Relationship between Exposure to Mass Media and Aggressive Behavior among Adolescents in Secondary Schools

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Abstract

Media has brought about a major transformation in the way people think. It has given people an excellent platform to present themselves before the world and contribute in their own way to the changing world scenario. However, mass media obviously has effects on school children, more specifically, the violent content that are aired in the television or cinemas. It is observed that children believe what they see in the media than in what happens in the real life. School children who watch too many fights in the television or read pornographic materials on the internet begin to develop certain characters that affect the people around them negatively. Students' behavior is an issue that has been and continues to remain in school settings. The most common types of discipline cases in schools include drug abuse, school strikes, stealing, fighting, bullying and sneaking from school. To date, these behavioral cases have continued to be reported in secondary schools amongst students, but without a solution. This calls for the researcher to investigate what is influencing students' behavior negatively. Could these increased changes in students' behavior be as a result of increased and unlimited exposure to mass media? Bungoma Central in Kenya, the focus of the study comprises of both boys' and girls' secondary schools signifying an adequate number of adolescent population. All forms of deviant behavior and social vices like rape, theft, bullying, drug abuse and all kinds of pervasive sexual behaviors have been observed and is invariably constituting a serious concern to the institutions and the Government of Kenya.

Key words: mass media, aggressive behavior, adolescents

Introduction

Mass media refers to diversified media technologies that are intended to reach a large audience by mass communication such as radio, film and television (Todd, 2009). Media violence points to visual portrayals of acts of physical aggression by one human against another (Steven, 2010). Violence has always been an ingredient of children's adventure. What is critical is the dominance and extreme it has reached. Violence in the media has become common place affair. Todd (2009) observed that movies, television and video games pose such a serious threat to children and teenagers who are exposed to negative effects of violence and potential harm of media violence as one of the most debatable public issues which has obvious social and political backgrounds. Various forms of media have assumed central roles in people's daily lives (Gentile, 2009). Children all over the world are exposed to increasingly higher doses of aggressive images in the media (Steven, 2010). The researcher goes on to say that exposure to violence in media represents a significant risk to the health of children and adolescents.

The amount of violence on television is on the rise. The average child sees 12,000 violent acts on television annually including many depictions of murder and rape. More than 1000 studies confirm that exposure to heavy doses of television violence increases aggressive behavior, particularly in boys. Children from minority and immigrant groups, emotionally disturbed, children with learning disabilities, abused children by parents, children from distressed families are more vulnerable to violence on television. Physicians

who see a child with a history of aggressive behavior should inquire about the children's exposure to violence portrayed on television (Sonu, 2011)

Although shootings in schools around the world periodically prompt politicians and the general public to focus their attention on the influence of media violence, the medical community has been concerned with this issue since the 1950s (Centre for Media and Child Health, 2009). This is because media violence seriously damages children's imagination about moral values, ethics, loyalty, friendship, security or even justice (Centre for Media and Child Health, 2009). Media can contribute to an aggressive culture for example; people who are already aggressive use the media as a further continuation of their beliefs and attitudes, which in turn are reinforced through media contents. Many children are surrounded by an environment where' real' and media experience both support the view that violence is natural (Espejo, 2008). The impact of media violence can primarily be explained by the fact that aggressive behavior is systematically rewarded more than conciliatory ways of coping with one's life. It is often presented as gracious, thrilling and interpreted as a good problem solver n a variety of situations (Federal Communication Commission, 2009).

Children learn best by observing behavior then trying it. The consequences of their behavioural attempts influence whether they repeat the behavior. All violent media can teach specific violent behaviors, the circumstances when such behavior appears appropriate, attitudes and beliefs about such behavior. In this way, behavioral scripts are learned and store in memory. What most of the programmes they see and hear send the false notion that in every conflict there has to be a winner and a loser, thus making them believe that violence is a successful means of resolving conflicts. After viewing many violent scenes they become desensitized to the real world violence. They cannot easily tell the difference between real life and fantasy that the violent images portray on television. Parents can reduce the negative influence of media on young people by limiting and monitoring the programs the children watch. They should also teach the value of inner beauty, value of self worth and alternatives to violence (Kimani, 2014).

More recently, cable systems, video cassette recorders and video games have increased exposure. Not long before introduction of television in America households, there occurred a dramatic increase in violent crime (Huesman & Taylor, 2003). The most common argument is that children imitate the violence they see on television. The process of imitation is emphasized by Social Learning Theory opined by Bandura (1983). According to Bushman and Anderson (2009) children who view televised media violence are more likely to have increased feelings of hostility, decreased emotional response to the portrayal of violence and injury that lead to violent behavior through imitation. There are many questions whether television violence results in more aggressive or deviant behavior and if such behavior is likely to lead to criminal behavior, desensitization to violence, nightmares and fear of being harmed (Zimmerman, 2008).

Recent studies by Steven (2010) have indicated that even seemingly the most benign programs on television such as cartoon are filled with violence. In the researcher's exploration on the impact of publicized mass murders followed by the killer's suicide and suicide rate, state that analysis of mass murder & suicides that was covered in two or more television news networks found that coverage was associated with a significant increase in suicides in the real world. He concluded that violence in the media influence human behavior in a negative manner. Video games provide an ideal environment in which to learn violence and use many of the strategies that are most effective for learning. They place the player in the role of the aggressor and reward him or her for successful violent behavior Rather than merely observing only part of violent interaction (such as occurs in television violence), video games allow the player to rehearse an entire behavioral script, from provocation, to choosing to respond violently, to resolution of the conflict. Children and adolescents want to play them repeatedly and for long periods of time to improve their scores and advance to higher levels. Media like television, radio and internet increase an overall awareness of the masses.

To some extent, media is responsible for generating negative feelings among those exposed to it. An early exposure to bold or violent films has a deep impact on young minds. If children are bombarded with fight sequence, rape scenes, suicide and murders, they are bound to leave a scar on the impressionable minds. According to Manali Oak (2012) bombarding only the bad can affect anyone at least at the sub- conscious level. An early exposure to bold or violent films, books, publishing adult content and news portraying ugly social practices has a deep impact on young minds. Huesmann and Taylor (2006), assert that media violence poses a threat to public health in as much as it leads to an increase in real world violence and aggression. Research shows that fictional television and film violence contributes to both short term and long term increase in aggression and violence in young viewers. Television news violence also contributes to increased violence, principally in the form of imitative suicides and acts of aggression. Video games are clearly capable of producing an increase in aggression and violence in the short term.

The relationship between media violence and real world violence and aggression are moderated by the nature of media content characteristics and social influences on the individual exposed to that content. Viewing so much violent news on television can encourage an imitative behavior (Anderson et al., 2003). Video games were blamed for the Columbine shootings, but many people did not consider how much this event was publicized and how that may have impacted the increase in youth violence afterwards. Television stories of a well known person's suicide could increase the likelihood that other people will take their own lives as well (Anderson et al., 2003). Musitu, Estevez and Emler (2007) found that video games are destructive because in them the player assumes the role of virtual aggressor. These researchers say that television and movie violence can affect subsequent displays of aggression by modeling and glorifying violence, triggering aggressive impulses in some people and decreasing feelings of empathy. The esteem that is accorded to personalities who are violent, aggressive and destructive appeals to adolescents as they would want to be held in high esteem by their peers (Strasberger, 2009). This mismatch of violence and heroism misinforms the teenagers who then imitate their heroes. Therefore, if a child bludgeons another child to death with a wrench or shoots a classmate, it is the violent televised programs that they watch which are to blame (Andrea, 2007).

Incidents of television violence are believed to be increasing (American Academy of Pediatrics, 2009). Some youths may see the publicity of a school shooting as exciting and an opportunity for infamy. Headlines in the press such as 'Two Gunmen at Colorado School reportedly kill up to 23 before dying in a siege' are sensational. Such stories of aggression by two adolescent learners fro Columbine high school who were armed with guns and explosives killing 23 fellow learners and a teacher before taking their lives could encourage learners to carry weapons and be aggressive (Murray, 2008). Data indicates that children and adolescents prefer violent games. Playing these video games allows young people to practice violence (Okume & Tanimur, 2009). Several studies have demonstrated that teenagers who play violent video games are more likely to engage in aggressive behavior and violence than all children who play non- violent video games are more likely to engage in aggressive behavior and violence than all children who play non violent video games (McCannon, 2009).

Hundreds of studies have been conducted in recent years evaluating the effects of violence in the media. The results are alarming. Some of them prove strongly that media violence can lead to criminal behavior and many sociologists and psychologists have concluded that violence in television media impacts viewers in a negative manner (Strasberger, 2009). For example, modern super heroes from action movies do a lot of shooting and leave scores of dead bodies in the streets, showing no care about the laws or responsibility hence giving a bad example to juveniles. Following what they can observe in the media, teenagers are motivated to get involved into brutal activities as forming gangs, bullying, rampage (Hoton, 2009).

A study carried out in a peaceful environment like Canada or a certain high crime neighborhoods in Brazil to war Zones in Angola or Tajikitan, confirmed the dominant role of television in the everyday lives of children around the globe. There is therefore, a significant relationship between time spent watching television during early ages and the subsequent implication in violent behaviours during adolescence. Generally, experiments have demonstrated that exposing people especially children and youth to violent behavior on film and television increases the likelihood that they will behave aggressively immediately afterwards compared to those who view the non- violent clip (Centre for Media and Child Health, 2009). According to Dill (2007) the deleterious effects of exposure to media violence are likely to accumulate (via learning) within the individual with repeated exposure. This researcher says that effects of a single exposure can add significant amounts of aggression and violence to society. In recent longitudinal studies it has been revealed that as little as 3 months, high exposure to violent video games increases physical aggression (Carnagey, 2007). Other longitudinal studies conducted in Germany and Finland has revealed similar effects across two years. On the other hand, there is evidence that pro- social video games can increase pro social attitudes and behavior (Rideout, 2007). All violent media can teach specific violent behaviours, the circumstances when such behaviours seem appropriate and useful, and attitudes and beliefs about such behavior.

Kirsh (2011) researched on the impact of publicized mass murders followed by the killer's suicide in USA and found that violence in mass media influences human behavior negatively. Studies conducted by Steve (2010) and Huesmann and Taylor (2006) on media and violence had produced similar results. The findings of these studies strongly suggest that violence in the media influences human behavior in a negative manner. In news publication by KSBW (2016), the use of social media application Ogle' has been identified as a conduit for high school students making violent threats anonymously in the California State schools. This review however did not take into account any collection of primary data which the current research adopted. Secondly, the above researches took place within developed Countries hence their findings may not be consistent within the local context. More so, the studies failed to take into account the adolescent students as the unit of analysis.

Two major meta- analytic reviews were published in the 1990s. Wood (1991) examined 28 research reports on children and adolescents exposed to media violence and subsequently observed in unconstrained social interactions. The authors concluded that exposure to media violence increases aggressive interactions with strangers, class mates and friends. Content analysis of movies in Stout and Hillary (2010) study revealed the disturbing fact that one of eight Hollywood films depicts a rape. Although there are studies on College age subjects exposed t erotica and violent erotic showing them to be less sympathetic to actual rape victims, for obvious reasons, there are no such studies on children. However, it is clear from content analysis of television and movies that children are routinely being exposed to such violence on regular basis from early ages. Available and accessed local literature has not focused on the influence of mass media on adolescents' aggression, the present study sought to fill the gap by focusing on how mass media influences students' relationships with parents and teachers with whom they interact frequently (Kang, Cecilia, 2012).

Chen, Ho and Lwin, (2016) conducted a meta- analysis of factors predicting cyber bullying perpetration and victimization in China among the youths and found out that the frequency of social media usage had the highest influence on cyber bullying and violent acts among youths. A study by Udris (2014) on cyber bullying among Japanese high school students found out that, students had a tendency to cling onto social media sites and this seems to have contributed significantly to cyber bullying. Studies have shown a positive correlation between video games and violent behavior during childhood and adolescence. In a Japanese study of fifth and sixth graders, a positive correlation was found between the amount of time spent playing video games and later physical aggression (Herzfield, 2004). Adolescent children spend up to 40 hrs per week using some type of media such as computers, video games, systems and television. Parents however do not check the ratings of the video games that their children play (Anderson & Bushmen, 2001). It is important that parents pay close attention to those ratings, due to the fact that the most heavily marketed and consumed games are those with violence (Herzfelf, 2004). All the above information illustrates the positive correlation between violent video games and increased violence.

Most of the studies conducted Huesmann, (2007) however, have been short term and have not looked at aggressive behavior of children over their lifespan into adolescence and adulthood. A longitudinal study analyzed television view at age 6- 10 and compared to adult aggressive behavior 15 years later. It concluded that there was a strong association between viewing violent television at younger age and the likelihood of aggressive behaviours occurring into adulthood. Results showed that behavior considered to be violent was more prevalent in males than it was in the females of the study (Rowell, 2003). According to Ogidefa (2008) detailed information on youth problem behavior is lacking in Africa and this is attributed to the absence of reliable data. However, some of the A Rican Countries such as Tanzania, Namibia and South Africa are beginning to collect information to map future trends. Nevertheless there is evidence of increasing law- breaking among young people. He further argued that victimization surveys in several Countries, as well as qualitative observations, suggest law-breaking behavior among young people (12- 25 years) in terms of violent behavior, drug- related and gang activity offences is increasing in developing Countries at a much higher rate than in the developed countries.

A study undertaken by Centre for Justice and Crime Prevention (2012), on National School Violence in South Africa indicated that at least 22.2% of high school students had experienced some form of violence. The highest form of violence meted on the high school students was found to be cyber violence and this was attributed to the high prevalence of online chat rooms and media sites. Another study in South Africa revealed that the bombardment of media violence in Television, films, and video games seemed to negatively affect young viewers making them act aggressively (Slovack & Singer, 2008).. Findings from a study undertaken by Nwabueze and Aduba- Doris (2014) on the influence of social networking on secondary school students in Enugu State, Nigeria showed that extensive use of social media sites had negatively influenced the behavior of students. Another study in Nigeria by Nwana (2008) revealed that all the episodes of television drama inspired learners to use drugs freely, commit anti- social behavioural acts such as raping innocent girls, doing crime and undermining social rules and parental involvement in the education of secondary school learners.

A survey done by Philista and Arne (2015) in Kibra informal settlement found out that most of the youths in Kibra informal settlement in Nairobi, Kenya, especially boys are being recruited into criminal gangs just after completing primary school. The report further showed that due to the abject poverty in this settlement, most of the young adults begin living in the streets where they engage in criminal activities as well as being recruited into street gangs. According to the report, drug abuse among secondary school students within Kibra is a common occurrence. Further sexual immorality has been propelled by the poverty in the slum and intolerant sexual behavior has been favoured by the availability of sexual imagery online. Hence this study will contribute to the body of knowledge by

establishing if there is any association between social media usage and violent behaviours, drug abuse and sexual irresponsibility in Bungoma Central Sub- County, Bungoma County.

A study by Njoki (2014) On the factors leading to anti- social behavior among youths in Nairobi West and South C estates, found out that the main deviant behaviors among young adults included negative sexual behavior and cases of violence. Moreover, the availability of Cyber cafes that are not well regulated has made access to pornographic materials online easy to students. The researcher again noted that secondary school students join up estate gangs that pray the estate roads looking for young girls to engage in sexual activities with. In Kenya scenes of violence on our media have been portrayed. For example the scenes of the Kenya Defence Forces that restored peace in Somalia could have had an impact on the youths (Sunday Nation, 20, November, 2012). These visuals illustrate the forces attitudes and the heinous use of physical torture on their victims to extract the truth. Other violent incidents that could have had an impact on the learners were the events of the 2007/ 2008 post election violence that was televised displaying untold destruction and deaths (Waki Commission, Report, 2009). The year 2008, recorded the highest number of violent strikes in schools. It is possible that through the students' observational experiences they acquired aggression. They were merely replaying what they had viewed in the media earlier in the year. Aggressive behavior has been witnessed in many secondary schools among adolescents in Bungoma Central Sub – County. The violent acts of students have included physical fights and destruction of property worth millions of shillings. These acts could have been influenced by their exposure to mass media. The present study sought to establish if there is a relationship between exposure to mass media and students' problem behaviours including aggression in secondary schools.

The accumulated body of research is consistent and clear concerning the causal connection between media violence and aggressive behavior in some children. Studies conclude that children who watch violent television shows become angrier than children who are not exposed to such violent media increasing the likelihood of aggressive behavior in children. Although exposure to violent media is not the sole factor contributing to aggressive behavior, anti- social attitudes, and violence among children and adolescents, it is an important health risk factor on which members of the society can intervene because it affects the behavior of young people and endangers peace and safety. Despite the findings of many studies linking mass media to adolescent aggression, some studies have revealed contradictory observation about media effect on aggressive behavior. According to Aimel (2009) in her study, there was no difference between children that were exposed to violent media and those who were exposed to no- violent media. The researcher therefore, aimed at establishing if exposure to mass media has any influence on adolescent learner's aggression in secondary schools in Bungoma Central Sub- County of Bungoma County.

Methodology

The study adopted descriptive survey research design. According to Kothari (2008) descriptive survey at times is the only means through which views, opinions, attitudes, and suggestions for improvement of educational practices and other data can be collected. The choice of descriptive survey was made based on the fact that in the present study, the researcher used a sample to represent the whole population and described the current characteristics of the population. No variables were manipulated to establish the influence of mass media on problem behavior. The researcher also used questionnaires and interview which are characteristic of a survey design to adequately get information from a sample in order to describe the population under study. This involved self report on opinion and attitudes of respondents on the influence of mass media on problem behavior among adolescents. This was in line with Kumar (2011) who observed that survey research design is the most appropriate for obtaining self- reported opinions, attitudes, beliefs and values. The study was conducted in Bungoma Central Sub- County in Kenya. This is one of the eight Sub- Counties in Bungoma County. The Sub- County was purposively selected because it has many public secondary schools which are a mixture of girl's only schools and boy's only schools as well as mixed schools. This was essential for comparison purposes.

The target population of the study was 40,000 students in all public secondary school in the Sub- County. A considerable high proportion of problem behavior reported in the Kenyan school system occurs at secondary school level, hence the choice of secondary school students as part of the study population (Makabila, 2010). The teacher counselors were selected because they handle problem behaviors of students. The Deputy Principals were selected because they are in charge of discipline. In this study, both probability and non-probability sampling was used to select study samples. Non probability was used to select Bungoma Central Sub-County. Purposive sampling was used to select the 10 schools and form two class of students enrolled in public secondary schools. To select the specific sample from the population of form twos who took part in the study, simple random sampling was used to select the

student respondents. The deputy principals and teacher counselors were selected proportionately to the 10 selected schools for the study. Thus the study selected 10 deputy principals and 10 teacher counselors for the study.

The sample size of students in form two was determined using a formula developed by Krejcie and Morgan (1970) which assumes:

$$S = \left\{ x^2 NP(1-P) \quad 1 \; d^2(N-1) + x^2 P(1-P) \right\}$$

Where

S = required sample size

X = the table value of chi- square for 1 degree of freedom at the desired confidence level.

For a significance level of @ =0.5, x =1.96

N = The population size = 10,000

P = The population proportion (assumed to be 100 since this would provide the maximum sample size)   = the degree of accuracy expressed as proportion (0.5)

Using this formula, 370 students in form two were obtained where the researcher used simple random sampling to obtain 37 student respondents per school. Deputy Principals and teacher counselors (1) were selected proportionately to the sampled schools. According to Mcneil (1990) data in a large study intended for statistical analysis should be collected from at least a sample of 10% of the population. This view was taken into consideration in the selection of the sample for schools, deputy principals and teacher counselors. The qualitative and quantitative data was extracted from students' and deputy principals' questionnaires and presented as follows:

Results

It is the responsibility of the deputy principals to be in charge of discipline in the schools. Therefore, the deputies were asked of their experience in their schools in relation to aggressive behaviors. The results were analyzed and indicated as shown in table 1.

Table 1: Deputies' experience with aggression

Type of Gender	Frequency	Percentage (%)
Yes	8	80
No	2	20
Total	**10**	**100**

Most the respondents agree that they have experienced aggression-bullying, distraction of property, fighting in their schools while just only 20% of the responds who do not agree to this. Further, the deputy Principals response on how often the aggressive behaviors are manifested in their schools was as shown in table 2.

Table 2: Manifestation of aggressive behavior

Type of Gender	Frequency	Percentage (%)
Never	1	10
Once in a while	1	10
Pretty often	3	30
Very	5	50
Total	**10**	**100**

It was established that 50% of the interviewed deputy principals believe that aggressive behavior is so often manifested in the schools they are administrating. Besides, collectively 90% of the respondents agree that there is existence of such behaviors in their school. Nevertheless, 10 percent of the deputy teachers seem to have a different view within their schools. Because of the frequency of occurrence of the aggressive behaviors, the consequences for the students include suspension and guidance and counseling.

The first concern of the researcher from the students was to establish from the rating on whether through mass media sites such as world star hip hop fight completions are widely shared do promote violent behavior among students such as assaulting minors. The results are indicated in table 1 and figure 1.

Table 3: Role of mass media in promoting violent behavior

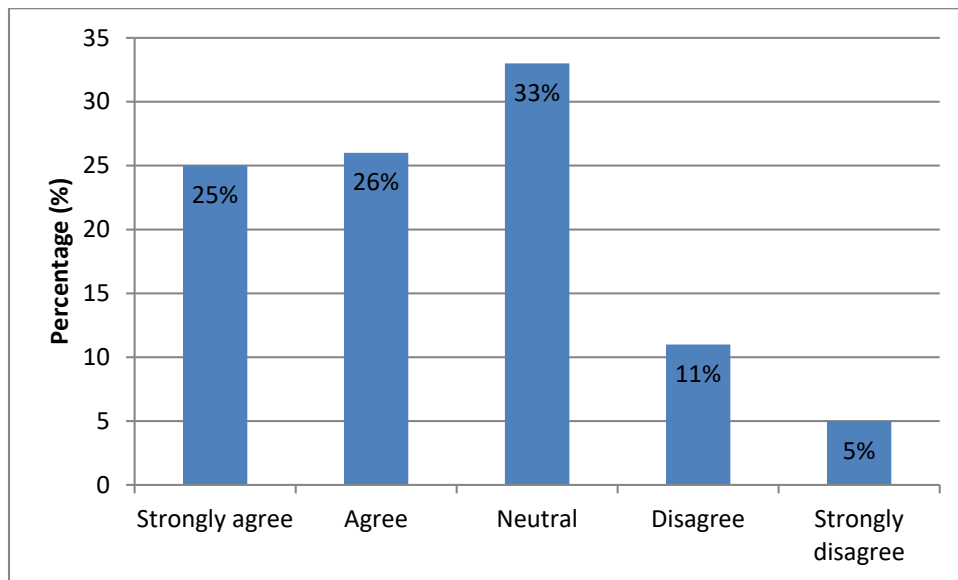| Response	Frequency	Percentage (%)
Strongly agree	92	25
Agree	98	26
Neutral	122	33
Disagree	38	11
Strongly disagree	20	5
Total	**370**	**100**

Figure 1: Role of mass media in promoting violent behavior

A larger percentage represented by collectively 51% of the respondents highly rate the media sites such as world sites as world star hip hop fight completions are shared do promote violent behavior among the students as assaulting minors. However, some respondents (16%) object this and don't believe that the world star hip hop fight completions can promote violent behavior amongst the students.

In terms of respondents' response on whether increased sharing of violent videos on social media promotes anti-social behavior among the viewers, the results were summarized as shown in table 4 and figure 2 respectively.

Table 4: Role of violent videos in promoting anti-social behavior

Response	Frequency	Percentage (%)

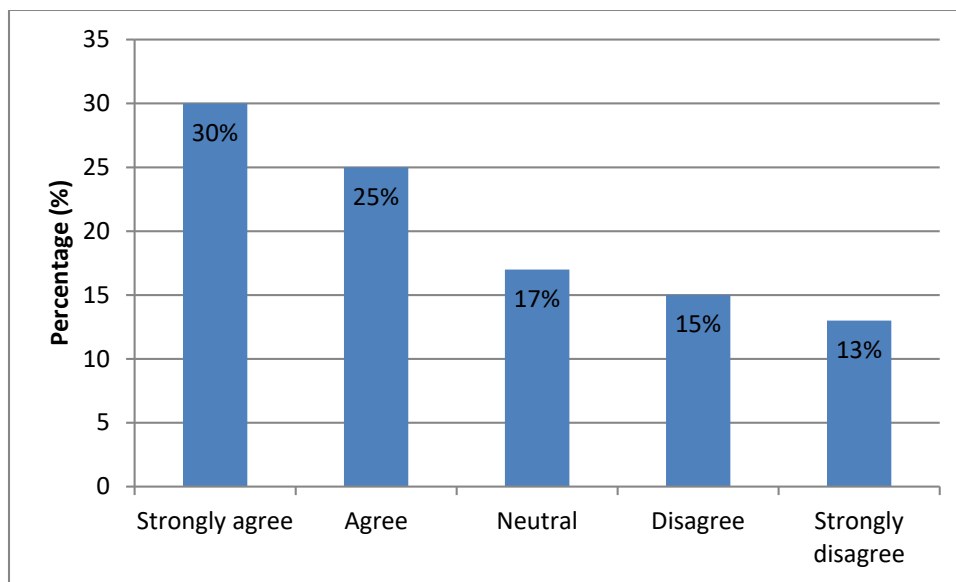| Strongly agree | 110 | 30 |
Agree	92	25
Neutral	62	17
Disagree	56	15
Strongly disagree	50	13
Total	**370**	**100**

Figure 2: Role of violent videos in promoting anti-social behavior

More than half of the respondents (55%) strongly agree that an increased sharing of violet videos on social media agitate and promotes anti-social among the viewers, but even with that large percent agreeing so there are those who don't believe so , and so a larger extent some are neutral as they don't support either side.

The researcher also aimed at finding out respondents' response on whether they have ever experienced a strike in your school. The results were as follows.

Table 5: Experience of a strike in school

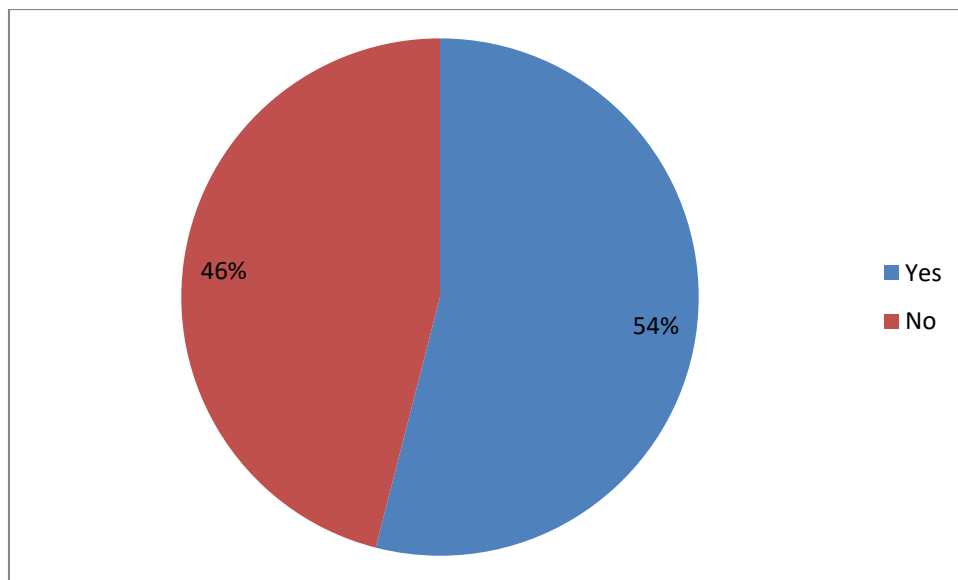| **Response** | **Frequency** | **Percentage (%)** |
Yes	200	54
No	170	46
Total	**370**	**100**

Figure 3: Experience of a strike in school

It was established that 54% of the respondents agree that they have ever at some experienced a strike in their schools, however some (46%) of the respondents have never experienced any type of strike in their schools.

Most of the respondents' response on whether the time spent on various mass media affects them in any way agreed that it does.

Table 6: Effect of time spent on mass media

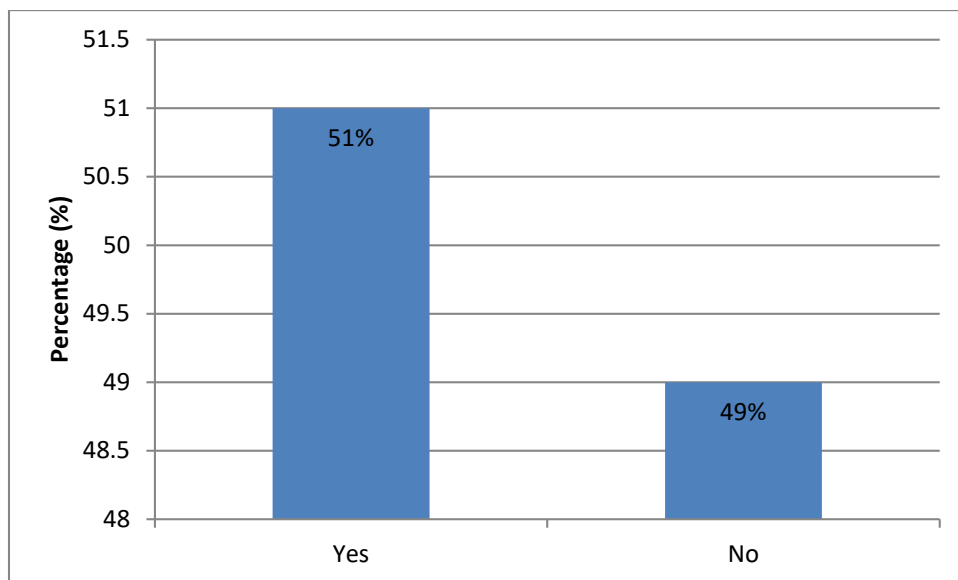| Response	Frequency	Percentage (%)
Yes	190	51
No	180	49
Total	**370**	**100**

Figure 4: Effect of time spent on mass media

Most of the students agree that the time spend on various mass media affects them in some way. Out of the sampled population its only 49% of the respondents who do not agree that spending much time in mass media affects them in some way and therefore they have every reason to embrace mass media at all cost. It was noted that those in support of media affecting them stated that it affected them in the following ways:

- Too much time on mass media takes much of their time doing unconstructive things.
- There is a lot of much money pumped into mass media that does not output that is equivalent to their expectation thus giving them undue pressure.
- Affects the students' characters negatively.

Correlation was done to determine the relationship between mass media and aggressive behavior and the results are manifested in the following table.

Table 7: Correlation of relationship between mass media and aggressive behavior

		Mass Media	Aggressive behavior
Mass media	Pearson Correlation	1	.238[**]
	Sig. (2-tailed)		.000
	N	100	100
Aggressive behavior	Pearson Correlation	. 238[**]	1
	Sig. (2-tailed)	.000	
	N	370	370
***. Correlation is significant at the 0.01 level (2-tailed).**			

From the correlation (Pearson Correlation -approaching 1 from the positive) of response by the students on exposure to mass media and adolescent students' problem behaviors in secondary schools in Bungoma Central Sub-County in Kenya, it depicts that aggressive behavior can intensely be influenced by exposure to mass media. The positive value .238[**] of Pearson Correlation implies that the aggressive behavior heavily depends on how much the secondary school students have been exposed to the content on the mass media be it either on Television, Internet, Mobile phones, magazines or newspapers. The small number of students who engage in aggressive behavior clearly and equally correlates with the number of students who are exposed to the mass media content, thus indicating that indeed, the students' behavior relatively depends on the general exposure to mass media.

Recommendation

Based on these findings, the parents and teachers should device effective techniques of dealing with deviant behaviors. The concerted effort of the individual and the stakeholders are important for the successful transition of adolescent students. Therefore, they should aim at developing a holistic individual who is socially, intellectually and psychologically fit in the society. And this can only circumvented by having restrictions to the students to the exposure of mass media while both in school and at home.

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