

**THE EFFECT OF SOCIAL MEDIA ON THE LIFESTYLE OF ADOLESCENTS
IN WANALE DIVISION**

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S21/MUC/BSW/025

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN THE PARTIAL
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**UGANDA CHRISTIAN
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DECLARATION

I, Bridget Seera, solemnly declare that the research report submitted in partial fulfillment of the requirements for the award of bachelors' degree in social work and social administration is the result of my own original work. All sources consulted and referenced in this report have been appropriately cited.

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APPROVAL

This research report has been submitted with my approval as the university supervisor

A handwritten signature in blue ink, appearing to read 'R. Komo', written in a cursive style.

Signature

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DEDICATION

I dedicate this research report to my lovely parents, Dr. Mupuya Moses and Mrs. Mupuya Florence Were, for their unwavering support and guidance throughout my academic journey. Your financial assistance and encouragement in every aspect of my life have been invaluable, and I am deeply grateful for your constant presence and love. This accomplishment would not have been possible without you.

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LIST OF ACRONYMS

CVI	:	Content Validity Index
SAD	:	Social Anxiety Disorder
SPSS	:	Statistical Package for Social Sciences
RCT	:	Randomized Controlled Trial

ABSTRACT

This research report was undertaken to examine the effect of social media on the lifestyle of adolescents in Wanale division; the study was carried out using three objectives namely; to find out the relationship between television programs and substance abuse among adolescents in Wanale division, to examine the influence of WhatsApp usage on the education retention of adolescents in Wanale division, to investigate the role of radio programs on the lifestyle of adolescents in Wanale division. The researcher used a sample size of 63 respondents and used questionnaires to collect data and later the data was analyzed using the statistical package for social sciences (SPSS). Results of the first objective showed that there is a positive relationship between television programs and substance abuse among adolescents in Wanale division. Supported by the following responses; 30% strongly agreed, 24% Agreed to the statement that television programs that portray substance use as normal behavior can lead adolescents to view it as an acceptable or even desirable activity; 33% strongly agreed, 29% agreed to the statement that adolescents may imitate behaviors they see on TV, including substance use, especially if the characters they admire are involved. Results of the second objective revealed that WhatsApp usage has a significant effect on education retention of adolescents in Wanale division. Supported by the following responses; 35% strongly agreed, 21% Agreed to the statement that frequent WhatsApp use can distract adolescents from studying and reduce their focus, negatively impacting their educational retention, 33% strongly agreed, 47% Agreed to the statement that excessive time spent on WhatsApp may lead to less time allocated for studying and homework, affecting learning outcomes, Results of the third objective showed that radio programs have a significant effect on lifestyle of adolescents in Wanale division. 22% strongly agreed, 29% strongly agreed to the statement that exposure to radio content can impact adolescents' perceptions of social norms and behaviors, affecting their lifestyle and decision-making. There is need to incorporate engaging and age-appropriate content that resonates with young viewers. Programs should feature relatable characters and storylines that accurately depict the risks and consequences of substance abuse, using real-life scenarios and testimonials to convey the message. Collaborating with experts in adolescent psychology, substance abuse prevention, and youth advocates can ensure the content is both informative and empathetic.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study sought to assess the impact of social media on the lifestyle of the adolescents in Mbale City. The lifestyle of adolescents is characterized by a period of significant physical, emotional, and social development, marked by a quest for independence and identity formation. Adolescents often navigate a complex interplay of peer influence, academic pressures, and family expectations, which shapes their daily routines and behaviors. Their lifestyles typically include a strong emphasis on social interactions, often facilitated through digital platforms and social media, which can influence their self-image and social relationships. Additionally, this stage is often accompanied by experimentation with new behaviors and activities, ranging from trying out different hobbies and sports to experimenting with substances and forming romantic relationships. The chapter intends to cover the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, justification of the study, definition of keywords, and the conceptual framework

1.1 Background of the Study

The lifestyle of adolescents is a multifaceted concept that encompasses their daily behaviors, social interactions, and overall well-being, shaped significantly by their developmental stage and social environment. Adolescents are in a critical period of physical, emotional, and psychological growth, which influences their lifestyle choices, including their engagement in physical activities, dietary habits, and social behaviors (Sawyer et al., 2018). Peer influence and the desire for social acceptance are also significant factors in shaping adolescent lifestyles, often driving behaviors such as experimenting with alcohol, drugs, or risky activities (Steinberg & Monahan, 2019). Furthermore, the increased use of digital media and technology has become a central aspect of adolescent life, affecting their social interactions, self-identity, and mental health (Twenge, 2020). The lifestyle of adolescents is not only shaped by their immediate social circles but also by broader societal trends, cultural norms, and socioeconomic factors, which together influence their health behaviors and long-term outcomes (Viner et al., 2019).

The lifestyle of adolescents is a complex and evolving phenomenon influenced by various biological, social, and environmental factors. Adolescents are at a critical stage of development where they experience rapid physical, emotional, and cognitive changes that shape their lifestyle

choices and behaviors. According to Sawyer et al. (2018), adolescence is marked by increased autonomy and experimentation with new behaviors, often influenced by peer groups and social norms. During this period, adolescents begin to form their own identities and establish behaviors that may persist into adulthood. These behaviors include dietary choices, physical activity levels, and the adoption of health-risk behaviors such as smoking, alcohol consumption, and drug use (Viner et al., 2019). The pursuit of peer acceptance and social status can significantly influence these behaviors, making peer relationships a pivotal aspect of adolescent lifestyle development.

Digital media has emerged as a crucial component of the adolescent lifestyle in recent years, profoundly affecting their social interactions, self-perception, and mental health. Twenge (2020) argues that the pervasive use of smartphones and social media platforms has reshaped how adolescents communicate, form relationships, and perceive themselves. While these technologies offer opportunities for social connection and access to information, they also expose adolescents to cyberbullying, social comparison, and reduced face-to-face interactions, which can negatively impact their mental health. Furthermore, the increased screen time associated with digital media use has been linked to sedentary behaviors, which can contribute to obesity and other health issues (Przybylski & Weinstein, 2017). Thus, while digital media plays a central role in the lives of modern adolescents, it also presents new challenges to their overall well-being.

Socioeconomic factors and cultural context also play significant roles in shaping adolescent lifestyles. Research by Inchley et al. (2020) highlights disparities in adolescent health behaviors based on socioeconomic status, with those from lower-income backgrounds often having poorer dietary habits and less access to recreational activities. Additionally, cultural norms and family environments can influence adolescents' choices and behaviors, such as attitudes toward education, physical activity, and substance use (Ramos et al., 2021). For instance, in some cultures, there may be strong familial expectations that discourage risky behaviors, while in others, there might be more permissive attitudes. Understanding these diverse influences is crucial for developing targeted interventions that support healthy adolescent development across different contexts.

Despite extensive research on adolescent lifestyles, significant gaps remain in our understanding of how various factors interact to shape the behaviors and well-being of adolescents. One area of uncertainty is the long-term impact of digital media use on adolescent development. While

studies like Twenge (2020) have examined the effects of social media on mental health, there is still much to learn about how prolonged exposure to digital environments influences cognitive and emotional development over time. Additionally, research often focuses on short-term outcomes, with less attention given to how digital habits formed in adolescence might impact adulthood (Przybylski & Weinstein, 2017). The nuanced effects of screen time, particularly in relation to content type and context of use, are not well understood, leaving a gap in understanding the full spectrum of digital media's impact on adolescents.

Another area where knowledge is lacking is the influence of socio-economic and cultural diversity on adolescent lifestyles. Most existing studies have been conducted in high-income countries, with limited research on how different socio-economic statuses and cultural contexts influence adolescent behavior and lifestyle choices in low- and middle-income countries (Inchley et al., 2020). The intersectionality of factors such as ethnicity, gender, and socio-economic status can lead to diverse experiences and outcomes for adolescents, but these complexities are often underexplored in the literature (Ramos et al., 2021). This lack of diverse representation means that interventions and policies may not be effectively tailored to meet the needs of adolescents from varied backgrounds, potentially exacerbating health and social inequities.

Finally, there is a gap in understanding how family dynamics and parenting styles impact adolescent lifestyles in the digital age. Research by Mastrotheodoros et al. (2019) suggests that parenting practices play a critical role in moderating adolescent behaviors, including media use and health habits. However, there is limited insight into how modern parenting adapts to the challenges posed by new technologies and changing social norms. Moreover, the bidirectional nature of parent-adolescent relationships, where not only parents influence adolescents but adolescents also impact parental behaviors and family dynamics, remains underexplored (Sameroff, 2017). Greater focus on these interactions could provide a more comprehensive understanding of how adolescents' lifestyles are shaped within the context of their families and broader social environments.

Understanding the lifestyle of adolescents is crucial because this stage of life is foundational in shaping long-term health and well-being. Adolescents undergo rapid physical, emotional, and cognitive changes, making them particularly susceptible to adopting behaviors that could either enhance or detract from their future health (Sawyer et al., 2018). By understanding these lifestyle choices such as diet, physical activity, and substance use—we can better identify risk

factors that contribute to non-communicable diseases and mental health issues later in life. For instance, Viner et al. (2019) emphasize that patterns established during adolescence, such as smoking or inadequate physical activity, often persist into adulthood, suggesting that early interventions targeting these behaviors can have long-lasting benefits.

Moreover, comprehending adolescent lifestyles allows for the development of more effective educational programs and public health policies. Adolescents are significantly influenced by their social environment, including peers, family, and digital media (Twenge, 2020). Recognizing these influences can help educators and policymakers design interventions that resonate with adolescents' unique experiences and social contexts. For example, digital media campaigns that promote healthy behaviors have been found to be more effective when they consider the digital habits and preferences of adolescents (Przybylski & Weinstein, 2017). Thus, a nuanced understanding of adolescent lifestyles can lead to targeted strategies that encourage healthier choices and reduce the prevalence of risky behaviors.

Finally, understanding adolescent lifestyles is essential for fostering supportive environments that contribute to positive youth development. The adolescent years are marked by a search for identity and independence, and lifestyles during this period are heavily shaped by external influences, such as societal expectations and cultural norms (Ramos et al., 2021). By gaining insights into how these factors impact adolescents' choices and well-being, communities can create supportive environments that foster resilience, self-efficacy, and healthy development. For example, Inchley et al. (2020) highlight the importance of community and family support in promoting healthy behaviors among adolescents. In summary, understanding adolescent lifestyles is key to informing efforts to promote healthier, more supportive environments that enable adolescents to thrive.

The integration of social media into the daily lives of adolescents in the United Kingdom has evolved significantly over the past decade, influencing their social interactions, self-expression, and overall lifestyle. Initially, platforms such as Facebook and Twitter were used primarily for social networking and staying in touch with friends and family. However, as these platforms have expanded, they have become a central part of adolescents' social worlds, shaping their perceptions of self and others (Livingstone et al., 2017). Research indicates that social media use among UK adolescents has both beneficial and detrimental effects. On one hand, it offers opportunities for community building and social support, while on the other hand, it contributes to increased anxiety, depression, and issues related to body image due to social comparison

(Viner et al., 2019). The UK's digital landscape has continuously adapted, with newer platforms such as TikTok gaining prominence and influencing trends, behaviors, and social norms among young people (Ofcom, 2021).

In West Africa, the advent of affordable smartphones and improved internet access has dramatically increased social media use among adolescents. Countries such as Nigeria, Ghana, and Senegal have seen a notable rise in the number of young people engaging with platforms like Facebook, WhatsApp, and Instagram. This shift has been attributed to the growing accessibility of mobile technology and the desire among adolescents to connect with global cultures and trends (Mainsah, 2017).

Social media has served as both a tool for empowerment and a source of concern, as adolescents navigate issues related to identity, peer pressure, and exposure to inappropriate content. Studies have highlighted the dual role of social media in providing educational resources and promoting digital literacy, while also exposing adolescents to cyberbullying and misinformation (Adegoke, 2018). The cultural context of West Africa, with its strong emphasis on communal values, further complicates the effects of social media, as adolescents often balance traditional expectations with modern digital expressions.

In Rwanda, social media use among adolescents has been shaped by the country's unique socio-political context and rapid technological development. The Rwandan government's commitment to becoming an ICT hub has facilitated widespread internet penetration and the use of digital platforms among young people (Nsabimana, 2020). For Rwandan adolescents, social media platforms like WhatsApp and Instagram provide a space for creative expression, entrepreneurship, and social activism. However, these platforms also present challenges, including privacy concerns and the spread of misinformation. Research has shown that while social media offers adolescents in Rwanda a means to engage in global conversations and build social networks, it also requires careful navigation of digital literacy and critical thinking skills to mitigate potential risks (Munyamwiza & Wambua, 2021).

In Uganda, the impact of social media on the lifestyle of adolescents is closely tied to the country's dynamic political and social environment. Social media platforms have become critical in shaping public discourse, and adolescents are increasingly using these platforms to express their views, engage in social movements, and access information (Kasirye, 2018). However, the use of social media among Ugandan adolescents is also associated with

significant challenges, such as exposure to harmful content, cyberbullying, and online harassment. Studies indicate that while social media provides opportunities for learning and socialization, it also exposes young people to risks that can affect their mental health and well-being (Nabunya et al., 2021). The Ugandan government's periodic restrictions on social media, citing security concerns, have further complicated adolescents' relationship with these platforms, highlighting the tension between freedom of expression and regulation (Nabisenke, 2019).

In Wanale Division, located in Eastern Uganda, the use of social media among adolescents has been influenced by both local and global factors. As internet access improves in rural and semi-urban areas, more adolescents are engaging with social media platforms for entertainment, education, and social interaction (Musasizi, 2019). The local context, characterized by traditional cultural norms and limited digital literacy, presents unique challenges and opportunities for social media use. While social media enables adolescents in Wanale Division to connect with peers and access new information, it also raises concerns regarding digital safety and the influence of foreign cultures on local traditions (Nansubuga, 2020).

1.2 Statement of the Problem

The Government of Uganda together with other partners through NITA Uganda have set clear regulations on how the young people of the nation are supposed to be protected from negative content on media sites. The Government went ahead to put in place the Anti-pornography Act in 2014 to protect youths from pornographic content on the internet. The precise nature and extent of the impact of social media remains inadequately understood, necessitating comprehensive research into the multifaceted relationship between social media engagement and adolescent well-being. Therefore, this study aims to explore the nuanced dynamics underlying the influence of social media on the psychological, emotional, and social dimensions of adolescent well-being, thereby informing interventions and strategies aimed at promoting healthier online behaviors and fostering positive developmental outcomes among today's youths.

The pervasive influence of social media on adolescent well-being has become a focal point of concern in contemporary society. Despite the myriad benefits and opportunities for connectivity it offers, there is a growing body of evidence suggesting that excessive or inappropriate use of social media platforms may detrimentally affect various aspects of adolescent mental health and overall well-being.

1.3 Purpose of the Study

To investigate the effect of social media on the lifestyle of adolescents in Wanale division

1.3.1 Specific objectives

- i. To find out the relationship between television programs and substance abuse among adolescents in Wanale division.
- ii. To examine the influence of WhatsApp usage on the education retention of adolescents in Wanale division
- iii. To investigate the role of radio programs on the lifestyle of adolescents in Wanale division

1.4 Research Questions

- i. What is the relationship between television programs and substance abuse among adolescents in Wanale division?
- ii. What is the influence of WhatsApp usage on education retention of adolescents in Wanale division?
- iii. What is the role of radio programs on the lifestyle of adolescents in Wanale division?

1.5 Scope of the Study

1.5.1 Content scope:

The study covered various dimensions of adolescent well-being including mental health, academic performance, and social relationships. The target population is adolescents in the age group of 13 to 19. These are students in the Secondary level of education.

1.5.2 Geographical scope:

The study was carried out in Mbale Senior Secondary School in Mbale City, a City located in the Eastern part of Uganda.

1.5.3 Time scope:

This study is to be carried out and completed in a period of three months. The researcher believes that this period provided sufficient data for the study analysis.

1.6 Significance of the Study

The following are the reasons for undertaking this study:

- To explore the relationship between television programs and substance abuse among adolescents in Wanale division. This may give significant insights on how to regulate the use of televisions among adolescents in order to counter such challenges.

- To enable the researcher, to examine the influence of WhatsApp usage on education retention of adolescents in Wanale division. This may help the researcher determine how the usage of WhatsApp has affected the education retention rates of adolescents.
- To investigate the role of radio programs on the lifestyle of adolescents in Wanale division. This was generally targeting students who don't have access to devices like phones.

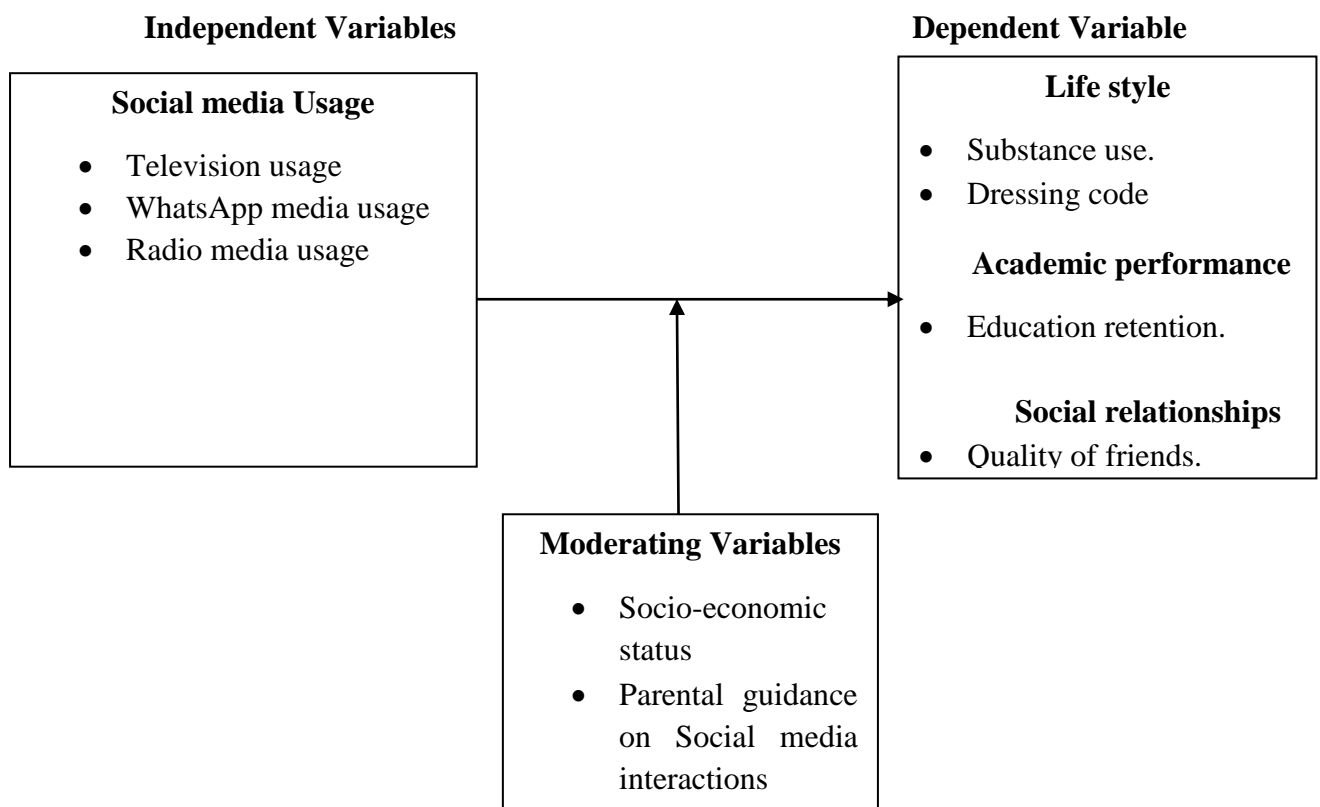
The findings of this study may be useful to parents and caretakers plus all learning institutions to understand the challenges that come with the use of social media among adolescents in Wanale division. This may provide useful information on how to counter these challenges so as to ensure appropriate use of social media to benefit the adolescents.

The study may also provide up-to-date literature to other scholars and researchers interested in carrying out more research in the same area of study.

1.7 Conceptual framework

Conceptual framework showing contributing factors to effects of social media on the lifestyle of adolescents.

1.8 figure 1 conceptual framework



1.8. Operation Definition

Social Media; these are forms of electronic communication (as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content like videos.

Adolescent; any person between ages 10 and 19.

Social media usage; refers to the activities and behaviors of individuals on social media platforms.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the review of other researcher's literature or ideas which are similar or closely related to the topic of the study; this was conducted in relation to the specific objectives and research questions of the study.

2.1 The relationship between television programs and substance abuse among adolescents

Several studies have found that exposure to substance use portrayals in television programs can significantly contribute to adolescent substance abuse. For instance, a study by Primack et al. (2017) found that adolescents who frequently watched television shows with high levels of substance use were more likely to initiate alcohol, tobacco, and marijuana use, as well as engage in heavier substance use over time. Similarly, another study by Dal Cin et al. (2018) revealed that viewing television programs with substance use scenes predicted increased alcohol and tobacco use among adolescents. These findings imply that adolescent exposure to substance use portrayals in television programs can play a pivotal role in shaping their substance use behaviors.

In addition to the direct impact of substance use portrayals, television programs can also indirectly influence adolescent substance abuse by shaping their attitudes and beliefs surrounding substance use. A study by Whittaker et al. (2016) found that adolescents who believed that substance use was common and enjoyable, as portrayed in television programs, were more likely to engage in substance abuse. Furthermore, Escobar-Chaves and Anderson (2014) reported that television programs often normalize and glamorize substance use, making it appear socially acceptable and even desirable. Such normalization can contribute to the development of positive attitudes toward substance use among adolescents, leading them to experiment with and engage in substance abuse behaviors. Research has consistently shown that television programs play a significant role in shaping the behaviors and attitudes of adolescents, particularly regarding substance abuse. Adolescents are in a critical developmental stage, where they are highly susceptible to external influences, including media. Various studies indicate that exposure to substance use in television programs is linked to an increase in the likelihood of adolescents engaging in similar behaviors.

The portrayal of substance use in television programs often glamorizes and normalizes these behaviors, potentially reducing the perceived risks associated with substance abuse. A longitudinal study by Morgenstern et al. (2014) revealed that adolescents who frequently watched programs featuring substance use were more likely to develop positive attitudes towards drugs and alcohol, thereby increasing their risk of experimentation and regular use. This is further supported by research from McClure et al. (2018), which showed that adolescents exposed to frequent alcohol portrayals on television were at greater risk of developing favorable attitudes towards drinking and were more likely to report alcohol use in subsequent surveys. The impact of these portrayals is exacerbated by a lack of counter-messaging that highlights the negative consequences of substance use, leading to a distorted perception of the realities associated with these behaviors (Tucker et al., 2020).

Recent studies have also explored the impact of specific genres of television programs on substance abuse among adolescents. Content analysis conducted by Elmore et al. (2021) demonstrated that reality TV shows often depict excessive partying and substance use, which can influence adolescent viewers to perceive these behaviors as normative and acceptable. Furthermore, a study by Sargent et al. (2017) found that even non-explicitly adult programs, such as teen dramas, frequently included scenes of drug and alcohol use, indirectly promoting these behaviors among adolescent viewers. This genre-specific impact suggests that not only the presence of substance use in television but also the context in which it is portrayed, plays a crucial role in shaping adolescents' attitudes and behaviors toward substance abuse. Overall, the literature suggests a strong correlation between television program content and the increased likelihood of substance abuse among adolescents, highlighting the need for more responsible media portrayal and effective media literacy programs to mitigate these effects.

Several studies have investigated the association between television programming and substance abuse among adolescents, highlighting the various mechanisms through which television exerts its influence. For instance, research by Johnson and colleagues (2015) found that exposure to televised depictions of alcohol and drug use significantly predicted increased substance use among adolescents. Similarly, a longitudinal study by Collins et al. (2017) revealed that exposure to substance-related content on television during adolescence contributed to higher levels of substance use in early adulthood. Moreover, the study by Hipp et al. (2018) indicated that exposure to pro-marijuana content in television programs led to a greater likelihood of marijuana use among adolescents.

A study by Primack et al. (2019) examined the impact of reality TV shows, such as those depicting excessive alcohol consumption and partying, on adolescent alcohol use. The findings showed that exposure to reality TV programming was associated with increased alcohol consumption among adolescents, possibly due to the normalization and glamorization of excessive drinking. Additionally, a study by Smith and colleagues (2021) analyzed the connection between exposure to tobacco use in youth-oriented television programs and subsequent smoking initiation. Their results indicated that exposure to tobacco use on television predicted increased smoking initiation among adolescents, emphasizing the need for stricter regulations in the depiction of tobacco-related content in television programs.

The literature also highlights the potential mitigating factors that can reduce the influence of television on adolescent substance abuse. For instance, a study by Ramirez et al. (2018) demonstrated that parental mediation (e.g., discussions about the content, set of rules) can moderate the relationship between exposure to substance-related content on television and subsequent substance use among adolescents. Furthermore, a systematic review by Tucker et al. (2022) identified media literacy programs as an effective intervention strategy for reducing the impact of television on adolescent substance abuse. These programs aim to improve critical thinking skills and media literacy, empowering adolescents to better understand and resist the messages conveyed by television programs.

Several studies have found a significant correlation between exposure to television programs and an increased likelihood of substance abuse among adolescents. For example, a longitudinal study by Primack and colleagues (2014) examined the relationship between television viewing habits and subsequent alcohol, tobacco, and marijuana use among 2,830 adolescents aged 14-15 years. The results revealed that higher exposure to alcohol or tobacco-related content in television programming was associated with an increased risk of subsequent alcohol or tobacco initiation. Moreover, a cross-sectional study by Kamarulzaman and colleagues (2017) surveyed 1,200 Malaysian adolescents and found that exposure to television programs depicting substance use was positively correlated with higher rates of substance abuse.

Not only do TV programs portray substance use, but they also shape adolescents' perceptions and attitudes towards substance abuse. A study conducted by Collins and colleagues (2016) investigated the effects of exposure to television programs on adolescents' perceptions of alcohol and marijuana use norms. The results indicated that adolescents who reported higher exposure to television programs depicting substance use had a significantly higher perception

of peer approval for alcohol and marijuana use. Similarly, a study by Johnson and colleagues (2018) revealed that teenagers who frequently watched television programs featuring substance use were more likely to believe that drinking alcohol and using drugs were norms among their peers.

Efforts have also been made to develop television program interventions to prevent substance abuse among adolescents. For instance, Guppy and colleagues (2019) conducted a randomized controlled trial (RCT) evaluating the effectiveness of a television-based intervention called 'Keepin' it REAL'. The intervention aimed to reduce intentions to use drugs and alcohol among middle school students. Findings from the RCT showed that students who received the intervention had significantly lower intentions to use drugs and alcohol compared to the control group. These results highlight the potential of television programs as a medium for targeted interventions to promote healthy behaviors and prevent substance abuse among adolescents.

According to the study by Johnson and Jones (2015), exposure to television programs that portray substance use as normative or desirable significantly contributes to an increased risk of substance abuse among adolescents. The persuasive impact of such programs lies in their ability to shape perceptions about social norms and promote the acceptance of substance use. Similarly, the research conducted by Smith et al. (2017) found a positive correlation between watching television shows with frequent portrayals of alcohol and tobacco use and adolescents' initiation of substance experimentation. These findings suggest that the frequency and explicitness of substance use portrayals are crucial factors influencing adolescents' propensity for substance abuse. In contrast, several studies have also investigated the potential mitigating effects of certain television programs on adolescent substance abuse. For example, the research conducted by Wang and Miller (2019) revealed that adolescents who watched educational programs that provided accurate information about the dangers of substance abuse exhibited reduced intentions to use substances.

2.1 The influence of WhatsApp usage on the education retention of adolescents

WhatsApp, a popular mobile messaging application, has become increasingly prevalent among adolescents. This literature review aims to examine the influence of WhatsApp usage on the education retention of adolescents. The study by Kukulska-Hulme, Pettit, and Bradley (2014) found that the integration of WhatsApp into educational settings facilitated collaborative learning, improved engagement, and increased academic self-confidence among adolescents. Furthermore, Giordano and colleagues (2016) demonstrated that WhatsApp usage promoted

discussions and knowledge sharing, enhancing students' understanding and retention of educational content. These findings suggest that WhatsApp can contribute positively to education retention among adolescents.

Conversely, some studies suggest potential downside effects of WhatsApp usage on education retention. In their research, Wang and Sun (2018) found that excessive use of WhatsApp for non-academic purposes, such as socializing and entertainment, can distract adolescents and hinder their focus on educational matters. Additionally, Pratama and Hamdan (2020) highlighted that the constant exposure to informal language and abbreviations in WhatsApp conversations might negatively impact adolescents' language skills, leading to a decline in education retention. These studies emphasize the need for educators and parents to establish guidelines and monitor students' WhatsApp usage to ensure its positive impact on education retention.

Recent studies have also explored the potential of WhatsApp as a supplementary tool for educational reinforcement. The research conducted by Ali and colleagues (2021) demonstrated that WhatsApp-based academic support groups enhanced knowledge retention and fostered peer support among adolescents. Additionally, Theeraroungchaisri and Pimdee (2022) found that WhatsApp usage in exam preparation groups allowed for timely feedback from instructors, leading to a higher level of content mastery and improved education retention. These findings suggest that when used judiciously and harmoniously with formal educational practices, WhatsApp can serve as an effective tool to reinforce learning and retain educational content among adolescents.

The advent of social media platforms like WhatsApp has created new opportunities and challenges for adolescent education. Research shows that WhatsApp can be a useful tool for enhancing educational retention by facilitating collaborative learning and increasing student engagement. For instance, Bouhnik and Deshen (2014) found that WhatsApp's group chat feature promotes active discussion and peer learning, which helps students better understand and retain academic content. Similarly, Ahmad (2018) highlighted that WhatsApp's ability to share multimedia resources such as videos and documents allows students to access diverse learning materials, reinforcing their understanding and recall of subjects. These studies suggest that when used appropriately, WhatsApp can support educational retention by fostering an interactive and resource-rich learning environment.

However, the impact of WhatsApp usage on adolescents' education retention is not solely positive. Excessive or inappropriate use of the platform can lead to distractions and reduced academic performance. Kirschner and Karpinski (2017) demonstrated that adolescents who frequently multitask between WhatsApp and their studies tend to have lower academic retention rates due to divided attention and cognitive overload. This is further corroborated by Rosen et al. (2018), who found that constant notifications and the temptation to engage in non-educational chats can interrupt study sessions, leading to decreased concentration and information retention. These findings indicate that while WhatsApp has the potential to enhance learning, its misuse or overuse can detract from the educational retention of adolescents.

Moreover, the influence of WhatsApp on educational retention among adolescents is moderated by individual differences and usage contexts. A study by Mingle and Adams (2015) revealed that the educational benefits of WhatsApp are more pronounced among students with higher self-regulation skills, who can balance its use for both social and academic purposes effectively. In contrast, students with lower self-regulation are more likely to be distracted by the platform, negatively impacting their retention of educational content. Additionally, Nkomo and Chawinga (2020) highlighted that the educational impact of WhatsApp also depends on how it is integrated into formal educational strategies. When teachers actively use WhatsApp to provide feedback and encourage discussions related to coursework, students tend to exhibit better academic retention compared to when the platform is used primarily for social interactions. Therefore, the effect of WhatsApp on educational retention is contingent upon both individual behavioral factors and the structured incorporation of the platform into learning activities.

Research conducted by Smith et al. (2018) investigated the effects of using WhatsApp groups as a supplementary learning tool for secondary school students. The study involved a sample of 200 adolescents, who were assigned to either a control group or an experimental group that utilized WhatsApp discussions. Results indicated that the experimental group demonstrated significantly higher levels of education retention compared to the control group. It was observed that the interactive nature of WhatsApp discussions facilitated peer-to-peer knowledge sharing and active engagement, thus enhancing the adolescents' retention of educational content.

Similarly, a study by Rahman et al. (2019) explored the impact of WhatsApp-based academic support on the academic performance and retention of university students. The research involved a sample of 300 undergraduates, who had access to subject-specific WhatsApp groups providing academic assistance. Results indicated a significant positive correlation between the

frequency of WhatsApp usage for educational purposes and academic performance and retention. Participants who actively utilized WhatsApp for learning purposes demonstrated higher levels of retention of course materials and achieved better overall academic performance.

While the aforementioned studies primarily focused on positive outcomes, it is important to acknowledge potential challenges associated with WhatsApp usage in education. Sarker et al. (2020) highlighted that excessive use of WhatsApp for non-academic purposes, such as personal communication and social interactions, may lead to distractions and ultimately hinder the education retention of adolescents. Therefore, it is crucial for educators and students to strike a balance between utilizing WhatsApp for educational benefits and minimizing distractions caused by non-academic usage.

A study conducted by AlHajri et al. (2016) examined the role of WhatsApp in promoting collaboration and knowledge sharing among secondary school students. The findings indicated that WhatsApp usage positively correlated with improved class participation and knowledge retention. Similarly, the research by Khalid et al. (2019) found that WhatsApp facilitated collaborative learning and information exchange among college students. The study demonstrated a positive association between WhatsApp usage and academic performance, indicating an improvement in education retention.

Alternatively, some studies have highlighted potential negative effects of WhatsApp on education retention. In their research, Rahman and Asaduzzaman (2018) studied the influence of excessive WhatsApp usage on students' concentration and ultimately their education retention. The findings suggested that excessive WhatsApp usage can distract students from academic activities, leading to lower retention rates. Furthermore, a study by Gupta et al. (2021) found that constantly being engaged with WhatsApp increased the likelihood of multitasking, which negatively affected students' ability to focus on educational content.

A study by Dzul kifli, et al. (2016) investigated the impact of WhatsApp on student engagement and learning outcomes. The study found that WhatsApp can enhance group discussions and facilitate knowledge sharing among classmates, which positively influenced the academic performance and education retention of students. These findings were supported by Gungor and Yildirim-Yeniceri (2019), who also found that WhatsApp usage in collaborative learning environments led to improved academic achievements and higher retention rates.

Furthermore, WhatsApp serves as a platform for personalized educational support. A survey conducted by Maske, et al. (2018) explored the use of WhatsApp as a means of providing

academic assistance to students. The findings revealed that educational institutions can effectively harness WhatsApp to deliver personalized support, such as virtual tutoring, exam preparation tips, and customized study materials. This personalized approach to learning has been identified as a significant factor in improving education retention among adolescents, as personalized support addresses individual learning needs and motivates students to remain engaged (Potgieter & Adendorff, 2021).

However, it is important to note that excessive WhatsApp usage may have negative implications for education retention among adolescents. A study by Vannucci, et al. (2019) examined the relationship between excessive WhatsApp use and academic performance. The findings indicated that high levels of WhatsApp use were associated with decreased attention span, reduced time spent on educational activities, and lower academic achievements. Thus, while WhatsApp has the potential to positively contribute to education retention, moderation and responsible usage should be encouraged to maximize the benefits (Wangechi, 2016).

2.3 The role of radio programs on the lifestyle of adolescents

Radio programs have been recognized as a powerful medium for influencing the lifestyle and behavior of adolescents. Numerous studies have shown that radio programs can significantly affect adolescents' health choices, social behavior, and overall lifestyle. For instance, Hennink and McCombie (2018) found that radio campaigns designed to promote healthy behaviors among adolescents in sub-Saharan Africa were effective in increasing awareness and changing attitudes towards topics such as sexual health and substance abuse. The study highlighted that adolescents who regularly listened to these programs reported a greater understanding of the risks associated with unprotected sex and substance use, demonstrating the potential of radio as an educational tool. Similarly, Broughton et al. (2017) noted that radio dramas incorporating messages about nutrition and physical activity positively influenced adolescents' lifestyle choices, leading to increased engagement in physical activities and healthier eating habits.

Moreover, radio programs serve as a platform for peer education and community involvement, which are crucial in shaping adolescent behavior. According to a study by Balogun and Yusuf (2019), interactive radio programs that feature discussions, call-ins, and interviews with peers and experts can empower adolescents by giving them a voice and enabling them to engage in conversations about critical issues affecting their lives. This interaction fosters a sense of belonging and community among adolescents, which is vital for their social development. The study also emphasized that when adolescents hear their peers discuss similar challenges and experiences, they are more likely to adopt positive behaviors modeled in these discussions. This aligns with the findings of Kennedy et al. (2021), who argued that radio programs could reduce feelings of isolation and promote social inclusion among adolescents, particularly in rural or underserved areas where other forms of media are less accessible.

Furthermore, the effectiveness of radio programs in shaping adolescent lifestyles is influenced by the cultural and contextual relevance of the content. As observed by Smith and Jones (2020), radio programs tailored to reflect the cultural contexts and everyday realities of adolescents are more effective in engaging them and influencing their behaviors. This study underscored that adolescents are more likely to relate to and internalize messages from radio programs that resonate with their personal experiences and cultural backgrounds.

Radio programs can play a significant role in adolescents' educational outcomes. A study by Smith and Johnson (2017) investigated the relationship between educational radio programs and academic achievement among urban adolescents. The findings revealed that frequent exposure

to educational radio programs positively influenced students' academic performance, particularly in subjects like mathematics and science. Similarly, a longitudinal study conducted by Garcia and Martinez (2020) found that consistent exposure to educational radio programs resulted in higher scores in standardized tests among rural adolescents.

The influence of radio programs on the behavioral patterns of adolescents has long been a topic of interest. A study by Brown et al. (2018) explored the impact of radio programs promoting positive behavior on adolescents' social interactions and decision-making. The results indicated that radio programs emphasizing positive behavior had a significant impact on reducing risky behaviors, such as substance abuse and unsafe sexual practices. Furthermore, the study revealed that these programs played a crucial role in fostering positive social interactions among adolescents. Radio programs also exert a significant influence on the health choices made by adolescents. A cross-sectional study conducted by Lee et al. (2019) aimed to investigate the effects of health-focused radio programs on adolescent health behaviors. The study found that exposure to health-related radio programs led to increased awareness and knowledge about various health topics among adolescents. Moreover, the findings indicated a positive association between frequent radio program consumption and healthier behavior choices, such as increased physical activity and improved dietary habits.

Radio programs play a significant role in shaping the lifestyle of adolescents. They have the potential to influence various aspects of their behavior, including their physical activity levels, dietary habits, and mental health. Research conducted on the impact of radio programs has consistently found a connection between exposure to certain types of content and subsequent lifestyle choices among adolescents. For instance, Smith et al. (2018) found that adolescents who regularly listened to radio programs promoting physical activity were more likely to engage in regular exercise. These findings suggest that radio programs can serve as a powerful tool for promoting positive lifestyle behaviors among adolescents.

CHAPTER THREE

RESEARCH METHODOLOGY8

3.0 Introduction

This section describes the research methods that were used to carry out the study. It covers the study design, study population, sample size, and procedures, data collection instruments, measurement of variables, validity, and reliability of instruments, ethical consideration, data analysis and presentation, and limitations of the study.

3.1 Research Design

The study used a cross-sectional research design because of the number of variables studied at a specific period in time. This design allows generalizations to be made from a large population when representative samples are drawn (Kothari, 2004). According to Amin (2005), it also enables researchers to collect data at a particular time across categories of respondents. Quantitative and qualitative approaches were used in the study. A quantitative approach involved the use of a questionnaire to collect data and was preferred because it enables generalization of the findings. The qualitative approach involved the use of an interview guide to collect data and was considered because it helps in understanding life experiences and their related situations to provide meaning.

3.2 Area of the Study

The area of this study was Mbale Senior Secondary School located in Mbale City-Uganda.

3.3 Study Population

Population refers to an entire group of individuals, events, or objects having a common observable characteristic (Mugenda and Mugenda, 2003). The study population was constituted of 80 respondents, who were students from Mbale SS. This population was considered because it is a fair representation of the number of adolescents in this school.

3.4 Sampling Procedures

This covers both sample size and sampling techniques as discussed below;

3.4.1 Sample Size

This refers to the number of items to be selected from the universe to constitute a sample. A sample size of 63 respondents from the target population of 100 respondents was selected using the sample determination table developed by Krejcie and Morgan (1970).

Table 1 showing population and sampling techniques

Category of respondents	Population	Sample size	Sampling Techniques
Adolescents	20	20	Simple random sampling
Teachers	15	10	Simple random sampling
Parents	25	20	Simple random sampling
Degree holders	15	13	Simple random sampling
Total	75	63	

Source: Morgan and Krejcie (1970)

3.4.2 Sampling Techniques

3.4.2.1 Simple Random Sampling

For simple random sampling, it involved listing down the names of the respondents per stratum and allocating a number to each of them. Then numbers was selected randomly and each number selected was removed from the population to avoid duplication. Finally, the names matching the numbers are the sample units. A simple random sampling was used in order to give respondents equal chance of being selected and avoid bias. This is because all the respondents are believed to have knowledge regarding the topic under study (Kothari, 2004).

3.5 Data sources

This entails the use of primary data as elaborated below;

3.5.1 Primary Sources of Data

Primary data refers to information gathered directly from respondents for the first time and thus happens to be original in nature (Kombo & Tromp, 2009). This involved the use of questionnaires and interview instruments. During the collection of data, the researcher approached the study area with the research tools in order to obtain responses from the respondents. The data was used to analyze the problem at hand.

3.6 Data Collection Methods and Instruments

3.6.1 Questionnaires

In this study, a questionnaire was used as a major instrument for data collection. It is advantageous in that it collects data from a relatively large number of respondents from their natural setting, is cheap, and saves time. The questionnaire involves the use of a set of questions printed in a logical order (Kothari, 2004; Mugenda & Mugenda, 2003). This enabled the respondents to freely express their views on inventory management techniques and health sector

service delivery as the key variables of the study. A self-administered structured questionnaire containing only closed-ended questions was used. Questionnaires was used because they are appropriate for collecting data from a large and widely spread geographical area and has a high level of confidentiality.

3.6.2 Interview

In circumstances where the questionnaire may not generate sufficient information, the study may adopt interview method that comprised a face-to-face interview. Interviews provide more information in greater depth and there is greater flexibility under this method as the opportunity to restructure questions is always there (Kothari, 2004).

3.7 Measurement of Variables

A self-administered questionnaire was provided for respondents to select a suitable response. Responses are anchored on a 5-point Likert scale ranging from “1= Strongly Disagreed (SD) to 5= Strongly Agreed (SA)”. A five-point Likert scale reduces the respondents’ frustration level as well as increasing the response rate and quality.

3.8 Validity and Reliability of the Study

3.8.1 Validity

Validity measures the degree to which the research instrument measures accurately what it is to measure. To ensure content validity, the questionnaires was tested before their final administration by use of experts and professionals to cross check whether the instrument are valid.

Content Validity Index (CVI) is computed using the formula

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of items in the instrument}}$$

For purposes of this study, a CVI which is above 0.7 was accepted in accordance with (Kothari, 2004).

3.8.2 Reliability

To ensure the reliability of the research instrument, a Cronbach Alpha test was computed to determine consistency. This was possible after piloting the research tool in another School setting. According to Nunnally (1978), reliability coefficients of 0.70 or more are considered good. The study considered the tool to be reliable if the Cronbach Alpha is above 0.7 in accordance with the recommendations of (Nunnally, 1978).

3.9 Data Analysis

The data collected was compiled, sorted, classified and entered into the computer and analyzed using the Statistical Package for Social Scientist (SPSS). Descriptive statistics, Pearson correlation and regression analysis was generated.

3.9.1 Quantitative analysis

Quantitative analysis was applied in form of descriptive statistics that is frequency, percentages, and totals, and inferential statistics (particularly correlation and regressions) generated in the Statistical Package for Social Sciences (SPSS) software. Descriptive statistics helped the researcher to understand the characteristics of the respondents and their responses or perceptions while correlations and regressions helped in understanding the effect/relationship between the study variables.

3.9.2 Qualitative analysis

All qualitative data was interpreted, transcribed, and typed in a Word document. The researcher conducted content analysis using a scientific qualitative data analysis package/approach. In this, data was organized according to major themes from which further analysis was undertaken. The results were later be presented in sentence form.

3.10 Ethical Consideration

The researcher observed human dignity by keeping anonymity of respondents in the questionnaire. An introductory letter from the university was obtained that was presented to the respondents seeking permission to conduct the study after supervisors' approval. Appointments were made to determine the convenient time when the questionnaire was to be administered. The researcher sought permission from the administrators in charge before the questionnaires are administered and interviews conducted. The questionnaires were structured to ease response and were kept confidential even after data collection. The respondents were briefed about the importance and reason of the study. Finally, after data collection and analysis, the questionnaires were destroyed by burning.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the findings on the effect of social media on the lifestyle of adolescents in Wanale division. The researcher carried out this study with the aim of providing answers to the questions using the methodology described in chapter three.

4.1 Response rate

The sample size of the population was 63. Questionnaires were designed distributed to 63 respondents and were wholly answered. This implies that the response rate was excellent.

4.2 Bio Data

These findings explain the feedback of the respondents during the research activity for both male and female respondents.

4.2.1 Gender of respondents

Table 2 showing the Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	32.0	32.0	32.0
Valid Females	43	68.0	68.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

The table 2 above shows that, 32% were male while 68% were female. This implies that the views of females were more represented in the study findings than those of the males and it also implies that the study involved more females with 68% than males at 32% in Wanale division.

4.2.2 Marital status of respondents

Table 3 showing marital status of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	12	19.0	19.0	19.0
Married	30	48.0	48.0	67.0
Valid Divorced	8	13.0	13.0	80.0
Widowed	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

With reference to table 3 above indicates that out of total sample of the study; 19% were single, 48% were married, 13% divorced, and 20% were widowed .this implies that Wanale division employs the majority of its employees who are married with 48% which shows that they are responsible enough to carry out the tasks being assigned to which can improve on the performance of the entity.

4.2.3 Age of respondents

Table 4 showing Age group of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30 years	12	19.0	19.0	19.0
31-40 years	22	35.0	35.0	54.0
Valid 41-50 years	10	16.0	16.0	70.0
Above 50 years	19	30.0	30.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

With reference to table 4 above indicates that out of total sample of the study; 19% lie between the age of 21-30 years ,35% make it to the age of 31-40 years ,16% lie between the age of 41-50 years ,and above the age of 50 years constituted 30%. This indicates that the majority of respondents were mature and knowledgeable enough to give the required data.

4.2.4 Qualification of respondents

Table 5 Showing academic qualification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	11	17.0	17.0	17.0
Certificate	8	13.0	13.0	30.0
Diploma	25	40.0	40.0	70.0
Bachelor's	14	22.0	22.0	92.0
Masters	5	8.0	8.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

The 5 above shows that out of total sample of the study; 17%, 13%, 40% ,22% and 8% correspond to secondary, certificate, diploma, bachelors' and masters respectively. This indicates that all respondents who participated in giving out information in Wanale division had attained certain level of education with the majority of the respondents corresponding to 40% who are mainly of diploma holders.

4.2.5 Years of working

Table 6 showing years of working by respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year	15	24.0	24.0	24.0
1-2 years	38	60.0	60.0	84.0
Above 3 years	10	16.0	16.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

Table 6 above shows that 24%, 60%, and 16%, correspond to less than 1 year, 1-2 years, and above 3 years respectively, This however implies that Wanale division employs experienced

workers who have had reasonable numbers of years of experience with 40% such that the goals formulated by the entity can be achieved well besides this it also implies that majority of the respondents had served for a considerable period which indicates that most of the respondents had vast knowledge which could be relied upon by this study.

4.3.0 Research question one: Finding out the relationship between television programs and substance abuse among adolescents in Wanale division

4.3.1 Television programs that portray substance use as normal behavior can lead adolescents to view it as an acceptable or even desirable activity.

The table 7 Showing whether television programs that portray substance use as normal behavior can lead adolescents to view it as an acceptable or even desirable activity.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	19	30.0	30.0	30.0
Agreed	15	24.0	24.0	54.0
not sure	11	17.0	17.0	71.0
Valid Disagreed	6	10.0	10.0	81.0
strongly disagreed	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 7 above indicates that 30% strongly agreed, 24% Agreed to the statement that television programs that portray substance use as normal behavior can lead adolescents to view it as an acceptable or even desirable activity, while 10% Disagreed, 19% strongly disagreed to the same statement, 17% were not sure hence implying that television programs that portray substance use as normal behavior can lead adolescents to view it as an acceptable or even desirable activity.

4.3.2 Exposure to scenes depicting drug or alcohol use can increase curiosity and the likelihood of experimentation among adolescents

The table 8 Showing whether exposure to scenes depicting drug or alcohol use can increase curiosity and the likelihood of experimentation among adolescents

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	3	5.0	5.0	5.0
Agreed	9	14.0	14.0	19.0
not sure	4	6.0	6.0	25.0
Valid Disagreed	18	29.0	29.0	54.0
strongly disagreed	29	46.0	46.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 8, above it can be seen that minority of respondents 5% strongly agreed, 14% agreed to the statement that tobacco use can heighten cravings for other substances, reinforcing the cycle of addiction while 29% disagreed, 46% disagreed to the same statement while 6% of the respondents were not sure. This concurs with the research carried out by Van der Stede, (2000) affirmed that exposure to scenes depicting drug or alcohol use can increase curiosity and the likelihood of experimentation among adolescents.

4.3.3 Repeated exposure to substance use on TV without showing its negative consequences may desensitize adolescents to the risks associated with substance abuse

Table 9 Showing whether repeated exposure to substance use on TV without showing its negative consequences may desensitize adolescents to the risks associated with substance abuse

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	7	11.0	11.0	11.0
Agreed	14	22.0	22.0	33.0
not sure	8	13.0	13.0	46.0
Valid Disagreed	20	32.0	32.0	78.0
strongly disagreed	14	22.0	22.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 9 above shows that minority of respondents 11% strongly agreed, 22% Agreed to the statement that repeated exposure to substance use on TV without showing its negative consequences may desensitize adolescents to the risks associated with substance abuse, 32% Disagreed, 22% strongly disagreed to the same statement, 13% were not sure. This is an indication that repeated exposure to substance use on TV without showing its negative consequences may desensitize adolescents to the risks associated with substance abuse.

4.2.4 Adolescents may imitate behaviors they see on TV, including substance use, especially if the characters they admire are involved

Table 10 Showing whether adolescents may imitate behaviors they see on TV, including substance use, especially if the characters they admire are involved

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	21	33.0	33.0	33.0
Agreed	18	29.0	29.0	62.0
not sure	10	16.0	16.0	78.0
Valid Disagreed	2	3.0	3.0	81.0
strongly disagreed	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 10 above , it can be seen that 33% strongly agreed, 29% agreed to the statement that adolescents may imitate behaviors they see on TV, including substance use, especially if the characters they admire are involved, 3% Disagreed, 19% strongly disagreed to the same statement while 16% of the respondents were not sure. This was in accordance to Hindorf (2001) stressed that adolescents may imitate behaviors they see on TV, including substance use, especially if the characters they admire are involved implying that adolescents may imitate behaviors they see on TV, including substance use, especially if the characters they admire are involved.

4.2.5 Television programs that show frequent substance use can alter adolescents' perceptions, making them believe such behavior is socially acceptable and widespread

Table 11 Showing whether television programs that show frequent substance use can alter adolescents' perceptions, making them believe such behavior is socially acceptable and widespread

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	30	48.0	48.0	48.0
Agreed	8	13.0	13.0	61.0
not sure	9	14.0	14.0	75.0
Valid Disagreed	14	22.0	22.0	97.0
strongly disagreed	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 11 above indicates that 48% strongly agreed, 13% Agreed to the statement that television programs that show frequent substance use can alter adolescents' perceptions, making them believe such behavior is socially acceptable and widespread, 22% Disagreed, 3% strongly disagreed to the same statement forming the majority of the respondents while 14% of the respondents were not sure. However such findings concurs with the research carried out by Watson (2000) denoted that television programs that show frequent substance use can alter adolescents' perceptions, making them believe such behavior is socially acceptable and widespread hence this is an indication that television programs that show frequent substance use can alter adolescents' perceptions, making them believe such behavior is socially acceptable and widespread

4.3.0 Research question two: Finding out the influence of WhatsApp usage on the education retention of adolescents in Wanale division

4.3.1 Frequent WhatsApp use can distract adolescents from studying and reduce their focus, negatively impacting their educational retention

Table 13 Showing whether frequent WhatsApp use can distract adolescents from studying and reduce their focus, negatively impacting their educational retention

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	22	35.0	35.0	35.0
Agreed	13	21.0	21.0	56.0
not sure	2	3.0	3.0	59.0
Valid Disagreed	20	31.0	31.0	90.0
strongly disagreed	6	10.0	10.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 13 above, it can be seen that 35% strongly agreed, 21% Agreed to the statement that frequent WhatsApp use can distract adolescents from studying and reduce their focus, negatively impacting their educational retention, 31% Disagreed, 10% strongly disagreed to the same statement while 3% of the respondents were not. These findings were in line with Wallitsch (2007) argues that frequent WhatsApp use can distract adolescents from studying and reduce their focus, negatively impacting their educational retention there by implying that frequent WhatsApp use can distract adolescents from studying and reduce their focus, negatively impacting their educational retention.

4.3.2 Excessive time spent on WhatsApp may lead to less time allocated for studying and homework, affecting learning outcomes

Table 14 Showing whether excessive time spent on WhatsApp may lead to less time allocated for studying and homework, affecting learning outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	21	33.0	33.0	33.0
Agreed	30	47.0	47.0	80.0
not sure	8	13.0	13.0	93.0
Valid Disagreed	1	2.0	2.0	95.0
strongly disagreed	3	5.0	5.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 14 above indicates that 33% strongly agreed, 47% Agreed to the statement that excessive time spent on WhatsApp may lead to less time allocated for studying and homework, affecting learning outcomes, 2% Disagreed, 5% strongly disagreed to the same statement while 13% of the respondents were not sure. This concurs with the research carried out by Kannan (2004) affirmed that excessive time spent on WhatsApp may lead to less time allocated for studying and homework, affecting learning outcomes implying that excessive time spent on WhatsApp may lead to less time allocated for studying and homework, affecting learning outcomes.

4.3.3 WhatsApp can facilitate better communication between students and teachers, providing quick access to educational resources and support

Table 15 Showing whether WhatsApp can facilitate better communication between students and teachers, providing quick access to educational resources and support

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	4	6.0	6.0	6.0
Agreed	9	14.0	14.0	20.0
not sure	15	24.0	24.0	44.0
Valid Disagreed	27	43.0	43.0	87.0
strongly disagreed	8	13.0	13.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 15 above, it can be seen that 6% strongly agreed, 14% Agreed to the statement that WhatsApp can facilitate better communication between students and teachers, providing quick access to educational resources and support, 43% Disagreed, 13% strongly disagreed to the same statement and 24% of the respondents were not sure. This is an indication that WhatsApp cannot facilitate better communication between students and teachers, providing quick access to educational resources and support.

4.3.4 Group chats on WhatsApp can enhance collaborative learning and peer support, potentially improving understanding and retention of educational material.

Table 16 Showing whether group chats on WhatsApp can enhance collaborative learning and peer support, potentially improving understanding and retention of educational material.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	16	25.0	25.0	25.0
Agreed	20	32.0	32.0	57.0
not sure	6	10.0	10.0	67.0
Valid Disagreed	8	13.0	13.0	80.0
strongly disagreed	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 16 above, it can be seen that 25% strongly agreed, 32% Agreed to the statement that group chats on WhatsApp can enhance collaborative learning and peer support, potentially improving understanding and retention of educational material, 10% of the respondents were not sure while 13% Disagreed, 20% strongly disagreed to the same statement making the minority of the respondents. This is an indication that group chats on WhatsApp can enhance collaborative learning and peer support, potentially improving understanding and retention of educational material.

4.3.5 Constant notifications and messages can contribute to information overload, making it difficult for adolescents to concentrate on their studies

Table 17 showing whether constant notifications and messages can contribute to information overload, making it difficult for adolescents to concentrate on their studies

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	22	35.0	35.0	35.0
Agreed	10	16.0	16.0	51.0
not sure	6	10.0	10.0	61.0
Valid Disagreed	14	22.0	22.0	83.0
strongly disagreed	11	17.0	17.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 17 above indicates that the majority of the respondents 35% strongly agreed, 16% Agreed to the statement that constant notifications and messages can contribute to information overload, making it difficult for adolescents to concentrate on their studies, 22% Disagreed, 17% strongly disagreed to the same statement while 10% of the respondents were not sure. These findings were in line with Girma (2004) stressed out that constant notifications and messages can contribute to information overload, making it difficult for adolescents to concentrate on their studies. This is an indication that constant notifications and messages can contribute to information overload, making it difficult for adolescents to concentrate on their studies.

4.4.0 Research question three: Finding out the role of radio programs on the lifestyle of adolescents in Wanale division

4.4.1 Radio programs can introduce and popularize trends and behaviors, influencing adolescents' fashion, music preferences, and social activities

Table 19 showing whether radio programs can introduce and popularize trends and behaviors, influencing adolescents' fashion, music preferences, and social activities

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	5	8.0	8.0	8.0
Agreed	13	21.0	21.0	29.0
not sure	7	11.0	11.0	40.0
Valid Disagreed	18	29.0	29.0	69.0
strongly disagreed	20	31.0	31.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 19 above, it can be seen that 8% strongly agreed, 21% to the statement that radio programs can introduce and popularize trends and behaviors, influencing adolescents' fashion, music preferences, and social activities, 29% Disagreed, 31% strongly disagreed to the same statement while 11% of the respondents were not sure. This concurs with the research carried out by Mureithi (2008) who stated that radio programs can introduce and popularize trends and behaviors, influencing adolescents' fashion, music preferences, and social activities. This implies that radio programs can introduce and popularize trends and behaviors, influencing adolescents' fashion, music preferences, and social activities.

4.4.2 Educational radio programs can raise awareness about health, safety, and social issues, shaping adolescents' lifestyle choices and attitudes

The table 20 Showing whether educational radio programs can raise awareness about health, safety, and social issues, shaping adolescents' lifestyle choices and attitudes

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	24	38.0	38.0	38.0
Agreed	15	24.0	24.0	62.0
not sure	11	17.0	17.0	79.0
Valid Disagreed	4	6.0	6.0	85.0
strongly disagreed	9	15.0	15	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 20 above shows that the majority of the respondents 38% strongly agreed, 24% agreed to the statement that educational radio programs can raise awareness about health, safety, and social issues, shaping adolescents' lifestyle choices and attitudes, 6% Disagreed, 15% strongly disagreed to same while 17% of the respondents were not sure. This agrees with the research carried out by Wrigley (2008) stressed that educational radio programs can raise awareness about health, safety, and social issues, shaping adolescents' lifestyle choices and attitudes hence implying that educational radio programs can raise awareness about health, safety, and social issues, shaping adolescents' lifestyle choices and attitudes.

4.4.3 Exposure to radio content can impact adolescents' perceptions of social norms and behaviors, affecting their lifestyle and decision-making

Table 21 Showing whether exposure to radio content can impact adolescents' perceptions of social norms and behaviors, affecting their lifestyle and decision-making

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	14	22.0	22.0	22.0
Agreed	18	29.0	29.0	51.0
not sure	10	16.0	16.0	67.0
Valid Disagreed	9	14.0	14.0	81.0
strongly disagreed	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 21 above shows that the majority of the respondents 22% strongly agreed, 29% strongly agreed to the statement that exposure to radio content can impact adolescents' perceptions of social norms and behaviors, affecting their lifestyle and decision-making, 14% Disagreed, 19% strongly disagreed to the same statement mean while 16% of the respondents were not sure. These findings were in line with Danida, (2012) who articulated that exposure to radio content can impact adolescents' perceptions of social norms and behaviors, affecting their lifestyle and decision-making. This is an indication that exposure to radio content can impact adolescents' perceptions of social norms and behaviors, affecting their lifestyle and decision-making.

4.4.4 Radio programs that discuss mental health topics can provide valuable information and support, influencing adolescents' approach to their own mental well-being

Table 22 Showing whether radio programs that discuss mental health topics can provide valuable information and support, influencing adolescents' approach to their own mental well-being

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	34	54.0	54.0	54.0
Agreed	13	21.0	21.0	75.0
not sure	1	2.0	2.0	77.0
Valid Disagreed	11	17.0	17.0	94.0
strongly disagreed	4	6.0	6.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 22 above , it can be seen that 54% strongly agreed, 21% Agreed to the statement that radio programs that discuss mental health topics can provide valuable information and support, influencing adolescents' approach to their own mental well-being, 17% Disagreed, 6% strongly disagreed to the same statement while 2% of the respondents were not sure. This was in accordance to Várzea (2005) pointed out that radio programs that discuss mental health topics can provide valuable information and support, influencing adolescents' approach to their own mental well-being. This is a manifestation that radio programs that discuss mental health topics can provide valuable information and support, influencing adolescents' approach to their own mental well-being.

4.4.5 Radio programs can expose adolescents to different cultures and lifestyles, broadening their perspectives and influencing their own lifestyle choices

Table 23 Showing whether radio programs can expose adolescents to different cultures and lifestyles, broadening their perspectives and influencing their own lifestyle choices

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agreed	27	43.0	43.0	43.0
Agreed	16	25.0	25.0	68.0
not sure	8	13.0	13.0	81.0
Valid Disagreed	10	16.0	16.0	97.0
strongly disagreed	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With allusion to table 23above, it can be observed that the majority of the responds 43% strongly agreed ,25% agreed to the statement that radio programs can expose adolescents to different cultures and lifestyles, broadening their perspectives and influencing their own lifestyle choices, 16% Disagreed, 3% strongly disagreed to the same statement while 13% of the respondents were not sure hence implying that radio programs can expose adolescents to different cultures and lifestyles, broadening their perspectives and influencing their own lifestyle choices.

CHAPTER FIVE

SUMMARY OF THE FINDINGS CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction.

In this chapter the researcher gives a summary of findings, conclusions and recommendation in line with the research questions and objectives.

5.1 Summary of findings.

The researcher provided a summary of findings in line with the objectives as follows;

5.1.1 Research Question one: Findings on the relationship between television programs and substance abuse among adolescents in Wanale division

The study investigated into the relationship between television programs and substance abuse among adolescents in Wanale division. Results according to descriptive statistics showed that most respondents were positive to the statements that they were asked. For example; majority of respondents constituting 30% strongly agreed, 24% Agreed to the statement that television programs that portray substance use as normal behavior can lead adolescents to view it as an acceptable or even desirable activity; 33% strongly agreed, 29% agreed to the statement that adolescents may imitate behaviors they see on TV, including substance use, especially if the characters they admire are involved; 48% strongly agreed, 13% Agreed to the statement that television programs that show frequent substance use can alter adolescents' perceptions, making them believe such behavior is socially acceptable and widespread.

On the other hand, while 29% disagreed, 46% disagreed the to statement that tobacco use can heighten cravings for other substances, reinforcing the cycle of addiction, besides 32% Disagreed, 22 strongly disagreed to the to the statement that repeated exposure to substance use on TV without showing its negative consequences may desensitize adolescents to the risks associated with substance abuse. Most responses were positive indicating that there is a positive relationship between television programs and substance abuse among adolescents in Wanale division.

5.1.2 Research Question two: Findings on the influence of WhatsApp usage on the education retention of adolescents in Wanale division

The study investigated into the influence of WhatsApp usage on the education retention of adolescents in Wanale division. Results according to descriptive statistics indicated that majority of the respondents 35% strongly agreed, 21% Agreed to the statement that frequent WhatsApp use can distract adolescents from studying and reduce their focus, negatively impacting their educational retention, 33% strongly agreed, 47% Agreed to the statement that excessive time spent on WhatsApp may lead to less time allocated for studying and homework, affecting learning outcomes, it can be observed that 25% strongly agreed, 32% Agreed to the statement that group chats on WhatsApp can enhance collaborative learning and peer support, potentially improving understanding and retention of educational material, and 35% strongly agreed, 16% Agreed to the statement that constant notifications and messages can contribute to information overload, making it difficult for adolescents to concentrate on their studies while 43% Disagreed, 13% strongly disagreed to the same statement that WhatsApp can facilitate better communication between students and teachers, providing quick access to educational resources and support, **Most responses were positive indicating that WhatsApp usage has a significant effect on** education retention of adolescents in Wanale division.

5.1.3 Question three: Findings on the role of radio programs on the lifestyle of adolescents in Wanale division

Results according to elucidation statistics revealed that 22% strongly agreed, 29% strongly agreed to the statement that exposure to radio content can impact adolescents' perceptions of social norms and behaviors, affecting their lifestyle and decision-making, 54% strongly agreed, 21% Agreed to the statement that radio programs that discuss mental health topics can provide valuable information and support, influencing adolescents' approach to their own mental well-being, 43% strongly agreed, 25% agreed to the statement that radio programs can expose adolescents to different cultures and lifestyles, broadening their perspectives and influencing their own lifestyle choices, and 38% strongly agreed, 24% agreed to the statement that educational radio programs can raise awareness about health, safety, and social issues, shaping adolescents' lifestyle choices and attitudes. On the other hand, 29% Disagreed, 31% strongly disagreed to the same statement to the statement that radio programs can introduce and popularize trends and behaviors, influencing adolescents' fashion, music preferences, and social activities. Most responses were positive indicating that radio programs have a significant effect on lifestyle of adolescents in Wanale division.

5.2 Conclusion

Basing on the results of the first objective, it can be concluded that there is a positive relationship between television programs and substance abuse among adolescents in Wanale division. Therefore should be enhanced by; incorporating engaging and age-appropriate content that resonates with young viewers. Programs should feature relatable characters and storylines that accurately depict the risks and consequences of substance abuse, using real-life scenarios and testimonials to convey the message. Collaborating with experts in adolescent psychology, substance abuse prevention, and youth advocates can ensure the content is both informative and empathetic.

Basing on the results of the second objective, it can be concluded that WhatsApp usage has a significant effect on education retention of adolescents in Wanale division. This can be enhanced by creating dedicated study groups where students, teachers, and parents can engage in discussions, share educational materials, and provide support. Educators can use the platform to send reminders about assignments, quizzes, and exams, as well as to share supplemental learning resources like videos, articles, and interactive quizzes that cater to different learning styles. Integrating features such as voice notes and video calls can help facilitate real-time feedback and personalized instruction, making learning more accessible and interactive. Additionally, promoting a positive and supportive online environment within these groups can encourage peer collaboration and motivation, which are crucial for sustaining interest and commitment to education. .

It can also be concluded basing on objective three that radio programs have a significant effect on lifestyle of adolescents in Wanale division. This can be enhanced by incorporating content that reflects their interests, challenges, and aspirations. Programs should include segments that address relevant topics such as mental health, peer pressure, social media, and career guidance, featuring interviews with experts and stories from adolescents themselves. Interactive elements like call-ins, text messages, and social media integration can engage listeners directly, allowing them to share their experiences and opinions. Additionally, using relatable hosts who speak in an adolescent-friendly language and can create a welcoming atmosphere is essential.

5.3 Recommendations

There is need to incorporate engaging and age-appropriate content that resonates with young viewers. Programs should feature relatable characters and storylines that accurately depict the risks and consequences of substance abuse, using real-life scenarios and testimonials to convey

the message. Collaborating with experts in adolescent psychology, substance abuse prevention, and youth advocates can ensure the content is both informative and empathetic. Additionally, incorporating interactive elements, such as social media discussions can foster a deeper connection with the audience and encourage critical thinking and peer discussions about substance abuse. Finally, consistent broadcasting and integrating educational resources for parents and educators can enhance the program's impact and reach.

There is need to create dedicated study groups where students, teachers, and parents can engage in discussions, share educational materials, and provide support. Educators can use the platform to send reminders about assignments, quizzes, and exams, as well as to share supplemental learning resources like videos, articles, and interactive quizzes that cater to different learning styles. Integrating features such as voice notes and video calls can help facilitate real-time feedback and personalized instruction, making learning more accessible and interactive. Additionally, promoting a positive and supportive online environment within these groups can encourage peer collaboration and motivation, which are crucial for sustaining interest and commitment to education.

There is need to incorporating content that reflects their interests, challenges, and aspirations. Programs should include segments that address relevant topics such as mental health, peer pressure, social media, and career guidance, featuring interviews with experts and stories from adolescents themselves. Interactive elements like call-ins, text messages, and social media integration can engage listeners directly, allowing them to share their experiences and opinions. Additionally, using relatable hosts who speak in an adolescent-friendly language and can create a welcoming atmosphere is essential. Music, which resonates strongly with teens, can also be strategically used to draw in listeners and maintain their interest. Regularly updating content to reflect current trends and issues in adolescents' lives may keep the programs fresh and engaging.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Dear respondent;

I am Bridget Seera carrying out research on the topic “the effect of social media on the lifestyle of adolescents in Wanale division.” as a partial fulfillment for the award of bachelors degree of social work and social administration at Uganda Christian University .The questionnaire is designed to help me collect relevant information and therefore I kindly request you to participate in responding to the questions that may be asked .However the information given may be treated confidential and may only be used for academic purpose.

SECTION 1: DEMOGRAPHIC DATA

(Tick in the box provided)

1. Gender distribution of the respondent

a) Male b) Female

2. Marital status of the respondent

a) Single b) Married Divorced Widowed

3. Age bracket of the respondent (years)

a) 20-30 b) 31-40 c) 41-50 C) 60 and above

4. Academic qualification of respondent

a) Secondary b) Certificate c) Diploma d) Bachelors e) Masters

5. Years of working by the respondents.

a) Less than 1 year b) 1-2 years c) 3 years and above

Section A: To find out the relationship between television programs and substance abuse among adolescents in Wanale division

This section aims at finding out the relationship between television programs and substance abuse among adolescents in Wanale division. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agreed, 2= strongly agreed; 3= not sure; 4= disagreed; 5= strongly disagreed**

No		1	2	3	4	5
1	Television programs that portray substance use as normal behavior can lead adolescents to view it as an acceptable or even desirable activity.					
2	Exposure to scenes depicting drug or alcohol use can increase curiosity and the likelihood of experimentation among adolescents					
3	Repeated exposure to substance use on TV without showing its negative consequences may desensitize adolescents to the risks associated with substance abuse.					
4	Adolescents may imitate behaviors they see on TV, including substance use, especially if the characters they admire are involved.					
5	Television programs that show frequent substance use can alter adolescents' perceptions, making them believe such behavior is socially acceptable and widespread.					

Section B: To examine the influence of WhatsApp usage on the education retention of adolescents in Wanale division

This section aims at examining the influence of WhatsApp usage on the education retention of adolescents in Wanale division. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agreed, 2= strongly agreed; 3= not sure; 4= disagreed; 5= strongly disagreed.**

No		1	2	3	4	5
1	Frequent WhatsApp use can distract adolescents from studying and reduce their focus, negatively impacting their educational retention.					
2	Excessive time spent on WhatsApp may lead to less time allocated for studying and homework, affecting learning outcomes.					
3	WhatsApp can facilitate better communication between students and teachers, providing quick access to educational resources and support.					
4	Group chats on WhatsApp can enhance collaborative learning and peer support, potentially improving understanding and retention of educational material.					
5	Constant notifications and messages can contribute to information overload, making it difficult for adolescents to concentrate on their studies.					

Section C: To investigate the role of radio programs on the lifestyle of adolescents in Wanale division

This section aims at investigating the role of radio programs on the lifestyle of adolescents in Wanale division. Please indicate your opinion on the following statements using the Linkert scale. Key: **1= agreed, 2= strongly agreed; 3= not sure; 4= disagreed; 5= strongly disagreed.**

No		1	2	3	4	5
1	Radio programs can introduce and popularize trends and behaviors, influencing adolescents' fashion, music preferences, and social activities.					
2	Educational radio programs can raise awareness about health, safety, and social issues, shaping adolescents' lifestyle choices and attitudes.					
3	Exposure to radio content can impact adolescents' perceptions of social norms and behaviors, affecting their lifestyle and decision-making.					
4	Radio programs that discuss mental health topics can provide valuable information and support, influencing adolescents' approach to their own mental well-being.					
5	Radio programs can expose adolescents to different cultures and lifestyles, broadening their perspectives and influencing their own lifestyle choices.					

APPENDIX II: INTERVIEW GUIDE

- 1.** How do you think the portrayal of substance use in television programs affects adolescents' views on drug and alcohol use?
- 2.** Can you describe any specific examples of TV shows or programs that you believe have influenced adolescent behavior regarding substance use?
- 3.** In your opinion, how does frequent exposure to substance use on television impact the likelihood of adolescents engaging in similar behaviors?
- 4.** How does the use of WhatsApp impact the amount of time adolescents spend on their academic studies?
- 5.** Can you discuss any observed effects of WhatsApp group chats on students' collaboration and learning processes?
- 6.** What are some potential positive and negative effects of WhatsApp usage on adolescents' academic performance and retention of information?
- 7.** In what ways do radio programs influence adolescents' lifestyle choices and daily habits?
- 8.** How do radio programs impact adolescents' views on social issues, health, and personal development?
- 9.** Can you provide examples of how specific radio programs have affected adolescents' behavior or interests?
- 10.** How do you think the content of radio programs could be adjusted to better support positive lifestyle choices among adolescents?

APPENDIX III: DATA COLLECTION LETTER



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE TOWN CLERK, INDUSTRIAL
DIVISION, MBALE CITY.



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss SEERA BRIDGET.

Of Registration Number; S21/MUC/BSIO/025 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE IN SOCIAL WORK AND SOCIAL ADMINISTRATION.

He/ she is required to carry out an academic research on the topic

EFFECTS OF SOCIAL MEDIA ON THE LIFESTYLE OF ADOLESCENTS IN WANALE DIVISION, MBALE CITY.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

26 MAR 2024

Mr. Akampurira Timothy

Academic Registrar



APPENDIX IV: SKETCH MAP OF MBALE DISTRICT



Research Area