

**MEDIA CONTRIBUTION TO MORAL DECAY AMONG  
UNIVERSITY STUDENTS IN UGANDA**

A CASE STUDY: KAMPALA INTERNATIONAL UNIVERSITY

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MARCH, 2006

## DECLARATION

I hereby, do declare that this research was carried out by Mganga Joan Selina.

This presentation is completely of my own making, a report of my own research and not a duplicate of any previous research work.

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March, 2006

## **DEDICATION**

This book is dedicated to my beloved parents; Mr. Basil.J. Mganga and Mrs. Alice. W. Mganga, to my sister, Jentar Naomi Samba, who have provided financial assistance that has enabled me complete my education and the final report of my research. To my grandmothers Mrs. Selina Kubo and Mrs. Jentar Mjomba for their constant prayers that have built me spiritually.

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Finally, I wish to extend my appreciation to David Kimera, Enock Kitenda, Sylvia Abukuse, Vivian Akinyi, Henry Francis, and most importantly to God Almighty.

## **OPERATIONAL DEFINITIONS**

**MORAL DECADENCE:** The decay of society's' norms and standards.

**MORALS:** Shall refer to the behavior according to norms and standards as required by society. These shall be in matters of morals, sex, business and the general outlook of normal life. It shall represent society's ultimate aim for good.

**MEDIA:** It shall refer to two forms of electronic media – Radio and TV as print media – newspapers and magazines.

**YOUTH:** This will refer to the young generation basically those in higher institutions of learning (Kampala International University). The sample group shall include those between 19-30yrs.

**MASS MEDIA:** A means of communicating to a large group of people (the mass).

## **ABSTRACT**

The world has accelerated its slide down the slippery slope of moral decay, as indicated by the rapid growth of communication and technology and also the multi-billion-dollar pornography industry, the instant and apparently anonymous availability of multiplied means of defilement through the internet, the increasing number of ministers charged with criminal sexual offences, the abhorrent and disgusting portrayals on television and in movies that glamorize promiscuity, the easy opportunity to bring Hollywood into the home through videos, the debilitating effects upon the sanctity of the home and the permanence of marriage, and finally by its frontal assault upon religions.

All these have affected the human race as a whole in one way or another, and are not a matter to be disregarded; especially by the media.

However, positively, the media have emerged as powerful tools in educating, entertaining and informing the masses in the fairest way possible. The ills in society moreover are exposed to reveal whether a government and its citizens are heading towards prosperity, failure or whether it realizes its mistakes, morals and manifestations, while taking a turn for the better.

One constant in the study of mass communication has been the never ending battle between the limited and powerful effects paradigms. Communication scholars have been debating the relative power of the mass media to shape opinions and social structure for some 50 years.

Today's generation that consists of the youth, as the driving force behind tomorrows' future. It is therefore the role of the media that imputes the morals of the growing generation; this includes university students that are the basis of this study.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Back ground**

The media have emerged as powerful tools which effectively influence public opinion, and therefore, the importance of the media is very high in democratic societies. Media literally means all the organizations like radio stations, television and news papers that provide information for the public. The media has succeeded in educating people about what is happening around the world.

The General Conference of **UNESCO** in its twentieth session in 1978 proclaimed that “in encountering aggressive war, racialism, apartheid and other violations of human rights which are inter alia spawned by prejudice and ignorance, the mass media, by disseminating information on the aims, aspirations, cultures and needs of all peoples, contribute to eliminate ignorance and misunderstandings between the peoples, to make nationals of a country sensitive to the needs and desires of others, to ensure the respect of the rights and dignity of all nations, all peoples and all individuals”.

Mass communication institutions must have in their foundations, a system of values which embraces respect for human rights including the rights of every person to free and independent development- whether it is moral or immoral behaviour/actions.

Morality is defined as beliefs or ideas about what is right and wrong and about how people should behave. Bures (1998) says that morals as ethics are referred to by some scholars as a normative science concerned

with societal norms and standards; and that morals are a criteria of judging virtues and vices by intended motives and consequences in question.

However, Arwako (1998) asserted that moral standards vary from society to society and with time and that good morals are what a certain society happens to desire and like. So, whether an action is good or bad depends on the community's attitude towards the action and this can be expressed through communication by individuals or groups.

Abidi (1987) confirms that as the world grows into a global village or family, communications technology plays a major role in the shaping of people's morals. He adds that the electronic media (radio and television) are now major gadgets in the shaping of people's morals leading to tremendous degeneration in family values as a starting point of society.

Moon (1999) said that there are three great headaches for God in this age- the attack on the moral virtues of our younger generation and growing individual self-centeredness in the world which starts at family level. Moon contended that with the second headache for God as lack of understanding and decline in unity among world religions; and lastly, he mentioned the growth of God was denying and materialistic ideologies that have been spread so quickly by the media.

## **1.2 Statement of the problem**

Despite the importance of the media to university students, the media has all the same impacted negatively towards the students' moral development; and as such, the researcher's interest to find out what and how the media has contributed to the students moral decay. This is because the situation seems to be getting out of hand and needs immediate attention and solutions.

The mass media has caused the erosion of social systems by replacing those in religion, education systems and the way people relate to friends and family. The media has also fluctuated in promoting people's culture. African culture has been eroded by western culture as depicted in the modes of dressing, whereas moral etiquette has contributed immensely to moral decadence.

In a world of quite stunning technological change, no one can be sure what the future holds. Many see the internet which is part of the media as exemplifying the new global order emerging at the close of the twentieth century. The spread of the internet across the globe has raised important questions. The internet is transforming the contours of daily life- blurring the boundaries between global and local, presenting new channels for communication and interaction, and allowing more and more everyday tasks to be carried out online. Yet at the same time as it provides exciting new opportunities to explore the social world, the internet also threatens to undermine human relationships and communities. Although the information age is static in its early stages, many people are already debating the complex implications of the internet, television, radio and newspapers on modern societies.

On the other hand, television reflects and exacerbates many of the divisions of society and the world including those based on gender, race ethnicity and social class. Television decision makers are overwhelmingly white, male and prosperous; by contrast, television programmes disregard gays, lesbians, people with disabilities and other lesser people of society which makes them feel so deprived, thus creating hatred towards people of the high class.

Further the media has been importing programmes from abroad; it has undermined the distinctive traditions and art forms of other societies in Africa and encourages their cultural and economic dependence on the

developed countries. This eventually goes down and affects the growing young generation that need to be addressed with caution..

### **1.3 Purpose**

The purpose of this study will be to investigate the contributions the media has had on university students' moral decadence.

### **1.4 Specific objectives**

This study will be specifically guided by the following objectives:

1. To establish the reasons behind students' moral decay by the media.
2. To find out the factors in the media that have contributed to University students' moral decay.
3. To give the effects the media has had on students' moral development.

### **1.5 Significance**

This study will be of great value to the university students themselves as those who are willing to change their behaviour will be empowered with information on moral development values, beliefs and attitudes towards the media.

The study moreover is aimed at Media Managers, who should devise programmes aimed at counteracting the negative influence of the media.

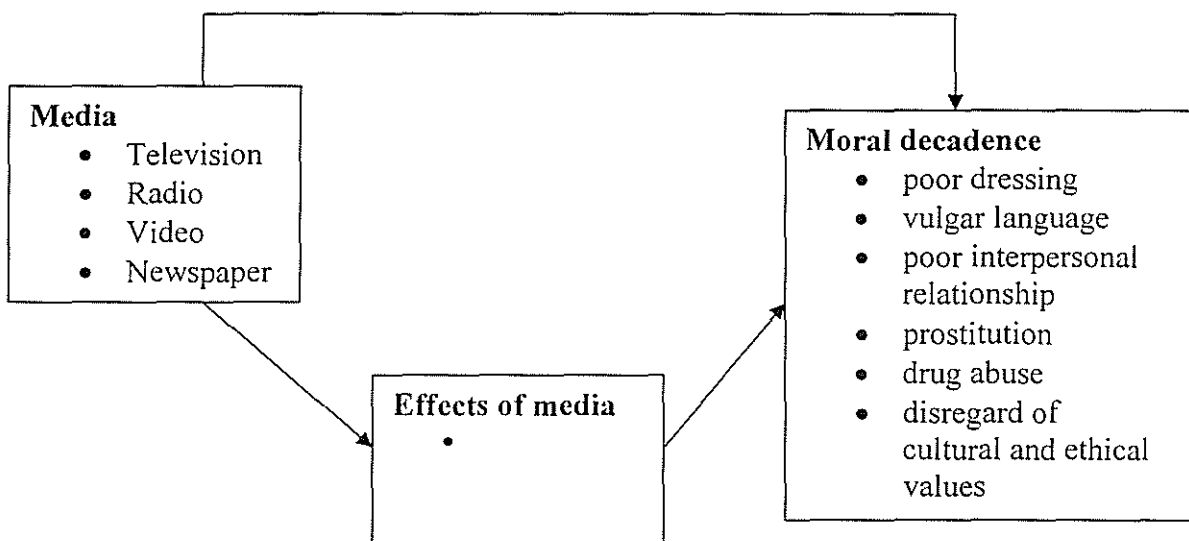
The researcher will be equipped with enough knowledge on moral decadence and moral development which the researcher can use to help students in other universities and society as a whole.

The study will be beneficial to the university authorities in Uganda, especially Kampala International University, as they will know the reasons behind their students' moral decay; and probably find ways of combating it in other institutions.

The study will be useful to all those who want to know the effect the mass media may have on people using it, especially in regard to virtues and vices on the users; and the media institutions will know which programmes to air out for its listeners and viewers.

Therefore, this study is relevant to students, university institutions, media houses, the researchers and researchers to come.

### **Conceptual framework**



**Figure 1:** Media contribution to students' moral decay.

### **1.6 Scope of study**

The study will be carried out among students of Kampala International University, employees of Uganda Television, WBS television, Radio Uganda, KIU FM and both 'New Vision' and 'The Daily Monitor' newspapers. So, the study will be done in Kampala because the required samples and institutions for the data are in the researchers' vicinity, hence, media contribution and moral decay issues can easily be accessed.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is organized under three themes which include the role and functions of the mass media, the implications behind use of the media and how moral decadence results from the media.

#### **Role and functions of the media**

The transmission of values is a subtle but nonetheless an important function of the mass media, which has also been called the socialization function; because it is the way in which an individual comes to adopt the behaviour and values of a group.

Blumler (1996) recognizes that the media presents portrayals of our society, and by watching, listening and reading, we learn how people are supposed to behave and what values are vital.

This was supported by Dewey (1927) that the media consciously tries to instill values and behaviour in the audience; and in 1989, many television writers voluntarily agreed to portray alcohol usage more responsibly in their programmes

The media can transmit values by enforcing social norms and of all the media; it is probably television that has the greatest potential for socialization (Bures, 1998).

The media also has the function of entertainment. Mc Quail (2002) asserted that the power of the media is awesome as about 125 million people watching “dirty” (blue or sex movies), 5 million read “play boy”

magazines and 15 million bought "Doonesbury" magazine for entertainment.

Media has the function to inform all people about the social, economic, and political developments. Bonoma (1983) agrees that the role of the media is basically information dissemination to its users.

The mass media has always been very significant in war times, but in the present age, its importance has grown further with the advent of the electronic media and the satellites, leading to more sophisticated manipulation of the media by the parties at war (Abidi, 1987); and with the two well-known accepted ways of manipulating the media (public relations and advertising), the media is gaining usefulness by day.

Mutonyi (1992) agrees that the media have emerged as powerful tools which effectively influence public opinion and its role and importance is very high in democratic societies. The responsibility of the media should be to lay bare and to denounce such violations as abuse of ones rights; hence the media's role to promote and protect human rights.

Bonoma (1983) said that the media have the role of social utility which is meant to strengthen ones contact with their family, friends and others in society; which is identified as a set of social integrative need.

### **Implications behind use of the media**

Dewey (1927) said that the media was very useful in our day-to-day lives; but that much as it was using the media had serious implications which included destruction of people's morals and values. He continued to say that "we use the media to escape from routines, to get out from daily problems, to ease worries or tensions". Television programmes promote crime, prostitution pornography suicidal activities and drug abuse

(alcoholism and smoking) which are advertised and watched on television, video shows, and magazines.

Dewey (1927) adds that “we begin to know characters on television as much as we know people in real life; imitating their good or bad roles”.

McQuail (2002) confirms and countered that the audiences were easily brainwashed by the media in the way that they believed whatever they were told and seemed, somehow, to have no mind of their own; and that there were needs of diversion, personal relationships, personal identity and surveillance, that the media served to gratify.

Bures (1998) noted that the media has also promoted dependency to its users for the information and possibly guidance- clarification with which to form our concepts of the world; leading influences in attitude formation, agenda setting, expansion of people’s systems of beliefs and classifications of values through the expression of value conflicts.

Ray said that the media made the audience a nuisance in that the audience becomes prone to doing things which the communicators do not wish them to do, or to be more precise, what the communicators wished audiences to do with their publications or their programmes making them a resistive audience.

The media through socialization stabilizes society. McQUAIL (2002) said that common values and experiences are passed down to all members thereby creating common bonds between them.

Mutonyi (1992) confirms that people’s lifestyles like dressing, eating and general living are so much influenced by the media leading to changes in the way they live and behave.



The media has had very negative implications on children leading to delinquency which remains until old age (Mutonyi, 1992) culminating into hard-core criminals.

But overall, the media has managed to ease information dissemination through satellites, television radio, internet and the newspaper; as information is not only accessible, but also very quick to deliver and receive. (Ray, 1990).

### **Moral decadence from the media**

Mutonyi (1992) said that moral decadence was a result of moral degeneration in society and it affected people negatively; as a result people lost their values, and ethics, and this led to various immoral acts like delinquency, prostitution, corruption through bribery, cheating and loss of faith in God due to lack of moral values.

Arwako (1998) said that television viewing led school going children to lose respect and dignity for their parents and teachers culminating into juvenile delinquency, prostitution for girls, incest, defilement, rape and use of vulgar language without any feeling of shame and guilt.

Abidi (1987) confirms that children who grew up watching television, reading pornographic material like newspapers and magazines stuck to the roles of the models they watched or read about leading to moral decay, assimilation into crime, prostitution and drug abuse.

Dewey (1927) indicated that the media transmitted dangerous messages to children who thought that what they watched was always good leading to many cases of child delinquency.

The television, being one of the most powerful tools that effectively influence moral and public opinion, brings together members of a community or even a nation, by showing important events and ceremonies (inaugurations, state funerals, press conferences and parades). This brings about a spirit of nationalism within people, having a helping hand in uniting them irrespective of their races, religious background or culture.

'The New Vision' newspaper (October 10, 2003) indicated that the media brings about social change by disseminating information on sex education; the media has a role to play when there is a soaring pregnancy rate among teenagers, drug abuse and illicit behavior. That the media should educate young people about sexuality built on the values of life, responsibility and openness. Getting that message through takes several years but one might well expect the effect to last.

'The Daily Monitor' newspaper (March 20, 2005) stated that it is largely through the media that people are able to learn about the rights that they have won through the struggle or those which have been granted to them. This gives one a feeling of strength and an increase in awareness.

'The Daily Nation' newspaper (July 21, 2006) indicated that the control of drugs and drug users presumes that there is a link between these things and the media. But what is that link? The dominant, conventional approach has seen the media as a key force in the marginalization of drug users, as presenting lurid, hysterical images and as a provider of an un-critical platform from which politicians and other moral entrepreneurs are able to launch and wage drug 'wars'. The media is thus seen to comprehensively misrepresent drugs, their effects, typical users and sellers and indeed the whole nature of the drug market and the enforcement response to it. In many ways the media may even define what we 'see' as drugs because it concentrates on solvents, heroin, crack,

ecstasy, etc. In contrast, alcohol and tobacco are rarely spoken of as drugs, thereby conditioning public attitudes about the 'drug problem' and what the response to it should be. Furthermore, media coverage is not just misleading it can also actually be harmful because it is implicated in the triggering of drug scares and moral panic which leads to 'knee jerk' drug crackdowns and punitive responses imposed especially on the youth.

## **2.2 Research questions**

The study will be guided by the following research questions:

1. What factors lead to the moral decay of students?
2. Why are student's morals destroyed by the media?
3. What are the effects of the media on the morals of university students?

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The concern of this chapter is to describe the nature of research design used for this study, the tools/instruments used, procedure followed and the technique of choosing the sample, data collection and data analysis.

#### **3.2 Research design**

The study was an exploration survey that focused on the contributions of the media in regard to moral decay. This means that a non-experimental research design was utilized since there was no manipulation or non variation of conditions. Therefore, this was a qualitative study.

#### **3.3 Population sample**

The population from which the samples were collected was mainly the media houses and Kampala International University because this was going to help in co-ordination of the variables of the media and moral decay respectively. A total of 40 respondents of which 10 respondents were from television stations, 10 from radio stations and 20 from Kampala International University were used.

#### **3.3 Sample selection**

Given the nature of the study and its sensitivity as regards students moral decay, the samples were purposively selected in such a way that only people who had enough experience in media activities and second and third year students were selected; so that data given was based on experience, maturity and professional exposure. It is important to note that random sampling was utilized since everyone had an equal chance of being selected.

### **3.4 Data collection instruments**

The researcher employed three data collection tools for this study as below:

#### **(i) Interview guide**

This was the main tool for data collection; and it was administered to the students' respondents on a one-to-one basis because it portrayed each individual's views about the media's contribution to their moral decay.

#### **(ii) Focus group Discussions**

The researcher also utilized focus group discussion which involved discussing, liaising and evaluating the data collected from the different media institutions and organizations. This was purposely to get general views from them; and there were three groups (television, radio and newspapers). There were two radio stations, two television stations and two leading newspapers from which ten people from each of those institutions were chosen.

#### **(iii) Questionnaire**

The study moreover, utilized a general questionnaire for data collection. This was administered to the lecturers in Kampala International University to get their views and opinions about media contribution to students' moral decay in the university.

### **3.5 Ethical issues**

Professionally as a way of overcoming difficulties in the study, the researcher sought permission from the department of mass

communication, Kampala International University to allow her to go and collect data.

Subsequently, a letter of introduction was given to that effect. The researcher also contacted the authorities at the media institutions about the issue of data collection, as well as the students and lecturers at Kampala International University were also notified about the exercise.

The participants were met and requested by the researcher to cooperate in the exercise. The researcher assured the respondents that all information would be handled with confidentiality, after which they were told of the different activities to be carried out on different days as some students were not residents.

The researcher then went ahead to prepare for data collection after consent from the respondents, including those for the focus group discussions. Data was then recorded on paper by writing.

### **3.6 Data management**

The collected data was analyzed manually; and it was presented in table summaries and graph techniques.

### **3.7 Data analysis**

Data was specifically analyzed in regard to the objectives of this study and therefore indicated the contribution of the media to students' moral decadence. A desk calculator was used to compute the averages and percentages.

## CHAPTER FOUR

### FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

Generally, in this chapter, the results have been presented. It includes largely a direct description of the variables and the relationships between variables in form of statements, tables, figures amongst others. Moreover, the findings have also been summarized, explained and interpreted, establishing a more vivid and general trend. This section also facilitated a more general debate of the significance of the findings.

**Table 1: This is contained in question 5 in the questionnaire, meant for the student respondents on how the mass media has contributed to moral decay in the university**

Perceived Media Contribution	No. of respondents	Percentage %
Dressing mode	5/20 .....0.25	25%
Attitudes and Action	5/20.....0.25	25%
Increased availability of pornography	10/20 .....0.5	50%

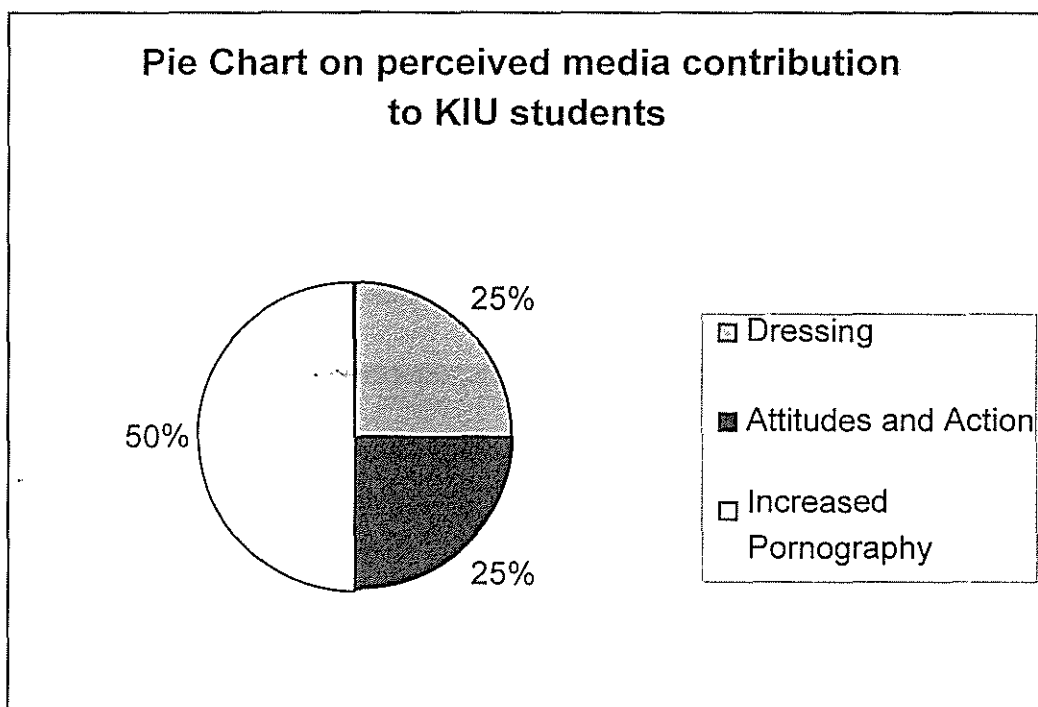
**Source:** Primary data

The above table reveals that students of Kampala International University perceived that there is increased availability of pornography and according to the research, considering where the University is located in an urban setting; a lot of pornographic magazines, newspapers and movies are predominantly rampant.

The students revealed that the media has had an effect on their mode of dressing by 25%. According to the research, what was seen by these students in print media and the latest trends in fashion aired on television and movies is easily aped regardless of whether the attire is decent enough for attending lectures or not. It was moreover revealed as an acceptable norm, that there was a lot of competition over who dressed the best or who was the trendiest, thus a lot of pressure put on individual students to beat that target rather than their studies.

The respondents revealed that 25% of the selected ones were affected by the media with regard to change in attitude and actions. The researcher found out that watching television violence yielded some aggressive behavior. The above table is deduced in the pie chart below:

**Figure 1**





**Table 2: The table below is contains information on question 6 of the interview guide for student respondents about the effects of media on ones morality.**

Effect	No. of respondents	Percentage %
• Poor interpersonal relationships	5/20.....0.25	25%
• Prostitution	2/20.....0.1	10%
• Culture erosion	3/20.....0.15	15%
• Violence	10/20.....0.5	50%

**Source:** Primary data

From the table above, 25% of the student respondents regarded the media as affecting their interpersonal relationships. The researcher found out that this is caused by individuals substituting their relationships and interactions with the media; more so television, radio and magazines.

Out of 20 respondents, 2 of them perceived that the media would lead to prostitution. The researcher deduced this to mean that, what the individual views as being pornographic on television or the internet, when viewed a lot, has a psychological impact in a way that makes one want to experiment whatever has been viewed. There is that pressure to experiment and thus continued practice would lead to prostitution.

Moreover, 3 respondents out of 20 perceived that culture would be eroded as an effect of the media. The researcher found out that since the media has not aired a lot of cultural programmes or printed material, some individuals would totally forget their roots and culture and ape the western world culture.

To a large extent, 50% of an individual's morals with regard to violence were caused by the media. The researcher found out that a massive diet of violence is served up on television. One set of figures indicates that by the age of 12 years, the average child will have watched 101,000 violent episodes on television, including 13,400 deaths (Steinfeld, 1973). By the age of 20, the television violence built up in an individual, supplies material for such fantasies which leads to inhibition of aggressive impulses.

**Table 3: This is contained in question 7 of the interview guide for student respondents on how moral decay resulting from the media can be minimized, avoided or stopped.**

Perceived contribution	Result	No of respondents	Percentage %
• Religious programmes	will minimize	5/20.....0.25	25%
• Educative programmes	Minimize	5/20.....0.25	25%
• Real life programmes	Avoided	5/20.....0.25	25%
• Community based programmes	Minimize	5/20.....0.25	25%

**Source:** primary data

With regard to the above, 5 out of 20 respondents suggested that religious programmes in the electronic media would minimize moral decay in students. 5 out of 20 also suggested that educative programmes would minimize moral decadence in students. Moreover, 5 out of 20

respondents were of the view that real life programmes would make moral decay be avoided totally, while 5 out 20 were for community based programmes that would halt moral decadence in the students.

The researcher deduced this to mean that religious programmes would make the youth in the University get connected to the spirituality that drives ones morals along the right path and deters evil thoughts. Therefore through the airing of religious programmes moral decay would be minimized.

Educative programmes, the researcher gathered, would make students get attuned to what really made them go to a University in the first place. Programmes like inter-university quizzes or games aired on radio or television with prizes to be won, would minimize moral decay as the students will adopt the spirit of competition for positive reasons.

Moreover, real life programmes are usually made to achieve a special message delivery. And when the media attempts to do this to all the people or audience, it will please them and it will not be a cost failure. Students, who view such programmes, affect their lives in a positive way as they would know what would happen to them if they strayed. Therefore moral decay would be avoided if the media adopted real life programmes that are a part of people's lives.

Finally, community based programmes would encourage students to participate in cleaning exercises that would earn them certificates. The media, the researcher deduced, should have community connection programmes with university students that would minimize their being derailed into matters pertaining to immorality.

**Table 4: This is contained in question 3 of the Focus Group Discussion questionnaire meant for media institution respondents. It regards whether the media has a role to play in shaping one's morals.**

<b>Media Institution</b>	<b>Role-Votes</b>	<b>Reasons</b>
<b>U.B.C</b>	Yes	Educative, personal relationship
<b>W.B.S</b>	Yes	Culture, informing, relationships
<b>K.FM</b>	Yes	Entertaining, News
<b>New Vision</b>	Yes	Informing

**Source:** Primary data

## **Initials**

**U.B.C-** Uganda Broadcasting Corporation

**W.B.S-** Wavahmuno Broadcasting Station

**K.FM-** Kampala fm

New Vision Newspaper

The above table reveals that the respondents from group discussions in the various media institutions differed in opinion.

According to the Uganda Broadcasting Corporation, the respondents agreed that indeed the media plays a role in shaping peoples morals. It was discussed that television is educative and influences people's personal relationships hence their morals are altered.

The researcher deduced this to mean that, there are times when for example people often begin to know characters on television as much as they know people in real life; in some cases more intimately. To watch soaps regularly is to enter worlds as closely detailed and as fully documented as ones' own. We observe many lives as they unfold and interact; we are granted knowledge of characters and situations which even the most gregarious individual in real life could scarcely match. We go to college or to work, and the topic of conversation may be what happened in last night's soap. If one is not a fan, they may find themselves outsiders to the dominant social communication of the day, thus people's personal relationships and morals are shaped differently.

Wavahmuno Broadcasting Station (W.B.S), all saw that television improves morality through culture related programmes and informing the audience on the latest happenings.

The researcher evaluated this in a way that when individuals watch the daily happenings within and elsewhere, they are better informed. Their attitudes also change depending on situations like the AIDS scourge. People's morals are shaped as situations affect part of their lives. It was also discussed in the group discussion that there is a link in heavy television viewing and perception. Heavy viewing may serve to cultivate beliefs of otherwise disparate and divergent groups towards a more homogeneous "mainstream" view.

Television images it was discussed, cultivate the dominant tendencies of our cultures, beliefs, ideologies and world views. What occurs is a convergence of people's concepts of reality to that which is portrayed on television.

Moreover, K.FM, one of the leading radio stations in Uganda responded that, to them, shaping morals was entirely through entertainment and news broadcasts. The respondents discussed that through entertainment by music, individuals would feel relaxed, taken away from their routine work loads and the stresses that life brings and thus their morals would be shaped.

And finally, the New Vision, a government newspaper was entirely for informing. The respondents discussed that informing the audience on the political stability, politics and the general well being of citizens would shape peoples morals towards the right thinking, and being law abiding citizens of a nation. The researcher found this media basing itself on government policies imposed on individuals through the newspapers.

**Table 5: This is contained in question 8 of the focus group discussion on what effects arising from the media is moral destroying.**

<b>Media institution</b>	<b>Effects (negative)</b>	<b>Percentage %</b>
<b>U.B.C</b>	Culture contamination	20%
<b>W.B.S</b>	Aggressive tendencies	50%
<b>K.FM</b>	Increased availability of Pornography	30%
<b>New Vision</b>	-	-

**Source:** Primary source

From the table above, the Uganda Broadcasting Corporation conceded contributed that indeed television contributed to culture contamination. The researcher deduced that the television has affected both: core

cultural values as well as subsidiary cultural values. It debases cultural standards in its cross-cultural impact because of the diversity of languages in Uganda. Moreover a lot of cultures of the Western world are imposed on audiences, making their own African Culture be eroded. Value transmission via the mass media will help stabilize society. Common values and experiences are passed down to all members, thereby creating common bonds between them. However the television can also transmit negative values by enforcing bad social norms.

Yet another leading broadcaster W.B.S television agreed that aggressive tendencies are imposed on individuals through the massive diet of violence served up on television. The researcher discussed that violence on television does lead to aggressive behaviour by the youth who watch the programmes, based on the field studies. However, not all people become aggressive, of course, but the connection between violence and aggression are positive. In magnitude, television violence is as strongly correlated with aggressive behavior as any other behavioral variable that has been measured. The research question has moved from asking whether or not there is any explanation to that effect. Nowadays from a global point of view, it is true to say that research has established the harmful effects of watching violent scenes over a prolonged period. To be sure, the debate is still in progress to a greater or lesser degree.

Lastly K.fm, a radio station discussed that the media adds to increased availability of pornography, in that advertising on up coming events like 'strip dancing' which is illegal truly destroys peoples morals. The youth would pay quite a load of money to watch nude women which in essence promotes illicit sexual tendencies among individuals. There was however no response from The New Vision Newspaper.

From the researchers' point of view, and through the social learning theory, man learns among other means through observation of social

interactions and storing the observation as a guide to future behavior. It is possible that we can learn both positive and negative behavior through exposure to television or radio.

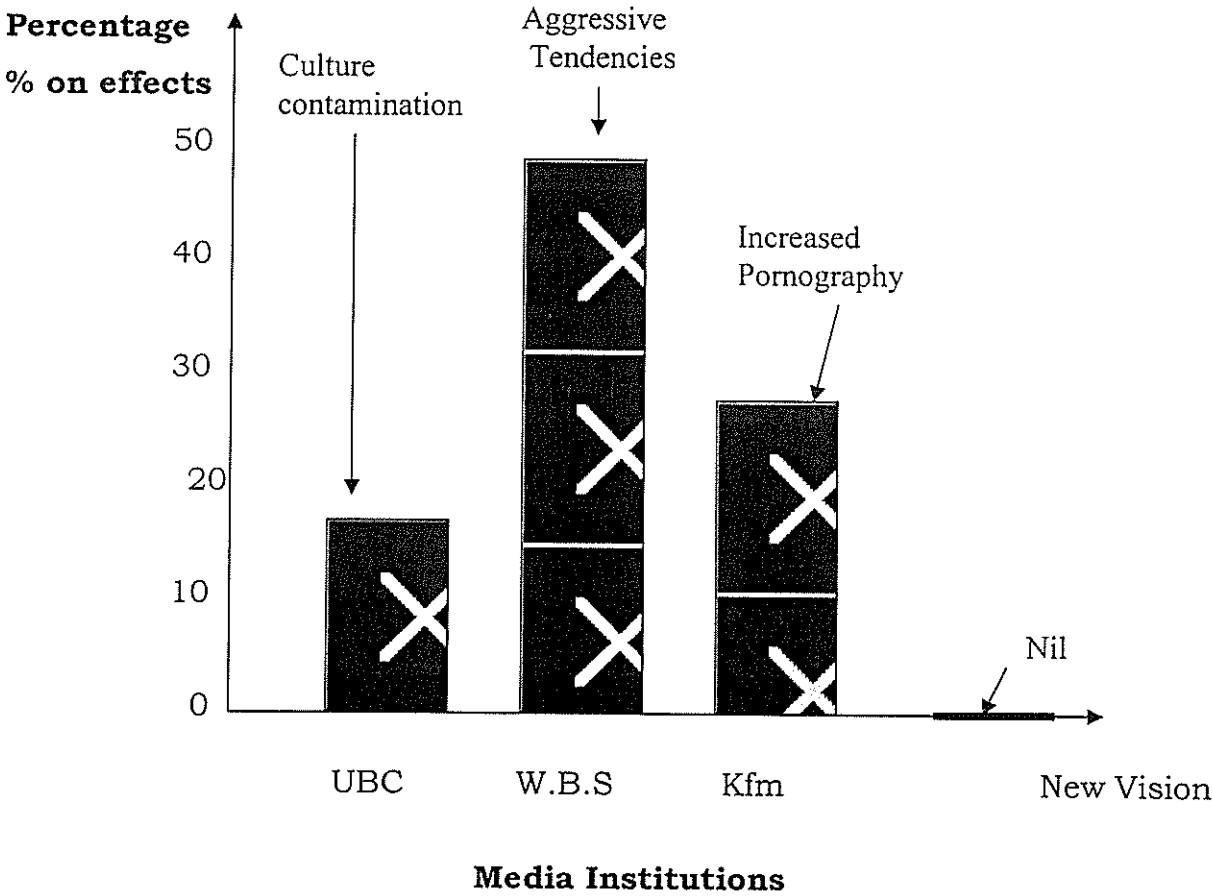
Therefore, social learning theory could also be referred to as observational learning. As a result of seeing the actions of someone else, a teenager or adult uses that person as a model. The biggest percentage – 50% from a leading television station, clearly shows that, television is a key part of families' life. Whereas such an audience was bound to construct social reality, based on the kind of the world depicted by television, by adopting beliefs about the nature of the social world which conform the stereotyped, distorted and very selective view of reality as portrayed by television.



Below is a graphical presentation of the moral destroying effects that arise from the media, deduced from Table 5 above

Figure 2

Moral Destroying Effects Arising from the Media



**Table 6: This contained question 9 of the focus group discussion for media institution respondents.**

<b>Hindrances</b>	<b>No. of respondents</b>	<b>Percentage</b>
<b>Political interference</b>	19/20.....0.95	95%
<b>Financial constraints</b>	17/20.....0.85	85%
<b>High taxes</b>	15/20.....0.75	75%

**Source:** Primary source

Generally, from the media research, it clearly shows that most media institutions in Uganda regard political interference as a major factor impeding the media from effectively disseminating crucial information to the youth. The high taxes on publication companies means that the prices of newspapers have to be hiked to cover the extra costs involved in publication. Regulation and censorship is imposed through government policies and are mainly for political purposes, this is a bid to maintain order among media users; while curtailing broadcasting of ideas that government leaders oppose.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter entails the summary, conclusion and recommendations from the research of the on going analysis by the researcher.

#### **5.1 Summary**

In the research, it was found that the media which is considered as the fourth arm of the government as well as the watch dog of society has a big role to play in national development. Unfortunately it has not done so.

Mass communication however, ordinarily does not serve as a necessary and sufficient cause of audience effects including moral decay, but rather functions among and through a nexus of mediating factors and influences. These mediating factors are such that they typically render mass communication a contributory agent, but not the sole cause, in a process of reinforcing existing conditions. On the surface, the study of the effects of pornography would seem relatively straight forward. After all, the word pornography is widely held as a pejorative term that must have negative effects on society. Despite this generally held belief (just like the general belief in powerful media effects), the term pornography and the conceptualization of its supposed effects has sparked intense debate. A simple, yet consistently found powerful effect of both visual and literary pornography is its ability to sexually arouse males and females. This effect has been shown both mentally and physically. When compared to the classic formulation of the Uses and Gratifications theory, is that it asks not "what the media do to people" but "what people

do with the media." As such, uses and gratifications is perfectly suited to asking why people use pornography, and what they get out of this use.

In this age of rapid development, it was noted that the media has a very big role to play in society. It was also noted that the media, its championing goal and inspiration cannot be emphasized enough as an irreplaceable instrument for global harmonious development. However, the world is in a state of distrust which puts the media in a situation of teaching people through messages more than ever before.

The study found that unfortunately Radio and Television in Uganda are faced with a number of problems. Some being government owned, Radio and Television have to pass through a bureaucracy system in any decision making, reducing the focus on their role of education, entertainment and information.

The research also noted that the decision makers in the ministry of information on Journalistic matters are in no way connected to journalism. This makes it very difficulty for effective operation. The employment policy of the government was also noted as one of the handicaps in the effective working of both Radio and Television stations. Training was noted as ignored on the ministry's budget within the ministry. It was noted that emphasis was put on other sections ignoring the broadcasting section thus news education and value and the general collection of broadcasting material both in radio and Television. For example, in 1990 when Nanyonga was giving people soil in the pretext of curing them from AIDS, a Television station asked for funds but by the time the funds came three weeks later, the story was already stale.

Radio and Television lack money because they are directly under government. Although they are regular earners of funds that go to the

Treasury in allocation during the budget, this Ministry is the one of these that receives the least money. It was noted that because of this, producers are unable to produce their own programmes and therefore, end up using quite a lot of foreign material especially on television.

During the research, it was also found out that there is no motivation whatsoever for the workers in the stations, therefore, people have to find alternative means of survival with little concentration on effective programme production.

In search for survival, the programme priority is put on the commercial programmes without motivation on morals although they are very important in the business. The stations are also operating at a very low capacity because of lack of spare parts and of essential things like cameras.

It was also found out that no priority has been given to research on things like listenership survey, how many Radios or Television sets there are and what programmes the audience like. Both Radio and Television stations are operating at a crisis without even basic economic principles because what is being given to them is too little to have them motivate their operations. This therefore, leads them to air foreign programmes which depict foreign morals, some of which do not fit in our African society and settings.

The research also found out that the key positions are managed by unprofessional people who do not appreciate the operations or ethics of the media industry.

Peak hours are also allocated mostly to commercials instead of educative programmes, which may have a negative impact on the morals as these are the hours when students could learn on issues pertaining to

morality. The research also found out that the allocation of programmes (educational) was very inappropriate. This is because, when children are on holiday, these programmes are very minimal on radio or television and yet as soon as the students resume school, they (the media) start airing them. The irony in this allocation is that the people whom the programmes are played for are from 10.30am to 12.00 noon when they would be very busy at school. This, therefore, was regarded by the researcher as being wasted airtime.

The students of Kampala International University revealed during an interview carried out by the researcher, that the guiding and counseling department was not as active as is expected. There have been minimal seminars and if any, the turn-out was disappointing to its leaders.

## **5.2 Conclusion**

Looking at the pathetic situation of both Radio and Television and the quality of programmes that are produced, yet they play a major role in shaping morals of the society, certain measures should be taken into consideration to ensure that moral motivating programmes are produced.

The government seems to be having a lot of things to administer, so these stations should be made autonomous as parastatals. 'The New Vision' media house for instance, can have a board of directors from the government as monitors. This would not only help lead to better decision making but also better revenue collection and investment that would be ploughed back into the system.

This could be in form of transport, housing and motivation for workers. In this way, the workers will be more efficient and produce morally upright information for the audience.

### **5.3 Recommendations**

- I. The government adopts a national information and communication policy aimed at strengthening information institutions while considering journalism as a profession.
- II. The survey and censorship of existing media facilities should be carried out, the relevance of imported feature films should be studied in addition to their impact on the young community.
- III. Both Radio and Television should be autonomous, operating as parastatals in order to be more efficient. This could help develop the atmosphere of mutual trust, respect and understanding between the community and the media.
- IV. Studies should be conducted with immediate effect to enable broadcast and telecast facilities reach the rural masses.
- V. Youth forum programmes should be aired at the right time. The youth should get more involved in the programmes (and it should be arranged to find ways of saving the situation of moral generation). Youth programmes should preferably be on weekends.
- VI. Ways should be found of saving/preventing moral degeneration.
- VII. Educational programmes should be aired and have fewer commercials.
- VIII. Drama programmes should be encouraged to instill the “right” morals on Radio and Television.
- IX. A separate channel should be spared for commercials.

- X. Religious leaders should practice what they preach; otherwise the audience will not take their teachings on Radio and Television seriously, if they themselves are liars and corrupt leaders.
- XI. Peak hours should be allocated for educational programmes and moral building programmes.
- XII. These should be vox pop programmes among the youth to get their views on the media
- XIII. Media Managers should devise programmes aimed at counteracting the negative influence of the media.
- XIV. It was recommended that the university establish strong and active guidance and counseling programmes that assist students to appreciate their role as today's youth and to develop right attitudes towards discipline and management of time.



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## **APPENDICES**

### **Appendix I**

#### **TIME SCHEDULE**

<b>Period</b>	<b>Activity</b>
September-October 2005	Writing the proposal
October 2005	Preparation of instruments
November 2005	Data collection
November 2005	Data analysis
December 2005	Compiling and completion of desertior
February 2006	Final submission of the report

## Appendix II

### THE BUDGET 2005/2006

Item	Quantity	Amount
Stationery, secretarial services, floppy diskettes, printing and photocopy	4 reams of paper @ at 800 1 packet of diskettes typing and photocopy	32,000/=
Daily transport to UBC, WBS, Radio Uganda, New Vision, Monitor from KIU and back	5000=@ day for 45 days	10,000/=
Research subsistence and lunch	2000 per meal for 45 days	200,000/=
Data analysis statistician	200,000=	2258,000/=
Binding with hard cover	4 copies @ at 20,000=	90,000/=
Miscellaneous		200,000/=
<b>Total</b>		<b>3070000=</b>

## **Appendix III**

### **KAMPALA INTERNATIONAL UNIVERSITY**

#### **DEPARTMENT OF MASS COMMUNICATION**

#### **Interview guide for students' respondents**

This instrument is for getting information from the student respondents. Information given on each question is meant for academic purposes and therefore, you are requested to be honest; and give as much information as possible, for it is going to be confidential to all of us in this exercise. You do not need to mention your name(s).

1. Age

2. Sex

3. Marital status

4. What do you think contributes to moral decay as regards the media?

.....

5. How has the mass media contributed to moral decay in your university?

.....

6. What are the effects of the media on ones morality?

.....

7. How can moral decay resulting from the media be minimized, avoided or stopped?

.....

8. Mention any other information you think is related to media and moral decay?

.....

## **Appendix IV**

### **KAMPALA INTERNATIONAL UNIVERSITY**

#### **DEPARTMENT OF MASS COMMUNICATION**

##### Focus Group Discussions for Media Institutions Respondents

This instrument is for getting information from respondents working with media institutions or organizations. This information given is for academic purposes and hence; you are requested to be open and honest. Confidentiality will be observed in the exercise. You do not need to mention your name (s):

1) Name of Institution

.....

2) How has the media contributed to students' moral behaviours?.....

3) Do you think the media has a role to play in shaping one's morals

☐

Yes

☐

No

4) Give reason(s) for your answer (3) above.

.....

5) How has the media contributed to students' moral decay?

.....

6) What factors in the media contribute to students' moral decadence?

.....



7) How can student's moral decay be avoided or stopped when the media still exists?

.....

8) What effects do you know arising from the media that are moral destroying?

.....

9) What hindrances are there on media firms in disseminating information to the youth?

.....

10) What do you suggest should be done to reduce combat moral decay resulting from the media?

.....