

**MEDIA INFLUNCE AND AWARENESS OF CHILDREN'S RIGHTS AT  
MAKINDYE DIVISION IN KAMPALA  
UGANDA**

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A Thesis

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In Partial Fulfillment of the Requirements for the Degree  
Masters of Arts in Human Rights and Development

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### APPROVAL SHEET

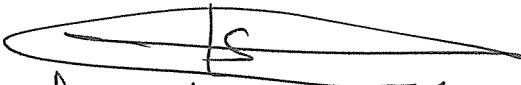
This thesis entitled, Media influence and awareness of children's rights in Makindye Division, prepared and submitted by Mr. Murimi Nicholus in partial fulfillment of the requirements for the degree of Master of Arts in Human Rights and Development has been examined and approved by the panel on oral examination.

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## **DEDICATION**

This book is dedicated with deepest love and affection to my parent, Mum (Mrs. Nthigah Nancy), Dad (Mr. Nthigah Patrick). Their unconditional love, wisdom, encouragement and strength have inspired me to be the best I can be and shaped whom I am today.

## **Acronyms**

SCM	Save the Children Movement
IPU	International Peace Union
UN	United Nations
TV	Television
UDHR	Universal Declaration of Human Rights
CVI	Content Validity Index

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## **ABSTRACT**

The background of the study explains the history of mass media back beyond the dawns of recorded history to the people that figured out that they could reach audience through painting picture on cave walls. Research objectives was(i) to identify demographic characteristics of the respondents (ii) to identify the level of media influence on children (iii) to identify the level of awareness of children's rights(iv) to establish if there is a significance relation on independent variable and dependent variable(v) to establish if there is a significant difference in IV and DV. The geographical scope was Makindye Division a Kampala suburb. The researcher's area of interest was to test theoretical perspective. Cultivation theory by George Gerbner in 1976, was used ad validated, it argues that Television has long term effects which are small, gradual, indirect but cumulative and significant. The study employed descriptive survey design which was used to discover casual relationships between the two variables. Sloven's formula was used to arrive at the sample size. To ensure validity of instruments, content validity index was used and reliability of the instrument was established by corn-bachs coefficient alpha variable. Data gathering procederure before and after administration of questionnaires was followed to the letter. To ensure confidentiality of data collected ethical consideration were put in place Data presentation, analysis and interpretation was tabulated using spss Method, this included the analysis of demographic characteristics of respondents, the IV (Media influence) and DV (Awareness of children's rights) whose summary was done in terms of mean. The hypothesis was accepted on both correlation and regression hence significant effect on two variables. The researcher found out non-violent and collaborative ways was not supposed to be used as a viable option and he did recommends diplomatic ways of solving problems to be used, ie dialogue.

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Back ground**

The history of mass media is long and complex. It stretches back beyond the dawns of recorded history to the people that figured out that they could reach a larger audience through painting a picture on a cave wall than just by telling the story to whatever group happened to be present. While these distant mass communicators may not have been Homo sapiens certainly they were human. As James Shreeve points out in *The Neanderthal Enigma* p312:

It is hard to argue with the fact that mass media has a compelling effect on the human mind. Especially on minds which are more impressionable. For example, the mass media influence on children is understandably higher than it is in adults. So how exactly does mass media influence us? Media influence or media effects refer to the theories about the ways in which mass media affect how their audiences think and behave.

Early European notions of what would now be recognized as children's rights emphasized both children's need for special protection and their place in society within families and schools, but not in the workplace. The first identification of children as subjects of rights, rather than objects of concern, is usually associated with the work of Eglantyne Jebb. One outcome of this splendid Edwardian lady's experiences in charitable work with the Macedonian Relief Fund during the Balkan War of the early twentieth century was that, at the outbreak of the First World War, she declared herself a peace lover. This was not a popular decision among the patriotic British public, but she remained committed, insisting that "all wars are waged against children."

Miss Jebb was the prime mover behind both the Save the Children Movement (SCM) and the International Peace Union (IPU). The former organization, set up in 1919, was dedicated to child protection and operated under a Declaration of Child Rights. This was the first global charter protecting the rights of a particular section of the community focused on children. It was taken over almost without alteration by the League of Nations in 1924 as the Geneva Declaration of the Rights of the Child, and with some additions and amendments by the United Nations (UN) in 1959.

Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to the young, including their right to association with both biological parents, human identity as well as the basic needs for food, universal state-paid education, health care and criminal laws appropriate for the age and development of the child. Amnesty International, Retrieved 2/23/08.

There is a growing need amongst the youth to be accepted as a part of a group, to be popular, to have friends and relationships with people of the opposite sex etc. Mass media experts understand this need of the people and hence they come out with advertisements on Television (TV), or in the newspapers, or on websites on how people can be more popular using a certain product. Most advertisements you see which are aimed at the youth generally talk about the 'cool quotient' of the product and how it is going to be the next 'in-thing'. And if you want to stay ahead of the game, it is absolutely vital that you procure it. The visual effect, seeing the things happen in front of you and the slice-of-life effect makes them look a lot believable than they should be.

### **Statement of the problem**

"Children have the right to reliable information from the media which should not promote materials that could harm them."[UNICEF,1991], however there is hardly any restriction placed on the dreadful things that media has to offer and so children these days have easy access to all that they should not be seeing or hearing in the media. This simply means that the media are not playing their role where protecting children is

concerned. In today's society where the mass media convey all forms of negativity the media violates the rights of a child by exposing them to crime and violence, giving them access to sexuality explicit content and by creating false sense of reality in which they believe almost everything they see.

The media expose children to crime and violence on daily basis. This is so because everyday at least child watch the television, listen to the radio, play video games or surf the internet. Huesman [1986] as cited in kundanis [2003] is of the view that children with poor academic skills are more aggressive and are the ones who watch more violence on the television. It is believed that violence in the media leads to aggressive behavior. (Abel, 2005, Huesmann, 1986 as cited in kundanis, 2003 & Johnson,1998). All of these authors believe that if children are exposed to violence in the media it will have a negative impact on them in which they will become aggressive. Children who behave aggressively tend to carry this behavior with them to adulthood and sometimes cause damage to those around them. According to Johnson (1998), children act out what they see in the Television. Therefore the researcher will examine whether violent programs can be cultivated in these young developing brains and have a long term implication in their lives.

### **Purpose of the Study**

- 1) To test the hypothesis of no significant relationship between Media influence and awareness of Children's rights.
- 2) To validate the Cultivation theory where the study is underpinned.
- 3) To generate new information on Media influence and awareness of Children's rights.
- 4) To bridge the gaps from the exiting review of literature.

## **Research Objectives**

This study was guided by the following objectives;

1. To identify the demographic characteristics of the respondent according to;
  - Gender
  - Age
  - Education level
  - Years of experience
2. To identify the level of Media influence on children.
3. To identify the level of awareness of Children's Rights.
4. To establish if there is a significance relationship in the level of media influence and awareness of Children's Rights.
5. To establish if there is a significance differences in the level of Media influence and awareness of children's Rights.

## **Research Questions**

1. What are the demographic characteristic of the respondents in terms of; gender, age, education level and years of experience?
2. What is the Media influence on children?
3. What is the level of awareness of Children's Rights?
4. Is there a significance relationship in Media influence and awareness of Children's Rights?
5. Is there a significance difference in Media influence and awareness of children's rights?

## **Hypothesis**

Ho1

There is no significant relationship between Media influence and awareness of children rights.

## **Scope**

### **Geographical scope**

The study was carried at Makindye division, a Kampala suburb, Makindye East was researcher's area of interest these areas included, Kansanga, Kabalagala, Namuwongo, Bbunga, Ggaba and Nsambya.

### **Content scope**

Originally proposed by Gerbner & Gross (1976 – Living with television: The violence profile, Journal of Communication, 26, 76.) Cultivation theory (sometimes referred to as the cultivation hypothesis or cultivation analysis) was an approach developed by Professor George Gerbner, in 1976s, dean of the Annenberg School of Communications at the University of Pennsylvania. He began the 'Cultural Indicators' research project in the mid-1970s, to study whether and how watching television may influence viewers' ideas of what the everyday world is like. Cultivation research is in the 'effects' tradition. Cultivation theorists argue that television has long-term effects which are small, gradual, indirect but cumulative and significant.

### **Time Scope**

The researcher is scheduled to take a period of one year so that the researcher can engage all members of the community to participate on his work, especially on the questionnaire part. This ample time will ensure the researcher get to the root cause of the problem.

### **Significance of the Study**

The following disciplines will benefit from this study:

Ministry of information will be able to monitor media programming which will in turn help them to formulate guiding policies.

The study will echo the voice of local community, whose interest is to ensure their children's rights are not abused.

The program developers will be able to know the kind of programs they are supposed to design for the children.

The Non Governmental organizations concerned with the rights of children will be able to monitor the media on the bases of their content

### **Operational Definitions of Key Terms**

**UDHR** Universal Declaration of Human Rights

**IPU** International peace union

**SCM** Save the children movement



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, Ideas, Opinions From Authors/ Experts**

##### **Media influence**

Media violence and its effects on children was the first area in which extensive scientific research was done. In 1972 the Office of the Surgeon General conducted studies on media violence and its effects on children who viewed it. The conclusions of these studies were confirmed and extended by studies performed at the National Institute of Mental Health in 1982. Three years later, the American Psychological Association (APA) published a report that reaffirmed the previous studies. A landmark report of media influence on children was published by the AAP in 1999. The study was done by the Committee on Public Education, and presented in their policy statement of August 1999.

In July 2000, at a Congressional Public Health Summit, the AAP, the American Medical Association, the American Academy of Child and Adolescent Psychiatry, and the APA issued an unprecedented "Joint Statement on the Impact of Entertainment Violence on Children." Speaking for members of the national public-health community, the statement presented a consensus opinion on the effects of violence in the media on children.

The joint statement, however, included an interesting and important distinction that addressed the context of violence in the media, stating: "It is not violence itself but the context in which it is portrayed that can make the difference between learning about violence and learning to be violent." With the important caveat in mind, the overwhelming consensus of the aforementioned studies was that there is substantial evidence that exposure to violence in the media has harmful effects on children and has been linked to children's aggressive behavior.

Violence in interactive media forms (Internet, computer and video games) as opposed to passive media forms (television, movies, videos) may have even stronger effects on children and, as a result, has become a focus of new research. According to the Office of the Surgeon General, "children are theoretically more susceptible to behavioral influences when they are active participants than when they are observers." To further legitimize these concerns, the AAP reported that initial studies of interactive media show that the element of child-initiated virtual violence may result in even more significant effects than those of passive media. Because research has already shown that passive media violence has significant influence on children, the implications of increased effects from interactive media are troublesome.

Despite the research reports, there was debate between television broadcasters and scientists regarding the harmful effects of television violence on children. Broadcasters asserted that there was not enough evidence to link viewing television violence to children's aggressive behavior. Scientists, nevertheless, stood by their research findings.

## **Awareness of children's rights**

### **ARTICLE 17: Access to appropriate information**

According to convention of the rights of the child; The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

The Commissioner for Children, Ms. Carmen Zammit, visited 3 to 5 year olds at St. Elmo Primary C in Valletta, as part of her work to increase awareness of children's rights amongst children of all ages. The aim of the visit was to re-launch a Children's Rights game, which will continue to be distributed by the Office of the Commissioner for Children in future.

This game was initially launched in 2005 by the previous Commissioner for Children Mrs. Sonia Camilleri, and was made possible through the sponsorship of Plasmon.

The game, which is a floor puzzle, is primarily aimed at 3-5 year olds and consists of 12 different flash cards showing sad characters when rights are not respected, and the same characters clearly happy when their rights are respected. The children have to pair the flash cards. The game is particularly useful for teachers and parents as an educational resource, in teaching human rights education to children of a very young age.

### **SADC Children's Broadcasting Charter**

We, the peoples of the Southern African Developing Countries of Angola, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland and Zambia, affirm and accept the internationally adopted Children's Television Charter, which was accepted in Munich on 29 May 1995.

Without detracting from the International Children's Charter, we further adopt in line with the said Charter and in the spirit of the said Charter, our SADC Children's Broadcasting Charter, which takes into consideration the needs and wants of children in our region.

Children should have programmes of high quality, made specifically for them and which do not exploit them. These programmes, in addition to entertaining, should allow children to develop physically, mentally and socially to their fullest potential.

Whilst endorsing the child's right to freedom of expression, thought, conscience and religion, and protection against economic exploitation, children must be ensured access to programmes and production of programmes through multi-media access centers.

Children should hear, see and express themselves, their culture, their language and their life experiences, through the electronic media which affirms their sense of self, community and place.

As part of the child's right to education and development, children's programmes should promote an awareness and appreciation of other cultures in parallel with the child's own cultural background. To facilitate this there should be an ongoing research into the child audience, including the child's needs and wants which, as a matter of priority, should be implemented.

Children's programmes should be wide ranging in genre and content, but should not include gratuitous scenes of violence and sex.

Children's programmes should be aired in regular slots at times when children are available to listen and view, and/or be distributed via other widely accessible media or technologies.

Sufficient resources, technical, financial and other must be made to make these programmes to the highest possible standards, and in order to achieve quality, setting codes and standards for children's broadcasting must be formulated and developed through a diverse range of groupings.

In compliance with the UN policy of co-operation between states in the international community, and especially in the SADC countries, the Children's Broadcasting Charter recognizes all international covenants, conventions, treaties, charters and agreements adopted by all international organizations

including the UN and the OAU affecting children, but with particular reference to the UN Convention on the Rights of the Child.

### **Media and awareness of children's right**

According to Aidan White General Secretary International Federation of Journalists children's rights figure prominently in mainstream media it is usually in the context of child abuse, exploitation and sensationalist news making. Children are generally seen and heard at a distance, reflecting weakness that resonates through any discussion on media and the rights of children, that young people are seldom allowed to speak for themselves. Raising awareness about the rights of children and the promotion of children's rights is a challenge to media.

Media must not just report fairly, honestly and accurately on the experience of childhood, but they must also provide space for the diverse, colorful and creative opinions of children themselves. Whether it is news and current affairs, or the complex world of creative and performing arts, all media professionals, and the organizations for which they work, have a responsibility to recognize children's rights and reflect them in their work.

But how do we raise awareness? To answer requires examination of the way media work, of how existing principles of accountability apply, and how media must be freed from reins of political and economic control which limit professionalism and undermine ethical standards. It will not be easy in a world of rapid technological change and globalization of information and commercial competition.

### **Theoretical Perspectives**

Cultivation theory (sometimes referred to as the cultivation hypothesis or cultivation analysis) was an approach developed by Professor George Gerbner, in 1976, dean of the Annenberg School of Communications at the University of Pennsylvania. He began

the 'Cultural Indicators' research project in the mid-1970s, to study whether and how watching television may influence viewers' ideas of what the everyday world is like. Cultivation research is in the 'effects' tradition. Cultivation theorists argue that television has long-term effects which are small, gradual, indirect but cumulative and significant.

Cultivation theory in its most basic form, suggests that television is responsible for shaping, or cultivating 'viewers' conceptions of social reality. The combined effect of massive television exposure by viewers over time subtly shapes the perception of social reality for individuals and, ultimately, for our culture as a whole. Gerbner argues that the mass media cultivate attitudes and values which are already present in a culture: the media maintain and propagate these values amongst members of a culture, thus binding it together. He has argued that television tends to cultivate middle-of-the-road political perspectives.

Gerbner called this effect 'mainstreaming'. Cultivation theorists distinguish between 'first order' effects (general beliefs about the everyday world, such as about the prevalence of violence) and 'second order' effects (specific attitudes, such as to law and order or to personal safety). There is also a distinction between two groups of television viewers: the heavy viewers and the light viewers. The focus is on 'heavy viewers'. People who watch a lot of television are likely to be more influenced by the ways in which the world is framed by television programs than are individuals who watch less, especially regarding topics of which the viewer has little first-hand experience. Light viewers may have more sources of information than heavy viewers.

Cultivation analysis usually involves the correlation of data from content analysis (identifying prevailing images on television) with survey data from audience research (to assess any influence of such images on the attitudes of viewers).

In other words, viewers with varied cultural, social, and political characteristics should give different answers to questions about values, beliefs, and practices. These

differences, however, are diminished or even absent from the responses of those who watch a large amount of television, while they exist for viewers who watch small amounts of television. Thus, television cultivates common perspectives; it fosters similar views and perspectives among those who, on the surface, should be very different.

The cultivation questions posed to respondents do not mention television, and the respondents' awareness of the source of their information is seen as irrelevant. The resulting relationships, if any, between the amount of television viewing and the tendency to respond to these questions in the terms of the dominant and repetitive facts, values, and ideologies of the world of television (other things held constant) illuminate television's contribution to viewers' conceptions of social reality.

For example, one of the most examined features of television is gender-role stereotyping. Study after study has found that women are under-represented and that most television characters are gender-typed (Signorielli, 1985; Signorielli and Bacue, 1999). Two cultivation analyses focusing on gender roles examined children's responses to questions that dealt with gender-role attitudes and behaviors (Morgan, 1987; Signorielli and Lears, 1992b). The questions that were related to gender-role attitudes asked if certain chores (i.e., wash or dry the dishes, mow the lawn, take out the garbage, help with the cooking, clean the house, help with small repairs around the house, and make the bed) should be done by boys only, girls only, or either girls or boys. Responses to these questions were analyzed to indicate whether or not they reflected traditional gender-role divisions of labor. The children's gender-role behaviors were also determined by asking which of these seven chores they did. In these studies, the "television answer" was the response that only girls should do "girl chores" (i.e., wash or dry the dishes, help with the cooking, clean the house, and make the bed) and that only boys should do "boy chores" (i.e., mow the lawn, take out the garbage, and help with small repairs around the house). With regard to the children's own behaviors, the "television answer" was indicating that they did those chores that were consistent with their gender. These studies found that those who watched more television typically

gave more gender-stereotyped views about which chores should be done by boys and which should be done by girls.

The most well-known area of cultivation analysis has focused on the manifestation of television violence through the "mean-world syndrome" Signorielli, 1990. The results of these studies indicate that those who spend more time watching television's mean and dangerous world tend to have conceptions that the world in which they live is a mean and dangerous place.

Cultivation analyses have also examined relationships between viewing and the conceptions that people have about aging (i.e., those who watch more television tend to underestimate and undervalue the elderly population of society), occupations (i.e., those who watch more television want high-status and well-paying jobs but do not want to work very hard), and nutrition (i.e., those who watch more television tend to eat less healthy food) (e.g., Gerbner et al., 1980; Signorielli, 1993; Signorielli and Lears, 1992a).

As in most studies of media effects, the observable empirical evidence of cultivation tends to be modest in terms of its absolute size. In most national surveys a trivial, and demographically diverse, number of respondents (about 4% or less) say they do not watch television. Consequently, there are no real control groups. Even "light" viewers watch some television and live in the same cultural environment as "heavy" viewers. But, if one argues that the messages are stable, that the medium is virtually ubiquitous, and that it is accumulated exposure that counts, then it seems reasonable that almost everyone should be affected, regardless of how much television they watch. This means that the cards are stacked against finding evidence of cultivation. Therefore, the discovery of a systematic pattern of small but pervasive differences between light and heavy viewers may indicate far-reaching consequences. Indeed, in study after study, the evidence continues to mount as to the viability of cultivation theory in explaining the cumulative, long-term effects of watching television.



In summary, cultivation theory is an attempt to understand and explain the dynamics of television as a distinctive feature of the modern age. Cultivation analysis concentrates on the enduring and common consequences of growing up and living with television: the cultivation of stable, resistant, and widely shared assumptions, images, and conceptions that reflect the underlying dimensions, institutional characteristics, and interests of the medium itself. Cultivation analysis examines television as the common symbolic environment—the true “melting pot” of the twentieth and twenty-first centuries.

### **Related Studies**

A study carried out for the International Federation of Journalists by the UK based Presswise revealed that few journalists’ organizations had specific codes of good practice covering the rights of children. In May 1998 the IFJ drew up the draft of the first international guidelines for journalists covering children’s rights, at a conference attended by journalists from 70 countries.

Regional discussion on these guidelines took place in Latin America, Africa and Asia and they were formally adopted at the Annual Congress of the International Federation of Journalists in Seoul in 2001. The guidelines were presented at the 2nd World Congress against Commercial Exploitation of Children held at Yokohama, Japan, in December 2001.

The aim of the guidelines—Pages 61-63—is to raise the standards of journalism in reporting on issues involving children, and to encourage media to promote children’s rights and give them a voice.

Violent movies, video games and computer games may spur violence and produce other adverse effects on children. American children and adolescents spend more than 90 hours a month watching television, according to the Academy of Child & Adolescent Psychiatry. They will have viewed hundreds of thousands of acts of violence by they

time they reach 18. Many experts have concluded that the ubiquitous presence of violence in our media encourages violence in our youth.

Decades of research and hundreds of studies substantiate the negative effects of media violence on children, according to the Kaiser Family Foundation. The American Academy of Child & Adolescent Psychiatry also concludes that viewing media violence can produce distress, emotional anesthetization to violence, loss of empathy for victims and the view that violence is an acceptable means for dealing with problems. But the relationship between media violence and violence in children and adolescents is complex, according to Media Awareness. Correlation studies don't necessarily indicate the direction of the causal relationship between media and children's violence. For example, children who are inclined to be violent might be drawn to violent video games and television programs. However, studies seem to indicate that, at least under certain circumstances, media violence can affect children and adolescents.

### **Media Characteristics**

The characteristics of the media content influence the extent to which media affects the attitudes and behavior of children, according to the Center for Communication and Social Policy. Realistic action portrayed by real actors has greater influence over children than animated violence. The consequences that characters experience influences how much children will imitate the portrayed violence. Children are more likely to imitate characters who are rewarded or who are presented as heroic, and less likely to imitate violent behavior when violent media characters are punished.

### **Viewer's Characteristics**

Younger children are still developing their cognitive capacity to differentiate between fantasy and reality. Therefore, preschool and school-age children are more sensitive to the effects of media violence than adolescents, according to the Media Awareness Network. Teenagers have a more highly developed ability for critical thinking and are

more autonomous and cynical, so they are more likely to view media violence as fictional action meant to entertain. Nonetheless, adolescents who have violent fantasies or emotional problems can be incited by media violence, especially if their core values and peers, family or other people support the use of violence.

## **Environmental Factors**

Children internalize the values and behavior patterns of their primary role models. Children who grow up in violent families or neighborhoods, or who associate with violent peers tend to be more vulnerable to the effects of media violence, according to Young Media. Of course, children who grow up in a subculture of violence are likely to engage in violent behavior even if they don't view media violence. For these children, media violence might simply trigger or heighten a violent tendency. On the other hand, children who grow up in a family and subculture that emphasizes reasoned, rational, nonviolent approaches to resolving problems are more resistant to the influence of media violence. Similarly, children's empathy toward victims of violence is moderated by the values of empathy and helping that are cultivated in them as they grow up.

## **Interventions**

You can minimize the effect of media violence on your child by creating a family culture of empathy, respect and nonviolence. Limit your child's exposure to violent media, especially while they are young and more vulnerable, according to Media Awareness Network. If your child has a problem with aggressive or violent behavior, he should not view or play violent media. Don't use corporal punishment, and don't engage in violent or aggressive behavior around your children, because you are your child's most powerful role model.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research design**

This study employed the descriptive survey design specifically the descriptive correlation strategy. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. Descriptive surveys were used to discover causal relationships (descriptive correlation) between, media influence and awareness of Children's Rights. The social-demographic characteristics of respondents were also included in the study.

#### **Research Population**

The target population will include a total of 65 children and 26 media practitioners, drawn from selected schools and media houses respectively.

#### **Sample Size**

In view of the nature of the target population where the number for both listeners and Media staff are many, a sample was taken from each category. Table 1 below shows the respondents of the study with the following categories: ward, target population and sample size. The Sloven's formula is used to determine the minimum sample size.

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

**TABLE 1****RESPONDENT OF THE STUDY**

<b>KAMPALA WARD</b>	<b>MEDIA HOUSE</b>		<b>SCHOOLS</b>	
	<b>TARGET POPULATION</b>	<b>SAMPLE SIZE</b>	<b>TARGET POPULATION</b>	<b>SAMPLE SIZE</b>
<b>A</b>	<b>17</b>	<b>16</b>	<b>37</b>	<b>33</b>
<b>B</b>	<b>11</b>	<b>10</b>	<b>35</b>	<b>32</b>

**Sampling Procedures**

Purposive sampling was utilized to select the respondents based on the following criteria's:

- a) The media practitioners with professional experience ranging from one year and above.
- b) Basing on gender, male or female children in the media selected.
- c) Teenagers from Senior Schools since they are exposed to Media content.

From the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

## **Research Instruments**

The research tools that were utilized in this study included the following: (1) face sheet to gather data on the respondents' demographic characteristics (Gender, age, Education qualifications and years of experience); (2) researcher devised questionnaires to determine the levels of media influence and awareness of Children's Rights. The response modes of the questionnaires in both variables were indicated as 4. Strongly agree, 3. Agree 2. Disagree and 1. Strongly disagree.

## **Validity and Reliability of Instruments**

To ensure the validity of the instruments, content validity index was used for both media influence and awareness of children's rights with a Content Validity Index (CVI) of 0.87 and 0.88 respectively (see appendix 7). After constructing the questionnaire, the researcher contacted experts in the study area to go through it to ensure that it measured what it was designed to measure and necessary adjustments were made after consultation and this ensured that the instrument was clear, relevant, specific and logically arranged.

Alternatively, the reliability of the instrument was established by Cornbachs Co-efficient alpha variable (mean 0.88). Variables with Cornbachs, Co-efficient Alpha test value for less than 0.5 were used.

## **Data Gathering Procedures**

### **Before the administration of the questionnaires**

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective Media houses and Senior Schools.
2. When approved, the researcher would secure a list of the qualified respondents from Media houses and Senior Schools and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents would be explained about the study and would be requested to sign the Informed Consent Form (Appendix 3).
4. Reproduce more than enough questionnaires for distribution.

### **During the administration of the questionnaires**

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires would be checked if all were answered.

### **After the administration of the questionnaires**

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

## **Data Analysis**

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents.

The mean and standard deviation was used to determine the level of media influence and awareness of children's rights. All item strategies were established in terms of mean and rank. The following mean ranges were used to arrive at the mean range of individual indications.

#### **Media influence**

<b>Mean range</b>	<b>Response mode</b>	<b>Interpretation</b>
3.26-4.00	Strongly agree	High
2.51-3.25	Agree	Average
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

#### **Awareness of Children's Rights**

<b>Mean range</b>	<b>Response mode</b>	<b>Interpretation</b>
3.26-4.00	Strongly agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very Low



Pearson correlation coefficient was used to test the relationship between the levels of media influence and awareness of Children's rights at 0.05 Margin errors.

## **Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were to be implemented by the researcher:

1. The respondents, Media houses and Senior Schools were coded instead of reflecting the names.
2. Soliciting permission was done through a written request to the concerned officials of the Media house and Senior Schools included in the study.
3. Request the respondents to sign in the *Informed Consent Form* (Appendix 3)
4. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
5. Present the findings in a generalized manner.

## **Limitations of the Study**

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance value. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. *Extraneous variables* which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

2. *Instrumentation:* The research instruments on resource availability and utilization are not standardized. Therefore a validity and reliability test was done to produce a credible measurement of the research variables.
3. *Testing:* There was a likelihood of research assistants being inconsistent in terms of the day and time of questionnaire administration. There was thorough briefing and orienting the research assistants in order to address the threat.
4. *Attrition:* There was a likelihood of some respondents of not returning back the questionnaires and this was to affect the researcher in meeting the minimum sample size. To solve this threat, the researcher gave quit more questionnaire exceeding the minimum sample size.

## **CHAPTER FOUR**

### **DATA PRESENTATION ANALYSIS AND INTERPRETATION**

#### **Introduction**

This chapter shows the profile of respondents, Media influence, Children's Rights awareness and the relationship between the Media influence and Children's Rights awareness among selected Media houses and Senior Schools in Uganda.

#### **Description of Respondents**

In this study, respondents were described according to gender, age, Marital status, education qualification and number of years of experience. In each case, respondents were asked to declare their respective profile information in order to enable the researcher classify them accordingly. Close ended questionnaire were employed by the researcher in ascertaining information about their personal profiles and analyzed their responses using frequencies and percentage distributions as summarized in table 4.1 below.

**Table 2 Demographic Characteristics Of the Respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	36	39.6%
Female	56	60.4%
<b>Total</b>	<b>91</b>	<b>100.0 %</b>
<b>Age</b>		
26 - 35	30	33%
36 – 44	48	52.7%
45 – 54	13	14.3 %
<b>Total</b>		<b>100.0 %</b>
<b>Marital status</b>		
Single	36	39.6%
Married	55	60.4%
<b>Total</b>	<b>91</b>	<b>100.0 %</b>
<b>Educational Qualifications</b>		
PhD	2	2.2 %
Masters	30	33.0%
Postgraduate diploma	12	13.2%
Degree	31	34.1%
Diploma	15	16.5%
Others	1	1.1%
<b>Total</b>	<b>91</b>	<b>100.0 %</b>
<b>Number of Years Experience</b>		
Below a year	5	5.5%
1 - 3 years	31	34.1 %
4 - 6 years	46	50.5 %
7 - 9 years	7	7.7 %
10 and above years	2	2.2 %
<b>Total</b>	<b>91</b>	<b>100.0 %</b>

Results from Table 2 indicate that most of the respondents were female that is to say 56 (60.4%) and minorities were males with 36 (39.6%). Therefore, females dominated in this sample.

Pertaining age, 48 (52.7%) respondents were in the age bracket of 36-44, 30 (33%) were in the age bracket of 26-35 of age and 13 (14.3%) were 45-54. It can therefore be deduced that though all age categories were represented, the middle adult hood respondents monopolized in this study. This is true because organizations prefer employing adults who have the potential to work towards development and hence increasing Media credibility.

Table 2 outlines the level of education of respondents with particular reference to Media profession. Those with bachelors' degrees were 31 (34.1%), Masters Degrees were 30 (33.0%), 15 (16.5%) were Diploma holders, while Postgraduate diploma were 12 (13.2%), and 2 (2.2%) had PhD, and those with other qualifications represent approximately 1(1.1%). Therefore, if education level relates to professionalism, then one can assume that the information provided is valid and reliable.

Concerning number of years of experience, 46 (50.5%) of the respondents had served for a period of 4 - 6 years, followed by 31 (34.1%) 1 - 3 years and 7 (7.7%) for a period of 7 – 9 years, 5 (5.5%) less than a year experience and 2 (2.2%) above 10 years. This indicates that majority of the respondents are experienced, knowledgeable about the Media profession therefore are able to give accurate information.

## **The level of Media influence**

The independent variable in this study was Media influence for which the researcher wanted to determine its level. It was subdivided into fifteen questions which were measured using qualitative questions in which respondents were required to indicate the extent to which they agree or disagree with each of the items by indicating the number that suits their perceptions. Each of these questions were measured on a 4-point Like scale. Their responses were analyzed using SPSS and summarized using means as indicated in table 3 below;

### **Key for interpretation of means**

<b>Mean range</b>	<b>Response mode</b>	<b>Interpretation</b>
3.26-4.00	strongly agree	High
2.51-3.25	Agree	Average
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

**Table 3: Level of media influence**

Indicator	Mean	Interpretation	Rank
<b>Media influence</b>			
I am aware of the impact of media on the individual and society.	3.56	High	2
I have an understanding of the process of mass communication.	3.51	High	3
I have the ability to analyze and discuss media messages.	3.45	High	6
I prefer an awareness of media context as a text that provides recognition of culture.	3.43	High	8
I have production and analysis skills.	3.44	High	7
I know about traditional and non-traditional literacy skills of the Media.	3.30	High	10
I have an enriched enjoyment, understanding and appreciation of media content.	3.37	High	9
I respect the privacy of children and protection of their identity unless it is demonstrably in the public interest.	3.44	High	7
I think there is need to give children access to media to express their own opinions.	3.38	High	8
I have the obligation to verify information before publication.	3.49	High	5
There is need to consider the consequences of publication and to minimize harm to children.	3.51	High	4
Media houses need guidelines for reporting on children.	3.51	High	4
The Children are entitled to human rights.	3.52	High	3
During our annual meetings, there is awareness training for media professionals on interviewing, photographing and filming children.	3.18	Average	11
I respect Guidelines and principles for reporting on issues involving children.	3.57	High	1
<b>Mean</b>	<b>3.44</b>	<b>High</b>	

It should be noted that the data for the independent variables were collected from senior editors and staff in selected Media houses in Uganda. The independent variable represents the perception of the overall management and entire staff regarding these concepts. All the items for the independent variable were measured on a 4-point scale (1 = strongly disagree to 4 = strongly agree).

Table 3 shows that respecting Guidelines and principles for reporting on issues involving children was ranked first with a mean of 3.57 interpreted as high. This means that Media influence try to enhance the capacity of the staff members to exercise these issues.

The awareness of the impact of media on the individual and society was ranked second with a mean of 3.56 interpreted as high. This means that the respondents encouraged others on the awareness.

The Children are entitled to human rights was ranked third with a mean of 3.52 interpreted as high. This means that the respondents are aware of children's rights.

An understanding of the process of mass communication was ranked forth with a mean of 3.51 interpreted as high. This means that the respondents understood the Mass communication process.

There is need to consider the consequences of publication and to minimize harm to children was ranked forth with a mean of 3.51 interpreted as high. This means that the respondents recognize the importance to censor some of the information.

I have the obligation to verify information before publication was ranked fifth with a mean of 3.49 interpreted as high. This means respondents upholds Media codes of ethics while disseminating information.

I have the ability to analyze and discuss media messages was ranked sixth with a mean of 3.45 interpreted as high .This means that respondents comfortably disseminated valuable content.



I have production and an analysis skill was ranked seventh with a mean of 3.44 interpreted as high. This means that respondents are fully qualified on media profession.

I respect the privacy of children and protection of their identity unless it is demonstrably in the public interest was ranked seventh with a mean of 3.44 interpreted as high. This means respondents are knowledgeable of Media ethics.

I prefer an awareness of media context as a text that provides recognition of culture was ranked eighth with mean of 3.43 interpreted as high. This means that respondents were aware of local culture.

I think there is need to give children access to media to express their own opinions was ranked eighth with mean of 3.38 interpreted as high. This means that respondents were aware of children's rights.

I have an enriched enjoyment, understanding and appreciation of media content was ranked ninth with a mean of 3.37 interpreted as high. This means that the respondents enjoyed media work.

I know about traditional and non-traditional literacy skills of the Media was ranked tenth with a mean of 3.30 interpreted as high. This means that the respondents recognize literacy skills.

During our annual meetings, there is awareness training for media professionals on interviewing, photographing and filming children was ranked eleventh with a mean of 3.18 interpreted as average. This means the respondents were not aware of media training during annual meetings.

On the overall, it is deduced that Media influence in selected Media houses is high which confirms that the level of Media influence in selected institution is high where all employers agree with it.

**The level of Children’s Rights Awareness**

The third objective sought to determine the level of Children’s Rights Awareness of selected Media houses in Uganda for which respondents were required to ascertain the extent to which they agree or disagree with the items or statement by indicating the number which best describes their perceptions. This variable was measured using twenty qualitative questions with response rate ranging between 1=strongly disagree, 2=Disagree, 3=Agree and 4=Strongly agree. The responses were analyzed and described using means as summarized below in table 4.3;

Key for interpretation of means		
Mean range	Response mode	Interpretation
3.26-4.00	Strongly agree	High
2.51-3.25	Agree	Average
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

**Table4: Level of Children's Rights awareness**

Indicator	Mean	Interpretation	Rank
<b>Children's Rights Awareness</b>			
My school is a place where students are safe and secure. (Art. 3 & 5)	3.53	High	2
All students receive equal information and encouragement about academic and career opportunities. (Art. 2)	3.41	High	4
Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16)	3.02	Average	17
My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2 & 7)	3.34	High	7
Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29)	3.07	Average	16
When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. (Art. 26)	3.42	High	3
Members of my school community care about my full human as well as academic development and try to help me when I am in need. (Art. 3, 22, 26 & 29)	3.26	High	9
When conflicts arise, we try to resolve them through non- violent and collaborative ways. (Art. 3, 28)	3.16	Average	12
Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7)	3.22	Average	10
In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9 & 10)	3.31	High	8
No one in our school is subjected to degrading treatment or punishment. (Art. 5)	2.97	Average	18
Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11 )	3.02	Average	17
My personal space and possessions are respected. (Art. 12 & 17)	3.22	Average	10
My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures, including people not born in Uganda. (Art. 2, 6,13, 14 & 15)	3.57	High	1
I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.(Art. 19)	3.38	High	5
Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)	3.15	Average	13
Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27)	3.10	Average	15
I have the opportunity to express my culture through music, art, and literary form. (Art. 19, 27 & 28)	3.12	Average	14
Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, & 23)	3.35	High	6
Members of my school have the right to form associations within the school to advocate for their rights or the rights of others. (Art. 19, 20, & 23)	3.19	Average	11
<b>Mean</b>	<b>3.24</b>	<b>Average</b>	

My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures', including people not born in Uganda (Art. 2, 6, 13, 14 & 15) was ranked first with a mean of 3.57 interpreted as high. This means that the respondents appreciate hospitality offered by their institution.

My school is a place where students are safe and secure (Art. 3 & 5) was ranked second with a mean of 3.53 interpreted as high. This means that the respondents feel secure while studying.

When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior (Art. 26) was ranked third with a mean of 3.42 interpreted as high. This means that the respondents are satisfied by the help offered.

All students receive equal information and encouragement about academic and career opportunities (Art. 2) was ranked forth with a mean of 3.41 interpreted as high. This means that the respondents access information they need.

I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination (Art. 19) were ranked fifth with a mean of 3.38 interpreted as high. This means that the respondents enjoyed freedom of expression.

Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules; (Art. 20, 21, & 23) was ranked sixth with a mean of 3.35 interpreted as high. This means that respondents enjoy their rights.

My school provides equal access, resources, activities, and scheduling accommodations for all individuals, (Art. 2 & 7) was ranked seventh with a mean of 3.34 interpreted as high. This means that the respondents are satisfactory of their rights.

In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of

punishment, (Art. 6, 7, 8, 9 & 10) was ranked eighth with a mean of 3.31 interpreted as high. This means that the respondents are treated equally.

Members of my school community care about my full human as well as academic development and try to help me when I am in need, (Art. 3, 22, 26 & 29) was ranked ninth with a mean of 3.26 interpreted as high. This means that the respondents respect each other rights.

Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7) was ranked tenth with a mean of 3.22 interpreted as average. This means that the respondents did not agree.

My personal space and possessions are respected; (Art. 12 & 17) was ranked tenth with a mean of 3.22 interpreted as average. This means that the respondents found their personal space and possessions are not respected.

Members of my school have the right to form associations within the school to advocate for their rights or the rights of others, (Art. 19, 20, & 23) was ranked eleventh with a mean of 3.19 interpreted as average. This means that respondents have no favorite atmosphere while advocating their rights.

When conflicts arise, we try to resolve them through non- violent and collaborative ways, (Art. 3, 28) was ranked twelfth with a mean of 3.16 interpreted as average. This means that the respondents have no access to diplomatic ways of solving problems.

Members of my school can produce and disseminate publications without fear of censorship or punishment (Art. 19) was ranked thirteenth with a mean of 3.15 interpreted as average. This means that respondents are afraid to produce, disseminate information for fear of punishment.

I have the opportunity to express my culture through music, art, and literary form, (Art. 19, 27 & 28) was ranked fourteenth with a mean of 3.12 interpreted as average. This means that respondents do not have opportunity to their culture.

Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27) was ranked fifteenth with a mean of 3.10 interpreted as average. This means that respondents do not enjoy diverse voices and perspectives.

Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29) was ranked sixteenth with a mean of 3.07 interpreted as average. This means that respondents experience discrimination or demeaning actions, materials, or slurs in the school.

Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16) was ranked seventeenth with a mean of 3.02 interpreted as average. This means that respondents did not agree with this.

Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11 ) was ranked seventeenth with a mean of 3.02 interpreted as average. This means that respondents were victimized before their cases were determined.

No one in our school is subjected to degrading treatment or punishment. (Art. 5) was ranked eighteenth with a mean of 2.09 interpreted as average. This means respondents rights were violated.

### **Relationship between Media influence and Awareness of Children's Rights**

The forth objective was sought to determine relationship between the level of Media influence and Awareness of Children's Rights of selected Media houses and Senior School respectively. On this, the researcher stated a null hypothesis that there is no significant relationship between Media influence and Awareness of Children's Rights of selected Media houses and Selected Senior Schools in Uganda respectively. To achieve this objective and to test the null hypothesis, the researcher correlated the

means of all aspects of Media influence and Awareness of Children's Rights of selected Media houses and selected Senior Schools in Uganda using Pearson linear correlation coefficient, as indicated in table 4 below:-

**Table 5 Relationship between Media influence and Awareness of Children's Rights**

Variables correlated	Computed r- value	P-value	Interpretation of Correlation	Decision on Ho
Media influence vs. Awareness of Children's rights	0.009	0.272	Significant difference	Accepted

Source: primary data

The results in table 5 indicate that the relationship that exist between Media influence and Awareness of Children's Rights of selected Media houses is significantly correlated, (all sig.>0.05). This means that the more Media influence is exposed and disseminated by the Media after a given period, the level of awareness of Children's rights in Senior Schools in selected Senior Schools do change.

### **Significant difference between the Media influence and Awareness of Children's Rights**

The fifth objective of sought to determine significant difference between the level of Media influence and Awareness of Children's Rights of selected Media houses and of Selected Senior Schools. On this, the researcher stated a null hypothesis that there is

no significant difference between Media influence and Awareness of Children's Rights of selected Media houses and Senior Schools in Uganda. To achieve this objective and to test the null hypothesis, the researcher regressed the means of all aspects of Media influence and Awareness of Children's Rights of selected Media houses and Senior Schools in Uganda, as indicated in table 6 below:-

Table 6 Regression Analysis between Media influence and Awareness of Children's Rights among selected Media houses and Senior School in Uganda.

**TABLE 6 Significance difference between media influence and awareness**

<b>Variables Regressed</b>	<b>Computed F-Value</b>	<b>R<sup>2</sup></b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Media influence Vs Awareness of Children's rights	0.272	0.074	significant effect	Accepted

Source: Primary data

The linear regression results in Table 6 above indicate that the Media influence significantly affects the Awareness of Children's Rights in selected Media houses and Senior Schools in Uganda.

The coefficients section of this table indicates the extent to which each aspect of Media influence affects, Awareness of Children's Rights and this is indicated by R- value, which has a significant value of 7.4 %, hence Media influence has an impact on awareness, which indicates a significant effect. This means that the Media messages that are produced by Media programmers have significant effect as required improving the Awareness of Children's Rights of selected Senior Schools.



## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **Profile of the respondents**

The study indicated that the female respondents were the highest (60.4%), in terms of working staff; respondents aged 36-44 provided a high response to the study. As of marital status, married people emerged the highest respondents of the study (60.4%), and in the education qualification, Degree holders ranked high among the respondents, 50.5% had the highest number of years of experience who had worked for 4 - 6 years.

#### **The level of Media influence on children**

The second objective of the study which intended to find out the level of Media influence on Children's rights revealed that the Media houses have promoted awareness of Children's rights highly (at a mean of 3.44).

#### **The level of awareness of Children's Rights**

The third objective of the study which intended to find out the level of awareness of Children's Rights revealed that the level of awareness in Senior School was not enough with an average (at a mean of 3.24).

#### **The relationship in Media influence and awareness of Children's Rights**

The fourth objective of the study was set to establish whether there was a significant relationship between Media influence and awareness of Children's Rights in

Makindye East for which it was hypothesized that there is no significant relationship between media influence and awareness of children's rights.

Basing on the findings, the null hypothesis rejected leading to a conclusion that media influence were of a positive and a significant influence to awareness of Children's Rights in Makindye East. The justification of this is revealed by the level of significant value that is less than 0.05 for example ( $r=0.009$ ,  $\text{sig}=0.272$ ). The same results were supported by the linear regression results which also indicate that all Media influence awareness of children's rights in Makindye East.

## **Conclusions**

The hypothesis of there is no significant relationship between Media influence and awareness of children's rights was rejected. Therefore there is a significant relationship between Media influence and awareness of children's rights.

The study validated the "Cultivation Theory" by George Gerbner (1976), proving then argument that television has long-term effects which are small, gradual, indirect but cumulative and significant.

The study found out that media influence was high while the awareness of Children's rights was average; the media message did increase the level of awareness of children's rights or facilitate Schools to improve their behavior or respect their rights.

Under the related studies, it was revealed that Teenagers have a more highly developed ability for critical thinking and are more autonomous and cynical, so they are more likely to view media violence as fictional action meant to entertain.

## **Recommendations**

From the findings and the conclusions of the study, the researcher recommends there is need to improve on gender equality in the work place since most of them were found to be females leaving out men.

In line with the above, the researcher recommends encouraging men also to actively participate in the media profession and enroll in courses like Mass communication since it was only females who dominated in the sample and also to upgrade for Postgraduate diploma and PhDs.

There is need for entire media staff to maintain good Media influence in order to improve the level of awareness of Children's rights which was found to be average so as not to deteriorate.

Since during annual meetings, there was no awareness training for media professionals on interviewing, photographing and filming children, the researcher recommends Media fraternity to create awareness training for their professionals.

The researcher found that the Institutional policies and procedures were not implemented when complaints of harassment or discrimination were submitted, he recommends Schools to honor the laid down policies.

On the issue of personal space and possessions, the researcher found out respect is not upheld; he therefore encourages children's rights to be respected.

The right to form associations within the school, to advocate for the individual rights or the rights of others, researcher recommends the School administration to help Children to form association body.

Researcher noted with concerned that when conflicts arise, to resolve them through non- violent and collaborative ways was not used as a viable option. He recommends diplomatic ways of solving problems to be used as opposed to corporal punishment.

Researcher recommends freedom of expression to be respected, because Members of the school could not produce and disseminate publications without fear of censorship or punishment.

Researcher noted that respondents didn't have opportunity to express culture through music, art, and literary form; he recommends a cultural Gala day to be on School calendar.

Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are not represented in courses, textbooks, assemblies, libraries, and classroom instruction. He recommends full representation.

Members of school community will not oppose discriminatory or demeaning actions, materials, or slurs in the school. Researcher recommends the administration to oppose discrimination.

Someone accused of wrong doing is not presumed innocent until proven guilty. The researcher recommends suspects to be treated well even when under serious allegations.

Researcher found out that majority of Children in school are subjected to degrading treatment or punishment, he recommends everyone to be treated with dignity.

There is a need also to employ experts who are to maintain the Children's Rights awareness always.

The government of Uganda should reinforce measures for total adherence to Media influence in all academic institutions and maintain highest awareness.

## **Areas for further Research**

The research does not and cannot guarantee that the study was completely exhausted. In any case, the scope of the study was limited in accordance with the space, and objectives. It is therefore suggested that a national research covering the whole country be undertaken.

Also, prospective researchers and even students should be encouraged to research on the following;

1. Media Influence on Youth, Body image; Young girls are being deluged by media images of skinny models
2. Raising public awareness of human rights through the media

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## **APPENDIX 1B**

### **TRANSMITTAL LETTER FOR THE RESPONDENTS**

---

Dear Sir/ Madam,

Greetings!

I am a Masters Students in Human Rights And Development candidate of Kampala International University. Part of the requirements for the award is a research thesis. My study is entitled, **Media Influence and Awareness of Children's Rights in Makindye East**. Within this context, may I request you to participate in this study by answering the questions. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. Murimi Nicholus



# **WBS** For Production and Television Broadcasting

Our Ref: Permission to collect data.

Your Ref: A request to Carryout research.

Date: 30/08/2012

WBS House Plot 13  
Summit View Road  
P.O. Box 5914, Kampala, Uganda  
Tel: +256-414-344313/4  
+256-414-289508  
Fax: 345672 / 235658  
E-mail: email@wbs-tv.co.ug

COLLEGE OF HIGHER DEGREE AND RESEARCH  
FACULTY OF SOCIAL SCIENCES  
KAMPALA INTERNATIONAL UNIVERSITY  
P.O.BOX 20000 KAMPALA, UGANDA.


Dear Sir/Madam

**RE: PERMISSION TO CONDUCT RESEARCH AT WBS.**

This is to affirm that Mr. Morini Nbigah was duly granted leave to conduct his research at our station on the above mentioned date on the topic: **MEDIA INFLUENCE AND AWARENESS OF CHILDREN'S RIGHTS AT MAKINDYE DIVISION IN KAMPALA.**

All relevant information and materials on this topic was accordingly furnished.

Yours sincerely,



Mrs. Hamli W

FOR: PUBLIC RELATIONS OFFICER

---

**Where Quality Matters**

VISIT OUR WEBSITE: [www.wbs-tv.co.ug](http://www.wbs-tv.co.ug)



PLOT 11, JUNA ROAD  
ARROW HOUSE 3RD & 4 COR  
INDUSTRIAL AREA  
P. O. BOX 2345, KAMPALA

September 10<sup>th</sup> 2012

COLLEGE OF HIGHER DEGREE  
KAMPALA INTERNATIONAL UNIVERSITY  
P.O. BOX 20,000 KAMPALA UGANDA


Dear Madam/Madam,

**RE: APPROVAL TO CARRY OUT RESEARCH AT RECORD TV NETWORK (U) LTD**

It's my pleasure to confirm that Mr. Muriu Nicholas has been permitted to collect relevant data on his topic: 'MEDIA INFLUENCE AND AWARENESS OF CHILDREN'S RIGHTS'.

We are glad to be part of his academic work and we wish him well.  
We thank you for referring him to us.

Yours sincerely,

  
Gerald Nangoli  
HUMAN RESOURCES MANAGER

C.C Programs Coordinator

## APPENDIX II

### CLEARANCE FROM ETHICS COMMITTEE

Date \_\_\_\_\_

#### Candidate's Data

Name \_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of Study \_\_\_\_\_

---

#### Ethical Review Checklist

#### The study reviewed considered the following:

- \_\_\_ Physical Safety of Human Subjects
- \_\_\_ Psychological Safety
- \_\_\_ Emotional Security
- \_\_\_ Privacy
- \_\_\_ Written Request for Author of Standardized Instrument
- \_\_\_ Coding of Questionnaires/Anonymity/Confidentiality
- \_\_\_ Permission to Conduct the Study
- \_\_\_ Informed Consent

\_\_\_ Citations/Authors Recognized

**Results of Ethical Review**

\_\_\_ Approved

\_\_\_ Conditional (to provide the Ethics Committee with corrections)

\_\_\_ Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

### **Appendix III**

#### **Informed consent**

I am giving my consent to be part of the research of Mr. Murimi Nicholas that will focus on **Media influence and awareness of children's rights**. I shall be assured of privacy, anonymity and confidentiality and that i will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date: \_\_\_\_\_

## APENDIX IV

### CALCULATION OF THE SAMPLE SIZE USING THE SLOVENS FORMULAE

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

Where n= sample size

N= Study population/Target population

a= level of significance or margin of error (0.05)

The study population/ Target population is 1693

Therefore

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

$$n = \frac{100}{1 + 100(0.05)^2}$$

$$n = \frac{100}{1 + 100 * 0.0025}$$

$$n = \frac{100}{1.25}$$

**n= 91 (sample size)**

## APPENDIX V

### RESEARCH INSTRUMENTS

#### FACE SHEET

#### Demographic characteristics of the respondents

Please tick where appropriate

**Gender:**        \_\_\_\_\_ Male        \_\_\_\_\_ Female

**Age** \_\_\_\_\_ 26 – 35        \_\_\_\_\_ 36 – 44        \_\_\_\_\_ 45 – 54        \_\_\_\_\_ 55 and above

**Marital status** \_\_\_\_\_ Single        \_\_\_\_\_ Married

#### Education level

\_\_\_\_\_ PhD

\_\_\_\_\_ Masters

\_\_\_\_\_ Postgraduate Diploma

\_\_\_\_\_ Degree

\_\_\_\_\_ Diploma

\_\_\_\_\_ Other (specify)

#### Years of experience

\_\_\_\_\_ Below a year

\_\_\_\_\_ One – three

\_\_\_\_\_ Four – six

\_\_\_\_\_ Seven – Nine

\_\_\_\_\_ Ten and above

## QUESTIONNAIRE FOR MEDIA INFLUENCE

**Direction:** on the space provided before each option, indicate your best choice by using the rating system below.

Response mode	rating	description
Strongly agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

---

1. \_\_\_\_ I am aware of the impact of media on the individual and society.
2. \_\_\_\_ I have an understanding of the process of mass communication.
3. \_\_\_\_ I have the ability to analyze and discuss media messages.
4. \_\_\_\_ I prefer an awareness of media context as a text that provides recognition of culture.
5. \_\_\_\_ I have production and analysis skills.
6. \_\_\_\_ I know about traditional and non-traditional literacy skills of the Media.
7. \_\_\_\_ I have an enriched enjoyment, understanding and appreciation of media content.
8. \_\_\_\_ I respect the privacy of children and protection of their identity unless it is demonstrably in the public interest.
9. \_\_\_\_ I think there is need to give children access to media to express their own opinions.
10. \_\_\_\_ I have the obligation to verify information before publication.
11. \_\_\_\_ There is need to consider the consequences of publication and to minimize



harm to children.

12. \_\_\_\_\_ Media houses need guidelines for reporting on children.
13. \_\_\_\_\_ The Children are entitled to human rights.
14. \_\_\_\_\_ During our annual meetings, there is awareness training for media professionals on interviewing, photographing and filming children.
15. \_\_\_\_\_ I respect Guidelines and principles for reporting on issues involving children.

## QUESTIONNAIRE FOR CHILDREN'S RIGHTS

**Direction:** on the space provided before each option, indicate your best choice by using the rating system below.

Response mode	rating	description
Strongly agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

\_\_\_\_\_ 1. My school is a place where students are safe and secure. (Art. 3 & 5)

\_\_\_\_\_ 2. All students receive equal information and encouragement about academic and career opportunities. (Art. 2)

\_\_\_\_\_ 3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16)

- \_\_\_\_ 4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2 & 7)
- \_\_\_\_ 5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29)
- \_\_\_\_ 6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. (Art. 26)
- \_\_\_\_ 7. Members of my school community care about my full human as well as academic development and try to help me when I am in need. (Art. 3, 22, 26 & 29)
- \_\_\_\_ 8. When conflicts arise, we try to resolve them through non- violent and collaborative ways. (Art. 3, 28)
- \_\_\_\_ 9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7)
- \_\_\_\_ 10. In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9 & 10)
- \_\_\_\_ 11. No one in our school is subjected to degrading treatment or punishment. (Art. 5)
- \_\_\_\_ 12. Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11 )
- \_\_\_\_ 13. My personal space and possessions are respected. (Art. 12 & 17)
- \_\_\_\_ 14. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures, including people not born in the Uganda. (Art. 2, 6,13, 14 & 15)

\_\_\_\_ 15. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.(Art. 19)

\_\_\_\_ 16. Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)

\_\_\_\_ 17. Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27)

\_\_\_\_ 18. I have the opportunity to express my culture through music, art, and literary form. (Art. 19, 27 & 28)

\_\_\_\_ 19. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, & 23)

\_\_\_\_ 20. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others. (Art. 19, 20, & 23)

## APPENDIX VI

### PROPOSED DATA PRESENTATION THROUGH TABLES/ GRAPHS

**TABLE 2**

Demographic characteristics of the respondents

Category	frequency	Percentage (%)
<b>Gender</b>		
Male		
Female		
<b>Age</b>		
26 – 35		
36 – 44		
45 – 54		
55 and above		
<b>Marital status</b>		
Single		
Married		
<b>Education level</b>		
PhD		
Masters		
Postgraduate Diploma		
Degree		
Diploma		
Other (specify)		
<b>Years of experience</b>		
Below a year		
One – three		
Four – six		
Seven – Nine		
Ten and above		

**Table 3 A**

**Media influence**

Media influence	Mean	interpretation	rank
low			
Average			
High			

**Table 3 B**

**Awareness of children rights**

Indicators	Mean	interpretation	rank

## APPENDIX VII Content Validity Index

Indicator	No of judges	Judges declared valid	CVI
<b>Media influence</b>			
I am aware of the impact of media on the individual and society.	3	3	1
I have an understanding of the process of mass communication.	3	3	1
I have the ability to analyze and discuss media messages.	3	2	0.67
I prefer an awareness of media context as a text that provides recognition of culture.	3	3	1
I have production and analysis skills.	3	2	0.67
I know about traditional and non-traditional literacy skills of the Media.	3	3	1
I have an enriched enjoyment, understanding and appreciation of media content.	3	3	1
I respect the privacy of children and protection of their identity unless it is demonstrably in the public interest.	3	3	1
I think there is need to give children access to media to express their own opinions.	3	3	1
I have the obligation to verify information before publication.	3	3	1
There is need to consider the consequences of publication and to minimize harm to children.	3	3	1
Media houses need guidelines for reporting on children.	3	3	1
The Children are entitled to human rights.	3	2	0.67
During our annual meetings, there is awareness training for media professionals on interviewing, photographing and filming children.	3	1	0.33
I respect Guidelines and principles for reporting on issues involving children.	3	2	0.67
<b>Mean</b>			<b>0.87</b>
<b>Children's Rights Awareness</b>			
My school is a place where students are safe and secure. (Art. 3 & 5)	3	1	0.33
All students receive equal information and encouragement about academic and career opportunities. (Art. 2)	3	3	1
Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16)	3	3	1
My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2 & 7)	3	3	1
Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29)	3	2	0.67
When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. (Art. 26)	3	2	0.67
Members of my school community care about my full human as well as academic development and try to help me when I am in need. (Art. 3, 22, 26 & 29)	3	2	0.67

When conflicts arise, we try to resolve them through non- violent and collaborative ways. (Art. 3, 28)	3	3	1
Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7)	3	3	1
In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9 & 10)	3	3	1
No one in our school is subjected to degrading treatment or punishment. (Art. 5)	3	3	1
Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11 )	3	3	1
My personal space and possessions are respected. (Art. 12 & 17)	3	1	0.33
My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures, including people not born in Uganda. (Art. 2, 6,13, 14 & 15)	3	3	1
I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.(Art. 19)	3	3	1
Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)	3	3	1
Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27)	3	3	1
I have the opportunity to express my culture through music, art, and literary form. (Art. 19, 27 & 28)	3	3	1
Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, & 23)	3	3	1
Members of my school have the right to form associations within the school to advocate for their rights or the rights of others. (Art. 19, 20, & 23)	3	3	1
<b>Mean</b>			<b>0.88</b>

Content Validity index

$$CVI= (0.87 + 0.88)/2$$

$$= 0.88$$

## APPENDIX VIII

### PROPOSED BUDGET

Particular	Quantity	Amount (UgShs)
stationary	Paper 4 reams	70,000
	Ink 1 cartridge	40,000
	Binding materials	250,000
Research assistants	3 at 100,000	300,000
Transport costs	1 year	500,000
Data analysis	2 weeks	100,000
Up keep	On the field	300,000
miscellaneous	During data collection	200,000
	<b>Total</b>	<b>1,760,000</b>



## **APPENDIX IX**

### **TIME SCHEDULE**

<b>ACTIVITY</b>	<b>TIME</b>
Selecting research topic	February 2011
Writing proposal	March 2011
Proposal hearing	May 2011
Field study	June 2011
Data analysis and report writing	August 2012
Viva	September 2012
Graduation	November 2012

## **RESEARCHER'S CURRICULUM VITAE**

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

Personal profile

**NAME:** NTHIGAH NICHOLUS MURIMI

**GENDER:** MALE

**NATIONALITY:** KENYAN

### **EDUCATIONAL BACKGROUND**

Masters of Arts in Human Rights 2011 to date

Bachelor of mass communication 2010

Matriculation certificate 2007

KCSE (KEGONGE BOYS HIGH SCHOOL) 2005

### **WORK EXPERIENCE**

6 months internship, Kenya National Assembly

University lecturing (KIU)                      2011 to date