

IMPACT OF MASS MEDIA ON STUDENTS' CHARACTER: CASE STUDY OF SECONDARY
SCHOOLS IN EMBAKASI DISTRICT, NAIROBI COUNTY

BY

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NAIROBI – KENYA

DECLARATION

This Senior Research Project is my Original Work and has not been Presented for a Degree in any Other University.

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Date.....

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DEDICATION

I dedicate this research project to all the young people who desire to be positively impacted by the mass media in their generation.

ACKNOWLEDGEMENT

First and foremost I am grateful to the Lord God Almighty by whose grace I have come this far.

Without God I would not have achieved anything and therefore to Him be the glory!

I give very special thanks to my wonderful husband Kombe who encouraged me to go back to school and has done everything possible for me to be in ILU each day. Special appreciation to Daniel, Patience, Ernest and Gerlinde who prayed and encouraged me consistently.

I sincerely appreciate my supervisors Prof. J. K. Mungania and Mrs. Lois Kagwe for accepting to supervise my work and creating time to patiently read and guide me on the corrections to be made. Special thanks to the Faculty, staff and the entire body of ILU for the time we have been together.

Last and not least my thanks goes to all my friends and relatives who have encouraged and supported me. May God bless you all!

ABSTRACT

This research is intended to establish whether mass media has any influence on the character of the young people and more specifically the students. Considering the changes in character and behaviour that have taken place in the young people of the current generation the need to investigate is paramount.

The first objective is to investigate the negative impact of mass media on the students' character. The second and third objective is to find out whether mass media has a positive impact on the students' character and determining whether some have more impact than others. The final objective is to determine solutions to negative impacts of mass media.

The theoretical framework highlights the theories that describe the relationships between mass media and the students' character, how character is highly influenced by what we daily interact with.

The study has involved literature review section that highlights findings from other people who have observed related studies both locally and other parts of the world.

The study design has enabled the research to assess the relationship that exists between the variables presented. The target population was High school students of ages between fourteen and twenty two and the survey design was employed as the sampling method. This method was suitable because of the utilization of survey questionnaires.

The last chapter summarizes the whole research process. This chapter provides discussion, conclusion and recommendations.

Research findings indicated that advertisements as part and parcel of media have a higher impact on the students than any other factor. However, mobile phones, TV shows, music and movies have played a role. This does not conclusively suggest that students' character is only impacted by these factors but that there is room for more research to be carried out.

It is the researcher's recommendation that more research should be carried out in such areas as the information provided through mobile phones. Other areas include impact of music and movies on the students' character.

ABBREVIATIONS AND ACRONYMS

ILU - International Leadership University

US - United States

TV - Television

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CHAPTER ONE

1.0 Introduction

It is assumed that students' character is usually impacted by what they interact with on a day to day basis. Comparing with the past generations, the changes in the students' character in this generation are too drastic and have either negative or positive effects. This could be due to the advancement in the area of information technology. For there to be a change, it is going to take a combined effort on the part of many people.

1.1 Background

Students can be described as learners or people who attend an educational institution with a motive to learn. They range from very small children in nursery schools, teenagers, young adults to grown-ups who are still learning. Students are exposed to very many things in the environment which influence them to who and what they turn out to be. Some things contribute positively while others have negative effects on their character as seen in their lifestyle. This can be in the way they respond in any given situation or in the way they carry themselves in the community.

Our character begins to be shaped from the very time we are born and is influenced by what we interact with in the environment. We can therefore say that character is nature and nurture. It is nature cultured and disciplined so that natural tendencies are brought under the sway of the moral value. In this study the researcher looks into areas of students' character such as integrity, rudeness, ambition, friendliness, skepticism, charisma, and craftiness as a result of influence of mass media.

Mass media is assumed to have its effect on the character of the students through various forms of interactions. For example, depending on what kind of movies a student is inclined to watching, his or her character may portray. Those who watch violent movies may tend to be violent to others. Those who watch documentaries which are morally educative may show it on their character in their eagerness to be better people in terms of being friendly, ambitious or people of integrity. In cases of advertisements, young people may want to identify with the people appearing even when the actors' character is wanting.

Music videos, movies and advertisements have brought about uniformity of young people worldwide resulting to change of behavior, thinking, attitudes and values. For example the likes of Coca-Cola and Levi's brands are used worldwide creating a homogeneous market. Mooij (2010:12) concurs with this and says that assumed uniform consumption habits of young people worldwide, their clothing styles, music tastes, and media habits are viewed as evidence of homogenized group of consumers.

With the growth of technology especially in the media the students express what they see and experience and sometimes lose their moral values learnt before. Others are better shaped through the same technology. It is therefore right to say that character is gained through expression and loses through repression. For the purpose of this study, the mass media is characterized by all kinds of advertisements and all services provided by the mobile phones. This is for example internet, movies, twitter, face-book and others.

1.2 Statement of the Problem

The development of technology has shown its effect in various aspects and this includes the mass media. This is in form of advertisements, movies, music, Television broadcasts and so on. As a result, there is an assumption that the society has been affected in terms of its cultural values, behavior and many others.

Students are assumed to be most vulnerable in relation to the effects of mass media due to the stage of growth and development they are in. This is because as teenagers they are already facing challenges with changes taking place in their bodies. If this is the case, then proper measures should be put in place to control what is in the media and at the same time the young people should be taught about positive values which will help them fit in their respective societies.

The study intends to probe the mass media and how it may affect students' character. It should determine the ways in which the character of the students is positively and negatively affected by what goes on in the media. The study is set to show what should be done to mitigate the impact of mass media on students' character.

1.3 Purpose of the Study

The overall purpose of this study is to find out if mass media is the main contributor in regard to the changing of character of the secondary school students. It targets students in secondary schools in the Embakasi District of Nairobi County. The area is in the East-lands

of the business district which is about fifteen kilometers to the East. This area houses mostly the middle and lower income citizens.

1.4 Objectives of the Study

The objectives of this study will be:

1. Investigate the negative impact of mass media on the students' character.
2. Find out whether mass media has a positive impact on the students' character.
3. Determine if some forms of mass media have more impact than others.
4. Determine solutions to negative impact of mass media.

1.5 Research Questions

1. What are the negative effects of mass media on the character of the students?
2. How does mass media positively impact on the students' character?
3. Are there some forms of mass media which have more impact than others?
4. What are some solutions to the negative impact of mass media?

1.6 Significance of the Study

With the rise of technology our environment may have been bombarded by various kinds of media influences which may have thrown many young people into a great confusion. If this is the case, then there is a need for a solution to be sought to regulate and control what is in the mass media so that people can positively gain from it.

This study is aimed at benefitting the;

1. Students in terms of making them aware that mass media has more than one side and as such they can be impacted either positively or negatively by what they interact with.
2. Ministry of Education in order to set up a curriculum which includes mass media education which will contain elements of what the students should know in regard to mass media and its effects.
3. Media council for regulating on what is broadcasted.

1.7 Delimitations and Limitations

Participation in this study is delimited to secondary school students in Embakasi District.

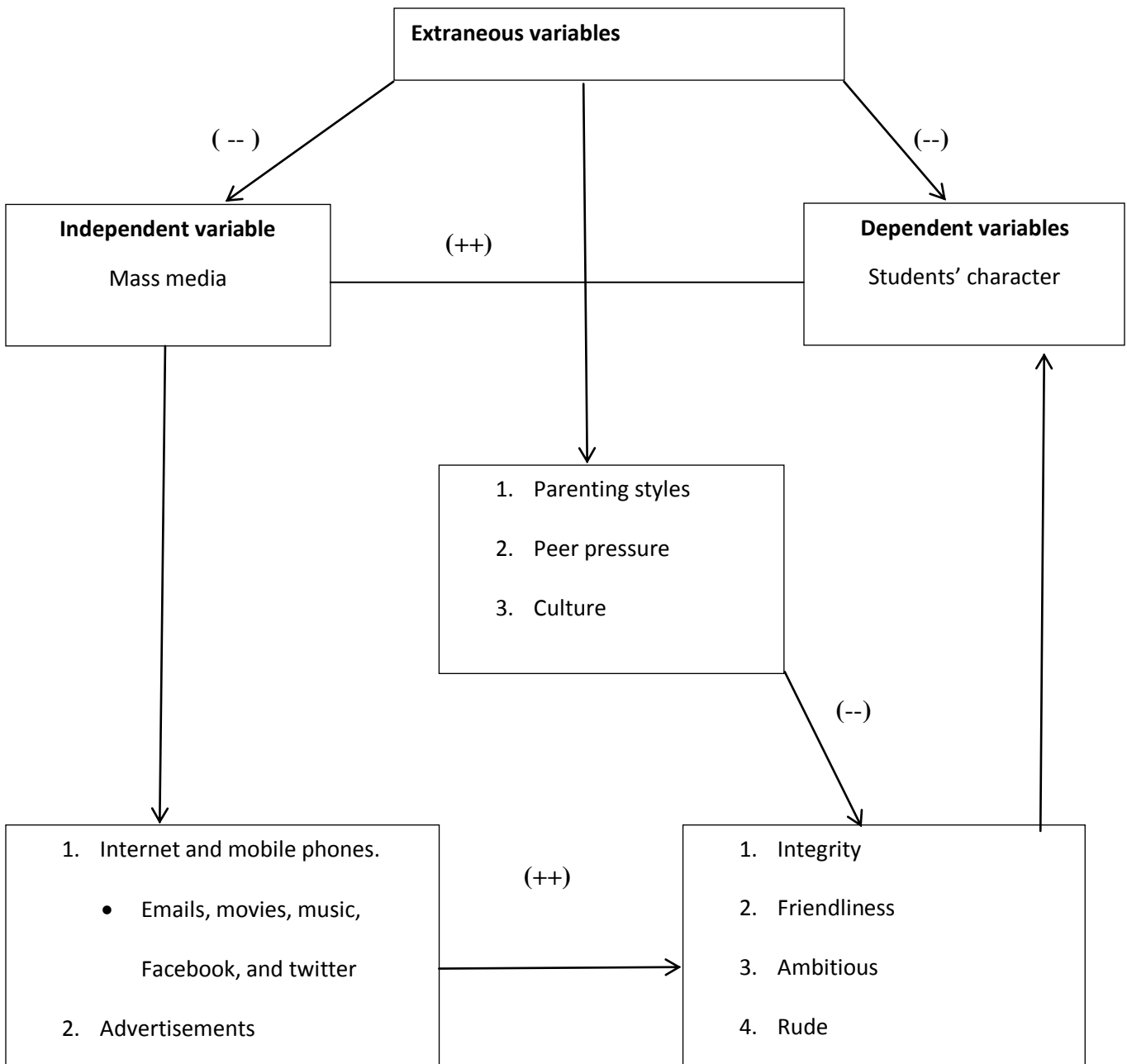
The study will also be delimited to the impact of mass media on the students' character.

The limitations in this study may include inadequate information. This is because the students may not be willing to give full and true information in the questionnaire. Time management may also be a challenge because it may take a lot of time to serve and collect the same number of the questionnaires.

1.8 Assumptions of the Study

One of the assumptions in this study may include gathering adequate information through the questionnaires served to the students. The questionnaire as a tool has been used in many researches and has given valid results. Therefore, the other assumption is that this tool will produce valid results in this study.

1.9 Conceptual Framework



Source Author, 2014

1.10 Operational Definitions of Terms

The word character comes from a Greek word 'kharakter' meaning "engraved mark," "symbol or imprint on the soul," and "instrument for marking." The dictionary defines character as a complex of mental and ethical traits or qualities built into an individual's life. These traits and qualities are distinctive and stable and usually determine a person's response in any given situation regardless of circumstances. Character is much more than just what we try to display for others to see but it is who we are even when no one is watching. Character is doing the right thing to do because it is right to do right. A quote from Abraham Lincoln says that reputation is the shadow and character is the tree. For the purpose of this study, character is what is outwardly observed by others such as, integrity, rudeness, ambition, friendliness, skepticism, charisma and craftiness while student or young people will mean teenagers and young adults.

Mass media are diversified media technologies that are intended to reach a large audience by mass communication. Mass Media enable us to know about the world and what is going on in the world. The oxford dictionary describe media as the main way that large numbers of people receive information and entertainment, that is television, radio, newspapers and the internet. The medium through which this communication or passing the information takes place varies. Broadcast media such as radio, recorded music, film and television transmit their information electronically. The information passed on through media can be constructive or destructive to the recipients' character. For the purpose of this study, mass media will mean different forms of information giving agents mainly internet and mobile phones (emails, movies, music, face-book and twitter) and advertisements.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers the aspect of literature that the researcher has interacted with as she endeavors to bridge the gap that exists in the topic of the study “The impact of mass media on students’ character: A case study of secondary schools in Embakasi District Nairobi County”. The work carried out by other researchers is considered and has an impact on areas that will be covered. With the general growth in the world of information technology, it is important to research on the impact mass media has on the students’ character. In an attempt to go beyond heresies and assumptions about how mass media affects the students’ character, the researcher explores this field of mass media and its effect on the students’ character, what other people have said about the same issue and also looks into theories which can be related to character and behavior changes.

Mass media is assumed to affect the students’ character either in a positive way or in a negative way. However, there are other elements which are known to affect their character. These are such as upbringing environment, parenting styles, personality, birth position, peer pressure and so forth. The aim of this chapter on literature review is to help the researcher in finding out the available data and operational purpose of the study.

Apollo Orodho noted that:

Knowing what data is available often serves to narrow down the problem as well as the techniques that might be used, and would help to know if there are gaps in the theories or whether the theories applicable to the problem under study are consistent with each other (Orodho 2005:12).

Kothari, (2009:1) also says that, research which is an inquiry into the nature of the reason for the consequences of any particular set of circumstances is the basis of a study. The scope and time limitation may not allow the researcher to investigate deeper into all other works widely written by different scholars on the same subject.

2.1 Theoretical Framework

Several theories can be used to describe the relationship between mass media and the students' character. For the purpose of this study the theories used are; behavioral theory by B. F. Skinner, Erick Erikson psychosocial theory, social cognitive theory by Albert Bandura and J. B. Watson's classical behavioral theory.

Behavioral theory by B. F. Skinner

B. F. Skinner, a re-known behaviorist researched on operant conditioning. He found out that it is a method of learning that occurs through rewards and punishments for behavior. For example the behavior portrayed by lack of integrity leading to car-jacking and hi-jacking may seem to have 'good returns' hence becomes rewarding to the young person. Eventually a "don't care attitude" may be born out of this kind of behaviour. A student may find satisfaction in the approval of his behaviour by his peers which may have been copied from the media and as a result search for more things to copy. The behaviors then could be building or destroying his character but both show an impact on the character. This goes with the saying that "practice makes perfect". As one continues to be rewarded for what they are doing, they keep on doing it until it becomes a character.

Erick Erikson's Psychosocial Theory

Erick Erikson psychosocial theory gives us eight psychosocial crises of development. It is very important for every child to go through these stages with the support of a parent. One of the stages is the identity versus role confusion for ages between twelve and nineteen. At this stage the child thinks that his or her identity is embedded in their profile of qualities. For a child who is already feeling inferior due to lack of achieving a skill in the earlier stage, lots of diverse role models are required in order to encourage them.

The mass media provide the models required by such a student. On one hand the student can get great role models from movies, music, and other kind of broadcasts and become a very confident person in life. On the other hand, the students may be modeled by characters who have no moral values resulting to total destruction of their character.

Albert Bandura's social cognitive theory

The chances of getting the right models for such a teenager through the mass media are very limited. They end up getting models who negatively influence them resulting to having a bad character. Albert Bandura a social cognitive theorist emphasized the role of observation, imitation and modeling. Students mostly learn through observation after which they imitate or model. Most of them do not know that their character is as a result of the consequences of the choices they make. The researcher agrees with most of these theories because human beings as social beings need others and cannot thrive in isolation.

However, sometimes there are good models in the mass media and students have also benefited as they listen and watch people give their live stories on how they started out in

life. This is the positive side of media impact and can be a great resource to the society as the students benefit from it.

John B. Watson's classical behavioral theory

John B. Watson codified behaviorism which is an approach to psychology and in his experiments he studied the relations between environmental events and human behavior. He put emphasis on external behavior of people and their reactions on given situations rather than the internal mental state of those people. According to Sdorow (1993:287), advertisers know that classical conditioning has the power to make people associate their products with appealing stimuli such as good times, playful puppies or sexually attractive people.

Taking for example in most vehicle advertisements, the manufacturers encourage men to buy them by showing beautiful women in or around the vehicles. Vehicles do not arouse men sexually but manufacturers hope that the beautiful women will elicit mild sexual arousal. In essence, the advertisers know that they can make products more appealing to consumers by pairing them with sexual stimuli. Most young people including students will not know that this is a catch phrase by the manufacturer or advertiser and as a result they are lured into sexual activities while still very young. Some of these students get hooked into this behavior and drop out of school as this behavior build into character. What individuals interact with has a great impact on their character. The students interact with media almost throughout the day due to the changes in technology and most of the choices they make are related to what they observe thus molding their character.

2.2 Related Research and Literature

Television

Olasky (1988:119) commenting on new technology says that:

Modern journalistic technology can produce products with great style even when there is ungodly substance, and many journalists have great knowledge and talent. They use attention grabbers, skillfully constructed stories, and careful placement of articles and as such they are able to pull wool over untrained eyes.

These journalists are not concerned about how they affect the character of the people watching but rather, in their achievements. In the book *American Evangelicals and the mass media*, Ferre one of the writers concurs with Olasky by saying that the media's primary "mission" is to generate profits for stockholders (Schultze 1990:102).

Hiebert (1995:401) acknowledges that television violence and sex have great impact on aggressive and sexual behavior but there may be an even more sinister problem. He therefore says that some scientific studies are showing that television viewing may have serious negative effects of the way a child's brain works. This is especially so when a child spends plenty of time on television. Biagi (2012:3) quotes a fourteen year old boy who says "At night I can text or watch something on YouTube until I fall asleep. It lets me talk on the phone and watch a video at the same time or listen to music while I send text messages". This is the extent to which young people are into the new technology.

Movies

It is a common belief that the stories we encounter through mass media whether in video games, action movies, or political comedy skits on Saturday Night Live are just entertaining fantasies that have no tangible impact on our everyday lives, attitudes and

choices. As much as we want to deny it, the images sounds and narratives that bombard us daily have ample power to alter our realities. Karen (2009:14) says that:

The theory explaining why people are persuaded by information in fictional stories is called transportation. People reading a book, watching a movie or TV show, or playing a video game become transported; swept up, or lost in the story, even feeling like they themselves are part of the story. This is one of the appealing properties of media: being transported is a state of flow in which the person loses track of time because of deep engagement.

As a matter of fact, some theorists believe that we accept beliefs not only uncritically but involuntarily.

Advertisements

Advertisements create myths bigger than reality for it packs all the action into two minutes, a commercial for the revolution. The mind is known to be the technicolour movie of images, not words, thus it makes no difference what is said for the pictures are the stories. Students are likely to model what they watch in the advertisements. Muggeridge (1978:69) says that people look at the television screen with, not through, the eye, and so see on it what they expect, or have been induced to expect to see.

It is in the public domain that parents, peers and the media are factors that influence underage person's drinking decisions but there is also a reason to believe that advertising plays a role. In as much as parents and peers have a large impact on youth's decisions to drink, research clearly indicates that alcohol advertizing and marketing also have a significant in influencing the youth. Hollingworth, Ebel et al (2006:300-308) comments on alcohol saying, "An effort to estimate the likely effects of several alcohol policies on youth drinking behavior in the U.S. population concluded that a complete ban on alcohol

advertising would be the most effective, resulting in fewer deaths from harmful drinking and a drop in alcohol-related life-years lost”

Thousands of advertisements contain messages about physical attractiveness and beauty, examples of which include commercials for cosmetics, weight reduction and physical fitness. Body image has been an issue for most youth/students because they have been “brainwashed” through the models they watch on almost all commercials. They believe that the ideal images are those of the models in the commercial advertisements. In their research, Martin and Gentry (1997:19-34) have conducted studies in an attempt to see if such advertisements have effects on teenage body image and what those effects might be. They found that teen advertising negatively impact teenagers’ self esteem by setting unrealistic expectations for them about their physical appearances through the use of idealized model.

Positive Impacts of Mass Media

However, mass media has its positive effects on students. For example it aims to provide a forum for debate and self improvement and also to increase awareness of talents in the society at large. Media sometimes provides guidance for those watching. In the words of Jacobs (2000:22) “Media often produce selective reports about actual dialogues and events which deprive the public of the full sequence of events”. This is also witnessed in the warning given before movies begin for instance, Parental Guide or ‘not suitable’ for a certain age. This enables the students to choose what is suitable for them and in effect what will influence them positively.

There are school programs which are also broadcasted by Kenya Broadcasting Corporation and Nation Television which are usually very educative. Programs such as the great debate in the Nation Television are very rich and give the students a lot of exposure for they assist the students in developing cognitive thinking. They also enable the students to compete in a healthy manner as they learn from each other. Values and skills are learned in such forums and as a result proper character is built.

Another positive effect of the media on students is that it creates a learning environment for them. For instance Dora the explorer (online 2013), a cartoon series helps children as well as young adults learn Spanish. Students can also develop language skills through television, as well as social norms. The media provides entertainment to students, giving parents a moment of peace when needed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter focuses on how the research was carried out. It describes in details: the research design, population, sampling procedures, data collection, instrumentation, research procedures, assumptions and limitations.

3.1 Research Design

“Research design provides a bond that holds the project research elements together, this is by showing how the major parts work together in addressing the main research question” (Donald and Tromp, 2006:46).

This study employed the survey design which involved investigating populations by selecting samples to analyze and discover occurrences. The purpose of survey design was to provide numeric description of some part of the population by administering interviews and questionnaires to sample a targeted population. However, for the purpose of this study, only questionnaires were used as tools for collecting the data. Kombo (2006:15) says that the survey design is applicable in collecting people’s attitudes, opinions, habits, and some other social issues and when describing the state of affairs as they exist. Therefore in this study, in trying to ascertain the impact of mass media on the students’ character, this design was useful because of the utilization of survey questionnaires.

3.1.1 Variables

In this study, the researcher concentrated on three variables namely; independent, dependent and extraneous variables. An independent variable is the one the researcher manipulates in order to determine its effect, influence or impact on another variable. The independent variable of this study is identified as mass media in terms of internet and mobile phones and advertisements.

The dependent variables attempt to indicate the total influence arising from the effect of the independent variables (Mugenda, 2003:58). The dependent variable of the study is students' character; the aspects which were looked into in this dependent variable are; integrity, ambitiousness, friendliness and rudeness. The extraneous variable is the variable that is held constant in the research. Hence in this study, the extraneous variables are such as the upbringing environment, birth positions, peer pressure, parenting styles and personality.

3.2 Location of the Study

The research was conducted in the Eastlands area of Embakasi District in Nairobi County. It is located about fifteen kilometers East of the central business district This area houses mostly lower and lower middle income citizens. One of the reasons why the researcher chose this area was because it is densely populated and was therefore able to represent a wider population regarding the study.

3.3 Target Population

The study targeted High school students between the ages of fourteen to twenty two who were in form one to form four. Consequently the research finding was not only reflecting

the impact on students' character of students who are the natives of the location of the study. It is a fact now that mobile phones, television sets, access to internet, advertisement bill boards are not only limited to the 'leafy suburbs' of Nairobi County but are also household items even in the Eastlands where Embakasi is located. As such information was readily available from the students in this area. Unlike the western side of Nairobi County, the Eastlands people interact freely, easily and in a friendly manner with less suspicion.

3.4 Sampling

The sampling was taken on fifteen boy students and fifteen girl students, all within the bracket of fourteen to twenty two years. The stratified technique was preferred in this study because it ensures that each sub-group is well represented. Chadran (2004:88) says that sample refers to a representative group of members or elements selected from the target population using sampling method such that the response of that group will represent the opinion of the entire population.

3.4.1 Sample

In this study, the sample was a total of thirty students out of the entire population of about fifteen thousand students. All the sample population consisted of student between form one and four who are conversant with secondary school system and its requirements.

3.5 Instrumentation

The research instrument for this study was a questionnaire. The researcher formulated both open-ended and closed-ended questions which were answered using 'yes' or 'no'

and 'agree' or 'disagree' choices. The reason for choosing a questionnaire as the research instrument for this study was because, the needed information was to be collected from the respondents at once and in the same location, Embakasi District. Another reason was that the questionnaire saves on time. In this study, all respondents were able to answer the questions within a short time during the break time and the questionnaires were collected. Furthermore, using it was easier to uphold confidentiality.

3.6 Data Collection Techniques

This section represents research procedure and research instrument. A research procedure describes the steps which will be followed in undertaking the study, in order to acquire the required information for the study, while research instrument refers to the tool that was used to collect the required information from the sample population.

3.7 Data Analysis and Presentation

The kind of data collected was in written form because the respondents were filling the questionnaires only. The tool contained both open-ended questions and closed-ended questions. The responses anticipated were yes and no or agree and disagree in the closed ended questions while in the open-ended questions the subjects were free to give their own responses. After collecting the questionnaires, the researcher embarked on interpreting the data collected using the mode. This is a type of descriptive statistics of the quantitative analysis. The mode was established by examining a set of scores and identifying the score that occurred most frequently.

3.8 Logistical and Ethical Considerations

The researcher put in place logistics frame-work to enhance the research project to go on as planned and be cost effective. It included effective planning before going to the field and after. The researcher kept every record intact for the purpose of avoiding the loss of information. In addition to plans highlighted by the researcher, Vyhmeister (2001:56) says,

You may trust your memory and not write down precisely and accurately the findings. It then becomes impossible to reconstruct the information obtained...there is no way to do a good research without taking good notes, either manually or on a computer.

On the ethical considerations, both confidentiality and anonymity were maintained of the respondents who participated or shared information. There was no coercion or force used on the respondents. The researcher did not take advantage of any respondent and therefore in this case full voluntary guarantee was taken from the respondents.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND PRESENTATION

Section A

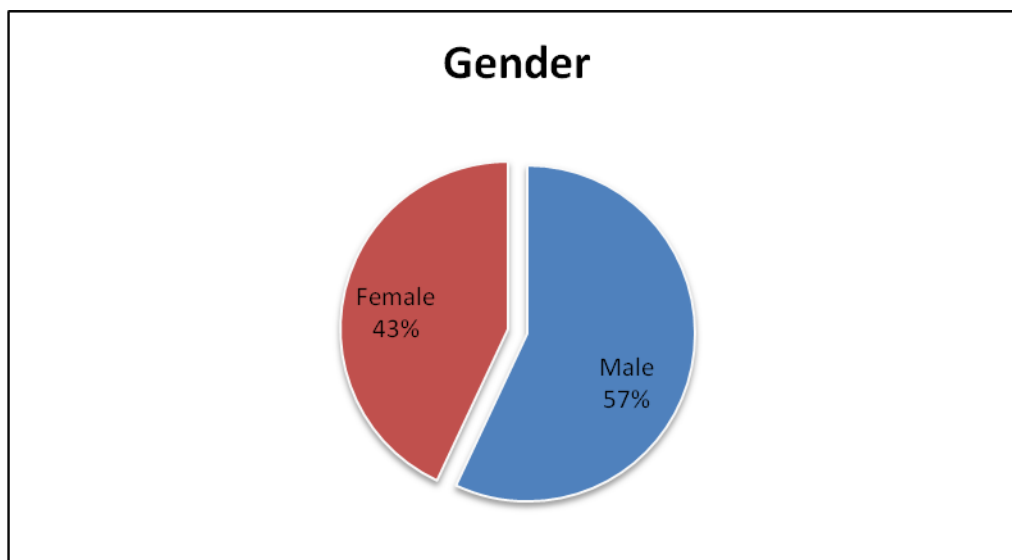
4.0 Introduction

This chapter deals with analysis of the data collected from the field of study and the main purpose of the analysis was to investigate the impact of mass media on student's character: A case study of secondary schools in Embakasi District, Nairobi County. The research adopted the stated methodology in chapter three and used questionnaires to collect the data.

4.1 Data Background

4.2.1 Gender & Age Bracket

	Frequency	Percent
Male	17	57
Female	13	43
Total	30	100.0



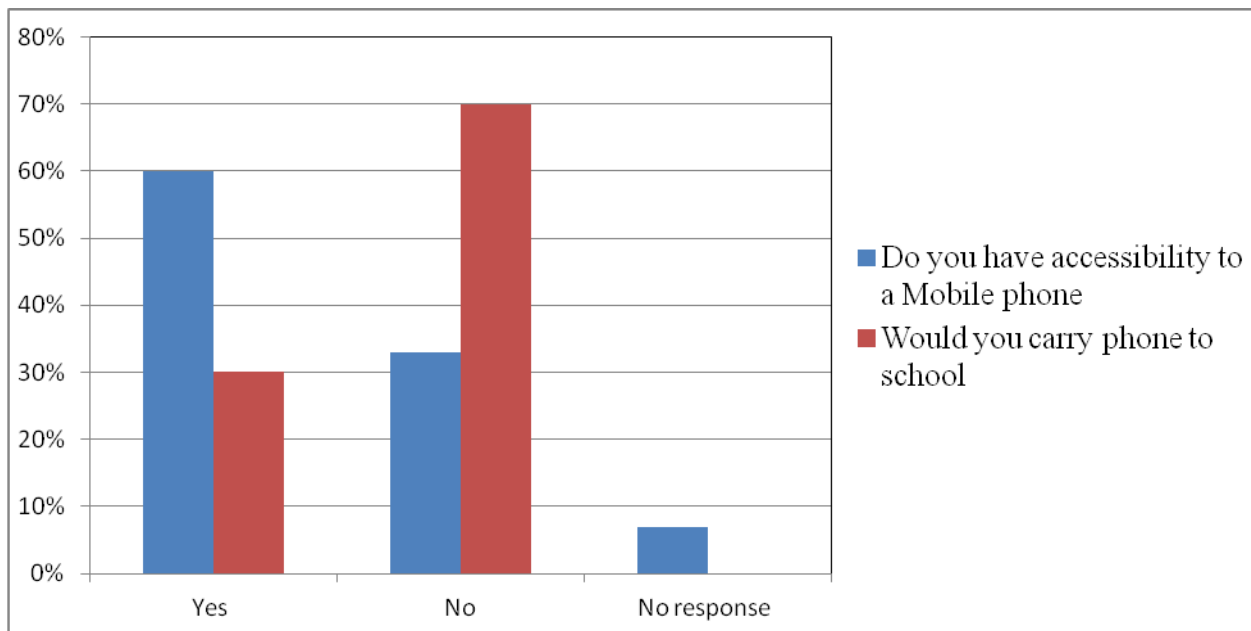
Source author, 2014

From the observation, the total number of respondents amount to 30 with the number of male of respondents at (57%), while the female respondents are at (43%) of the response rate. All the respondents are aged between 14-22 years.

Table 4.3.1

Accessibility to a Mobile Phone

Accessibility to a Mobile Phone	Frequency	Percent
Yes	18	60.0
No	10	33.3
Missing	2	6.7
Total	30	100.0
Would you carry your phone to school	Frequency	Percent
Yes	9	30.0
No	21	70.0
Total	30	100.0



Source Author, 2014

From the study, majority of the students (60%) have access to a mobile phone, (33%) have no access to a mobile phone while the remaining (7%) did not respond to the issues.

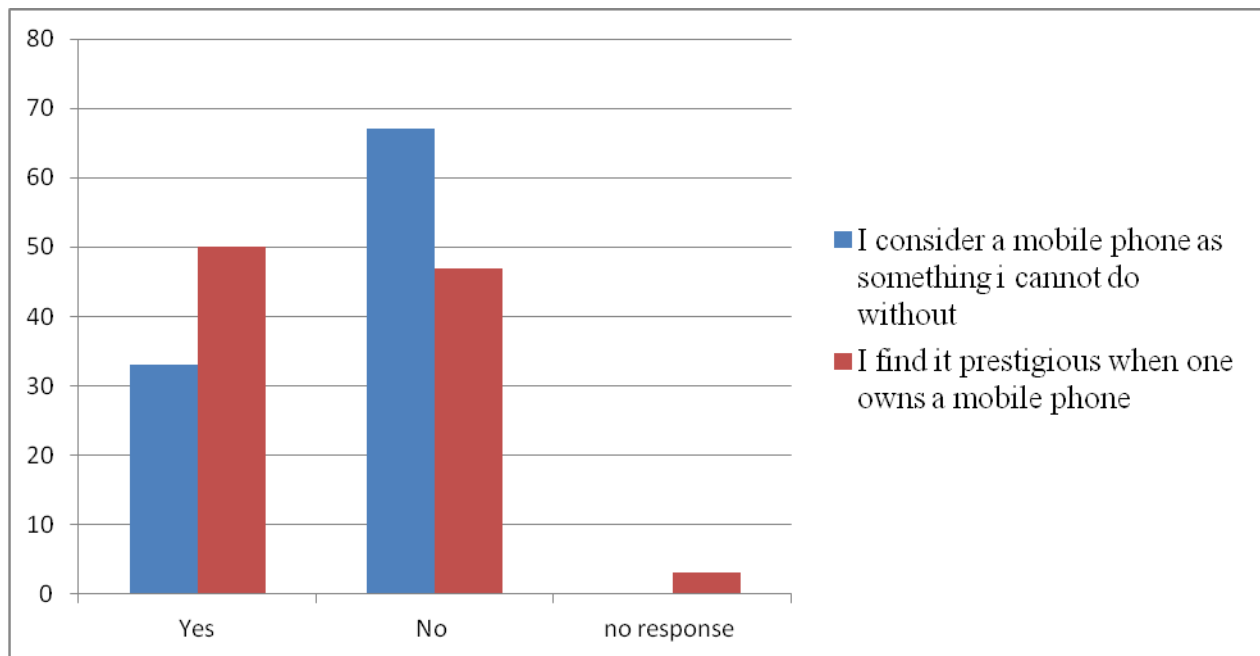
The students were asked if they would carry a phone school (30%) agreed they would, while (70%) said they would not carry a phone to school.

Table 4.4.1

Purpose of having a phone

I consider a mobile phone as something I cannot do without		
	Frequency	Percent
yes	15	50.0
no	14	46.7
Total	29	96.7
Missing	1	3.3
Total	30	100.0

I find it prestigious when one owns a mobile phone		
	Frequency	Percent
yes	10	33.3
no	20	66.7
Total	30	100.0



Source Author, 2014

From the study, (67%) of the respondents consider a mobile phone something they would ignore while (33%) feel that a mobile is something that they cannot do without. (50%) of the students find it prestigious to own a mobile phone, (47%) find it not prestigious to own a phone, while (3%) did not respond to the issue.

Section B

Table 4.5.1

Getting Sense of Style From Advertisements.

	Frequency	Percent
Yes	19	63.3
No	10	33.3
Missing 9	1	3.3
Total	30	100.0

From the study, 63 % of the students agree that they get their styles from the advertisements that run on TV, 33% of the students do not agree that they get their styles from the advertisements.

Table 4.6.1

Advertisements as Appropriate Marketing Strategies

	Frequency	Percent
Yes	14	46.7
No	14	46.7
Missing 9	2	6.7
Total	30	100.0

From the observation, (47%) of the students had an opinion that advertisements are appropriate as marketing strategies, while (47%) of the students disagree that advertisements are appropriate as market strategies and the remaining 7% did not respond to the issue.

Table 4.7.1

Role of Advertisements

Do some advertisements misguide in their message?

	Frequency	Percent
Agree	25	83.3
Disagree	5	16.7
Total	30	100.0

From the study, 83% of students think that advertisements misguide in their message, 17% of the students disagree that advertisements are misleading in their message.

Table 4.8.1

Considering Being Featured in An Advertisement

Would you consider being featured in any given advertisement?

	Frequency	Percent
Yes	24	80.0
No	6	20.0
Total	30	100.0

From the study, 80% of the students said yes that they would agree to be featured in a given advertisement, while 20% said they would not like to be featured in any advertisement. We later asked what kind of an advertisement they would like to be featured in and some mentioned Blue Band, Colgate, and Kiwi etc.

Table 4.9.1

Advertisement in the Memory

Do you have some advertisements that are stuck in your memory?

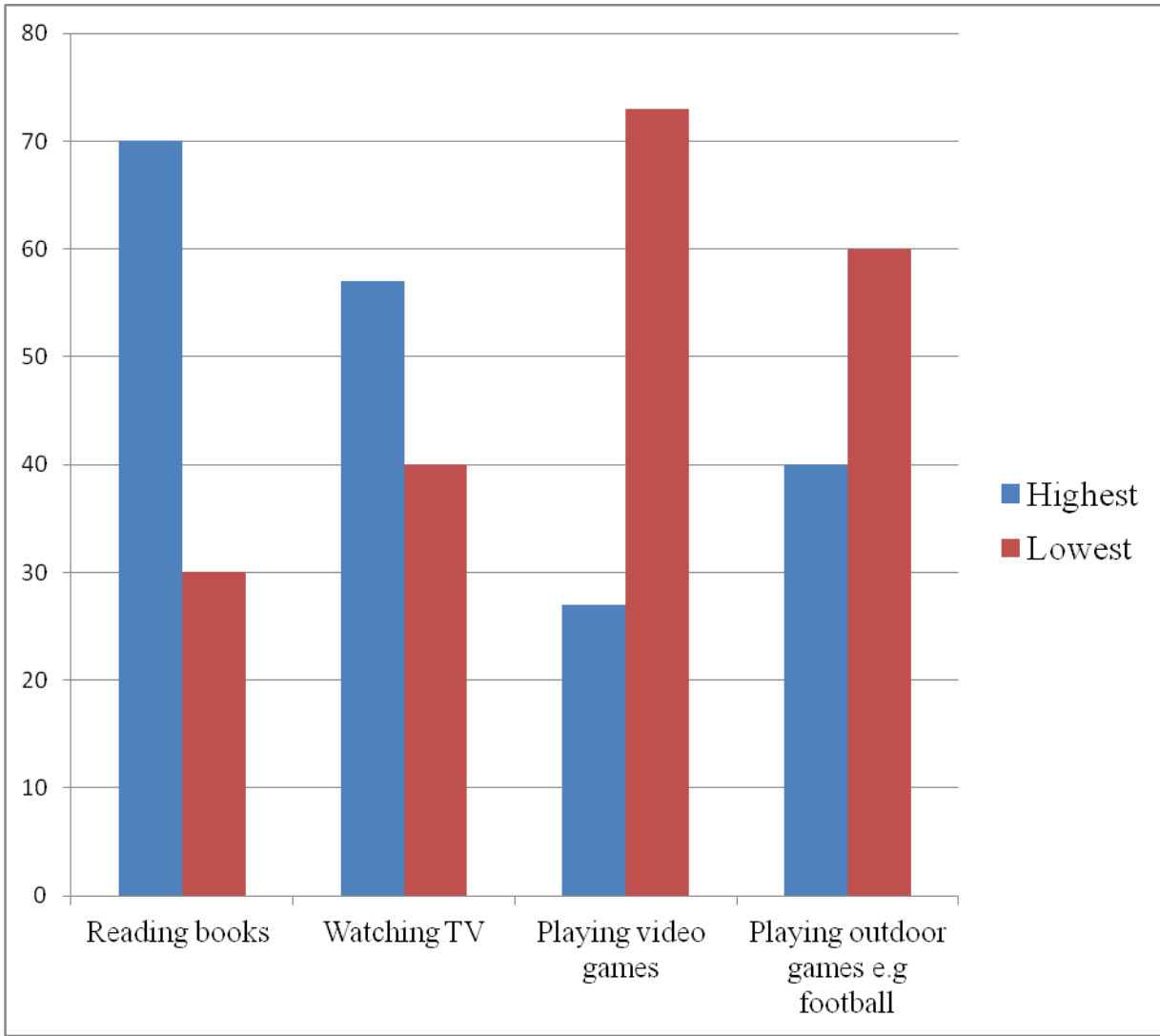
	Frequency	Percent
Yes	22	73.3
No	8	26.7
Total	30	100.0

From the study, students were asked if some advertisements had stuck in their minds, 73% said yes while 27% said no. This means that these advertisements actually have a catching tune of image of message to them to be stuck in a students' minds. Example provided by the students was university intake adverts.

Section C

Table 4.10 Students' Priority From Highest to Lowest in Relation to the Factors Listed.

The study below shows the students' response when they were asked to rate the highest and lowest of different factors in relation to priority. The highest numbers of students (70%) take priority in reading books, and have a low of (30%). (57%) of the students take priority in watching TV and a low of (40%). (73%) of the students take lowest priority in playing video games and a high of (27%). (40%) of the students take highest priority and (60%) lowest priority in playing outdoor games such as football.

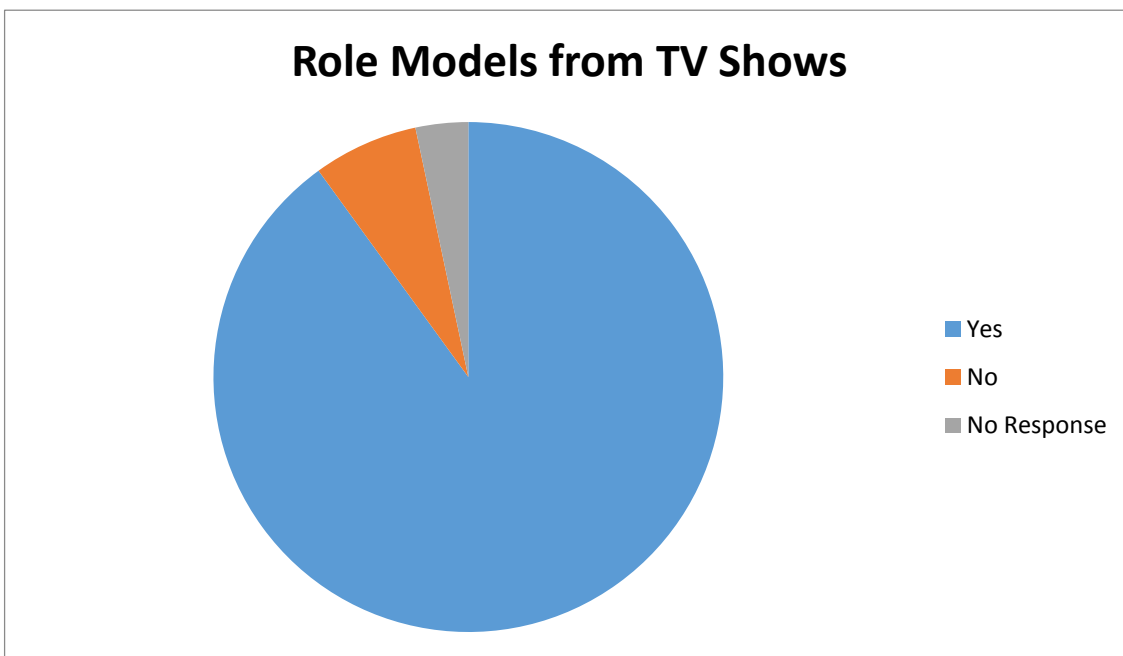


Source author, 2014

Table 4.11

Role Models From TV Shows

	Frequency	Percent
Yes	27	90.0
No	2	6.7
Missing	1	3.3
Total	30	100.0



From the study, **90%** of the students agree that they have a role model in the media industry, while **7 %** of the students responded that they do not have role models in the industry and the remaining **3%** did not respond at all to the issue.

Table 4.12
Disagreeing with Parents Over What to Watch on TV

	Frequency	Percent
Yes	9	30.0
No	21	70.0
Total	30	100.0

From the study, most students (70%) said that they did not disagree with their parents on what to watch, while 30% said that they disagreed with their parents on what to watch.

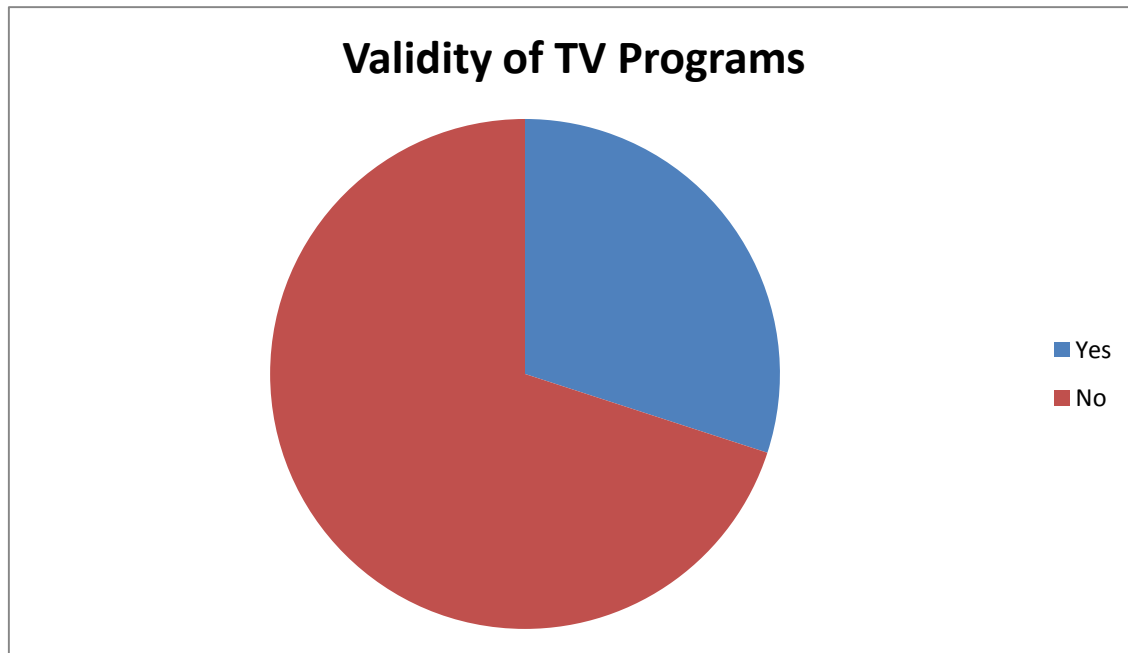


Table 4.13
Watching Late Night Movies

	Frequency	Percent
Yes	11	36.7
No	19	63.3
Total	30	100.0

From the study, students were asked if they were in the habit of watching late night movies, **37%** of the students said yes they do watch, while **63%** of the students said they do not watch late night movies.

Table 4.14
Conversations that Have Been Picked From Music

	Frequency	Percent
Yes	19	63.3
No	11	36.7
Total	30	100.0

From the study, students were asked to respond to whether they used words they have picked from music, 63% of the students stated that indeed they use words they learn from music, while 37% of the students disagreed that they used words they picked from music.

Table 4.15
Events Your Parents Would Disapprove

	Frequency	Percent
Yes	10	33.3
No	20	66.7
Total	30	100.0

From the study, majority of the students (67%) of the students said that they would not go to an event that their parents had disapproved of, while 33% of the students said they would go even if the parents disapproved.

Table 4.16
Influence by the Western Culture Through Media

	Frequency	Percent
Yes	22	73.3
No	8	26.7
Total	30	100.0

From the study, 73% of the students consider themselves to have been influenced in some way by the western culture through the media, while 27% disagree that they are influenced in any way by the western culture through the media.

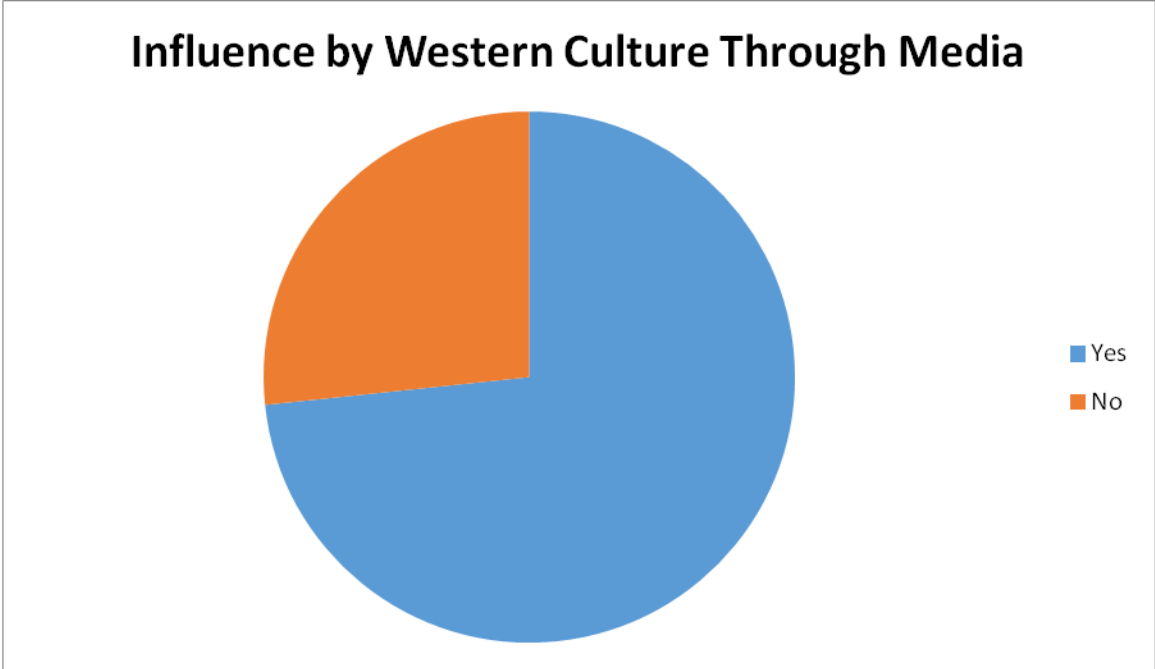


Table 4.17
Control of Media

	Frequency	Percent
Yes	18	60.0
No	11	36.7
Missing	1	3.3
Total	30	100.0

From the study, student respondents were asked what their opinion was regarding the issue of controlling the media. 60% of the students agreed that media should be controlled, while 37% disagreed that it should be controlled. They were asked later about the reason for their response some stated factors such as security, importance of the media to the community on passing information, reduction on conflicts.

CHAPTER FIVE

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the researcher discusses the findings, implications and gives recommendations and also suggests further areas of research.

5.1 Summary of the Major Findings

The purpose of the research was to investigate the impact of mass media on students' character. The objective of the study was to find out if mass media has any impact on students' character whether positive or negative and also determine if some forms of media have more impact than others.

The study targeted a section of students in Embakasi District, Nairobi County who were totalling to thirty.

The study found that:

- i. Mobile Phones; According to the research question one which looked into negative effects of mass media and specifically the mobile phones, 60% of the students admitted to have access to mobile phones and 30% were for the idea that if allowed they would bring them to school. 67% of the students felt that a phone is something they cannot do without.
- ii. Advertisements; In the light of research question two the researcher brought in the issue of advertisements and asked the students if they got their sense of style from advertisements to which 63% of the students agreed. The number of students who

agreed that advertisements were appropriate as marketing strategies equalled the number of those who did not agree to it. Asked if some advertisements misguided in their messages 83% agreed while 17% disagreed. However, 80% of the students said they would like to feature in an advertisement. 73% also agreed that they had some advertisements stuck in their memory.

- iii. Television; According to research question three, the researcher asked the students to prioritize from the highest to the lowest such factors as reading books, watching TV, playing video games and playing outdoor games. 70% of the students recorded reading books as their highest priority while the lowest factor was playing outdoor games with 60%. However, 90% agreed that they had role models from the TV shows they watch. Still 73% of the students considered themselves to have been influenced by western culture through the media.
- iv. Control of Mass Media; Based on research question four on determining solutions to negative impact of mass media, the researcher asked the students if they were of the opinion that media should be controlled and 60% agreed to it while 36.7% said no with 3.3% not commenting. They gave reasons such as security, importance of the media to the community in passing information and reduction on conflicts.

5.2 Conclusion

According to the figures shown in chapter four the researcher concluded that mass media cannot be hundred percent credited or hundred percent blamed for the changes in the character of the students whether they may be positive or negative. The findings showed

that students do not spend much of their time in media related activities. For example in the question where they were supposed to prioritize activities, reading books was top and not media related activities such as watching TV.

A large number of students said they have access to mobile phones but they did not consider a phone as something they cannot do without or carry to school even if given an opportunity to do so. This could mean that they are not so attached to their phones as it might be thought.

Advertisements seem to have more control which is depicted by the figure showing the number of students who would consider being featured in an advertisement and also by the number of students agreeing that they get their sense of style from the advertisements.

5.3 Implications

According to the study, advertisements which appear through various channels including TVs, billboards, and magazines seem to make more impact in the character of the students than any other. Majority of students admitted to having advertisements stuck in their memory. Like pictures, music also stick to the memory for a long time and asked if in their conversations the students used words they had picked from the music they listen to, 63% agreed.

5.4 Recommendations

Based on the findings of this study the following suggestions are put forward for the purposes of the media fraternity and the government to consider:

First it is important to counter check whatever is posted on the media to see whether it is suitable for general consumption. With the growth in technology the world has become a global village hence whatever is practiced in a particular area can go round the world in a fraction of a second and without much consideration the young minds can adapt it immediately even when it is against their culture.

Secondly, more forums where parents and students are taught regarding what happens to the things our minds are exposed to should be introduced. This will bring light to many uniformed people that not everything in media is good for the human mind.

Thirdly, advertisements should be put under tight scrutiny because according to the study they have featured as a tool that has captured the young people's minds than anything else.

Finally, individuals should take responsibility of and in whatever they expose themselves to with the full knowledge that choices have consequences.

5.4.1 Areas Recommended For Further Research

These research findings on the impact of mass media on students' character are not conclusive. This means that further studies can be undertaken on the same topic and it can result in more significant findings.

On what the mobile phones provide in terms of information more research can be carried out. Another area that could also be considered for research is the criteria used by the students as they choose models from the TV shows.

In the area of reading books which scored highly against watching TV, playing video games and outdoor games, the researcher recommends a research on what kind of materials are being read and of what value are they to the students.

Lastly, more researches can be carried out on music and movies and their impact on the students' character.

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Appendix A

Research Questionnaire

My name is Patricia Wamuyu Kombe. I am an undergraduate student at International Leadership University. I intend to undertake a research on the impact of mass media on students' character: A case study of secondary schools in Embakasi District, Nairobi County. Below is a questionnaire I am looking forward to use to collect the required information for the purpose of this research. Therefore I am requesting you to fill it in the best of your knowledge. The information you provide will be used for research purposes only and will be accorded utmost custody and confidentiality it deserves.

Kindly, tick appropriately.

1. Select your gender. Female
Male
2. I am a secondary school student aged 14-22 Yes No
3. I have an access to a mobile phone. Yes No
4. Given a chance, would you carry your mobile phone to school? Yes No
5. I consider a mobile phone as something I cannot do without. Yes No
6. I find it prestigious when one owns a mobile phone. Yes No
7. Do you get your sense of style from advertisements? Yes No
8. Do you find all advertisements appropriate as marketing strategies? Yes No
9. Some advertisements misguide in their messages. Agree Disagree
10. Would you consider being featured in any given advertisement? Yes No

If so, which one?

11. Do you have some advertisements that are stuck in your memory? Yes No

If so, which one?

12. Do you spend more time watching television than you would on reading books Yes No

13. Are there positive things you learn from watching television? Yes No

14. Do you have a role model from any of the television shows that you watch?

Yes No

15. Do you conflict with your parents over what to watch? Yes No

16. Are you in the habit of watching late night movies? Yes No

17. In your time to time conversations, do you use words that you have picked from music?

Yes No

18. Would you sneak out at night to go for an event with friends? Yes No

19. Would you consider yourself to have been influenced in any way by the western culture through media? Yes No

20. Are you for the idea that media should be controlled? Agree Disagree

Give a reason for your response.