents(f)**	**(x)**	**F(x)**	**Percentage**
Very adequate	148	1	148	31.83
Adequate	125	2	250	26.88
Inadequate	70	3	210	15.05
Very inadequate	68	4	272	14.62
Unavailable	54	5	270	11.61
Total	**465**	**15**	**1150**	**100**

According to table 4.7, the respondents who rated video to be very adequate were 31.83%, 26.88 % rated that video were adequate, 15.05% rated video to be Inadequate, 14.62% rated video to be very inadequate while 11.61 % of respondents rated unavailability of video. The mean score was calculated using the formulae $\sum f(x)/ \sum f=1150/465=2.47$.The scale is between 2 and 3, where 2-represented adequate and 3- represented inadequate. The Interpretation of the study findings indicates that a larger percentage of the respondents rated the adequacy of the video in their schools. The study observed that video use had a great effect on behaviour among secondary school students. The findings revealed that there is a strong relationship between viewing violent video and aggressive behaviour. Implying that the more time spend viewing video violent video greatly influences ones behaviour. This means that it is very important for parents to pay close attention to what their children are viewing and the ratings on the videos, they can help in fostering positive media among their children.

The study findings of the study too were in conformity with those of Johnson et al (2002) who noted that vendors do not enforce the ratings system thus video games can get into children's hands that are too young to be able to draw the line between game and reality leading to distortion of reality, thus people who tend to play violent video games are more prone to behave violently than those who watched video programs without any violence.

4.9 Effects of media use on students behaviour

The researcher investigated the response on the effects of media use on students' behaviour. The respondents were required to respond to the effects suggested by indicating their opinion in a five likert scale showing, 1 = strongly agree, 2 =Agree, 3 =Neutral, 4 =Disagree and 5 = strongly disagree with the given suggestions. The responses were coded and entered in SPSS software to calculate the mean and standard deviation. The results were shown in Table 4.8 below.

Table 4.8.Responses on suggested effects of media use on students' behaviour

	Option s				
Suggested effects	**1**	**2**	**3**	**4**	**5**
Violence	202	145	60	27	31
Media use in teaching and learning	195	222	22	15	11
Privacy concerns and digital footprints	145	227	20	50	23
Cyber bullying and online harassment	170	190	32	37	36
Strikes	252	125	28	33	27
Alcoholism	247	118	78	15	7
Drug and substance use	225	190	25	15	10
Use of foul language	217	185	35	17	11
Irresponsible sexual behavior	170	145	100	30	20
Poor academic	178	160	70	27	30

performance					
Deaths	78	65	145	87	90
Property destruction	208	200	22	20	15
Imprisonment	150	85	77	77	76
School drop outs	108	101	102	78	76
Bullying	111	97	108	87	62
Theft	87	125	105	96	52
Others	151	132	77	50	55
Total	2894	2512	1106	761	632
Mean	170.2	147.8	65.06	44.7	37.8
Standard Deviation	53.10	48.32	38.43	29.03	26.41

Table 4.8 shows the suggested impacts of media use on students as, Violence, Media use in teaching and learning, Privacy concerns and digital footprints, Cyber bullying and online harassment, Strikes, Alcoholism, Drug and substance use, Use of foul language, Irresponsible sexual behavior, Poor academic performance, Deaths, Property destruction, Imprisonment, School drop outs, Bullying, Theft and Others. The mean responses for those who strongly agreed with these suggestions were the majority with a mean of 170.2 and standard deviation of 53.10.This was followed by those who agreed with a mean of 147.8 and a standard deviation of 48.32.Those who were neutral had a mean of 65.06 and a standard deviation of 38.43.The least were those who strongly disagreed with a mean of 44.78 and standard deviation of 29.03 followed by those who disagreed with a mean of 37.18 and standard deviation of 26.41.

4.10 Contributing factors towards students' behaviour.

The respondents were asked to rate the availability of media, lack of parental involvement, exposure to violent media, media content and duration of exposure to media on students behavior, using the following indicators ranked as (SA) strongly agree=1;(A) agree=2;(N) neutral=3;(D) disagree=4; and (SD) strongly disagree=5.After data analysis, the result were as follows

Table 4.9. Distribution on contributing factors towards students' behavior

	Frequency distribution by 5 – point rating scale values					
Media availability and parental involvement indicators on influence of media on students behavior	**SA**	**A**	**N**	**D**	**SD**	**TOTAL**
Media availability and lack of parental involvement and media content	285	50	48	53	29	465
Media availability and lack of parental involvement and exposure to violent media	273	95	15	48	34	465
Media availability and lack of parental involvement and duration of exposure	320	55	20	33	37	465
Cumulative Sum of Frequency-3 Indicators	**878**	**200**	**83**	**134**	**100**	**1395**

As presented in the Table 4.9, a majority (878) of the cumulative sum of the total of 1395 of 3- Indicators' frequency responses from different schools strongly agreed that availability of media and parental involvement influences behaviour among secondary school students in Kitui Central sub-County. The interpretation was that media availability and parental involvement have influence on behaviour of Secondary school students. Students should be advised accordingly and guided 0n how media can be helpful to them if used properly. To calculate the mean value in the 5-point scale ratter, the summary of the study results in table 4.9, was tabulated as presented in table 4.10 where x=scale values in 5-point numerical values of likert scale ranked as x=(1,2,3,4,5), (fx)= sum of product of cumulative sum of frequency and the 5-scale values(x)=(1,2,3,4,5).The direction of inclination of mean value within the 5-point scale was used to describe the level of availability of media and parental involvement influences on the behaviour of secondary school students. The summary of the cumulative 3-indicators of media availability and lack of parental involvement were as in Table 4.10

Table 4.10.Distribution of students' behaviour by social media availability and parental Involvement

	Influence on students behavior in secondary schools			
	No. of respondents (f)	**(x)**	**f(x)**	Percentage
Strongly Agree	878	1	878	62.94
Agree	200	2	400	14.34
Neutral	83	3	249	5.95
Disagree	134	4	536	9.61
Strongly Disagree	100	5	500	7.17
Total	**1395**	15	**2563**	100

As presented in Table 4.10, there were 77.28% who agreed that the availability of social media and parental involvement influences behaviour among secondary school students in Kitui Central sub-County. Only 16.78 % of respondents disagreed with the fact that media availability and parental involvement influence behaviour among secondary school students. The other 5.95% were undecided on the contribution of media availability and parental involvement toward students' behaviour. The mean score calculated using the formulae(x)/∑f=2563/1395=1.837.The mean score is between scale points 0f 1 and 2, with 1-representing strongly agree and 2-representing to Agree. The interpretation of the study implies that most respondents agreed that availability of social media and parental involvement influences behaviour among secondary school students in Kitui Central sub – County.

4.11: Benefits students get from using media

To establish the benefits of media use to students, the researcher asked the respondents to

Indicate the importance of media to students and these were summarized in Table 4.11

Table 4.11: Benefits students get from using media

Benefits	Frequency	Percentage
Increasing knowledge	245	52.69
Accessing health information	48	10.32
Work out assignments	85	18.28
Making friends	55	11.83
Others	32	6.88
Totals	**465**	**100**

According to table 4.11,245 respondents indicated increasing knowledge representing 52.69 %, 48 respondents indicated accessing health information representing 10.32 %, 85 of the respondents representing 18.28 % indicated working out assignments, 55 respondents indicated making friends representing 11.83 % while 32 respondents representing 6.88 % indicated others. From the findings it is clear that media use by secondary school students have some benefits.

4.12: Deviant behaviours associated with students on media use

To establish the deviant behaviours associated with students on media use, the researcher asked the respondents to identify the risks associated with learners' behaviour on media use by students and these were summarized in Table 4.12.

Table 4.12: Deviant behaviours associated with students on media use.

Deviant behaviors	Frequency	Percentage
Drug and substance abuse	148	31.83
Irresponsible sexual behavior	68	14.62
Physical violence	30	6.45
Using foul language	50	10.75
Stealing	28	6.02
Skipping classes	23	4.95
Disrespect	43	9.23
Unhealthy diets	35	7.53
Others	40	8.60
Total	465	100

As indicated in Table 4.12, majority of the respondents agreed that media use by students was associated with many deviant behaviours with 31.83% of the respondents associating media use with drug and substance abuse, 14.62% associating it with irresponsible sexual behaviour, 6.45% associating it with physical violence, 10.75% with using foul language, 6.02% with stealing, 4.95% with skipping classes, 9.23% with disrespect, 7.53% with unhealthy diets while 8.60% associated media use with other deviant behaviours. The researcher therefore agreed with the majority of the respondents that in deed media use is associated with deviant behaviours among secondary school students in Kitui Central Sub- County.

4.13: Parental measures to avert influence of media use on behaviour among Students

The respondents were requested to indicate the measures taken by parents to avert the Influence of media use on behaviour among secondary school students and were summarized as in Table 4.13.

Table 4.13: Measures taken by parents to avert influence of media use on behaviour

Measures	Frequency	Percentage
Monitor of media access	130	27.96
Discussion of media effects with students	113	24.30
Reinforcing positive messages among students	80	17.20
Guiding and counseling	75	16.13
Others	67	14.41
Total	465	100

As presented in table 4.13, there were 27.96% who advocated for parental monitoring of media access by their children, 24.30% were for parents' involvement in discussion on media effects with their children, 17.20% advocated for parental reinforcement on positive messages among their children, 16.13% advocated for parental guiding and counselling, while 14.41% indicated others. From the findings, the measures above can help avert influence of media use on behaviour.

4.14: Risks associated with the use of social media by students

The respondents were requested to indicate the risks associated with the use of social Media by secondary school students and were as in Table 4.14.

Table 4.14: Risks associated with the use of social media by students

Risks	Frequency	Percentage
Cyber bullying and online harassment	140	30.11
Facebook depression	105	22.58
Lack of privacy	115	24.73
Risks of improper use of technology	63	13.55
Others	42	9.03
Total	465	100

Table 4.14 indicated that 30.11% of the respondents showed that cyber bullying and online harassment were some of risks associated with the use of social media by students, 22.58% associated face book depression as risks,24.73% associated lack of privacy as the risks, 13.55% associated improper use of technology as the risks while 9.03% indicated other risks.

The researcher therefore agreed with the majority of the respondents that the use of social media by students was found to have risks associated with its use. Social media been the most commonly used media especially among the youths poses a lot of risks to its users hence this calls for a greater involvement of all the parties in order to help the users benefit more from social media.

4.15 Association of media use and behaviour

The researcher sought to investigate the association of media use and behaviour among secondary school students in Kitui central sub- County. The respondents were supposed to Categorise their responses as (1) very high association, (2) high association, (3) undecided, (4) low association and (5) very low association. The responses were as shown below.

Table 4.15 Association of media and behaviour

Responses	Frequency	Percentage
Very high association	200	43.01
High association	125	26.88
Undecided	75	16.13
Low association	40	8.60
Very low association	25	5.38
Total	465	100

Table 4.15 indicated that 43.01% of the respondents showed that there was very high association of media use and behaviour, 26.88% said there was high association between the two variables, 16.13% were undecided, they were neutral and perhaps due to lack of information about media and behaviour.8.6% said that there was low association while only 5.38% said that there was very low association. A total of 325 respondents (69.89%) concluded that there was high association of media and behaviour among students.

CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the findings of the study, conclusions from the analysis of the data obtained, recommendations of the study and suggestions for further research.

5.2 Summary of the findings of the study

The researcher observed that availability of media related channels influence students' behaviour. The results showed that 87.52 % of the respondents indicated that television were adequate, 10.75 % rated television were inadequate, while 1.72 % rated television as unavailable. The main findings of the study on television indicated that there is a strong correlation between the programs viewed and the behaviours exhibited by the viewers. These days the main programs telecast on TVs especially are all armed robbery, prostitution, drug abuse and the likes. However the youths who are the major viewers of these programmes consciously and unconsciously tend to put into practice what they see. Some of these media uses also show pornographic materials on their networks which tend to corrupt the minds of these exuberant youths who are also eager to put into practice anything they come into contact with. An example can be cited of one cable networks that usually shows these kinds of movies. Not all TV advertising is negative, of course. There have been efforts through TV to modify behaviours such as smoking, drunken driving, and poor nutritional habits.

The study also sought to establish the extent to which social media influence behaviour among students.

The results on computer showed that 75.05 % rated computers as adequate, 12.68 % rated computers as inadequate and 12.23 % rated computers as unavailable. This means that there was a significant relationship between social media use and behaviour among students, the use of social media had a great positive and negative effect on behaviour among students.

The study also sought to determine the influence of cell phones on behaviour among students. The results showed that 75.91 % of the respondents rated cell phones were adequate while 17.2% indicated inadequate. The study revealed that with the increased technology, cell phones use among students is rampant hence posing a great challenge on the behaviour among the students. This was shown by comparing the positive effects and negative effects of cell phone use.

Finally, the study investigated the influence of Video on behaviour among secondary school students. The results showed that 58.71% of the respondents rated video was adequate while 11.61% rated video as unavailable. There is a positive correlation between video games and violent behaviour during childhood and adolescence. It was observed from the study that availability of media greatly influences students' behaviour .The study revealed that violence, media use in teaching and learning, privacy concerns and digital footprints, cyber bullying and online harassment, strikes, alcoholism, drug and substance abuse, use of foul language, irresponsible sexual behaviour, poor academic performance, deaths, property destruction, drop outs and bullying were effects associated with media.

All the above had a mean responses of those who strongly agreed as 170.2 and a standard deviation of 53.10, followed by those who agreed with a mean of 147.8and a standard deviation 48.32.Those who were neutral had a mean of 65.06 and standard deviation of 38.43.The least were those who strongly disagreed with a mean of 44.78 and standard deviation of 29.03 followed by those who agreed with a mean of 37.18 and standard deviation of 26.41. This means that the negative effects outweighed positive effects of media on students' behaviour. It was further revealed from the study that students benefit from media with 52.69% rated the increase of knowledge, 10.32% rated accessing health information, 18.28.% rated working out assignment, 11.83% rated making friends and 6.88% rated others. It was observed that student also benefited from media use.

The study observed that video use had a great effect on behaviour among secondary school students. The findings revealed that there is a strong relationship between viewing violent video and aggressive behaviour. Implying that the more time spend viewing video violent video greatly influences ones behaviour. This means that it is

very important for parents to pay close attention to what their children are viewing and the ratings on the videos, they can help in fostering positive media among their children.

5.3 Conclusion of the study

Based on the findings of the study, the researcher concluded that availability of media influences behaviour among secondary school students .The researcher observed that with the current trend in technology ,one needs to be informed posing a challenge to the young generation on the risk and benefits associated with media use. Equally, the study has shown that media use by students was associated with both positive and negative effects on their behaviour. The researcher observed that negative effects overweighed positive effects.

The researcher observed that parental monitoring of media access, parental encouragement of responsible use of technology, keeping up online behaviors of their children, cultivating and maintaining an open line of discussion with their children, are some measures parents can take to avert influence of media use on their children's behavior. The researcher found out that parental negligence on their children's media use influence their behavior.

5.4 Recommendations of the study

In view of the research findings, the research recommends the following:

i. There is need for schools to incorporate topics in guidance and counselling department that are related with influence of media on student behaviour. This will help students to embrace both positive and negative impacts of media in their day to day life.
ii. The Government, Non-Governmental organizations and other educational institutions should work closely with Ministry of education to support programmes in media related channels to enlighten schools and the general public on risks and benefits associated with media use.
iii. Parents should be in the forefront in monitoring media access by their children, discussing media effects and reinforcing positive messages among their children. More so, parents should act as role models to their children.

iv. Teachers should closely monitor media use by students in schools to ensure they access rightful information.

v. Students should be self-disciplined in accessing media content

5.5 Suggestions for further study

Based on the findings of the study, the researcher suggests further study could be done on measures schools can take to curb deviant behaviours associated with media use by students, whether lack of parental involvement is a contributing factor that makes media influence students behaviour among secondary school students and any other social factor that can impact on the behaviour of students in secondary schools

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI,

DEPARTMENT OF EXTRA-MURAL STUDIES,

P.O. BOX 30197,

NAIROBI.

10TH APRIL, 2014.

Dear respondent,

REF: TRANSMITTAL LETTER

I am a post graduate student in the University of Nairobi pursuing a Master degree in Project planning and Management course .I am currently conducting a research on "influence of media on behavior among secondary school students in Kitui Central Sub-County."

Your school has been selected for the study and you have been selected as a respondent.

Please answer the questions with honesty as possible.

The result of this study will be used for academic purposes only .I kindly request for your cooperation and support. Any information provided will be treated strictly confidential. I am pleased to thank you for sparing some time to respond to my questionnaire on influence of media use on behavior.

Yours Faithfully,

MUINDE REBBECCAH MUKUI.

APPENDIX II

QUESTIONNAIRE FOR THE PRINCIPAL

The purpose of this study is to find out how media use influences behaviour among secondary school students in Kitui Central District. Kindly take your time to answer the questions as honestly and truly as possible. The information collected in this questionnaire will be used strictly for the intended purpose and any response will be treated with confidentiality.

Please respond to the items provided with correct information. Do not indicate your name or any form of identification. Please tick [√] where appropriate.

Part 1: Personal information

1. Your gender
   a) Male …….....…….. ( )
   b) Female …….…….. ( )
2. Your age
   a) Below 45 years……... ( )
   b) 45-50 years…… ( )
   c) 51-55 years…….. ( )
   d) 55 and above years…… ( )
3. Your highest academic qualification
   a) Diploma……..... ( )
   b) B/ED…….……. ( )
   c) PGDE……..... ( )
   d) M.ED…….. ( )

Part II: Institutional information

DISTRICT ……

SCHOOL……..

4. Indicate the nature of school (tick appropriately)
   a) Boys school…… ( )
   b) Girls school…… ( )

c) Mixed school……. ( )

d) Others…… ( )

5. Does your school have media related facilities for learning?

a) Yes ……... ( )

b) No……..... ( )

6. Rate the availability of media related channels in your school?

	Very adequate	Adequate	Inadequate	Very inadequate	Unavailable
Video					
Television					
Computer					
Cell phones					

7. According to your statistics, what percentage of your students are exposed to media related materials?

a) 80%-100%..... ( )

b) 60%-79%..... ( )

c) 40%- 59%..... ( )

d) Below 40%..... ( )

8. What type of deviant behaviour is mostly experienced among your students?

a) Drinking ( )

b) Physical violence ( )

c) Smoking ( )

d) Stealing ( )

e) Disrespect ( )

f) Skipping classes ( )

g) Abusing others ( )

h) Others ( )

9. Do you think parents should have a hand in controlling behaviour among students?

a) Yes ( )

b) No ( )

c) Sometimes ( )

10. Do your students use media facilities in the school to do other things apart from learning?

i. Yes ( )

ii. No ( )

Why……?

11. The following have been suggested to be the impacts of media on students' behaviour. Please indicate the level to which you agree with them

Impact	**1= Strongly Agree** **2= Agree** **3= Neutral** **4= Disagree** **5= Strongly Disagree with Statement**				
	1	**2**	**3**	**4**	**5**
• Violence					
• Media use in teaching and learning					
• Cyber bullying and online harassment					
• Strikes					
• Alcoholism					
• Drug and substance use					
• Use of foul language					
• Irresponsible sexual behaviour					
• Poor academic performance					
• Deaths					

- Property destruction
- Imprisonment
- School drop outs
- Bullying
- Theft
- Others

12.Do lack of parental involvement on their children's media use influence their behaviour?

i. Strongly agree……. ( )

ii .Agree……. ( )

iii. Neutral…….. ( )

iv. Disagree…… ( )

v. Strongly disagree……..... ( )

13. What measures do you think parents can take to avert the influence of media on behaviour among students?

(a) Monitoring of media access. ( )

(b) Discussion of media effects with students. ( )

(c) Reinforcing positive media messages among students. ( )

(d) Guidance and counselling. ( )

(e) Others ( )

14. What benefits do you think leaners get from using media?

(a) Increased knowledge…… ( )

(b) Accessing health information…… ( )

(c) Working out assignments…….. ( )

(d) Making friends…….. ( )

(e) Others…… ( )

15. What are the risks associated with learners' behaviour that may be influenced by media?

a) Drug and substance abuse…… ( )

b) Irresponsible sexual behaviour……. ( )

c) Violence…… ( )

d) Strikes…… ( )

e) Unhealthy diets…….. ( )

16. Rate the association of media use and behavior among secondary school students?

i. Very high association ( )

ii. High association ( )

iii. Undecided ( )

iv. Low association ( )

v. Very low association ( )

17. [i] Rate how you agree that availability of media, lack of parental involvement and media Content influences students' behavior?

(a) Strongly agree ( )

(b) Agree ( )

(c) Neutral ( )

(d) Disagree ( )

(e) Strongly disagree ( )

[ii] Rate how you agree with the fact that media availability, lack of parental involvement and too much exposure to media influences students' behavior?

(a) Strongly agree ( )

(b) Agree ( )

(c) Neutral ( )

(d) Disagree ( )

(e) Strongly disagree ( )

[iii] Rate how you agree that availability of media, exposure to violent media, lack of Parental involvement and duration of exposure influences students' behavior?

(a) Strongly agree ( )

(b) Agree ( )

(c) Neutral ( )

(d) Disagree ( )

(e) Strongly disagree ( )

Thank you for your cooperation

APPENDIX III

QUESTIONNAIRE FOR THE TEACHERS

Please complete these questionnaires with honesty as possible. The information offered will be treated with outmost confidence. The information given will be used purposefully for the study. Indicate using a tick [√] where appropriate.

Part I: Background Information

1. (a)Your age in years

Below 25 years…… ( )

26- 30……..... ( )

31-35…… ( )

36-40……..... ( )

41 and above……...… ( )

(b) Your gender

Male…….…… ( )

Female……... ( )

2. For how many years have you been employed?

Below 5……... ……. ( )

5-10……... ( )

11-15……. ( )

16- 20…….. ( )

Over 20……... …….. ( )

3. What is your current educational qualification?

Dip. Ed. ..... ( )

B.Ed. ..... ( )

PGDE. ....( )

M.Ed. ..... ( )

4. Does your school guidance and counseling department deal with topics on media influence

or media related issues among students?

Yes…… ( )

No…….. …… ( )

5. Rate the association of media use and behavior among secondary school students?

i. Very high association ( )

ii. High association ( )

iii. Undecided ( )

iv. Low association ( )

v. Very low association ( )

6. Do you personally guide your students on dos and don'ts on media use?

Yes……..... ( )

No……. ( )

7. What suggestions can you give on how to curb deviant behavior among secondary school Students, please note here?

……

……

8. What risks do you think are associated with social media?

[a] Cyber bullying and online harassment ( )

[b] Face book depression ( )

[c] Lack of privacy ( )

[d] Risks of improper use of technology ( )

[e] Others ( )

9. Do you use media related channels in teaching and learning?

Yes…….... ( )

No……. ( )

If yes specify which one:

……

10. The following have been suggested to be the impacts of media on students' behaviour. Please indicate the level to which you agree with them

Impact	**1= Strongly Agree** **2= Agree** **3= Neutral** **4= Disagree** **5= Strongly Disagree with**
Statement	

	1	**2**	**3**	**4**	**5**
• Violence					
• Media use in teaching and learning					
• Privacy concerns and digital footprints					
• Cyber bullying and online harassment					
• Strikes					
• Alcoholism					
• Drug and substance use					
• Us e of foul language					
• Irresponsible sexual behaviour					
• Poor academic performance					
• Deaths					
• Property destruction					
• Imprisonment					
• School drop outs					
• Bullying					
• Theft Others					

11 .Rate the availability of this media related channels in your school

	Very adequate	Adequate	Inadequate	Very inadequate	Unavailable
Video					
Television					
Computer					
Cell phone					

12. What type of deviant behaviour is mostly experienced among your students?

a) Drinking ( )
b) Physical violence ( )
c) Smoking ( )
d) Stealing ( )
e) Disrespect ( )
f) Skipping classes ( )
g) Abusing others ( )
h) Others ( )

13. Do you think parents should have a hand in controlling behaviour among students?

a) Yes ( )
b) No ( )
c) Sometimes ( )

14. Do your students use media facilities in the school to do other things apart from learning?

i) Yes ( )
ii) No ( )

Why…….
…….?

15.Do lack of parental involvement on their children's media use influence their behaviour?

i. Strongly agree ( )
ii. Agree ( )
iii. Neutral ( )

iv. Disagree ( )

v. Strongly disagree ( )

16. What benefits do you think learners get from using media?

(a) Increased knowledge..... ( )

(b) Accessing health information……. ( )

(c) Working out assignments…….. ( )

(d) Making friends…… ( )

(e] Others……. ( )

17. What are the risks associated with learners' behaviour that may be influenced by media use?

(a) Drug and substance abuse…… ( )

(b) Irresponsible sexual behaviour……. ( )

(c) Violence……... ( )

(d) Strikes…….. ( )

(e) Unhealthy diets…… ( )

18. What measures do you think parents can take to avert the influence of media use on behaviour among students?

(a) Monitoring of media access ( )

(b) Discussion of media effects with students. ( )

(c) Reinforcing positive media messages among students. ( )

(d) Guidance and counselling. ( )

(e) Others ( )

19. [i] Rate how you agree that availability of media, lack of parental involvement and media Content influences students' behavior?

(a) Strongly agree ( )

(b) Agree ( )

(c) Neutral ( )

(d) Disagree ( )

(e) Strongly disagree ( )

[ii] Rate how you agree with the fact that media availability and too much exposure to Media influences students' behavior?

(a) Strongly agree ( )
(b) Agree ( )
(c) Neutral ( )
(d) Disagree ( )
(e) Strongly disagree ( )

[iii] Rate how you agree that availability of media, exposure to violent media and duration of exposure influences students behavior?

(a) Strongly agree ( )
(b) Agree ( )
(c) Neutral ( )
(d) Disagree ( )
(e) Strongly disagree ( )

Thank you for your cooperation.

APPENDIX IV

STUDENTS' QUESTIONNAIRE

You are kindly requested to respond to the questions in the questionnaire as honestly as possible and not to write your name or any identification. You are assured that responses given will purely be used for the purpose of this study.

Please feel free and respond, for the information you provide will be confidential. By means of a tick (√) please indicate as appropriately as possible

Part 1

1. Your gender
   a) Male……. ( )
   b) Female……. ( )
2. What is your age?
   a) 12-14 years…..…… ……..... ( )
   b) 15-17 years…….. ( )
   c) Over 18 years…….. ( )
3. Whom do you live with?
   (a) Guardian……..… ……. ( )
   (b) One parent…….. ( )
   (c) Both parents……..…….. ( )
   (d) Others (specify)

……

4. Rate the availability of this media related channels in your school

	Very adequate	Adequate	Inadequate	Very inadequate	Unavailable
Video					
Television					
Computer					
Cell phone					

5. What type of deviant behaviour is mostly experienced among students?

a) Drinking ( )

b) Physical violence ( )

c) Smoking ( )

d) Stealing ( )

e) Disrespect ( )

f) Skipping classes ( )

g) Abusing others ( )

h) Others ( )

6. Do you think parents should have a hand in controlling behaviour among students?

d) Yes ( )

e) No ( )

f) Sometimes ( )

7. Do students use media facilities in the school to do other things apart from learning?

i) Yes ( )

ii) No ( )

Why……?

8.Do lack of parental involvement on their children's media use influence their behaviour?

i. Strongly agree ( )

ii. Agree ( )

iii. Neutral ( )

iv. Disagree ( )

v. Strongly disagree ( )

9. What benefits do you think learners get from using media?

(a) Increased knowledge..... ….( )

(b) Accessing health information…….. ( )

(c) Working out assignments…… ( )

d) Making friends……... ( )

e) Others……..... ( )

10. What are the risks associated with learners' behaviour that may be influenced by media use?

(a)Drug and substance abuse……. ( )

(b) Irresponsible sexual behaviour……. ( )

(c) Violence…….. ( )

(d) Strikes…….. ( )

(e) Unhealthy diets……..…….. ( )

11. What measures do you think parents can take to avert the influence of media use on behaviour among students?

(a)Monitoring of media access ( )

(b) Discussion of media effects with students. ( )

(c) Reinforcing positive media messages among students. ( )

(d) Guidance and counselling. ( )

(e) Others ( )

12. Which problems do you encounter when using social media?

a) People post what they want (good/bad)……. ( )

b) Slow internet connection…… ( )

c) Accessing information is complicated……. ( )

d) Coping up with rapid growth of website…..... ( )

e) Lack of security and privacy……..... ( )

13. What risks do you think are associated with social media?

a) Cyber bullying and online harassment…….. ( )

b) Face book depression…… ( )

c) Risk of improper use of technology…… ( )

d) Lack of privacy……. ( )

e) Posting abusive information……..... ( )

f) Substance abuse…… ( )

g) Unsafe sexual practices……. ( )

h) Aggressive or destructive behaviours…… ( )

14. What purpose do you use social networking sites for?

a) Communication and socialization…….. ( )

b) News/leisure...…….. ……. …….. ( )

c) Enhanced learning opportunities…… ( )

d) Accessing health information……. ( )

e) Making friends……..... ( )

f) Social media marketing..... ( )

g) Knowledge ……. ( )

15. Rate the association of media use on behavior among secondary school students?

i. Very high association ( )

ii. High association ( )

iii. Undecided ( )

iv. Low association ( )

v. Very low association ( )

16. The following have been suggested to be the impacts of media on student's behaviour. Please indicate the level to which you agree with them

Impact **1= Strongly Agree**

2= Agree

3= Neutral

4= Disagree

5= Strongly Disagree with Statement

1 2 3 4 5

- Violence
- Media use in teaching and learning
- Privacy concerns and digital footprints
- Cyber bullying and online harassment
- Strikes
- Alcoholism
- Drug and substance use
- Us e of foul language
- Irresponsible sexual behaviour
- Poor academic performance
- Deaths
- Property destruction

- Imprisonment
- School drop outs
- Bullying
- Theft
- Others

17. [i] Rate how you agree that availability of media, lack of parental involvement and media Content influences students' behavior?

(a) Strongly agree ( )
(b) Agree ( )
(c) Neutral ( )
(d) Disagree ( )
(e) Strongly disagree ( )

[ii] Rate how you agree with the fact that media availability and too much exposure to Media influences students' behavior?

(a) Strongly agree ( )
(b) Agree ( )
(c) Neutral ( )
(d) Disagree ( )
(e) Strongly disagree ( )

[iii] Rate how you agree that availability of media, exposure to violent media and duration of exposure influences students behavior?

(a) Strongly agree ( )
(b) Agree ( )
(c) Neutral ( )
(d) Disagree ( )
(e) Strongly disagree ( )

Thank you