

**UNIVERSITY OF NAIROBI**  
**SOCIOLOGY DEPARTMENT**

**DAMAGING EFFECTS OF MEDIA ON SEXUAL PERCEPTION AND  
BEHAVIOUR OF TEENAGERS AGED BETWEEN 13 AND 17 FROM HIGH  
SOCIO-ECONOMIC BACKGROUNDS IN NAIROBI.**

**MASTER OF ARTS (M.A) IN SOCIOLOGY (COUNSELLING)**

**BY:**

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ARTS IN SOCIOLOGY (COUNSELLING)**



**OCTOBER 2010**

## DECLARATION

This Research Project is my original work and has not been presented to any other examination body.

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Date: 11/11/2010

## DECLARATION BY THE SUPERVISOR

This Research Project has been carried out under my supervision and submission is hereby made to the University for Examination with my approval as the University of Nairobi Supervisor:

Name Prof. E.K. MBURUGU

Date: 01/11/2010

Sign: 

## DEDICATION

This work is dedicated to my parents, husband and children. You not only inspired me but constantly and consistently stood by me.

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## ABBREVIATIONS

**CBS** - Central Bureau of Statistics

**CCK** - Communication Commission of Kenya

**CD** - Compact Disc

**CSA** - Centre for the Study of Adolescents

**KDHS** - Kenya Demographic and Health Survey

**MTV** - Music Television

**STD** - Standard

## ABSTRACT

This research was intended to investigate the damaging effects of media on sexual perception of teenagers aged between 13 and 17 who come from a high socio-economic background and their subsequent engagement in sex. According to the study, previous researches had shown that the social, economic and sub-cultural reasons for teenagers engaging in sexual activities focused on income level, parents marital status and religious participation where teenagers from higher income, two-parent families tend to have lower rates of sexual activity than teenagers from lower income, one-parent families. Similarly, teenagers who actively practice their religion, tend to hold less permissive attitudes and are less experienced sexually than non religious teenagers. However, the world of media in the recent past has greatly contributed to damaging the sexual attitudes and behaviours of teenagers so that even for the religious ones the impact of religion is limited. Intrusion of external influences through media and ready availability of contraceptives have contributed to the current sexual patterns in terms of changing sexual mores. The teenagers from the high socio-economic background are in great danger since they have access to largely unregulated, readily available information on sex. This research covered selected upmarket areas in Nairobi

The study was guided by the Exchange Theory and the Symbolic Interactionism Theory. The study was mainly qualitative with a purposively selected sample of respondents. The main methods of data collection included the survey method used to collect data from the primary respondents as well as key informant interviews with guidance and counseling masters and a media personality in the marketing department. Direct observation of teenagers' behaviour was also a useful source of data. Data collected from the interviews and observations made in the field were reviewed at the end of each day. The field notes were then analyzed and themes were formulated and collected.

According to the findings, many teenagers had direct access to electronic media in their homes and they could obtain largely unregulated information on sexual issues. Majority of these teenagers had parents who were busy in their careers and also received gifts and pocket money from their very parents. Based on the findings of the study, several conclusions were drawn. First the media had a great impact on the sexual perception of the teenagers, touching them at the points of their greatest vulnerability and seducing them into behaviour inconsistent with social preferences and ideals. These techno-savvy teenagers could access whatever information they needed from the internet.

Parents were not well involved in the lives of their teenagers and had no quality time with them. The quality time was substituted with gifts. Teenagers had no guidance on usage of pocket money or gifts received. Teenagers in these schools needed well organized guidance and counseling programs facilitated by the school.

Several recommendations were made after the study. The media needed to strictly adhere to the Communication Commission of Kenya code (CCK) so that the airwaves are rid of programs that damage the sexual perception of the teenagers. Parents must get more involved in the lives of the teenagers and work with the schools to guide and counsel the teenagers. It is important for these high cost schools to have well organized guidance and counseling programmes to assist the teenagers make correct and informed choices in life.

Further research was required on how to help techno-savvy teenagers to manage their sexual lives in a fast changing society that is headed to total moral decay if not well checked.

## CHAPTER ONE

### 1.0 Background

Adolescence is a turbulent and often perplexing time of life. The characteristics of adolescence that marks it as a distinct stage in the life cycle give rise to pressures and problems generally not found in childhood. Caught between the relative safety of childhood and the supposed independence of adulthood, teenagers face important developmental tasks that include carving out an identity, planning for the future, becoming more independent and developing close relationships. Most teenagers accomplish this task with a minimum of trauma. For others, life may seem overwhelming.

One major area of concern during this period is the area of sexuality. During adolescence, the lives of males and females become wrapped in sexuality. Adolescence is a time of sexual exploration and incorporation of sexuality into one's identity.

Adolescents, it must not be forgotten, have an almost insatiable curiosity about the mysteries of sex. They wonder whether they are sexually attractive, how to behave sexually and what the future holds for their sexual lives. Most of them eventually manage to develop a mature sexual identity, even though as adults may attest, there are always times of vulnerability and confusion along life's sexual journey. Coleman, 1961 says that adolescents look at each other rather than to the adult community for their social rewards. They want to win their peers' approval, admiration and respect.

Shirley Feldman, a contemporary psychologist at Stanford University (USA) reminds, however, that sexual arousal emerges as a new phenomenon in adolescence and that it is important to view sexuality as a normal aspect of adolescent development much as there are significant concerns.

Obtaining information about adolescent sexuality is not easy because assessing sexual attitudes and behaviour is not always a straightforward affair (Kelly, 2004). This is true because if someone asked you how often you had intercourse or how many sexual partners you had, you would most likely find it difficult to respond. According to Halonen and Santrock 1999, those likely to respond to sexual surveys are those with liberal sexual attitudes who engage in liberal sexual behaviour.

Research therefore is limited by the reluctance of individuals to answer questions about extremely personal matters candidly and by researchers' inability to get any answer candid or otherwise from individuals who simply refuse to talk to strangers about sex. Asked about sexual activity, individuals may choose to respond truthfully or give socially desirable answers. A boy in form three may respond that he has had sexual intercourse even if he has not for fear that it may be found out that he is sexually inexperienced.

Several reasons have been given to explain the problem of teenage indulgence in sex in Kenya; the break down in traditional family systems, influence of mass media and urbanization as well as the lack of access to information and services are just some of the factors.

Traditional values and strict social factors that once regulated sexual behaviours among unmarried youth have broken down and have not been replaced. A 1995 study in Kenya by Centre for the Study of Adolescence (CSA) showed that family members were not discussing sexuality issues with their children, a role which had been previously played by certain family members (Njau, 1995). CSA also agrees that exposure to suggestive or explicit media, films and magazines also influence adolescent sexual behaviour.

According to CSA, in many sub Saharan Africa countries sexual debut, begins early and in the absence of information and services.

Sexual activity is high among adolescents and youth in Kenya and begins early. Kenya Demographic and Health Survey (KDHS) data indicate that 8 out of every 10 young people have had sex before age 20. This forms the bulk of school going adolescents (Central Bureau of statistics, 2004).

A 2003 national survey of secondary school students showed that 13% of students had experienced their first pregnancy by age 14 while 10% of the girls interviewed had been pregnant and had either given birth or had an abortion.

More recently, mass media has played a major role in promoting sexual activity among teenagers. Today, advertisers will use sex to sell just about everything, from cars to detergents. Sex is explicitly portrayed in movies, TV shows, lyrics of popular music, DSTV and internet websites. In Kenya, and Nairobi specifically, there is an increasing concern in teenagers' access to sexual material on the internet.

In Nairobi, public vehicles (popularly known as "matatus") plying various routes display pornography through music on DVD screens. Our very own young musicians today produce music accompanied by videos with sexual undertones. One only needs to pay close attention to the lyrics of the music played to get the clear message of carefree sex.

Whereas these could be meant for entertainment, they bring out sex as a fun activity. The city of Nairobi is also splashed with a variety of magazines that encourage semi-nudity as a stylish way of dressing.

Teenagers, especially from the high socio-economic bracket have access to magazines with sexual content, some of which have found their way into Kenya from the west. The television shows that were initially censured by the government of Kenya because of their sexual undertones, are today "okay". What is observed on various TV channels are programmes that portray love and sex between unmarried people as normal. In other words, sexual content on

television has increased and become more explicit. Negative consequences of getting involved in sex at an early age are rarely aired. It must not be forgotten that adolescents because of curiosity prefer television programmes with sexual content. Many shows today portray money, fame and indulgence in pre or extra marital sex as the epitome of success.

It is therefore no wonder that the age at which teenagers first have sex is lower than age fifteen. Teachers and parents have to grapple with the teen sex problem. Many are the times that it has led to unwanted pregnancies and therefore abortion, Sexually Transmitted Diseases and forcible sexual behaviour and sexual harassment especially on females among other problems. In Africa and Kenya in particular, the problem of early engagement in sex further leads to an increase in school dropout rates which of course has a negative impact and society cannot afford to bury its head in the sand.

Today, it seems that contrary to the belief that the problem mostly affected teenagers from low socio-economic backgrounds and dysfunctional families the teenage sex problem is on the rise among those teenagers with both parents and from high socio-economic status.

The question therefore is to what extent has media contributed towards encouraging sexual activity among teenagers between 13 and 17 years especially those from the upper socio-economic bracket and can this be controlled?

### **1.1 Problem Statement**

Social scientists have developed a number of explanations concerning the reasons why some adolescents engage in sexual activity. Most often, these explanations focus on social and economic factors or on sub cultural factors. Among the social and economic factors found to influence early sexual activity are family income level, parents' marital status, and religious participation. In



general, teenagers from higher-income, two-parent families, tend to have lower rates of sexual activity than teenagers from low-income, one-parent families. Similarly, teenagers who actively practice their religion tend to hold less permissive attitudes and are less experienced sexually than non - religious teenagers (Holt et al 1995).

However, the world of media in the recent past, has greatly contributed to damaging the sexual attitudes and behaviours of teenagers. Even for those who are religious, the impact of religion in influencing their sexual behaviour is limited. Intrusion of external cultural influences through media and the ready availability of contraceptives have contributed to the current sexual patterns in terms of changing sexual mores. Such well marked influences touch teenagers at the points of their greatest vulnerability and seduce them into behaviours that are inconsistent with social preferences and ideals. In this process even the power of the church and other centres of moral influence to guide the teenagers are severely compromised. In this era of internet websites and DSTV channels, teenagers have been bombarded with a lot of information on sex. Those aged between 13 and 17 especially from the higher socio-economic bracket are in danger of largely unregulated readily available information on sex despite the fact that many of them have the advantage of two-parent families and come from higher socio-economic status. These teenagers who readily access television (DSTV) and internet (as compared to their counterparts from dysfunctional, lower socio-economic backgrounds) have been exposed to explicit sexual content in the mass media. Consequently, the rate of their early involvement in sex is alarmingly on the rise.

This study aims at investigating the extent to which media has influenced perception and sexual behaviour among teenagers aged between 13 and 17 especially those from the high socio -economic bracket. This is an area that needs to be addressed and information made available to all stakeholders in order for

them to work together towards bringing up socially and emotionally healthy teenagers.

**The following research questions guided the study**

1. Why are media, whether in form of print, visual or electronic popular avenues of information on sexual matters among teenagers?
2. What are the damaging effects of media on sexual perceptions of teenagers aged between 13 and 17 years from the high socio-economic bracket?
3. What are the loopholes within the family and the community set-up that contribute towards making media a popular avenue of information regarding sex among these teenagers?
4. In what ways can media influence and sexual activity by teenagers be controlled to a manageable level?

## **1.2 Broad Objective**

To determine the extent to which media has influenced perception and sexual behavior of teenagers aged between 13 and 17 years especially those from the high socio-economic bracket in selected up market areas of Nairobi.

## **1.3 Specific Objectives**

1. To establish factors that make media a popular avenue of information regarding sexual issues among teenagers.
2. to ascertain teenagers' perceptions on sexual issues arising from information provided by the media
3. To find out the resultant consequences of media on sexual perceptions of teenagers aged between 13 and 17 years from the high socio-economic bracket.

4. To identify the social gaps within the family and community set-up that contribute towards making media a popular avenue of information regarding sex among these teenagers.
5. To document ways in which stakeholders can work towards minimizing teenage sexual misconception and their subsequent engagement in sex.

#### 1.4 Justification of the Study

Although it is common knowledge that adolescents do struggle with their sexuality, the age at which it begins is blurred. Today in Kenya, sexual activity among pre teens and teenagers is not only on the increase but alarming. The teenagers have been bombarded with distorted information concerning sex. Sex is no longer sacred or respected but an activity of fun and recreation.

The Centre for the Study of Adolescence (CSA) agrees that exposure to suggestive or explicit media, films and magazines influence teenage sexual behaviour.

According to CSA, in many sub Saharan Africa countries sexual debut, begins early and in the absence of information and services.

Sexual activity is high among adolescents and youth in Kenya and begins early. Kenya Demographic and Health Survey (KDHS) data indicate that 8 out of every 10 young people have had sex before age 20. This forms the bulk of school going adolescents (Central Bureau of statistics, 2004).

A 2003 national survey of secondary school students showed that 13% of students had experienced their first pregnancy by age 14 while 10% of the girls interviewed had been pregnant and had either given birth or had an abortion.

Mass media has played a major role in promoting sexual activity among teenagers.

The subject of sex is neither handled well in schools nor in homes. The curious teenagers therefore obtain information from "other sources"- the most common being the mass media.

With the media as the main "teacher" on sexual issues, there is bound to be a lot of misconception on sexual matters. In this confusion, many teenagers grope in the darkness as they try to satisfy their curiosity about the mysteries of sex. Teenagers also influence one another a great deal. Generally teenagers whose friends engage in pre marital sexuality are more likely to be sexually active. In addition to this, early sexual behaviour is also associated with others risk-taking behaviour such as drug use and delinquencies.

This study based on the recent times will therefore give additional information on the various studies done on media influence on the teenagers' perception of sex and their subsequent engagement in sex

### **1.5 Scope of Study**

This study will be done on selected up market areas of Nairobi. These are purposely selected by the researcher. There has been an assumption that children from the high socio- economic backgrounds have various ways of recreation and are therefore less likely to engage in sexual activity but those from poor areas have fewer options when it comes to recreation and therefore more likely to engage in sexual activity. However, sexual activity among teenagers and pre teens from families that are not only affluent but have both parents is on the increase.

## 16 Definition of Key Terms

- Damaging Effects:** The negative impact (especially on sex related issues) of the media on the teenagers.
- Media:** Electronic and Print media
- Sexual Perception:** The belief or image one has as a result of how he/she sees or understands issues related to sex.
- Sexual Behaviour:** The way one behaves as far as sexuality is concerned.
- Sexuality:** Feelings and activities connected to the teenager's sexual desires.

## CHAPTER TWO

### 2.0 Literature Review and Theoretical Frameworks

#### 2.1 Introduction

A definition of adolescence requires a consideration of not only age but also socio-historical influences. No one enters this stage as a blank slate with only a genetic code to determine thoughts feelings and behaviours. Rather the combination of heredity, childhood experiences and adolescent experiences determines the course of adolescent development. And with the socio-historical context in mind, we can define adolescence as the period of transition between childhood and adulthood that involves biological, cognitive and socio-emotional changes. A key task of adolescence is preparation for adulthood. The future of any culture hinges on how effective this preparation is.

According to Holt et al (1995), adolescence is the period in a person's life between puberty and adulthood. While puberty is a universal phenomenon, Adolescence is a creation of modern industrial society.

Five general characteristics of adolescence according to Holt et al (1995) are:

- ❖ A time of biological growth and development.
- ❖ The status of adolescents is undefined.
- ❖ Adolescence is a period of increased decision making
- ❖ Adolescence is a time of great pressure from a variety of services, most notably, parent, school, and peers.
- ❖ Adolescence is a time of finding oneself.

One main area that influences the adolescent is that of sexuality. During adolescence, the lives of males and females become wrapped in sexuality. Adolescence is a time of sexual exploration and incorporating sexuality into one's identity. Adolescents have an almost insatiable curiosity about the

mysteries of sex. They wonder whether they are sexually attractive, how to behave sexually and what the future holds for their sexual lives. Most adolescents eventually manage to develop a mature sexual identity, even though, as adults can attest, there are always times of vulnerability and confusion along life's sexual journey. Since this is a developmental period that is characterized by intense information seeking, especially about adult roles, and given the lack of information about sexuality readily available to teens, adolescents may turn to the media for information about sexual norms.

## 2.2 Varied Traditional Views on Teenage Sex

Like so many others social phenomena, the norms governing sexual behaviour vary widely from society to society, and even with a single society over time.

In some pre-industrial societies, such as the Manganians of Polynesia, there was permission for adolescents to engage in sexual behaviour before marriage. In some of these societies such as the Trobriand Islanders and the Illa speaking people of central Africa, sexual experimentation is encouraged. This is viewed as preparation for marriage and as a way of determining whether a young girl is able to become pregnant.

In Western nations, on the other hand, traditional sexual values include strict norms against pre marital sexuality. Traditional sexual values in countries like the United States are an out- growth of Puritan and Victorian views of sexual morality. According to these views, sexual activity should be confined to marriage.

Until the 1960s, traditional sexual values had the support of the vast majority of Americans at least in principle, if not always in practice according to Holt et al (1995). In the 1960s and 1970s, however, the development of the birth control pill, a large youth counter culture and the feminist movement encouraged an end to the sexual double standard and led to the development of what has been

called the “sexual revolution”. During the so-called sexual revolution, the norms governing sexual behaviour began to change. For many people, human sexuality became a topic that was openly discussed and explored.

One of the unanticipated consequences of the changing norms concerning sexuality, however, has been a dramatic increase in adolescent sexual behaviour. This has led social scientists to devote considerable time to measuring the rate of teenage sexual activity and analyzing the factors that influence teenage sexuality.

### 2.2.1 Functions of Media for Adolescents

According to Arnett, 1991, functions of media for adolescents include;

- *Entertainment.* Media is simply used for entertainment and enjoyable diversion from everyday concerns.
- *Information.* Used to obtain information, especially on topics that their parents may be reluctant to discuss in the home, such as sexuality.
- *Sensation.* Adolescents tend to be higher in sensation seeking than adults are; certain media provide intense novel stimulation that appeal to adolescents.
- *Coping.* Adolescents use media to relieve anxiety and unhappiness. Two of the most frequently endorsed coping responses of adolescents are “listening to music” and “watching TV”.
- *Gender role modeling.* Media presents models of female and male gender roles; these media images of females and males can influence adolescents’ gender attitudes and behaviour.
- *Youth culture identification.* Media use gives many adolescents a sense of being connected to a larger peer network and culture, which is united by



the kinds of values and interests conveyed through adolescent-oriented media.

### 2.3 Availability of Electronic Media in the Homes

According to Camstock and Pike, by the time youth finish high school, they will have watched upwards of 20,000 hours of TV but will have only been in the classroom for 14,000 hours. However, the total amount of media exposure is greater than what was reported by Camstock and Pike, as playing video games, accessing the internet, attending movies, listening to music and reading for enjoyment were not included in the analyses. In fact there is completely no shortage of media options for children and adolescents. Virtually all families own at least one TV and 75% of families report owning three TVs. In fact, nearly two thirds of 8-12 year olds report having a TV in their bedrooms. Moreover, 80% of surveyed families report owning a video game console and 50% of youth report keeping a video game console in their bedroom.

Finally, almost 75% of families have computers with internet access with around 20% of youth having access to world wide web and the world web (e.g. blog, instant messaging) in their bedrooms ( Roberts, Foehr and Rideout, 2005.).

As children and adolescents get older, the type of media found in their bedrooms changes. For instance, adolescents are more likely to listen to radios, CDs and tapes in their bedrooms than are children. In contrast, youth in the middle childhood and early adolescence are more likely to have video game consoles in their bedrooms than are youth in late adolescence. Across development, with increasing age comes increasing bedroom-based computers and internet access. However, regardless of age, the percentage of youth with TVs in their bedrooms remains the same.

### 2.3.1 The Influence of Media

Rideout, Vandewater and Warteller(2003) surveyed several thousand parents and found that electronic media in its various forms is a staple in the daily diet of experiences of young children. In general, media consumption increases throughout childhood, with a recent study finding that by the time children are eight years old, they consume nearly eight hours of media per day (Gentile, Lynch, Linder and Walsh 2003). Given that parents report that their children play outside for two hours per day, children are more likely to experience the world through media than through the outdoors. In fact, nearly one third of children begin watching TV before the age of one.

Although family and social relationships also have an influence, teenagers learn about society and sexual relationships from visual media images portraying body types, clothing, and other cultural norms. Sexual content in mass media has a "profound real- life effect" according to researchers who point to the co-evolution of media messages and sexual culture in American society (Carpenter). Mass media can either reinforce norms or offer insights into alternative ways of thinking. Entertainment content depicting sexual norms, stereotypes, double-standards and sexual roles may have a profound influence on teenagers' perception about sex, body image and social norms (Ward). Teenagers often seek social and sexual information from mass media sources rather than their parents or other adults. These teenagers may be attracted to programs with sexual content. In a study of prime time television shows popular among young viewers, sexual references accounted for as much as fifty percent of character interactions. These programs typically depicted sex as a recreational pursuit rather than something pertaining to relationships or reproduction and the sexual content reinforced gender stereotypes of men as aggressors and women as sexual objects who are valued for their physical appearances (Ward).

Teenagers who are exposed to sex through media are more likely to engage in early sexual intercourse than those who are not or are rarely exposed to sexual content according to new research. A study by an American team has found a direct relationship between the amount of sexual content children see and their level of sexual activity or their intentions to have sex in the future.

According to scholars who reviewed a number of studies, research implies that; teenagers who watch sexual content on television are more likely to engage in sex; teenagers who watch a lot of television tend to have negative attitudes about being a virgin; and teenagers who see sexual content as being more real are more impacted by the sexual content. Age and gender may also influence how teenagers select media, according to one study that found older teenagers were more likely to tune into sexual content and that females were more likely to learn about sex and relationships from sexual content in the media (Greenburg and Hollschire).

Music Television (MTV) is another example of electronic media programming that barrages teens with sexual messages. From the beginning, MTV transformed music into television programming by using fast-paced visuals to grab the attention of a very specific youthful audience- a new generation that has been raised had different ways of processing information. In order to make the aural and visual elements fit together, music producers and directors, rather than entertainers and writers, control visual images that may have nothing to do with the musicians' or artistes' original concepts.

Teens report that they watch MTV because it helps them to understand the songs better, and to understand what music is all about. However, the content that the teens are tuning into is more than 75% sexual, with stereotypical portrayals of males and females. MTV uses sexual images of women through 'short, sharp, shots of intense visual pleasure' to encourage viewers to watch closely and stay

focused so that they do not miss anything. Camera angles and other production techniques in MTV videos depict men in violent scenes and women giving ambiguous yes/no signal. Visual images in videos are sexual even when the lyrics are not, according to researchers who say that "sex sells in music videos and elsewhere". Music videos that depict gender stereotypes and recreational sex without consequences influence teens' identity formation by modeling the world through these images

According to Dalameter (1981), one of the strongest influences on teenage sexual behaviour is culture. Given that television, movies, music and other forms of mass media are integral parts of the adolescent culture, the message relayed through these media have the potential to significantly affect sexual behaviour (Collins et al 2001).

Theoretical support for this contention comes from Gerbner's cultivation theory (Gerbner et al 1994). Essentially it contends that heavy exposure to TV (and to a lesser extent, related forms of mass media) results in attitudes and belief systems that are more consistent with the media's version of reality than with the way the world actually is. Thus through the portrayals of an imaginary world, TV socializes and educates viewers about the real world. With regard to sexual behaviours among adolescents, cultivation theory predicts that depiction of sexual behaviour on TV will create attitudes and behaviour consistent with televised reality. Unfortunately, this behaviour has been widely supported.

Teens watching high levels of sexual content on television tend to feel dissatisfied with being a virgin (Outright and Baran, 1980) endorse casual sex (Bryant and Rockwell, 1994), and normalize unusual sexual behaviour (e.g group sex; Greenberg and Smith, 2002).

Beyond attitudes, the heavy viewing of sexual content has been linked with increases in the onset of intercourse and the amount and type of non coital sexual

activity (e.g. breast and genital touching). Recently, Collins and colleagues (2004) found that after controlling for a wide range of social factors, teens who watched heavy sexual content were twice likely to engage in intercourse the following years in comparison to light viewers of sexual content. Furthermore, heavy television viewing was associated with more sexually advanced, non coital sexual activity. To help make these findings concrete, Collins and colleagues state that after heavy viewing of sexual content, a 12 - year old will engage in sexual behaviour consistent with that of a 14 or 15 year old. Finally, whether sexual content was directly viewed or enforced from dialogue, Collins and associates findings remained the same. Thus, exposure to sexual content appears to increase sexual activity, regardless of whether it is explicitly shown or simply talked about.

It is of common concern that faulty ideology is embedded in much of TV output and that children are unquestioningly soaking it up, to the detriment of society.

The survey published in the journal of adolescent health and online, claims that film, television, music and magazines may act as a kind of 'sexual super peer' for teenagers seeking information about sexists. It also suggests that the media at least have as great an influence on sexual behavior as religion or as a child's relationship with their parents and peers.

More than one hundred American children between the age of 12 and 15 were asked to list the kind of media they were exposed to regularly. They also answered questions about their health and levels of sexual activity, including whether they were on dates, kissed, had oral sex or full sex. Researchers then examined the sexual content of 264 items on the list, which included teen magazines, teen movies and TV programmes. They looked for examples of romantic relationships, nudity, sexual innuendo, touching, kissing, puberty and sexual intercourse. The study found that films, TV programmes, music and

magazines usually portrayed sex as 'risk free'. Sex was usually between married couples and examples of using condoms or other contraceptives were 'extremely rare'. The study concluded: "The strong relationship between media and adolescents' sexual expression may be due to the media's role as an important source of sexual socialization for teenagers. Adolescence is a developmental period that is characterized by intense information seeking, especially about adult roles and given the lack of information, they may turn to the media for information about sexual norms". The average age of the children was 13.7 years, with about a third to come from poorer backgrounds.

Another new study showed that 12 to 14 year -olds exposed to the most sexual content in music, movies, magazines and on TV were 2.2 times more likely to have had sexual intercourse when re-interviewed two years later than their peers who had a lighter sexual media diet.

In the study published by *paediatrics\**, researchers surveyed more than 1000 public middle school students in North Carolina when they were 12-14 years old and again two years later when they were 14-16 year old.

Researchers measured each teen's sexual media diet by weighting the frequency of exposure to sexual content in four major types of media: TV, music, movies and magazines. The teens were divided into five medium sized groups ranging from the lowest exposure to the highest exposure. The results showed that exposure to sexual content at ages 12 -14 increased the risk of early teen sex even after taking into account other factors known to reduce the likelihood of teen sex i.e. parental disapproval of teen sex and getting good grades. In fact, each increase in grouping of sexual content, media exposure increased the risk of teen sex by 30 per cent.

Dr. James Dobson (*Solid Answers, 1997*) agrees that much as there are many factors promoting sexual activity among teenagers, what is beamed to teenagers

on TV, in movies and from rock music industry has great bearing on their sexual behaviour..

Teenagers today are bombarded by immoral entertainment that models promiscuous behavior and teaches them that "everyone is doing it"

Laura M. Carpenter in the *Journal of Sex Research*, Nov. 2003 in an article titled *Sexual Teens, Sexual Media: Investigating Media's Influence on Adolescent Sexuality* says that news reports on Bill Clinton- Monica Lewinsky scandal introduced adolescents in America to oral sex. Americans have blamed the mass media for inciting youth to ostensibly inappropriate sexual behaviours. That media powerfully shape teens sexual lives to generally deleterious effect is widely taken for granted by politicians, parents, religious leaders, journalists and even teens themselves.

In his research paper titled *Teenage Sexuality and Teen Sex Facts*, Johnny Leo says that teenagers today cite television as one of their primary sources of information about sex. Further, he gives the following as facts found out; that the average teenager watches three hours of television per day which comes to 20,000 by the time they graduate from high school; more time than they spend in the classroom. Teens list TV as one of their primary sources of information about sex. 78% of all teenage dialogue on TV revolves around their own or someone else's interest in sex. He says that three of every prime time shows include some kind of sexual content. While teens might learn about the mechanics of sex from their parents or the classroom, they often learn sexual behaviours from the media. Leo's research indicates that four out of ten 15- 17 year-olds say they have learnt a fair amount from TV about Sexually Transmitted Diseases.

Watching TV sex can influence adolescents' sexual attitudes and behaviours. One experiment found that 13-14 year-old boys and girls who watched 15 hours of prime time TV shows that included sexual relations between unmarried partners

rated sexual indiscretions as less objectionable than their counterparts who viewed sexual relations between married couples or saw non-sexual relationships (Bryant and Rockwell, 1994). Researchers have also shown that exposure to sexual content is related to more permissive attitudes about premarital and recreational sex (Ward, 2002)

Kaiser Family Foundation, 2002 surveyed 15 - 17 year olds in the United States and found that almost 3 out of every 4 believed that sexual content on TV influences adolescents their age 'somewhat' (40%) or a lot (30%). On the positive side, in this survey many adolescents said that they learnt something positive from the sexual scenes on TV, such as how to say no to a sexual situation that makes them uncomfortable (60%) and how to talk to their partner about safer sex (43%).

Nonetheless, the overall conclusion about adolescent exposure to sex in the entertainment media is very negative.

Ward, 2003, in a recent review concluded that frequent and involved exposure to sexually oriented media such as soap operas and music videos is linked to adolescents 'greater acceptance' of stereotypical and casual attitudes about sex, as well as higher expectations about the prevalence of sexual activity and in some cases greater sexual experience. According to Roberts, 1993, a special concern about adolescents and TV sex is that while parents and teachers often feel comfortable about discussing occupational and educational choices, independence, consumer behaviours with adolescents, they usually don't feel comfortable discussing sex with them. The resulting absence of competing information( because peers talk about sex but often perpetuate misinformation) intensifies television's roles in imparting information about sex. Nonetheless, as with television aggression, whether television sex influences the behaviours of

*\*Brown J Paediatrics, April 2006; Vol 117: pp1018-1027. News release, American Academy of Paediatrics*



Adolescents depends on a number of factors, including the adolescent needs, interests, concerns and maturity (Stasbugger and Donnerstein, 1999).

As mentioned earlier, special concerns have emerged about children's and adolescents' access to information on the Internet, which has been largely unregulated. Adolescents can access adult sexual material and other information that is inappropriate for them. Information in the Internet is not well organized or regulated, indicating a critical need for adolescents to develop the navigational and evaluative skills to sort through complex information.

According to an investigation carried out in Kenya by a local daily team, the Sunday Nation, on September 6th 2009(p4), children as young as 9 years are reading and watching pornography. Teachers have expressed that the vice has led to exposure of children to sex. Investigations showed that pornography, obscenity and casual sex are on the increase, abetted by a permissive society and carefree sections of the media. The Information permanent secretary admitted that Kenya is a major producer and exporter of pornography, especially to China. In a school in Kericho, 21 out of 25 form one female students had dropped out of school due to pregnancy.

Section 15 of the children's Act states: "A child shall be protected from sexual exploitation and use in prostitution, inducement or coercion to engage in any sexual activity and exposure to obscene materials". However the question is, to what extent is this being adhered to? Today, CD's with sexual content are being hawked in almost all the major towns in Kenya making them available to children.

Psychologists have agreed that the use of sexual images is a powerful tool in the hands of certain people including paedophiles, to arouse the interest of those they target for sex. "The influx of magazines with sexual content in schools is alarming," complains a teacher in one primary school in Nairobi. According to

the Sunday Nation Team investigations, the introduction of computers and Internet in schools makes it easy for techno-savvy students to surf pornographic sites and download the images on their cellular phones. The process becomes much easier for those with internet enabled phones.

### 2.3.2 Teenage Sex: A Public Health Problem

According to the American Academy of Pediatrics teenage sex is in fact a 'major public health problem'. The physical emotional and social consequences of teenage sexual activities include high rates of teenage pregnancies and sexually transmitted diseases including AIDS. Many health professionals believe that mass media content depicting casual sex with no consequences has resulted in a host of negative behaviors among teens who may be persuaded that teenage sexual activity is both "acceptable and widespread". Pediatric health care providers are being encouraged to assess patients' media use because of its potential association with unhealthy behaviors.

In addition to modeling unhealthy sexual behaviors, entertainment may negatively influence other aspects of teens' physical and psychological well-being. Research suggests that media portrayals of unrealistic body images negatively impact teenagers' self esteem. Teenagers, especially young females become discontent with their bodies and may develop unhealthy eating behaviors in an attempt to achieve media -ideal body types (Field et al.).

Maire Messages Davies p. 46 Says: that television as a domestic medium has corrupted generations of children in an unprecedented way. TV is harmful to health in that it damages the brain cells or nervous systems or the body generally. The effect of this is to make children passive hyperactive, violent, overweight, moronic and antisocial.

### 2.3.3 Is Media solely to Blame?

Some researchers assert that studies demonstrating a correlation between sexual content in entertainment and teen sexual behaviours do not prove whether sexually active teens watch more sex or whether watching more sex encourages teens to be more sexually active. These researchers take a broader perspective of media influence on teen sexual culture, going beyond content and effects to see how individual characteristics of ethnicity, gender, developmental stage and socio-economic class influence on teens' media use and the incorporation of media ideas into teens' daily lives. These researchers situate media influence on teens' sexuality in the context of family, friends and school and other social situations that provide information and influence teens' perception on sex. For example early sexual experience is associated with lack of parental involvement and beliefs that other teens are sexually active while mitigating factors include parental involvement and teen participation in social activities that do not provide sexual opportunities. This interactive association is further influenced by individual predictive factors such as the onset of physical maturity. Teens select and use media messages either to socially reproduce media images by following the status quo or to socially resist media images by finding and following examples of alternative behavior. While many parents, educators, activists and health professionals are working on the solutions based on the perception that media sexual content influences teen audiences, researchers call for long term media studies to determine the actual influence of media on teen sexual culture.

### 2.4 Theoretical Framework

According to Singleton et al (1988: 24,25), all empirical studies should be grounded in theory. Santrock J.W( 2005: 47) says, a theory is an interrelated , coherent set of ideas that helps to explain observations and make predictions. A theory is a way of making sense of a disturbing situation so as to allow us most effectively to bear our repertoire of habits and even more important to modify

habits or discard them altogether, replacing them with new ones as the situation demands ( Abraham, 1982: 1).

This study was guided by the following theories:

#### 2.4.1 The Exchange Theory

According to George C. Homans, interaction between persons is an exchange of goods, material and non-material. Holt et al agree that almost all daily interactions involve exchange. Whenever individuals, groups or societies interact in an effort to receive a reward or a return for their actions an exchange has taken place. Dating, friendship, family life and politics all involve exchanges. Reciprocity – the idea that if you do something for someone, they owe you something in return – is the basis of exchange. Rewards can be both material and non-material.

The importance of exchange in daily interaction has led to the emergence of the exchange theory. Exchange theorists believe that people are motivated by self interests in their interactions with other people. In other words, people do things for rewards. Behaviour that is rewarded tends to be repeated. When the costs of an interaction outweigh the rewards, however, individuals are likely to end the relationship. According to exchange theorists, most of social life can be explained as the attempt to maximize rewards while minimizing costs. For teenagers, there are a lot of sexual myths that need to be confirmed. To satisfy their curiosity, they turn to the media which according to them has more ready answers than other sources. The more their curiosity is satisfied, the more appealing the media becomes as a source of information on sexual matters. Parents of teenagers from high socio-economic backgrounds also tend to buy a lot of electronic gadgets for their children as toys (rewards) which may be positive or negative avenues of information on matters concerning sex.

## 2.4.2 Symbolic Interactionism

This theory is normally referred to as interactionism. One of the major proponents of this theory is George Herbert Mead. The theory emphasizes the actor's views and interpretations of social reality. According to interactionists, interaction between people takes place through the use of symbols. Members of society must agree on the meaning attached to a particular symbol. This interaction through symbols is known as symbolic interactionism.

Social life can only proceed if the meanings of symbols are largely shared by members of society. In order for interaction to proceed, each person involved must interpret the meanings and intentions of others. This is made possible by the existence of common symbols, but actually accomplished by means of a process which Mead termed 'role taking'. For example if one observes another crying, smiling or waving, he will put himself in that persons position in order to interpret his intention and meaning. On the basis of this interpretation, he will make his response to the action of the other.

Mead argues that through the process of role-taking, the individual develops the concept of 'self'. The notion of self is not in born, it is learnt during childhood. He says there are two main stages in its development. The first known as the 'play stage' involves the child playing roles which are not his own, e.g. mother or doctor. This means the child is aware that there is a difference between himself and the role he is playing. The second is the 'game stage'. Here the child sees himself from the perspective of the various participants. In playing football, the child becomes aware of his relationship to other players. He must place himself in their roles in order to appreciate his particular role in the game. In doing so, he sees himself in terms of the collective view point of the other players. Meads view of human interaction sees man as both actively creating the social environment and being shaped by it. The individual and society are regarded as

Inseparable for the individual can only become a human being in a social context. Teenagers watching programmes with sexual content will most likely interpret what they watch in their own understanding and are also likely to be shaped by what they watch.

### 2.4.3 The Theory of Needs

It is also important to take cognizance of the fact that certain behaviours arise out certain needs. Maslow's theory of needs has had an effect on our understanding of people who have trouble in life. He summarizes his theory thus:

#### The Theory of Needs



According to Maslow, the higher order needs will emerge only when the lower order needs have been fairly well satisfied. People who have trouble in life may lack a sense of purpose because they have failed to satisfy their needs at one of the levels.

For example, someone stuck at the belongingness level has a "hole which has to be filled, an emptiness into which love needs to be poured" (Maslow's, 1968, p. 39) Psychologists have concluded that the need to feel loved is a primary human emotional need. Child Psychologists affirm that every child has certain basic emotional needs that must be met if he or she is to be emotionally stable. Among those emotional needs, none is more basic than the need for love and affection, the need to sense that he or she belongs and is wanted. With an adequate supply of affection, the child will likely develop into a responsible adult. Without that love he or she will be emotionally and socially retarded, Gary Chapman, (1992). The theory of needs brings out the idea that certain behavior, in this case early indulgence in sexual activity, may arise out of unsatisfied needs of a teenager.

## CHAPTER THREE

### 3.0 Methodology

#### 3.1 Introduction

This chapter focused on methods and procedures that were used in conducting the study. It provided information on site selection, research design, sample size, data collection methods and tools as well as data analysis.

#### 3.2 Site Selection and Justification

The proposed study was carried out in Nairobi District, specifically the up market schools along Ngong Road and Riara Road. Situated along these roads are high cost private primary and high schools. These schools not only attract children from the posh neighbouring estate but also from other lush high-income areas of Runda, Kitisuru, Karen among others. In the same locale are the famous Nakumatt Junction, Nakumatt Prestige and the Safari Sevens Rugby grounds known for teeming with young people including teenagers whenever there is a tournament. These are areas suitable for observation.

#### 3.3 Research Design

According to Singleton et al (1988; p. 67) "Research design is the arrangement of the conditions for the collection and analysis of data in a manner that aims to combine relevance to research purpose with the economy in procedure." The survey method constituted the major research design for this study. Macholtra (1996) describes the survey as a method where a structured questionnaire is give to a sample population designed to elicit specific information. The survey method according to Peil (1995) if well used can provide reliable, valid and theoretical meaningful information. It does this by asking a number of people the same questions making it possible to get an accurate picture of the characteristics or elements under study. The survey method was suitable and relevant to collect



data for the problem at hand. Relevant data collected was used to provide current information on issues related to the influence of media on teenage perception on sexuality and their subsequent involvement in the sex.

### **3.4 Unit of Analysis**

Mugenda and Mugenda (2003) describe the units of analysis as “ the individual units about which or whom the descriptive or explanatory statements are to be made.” Singleton et al (1998) define a unit of observation as “what or who is to be analyzed.”

In this study, the unit of analysis is the effect of media on the sexual perception of teenagers and their subsequent involvement in sex.

### **3.5 Unit of Observation**

The unit of observation refers to the source of information for the study. In this study, the units of observation included the teenagers aged between 13 and 17, school counselors, parents/ guardians and a media personality in charge of marketing.

### **3.6 Sampling Design**

Sampling design refers to that part of research plan that indicates how cases are to be selected for observation (Singleton et al; 1998). According to Mugenda and Mugenda (2003), sampling refers to the process of selecting a number of individuals for study in such a way that the individuals selected represent the large group from which they were selected.

The researcher employed both purposive and random sampling to select respondents. According to Mugenda and Mugenda (1999), in purposive sampling, cases are handpicked because they are informative or they possess the required characteristics. The researcher relied on her own expert judgment to

select units that are representative or typical to the population. Simple random sampling helps the researcher to achieve desired representation in the population study. The simple random sampling gives each respondent an equal chance.

The study used purposive and simple random sampling techniques. Three private primary and secondary schools were selected from Kilimanjaro division which has eight high cost private primary and four high cost private secondary schools catering for children from the upper class bracket. These are large schools which follow the 8-4-4 system of education and have a population of each of approximately 1,200 children in the primary section and approximately 500 in the secondary section.

Stratified random sampling was used to get required respondents. In this case, the population in the primary school was divided into two groups of standard 7 and 8 then systematic random sampling applied to select people from each population in the subgroup. Using the class register every  $n$ th pupil was picked. From each school, there were a total of 8 pupils from standard 7 and 8 from standard 8. In total there were 16 respondents from each of the primary schools. The number interviewed in primary school was 48. The same criteria were applied in the high school where the population was divided into three groups of form 1, 2 and 3. From each of the schools, 4 form ones, 4 form twos and 4 form threes were selected. Systematic random sampling was applied to select pupils from each of the classes. From the class register every  $n$ th pupil was selected from each of the levels. There was a total 12 form 1, 12 form 2 and 12 form 3 students bringing the total of respondents from the high school to 36. Sixty percent of the respondents were from primary school and forty percent were from high school given that the population in primary school is higher than of the population in high school.

**Purposive** random sampling was done to get key informants. These were six, guidance and counseling masters and one media personality.

### **3.7 Data Collection Methods**

This study used both primary and secondary data to corroborate the findings.

A structured questionnaire comprising both close and open ended questions was used to collect quantitative data. From the questionnaire, the study obtained information about the backgrounds of the respondents and their access to the items in question. Information was also obtained on the opinions of the teenagers on sexual issues.

Primary data was also collected through Focus Group Discussions, Key Informant Interviews using interview guides and direct observation.

Sources of secondary data included books, newspaper extracts, reports and journals from the Centre for the Study of Adolescents and the internet.

#### **i) Focus Group Discussions**

There were Focus Group Discussions of between 8 to 12 members. 3 of these discussions were held in primary school and 3 of them in secondary school. There were sessions for girls separately and boys separately and a third session had both boys and girls. These were held with children of standard 8 in primary level and those of form three at the high school level. This was because they have gone through the experiences of those in the lower level of standard 7 and form one to two respectively. Basing discussion on age and gender enabled free and indepth discussion. An FGD guide was used to facilitate the discussion.

#### **ii) Key Informant Interviews**

These were conducted using discussion and interview guides to obtain information. They were selected by virtue of their knowledge and understanding of the target group. In total seven key informants were interviewed. The

researcher also engaged on a one to one interview with the key informants. The informants were a media personality and six guidance and counsel masters from six schools.

### iii) Direct Observation

The study also made use of direct observations that were guided by an observation checklist. In this process, the researcher observed what occurred in real situations and recorded pertinent happenings according to a planned scheme. Direct observation was used to assess teenagers with mobile phones, mode of dressing and interaction with opposite sex

**Table 1: A summary of Data sources collection, methods and tools**

Method	Tools	Sources
Key informant interview	Key informant guide	Guidance and counseling master Media personality
Personal interview Focus Group Discussion	Questionnaire Focus Group Discussion	Students (according to sex and age)
Observation	Observation checklist	Electronic gadgets handled Types of literature Venues frequented Types of clothing worn
Review of secondary data	Checklist	Centre for the study of adolescence reports Relevant literature

## CHAPTER FOUR

### 4.0 Data Presentation and Analysis

This chapter consists of results and interpretations from the data collected. It combines findings from the survey conducted by researchers, key informant interviews, focus group discussions held as well as observations made at social places mostly frequented by the teenagers. The findings were interpreted and discussed based on the objectives of the study.

#### 4.1 Socio-Demographic Characteristics of Respondents

The researcher managed to interview 91 respondents. 48 were primary school pupils 24 from standard 7 and 24 from standard 8 and 36 were in high school. From the high school, 12 were from form 1, 12 from form 2 and 12 from form 3. 6 guidance and counseling masters were also interviewed. 3 were in charge of counseling in their respective primary schools and 3 were in charge of counseling in their respective high schools. 1 media personality in the marketing department was also interviewed to understand the media and its marketing strategies and objectives.

Table 2: Summary of Respondents interviewed

Category	Targeted No	Actual No interviewed
Standard 7 pupils	24	24
Standard 8 pupils	24	24
Form 1 students	12	12
Form 2 students	12	12
Form 3 student	12	12
Guidance/counseling	6	6
Media personality	1	1
Total	91	91

#### 4.1.1 Guidance and Counseling Masters

The researcher managed to interview all the counselors targeted. 3 were from primary schools and 3 from high schools. Out of these, 4 were female and 2 male. These were all from the high cost private schools targeted.

There was a general agreement among the Guidance and counseling masters that apart from counseling and guiding students on their academic work, the issue of sex and boy/girl relationships frequently occurred as areas that needed a lot of counsel and guidance. To all the six counselors the media played a major role in influencing the sexual perception of teens and encouraging sexual delinquency. However, they agreed that the permissive nature of their parents also contributed largely. Undoing misconstrued sexual ideas was not an easy task for them but they agreed that organized counseling sessions for both individuals and groups were very necessary. Among the six schools, only one primary school seemed to have well organized sessions for students that sometimes involved well trained resource persons and forums where students could freely ask questions on sexual issues.

The main concern for the guidance and counseling masters was the time factor for well organized sessions. This was mainly due to emphasis on performance both by the school management and the parents who demanded results first. In the words of one guidance and counseling master

*"Time for us here is a major concern. We may however counsel and guide these teenagers but if we are not reading from the same script with their parents and without them getting involved in the lives of these teenagers so that we work together, it may be an exercise in futility. Every one of us must play his or her role."*

From this we can deduce that both parents and teachers must play their role in the lives of teenagers and the high cost private schools too need to embrace the

idea of molding the child's character rather than emphasizing on academic excellence per se.

#### 4.1.2 Media personality

One media personality was interviewed from one of the main media houses. This was a male working specifically in the marketing department.

According to the media respondent, what majorly informs marketing strategies is knowing the target audience and putting into consideration the Communication Commission of Kenya Laws. Selection of target audience is based on age, gender or tastes. The media also ensures that they adhere to CCK Laws and place warnings before airing particular programs apart from checking the time of airing. Through surveys, the media is able to obtain feedback on consumption of particular content. Although according to the respondent there were particular programs on TV and columns in newspaper targeting youth, this is an area they needed to improve on.

#### 4.1.3 Student Respondents (Primary School)

The researcher interviewed 18 primary school pupils between the age of 13 and 14. 24 were in standard 7 and 24 were in standard 8. From each school, the researcher used the class register to pick every nth pupil to come up with 8 pupils from standard 7 and 8 pupils from standard 8. In total there were 16 pupils from each school. This information is also presented in form of a table.

Table3: Showing number of respondents in primary school

	Standard 7	Standard 8	Total	Percentage
School 1	8	8	16	33.3
School 2	8	8	16	33.3
School 3	8	8	16	33.3
Total	24	24	48	100

The researcher selected more pupils from the primary school because in a primary school the population of the pupils is much larger than the population of the students in high school.

#### 4.1.4 Student Respondents (High School)

From each of the 3 high schools, the researcher used the register to pick every nth pupil to come up with 4 pupils from form one, 4 from form 2, 4 from form three. In total, there were 12 students selected from each of the 3 schools to give a total of 36 respondents. The information is also in the form of a table as shown below.

**Table 4: Showing number of respondents in High school**

	Form 1	Form 2	Form 3	Total	Percentage
School 1	4	4	4	12	33.3
School 2	4	4	4	12	33.3
School 3	4	4	4	12	33.3
Total	12	12	12	36	100

This information is also in the form of a pie chart.

**Figure 1: Population of respondents chosen from high school and primary school**



Students interviewed in the 3 primary schools and 3 high schools were between 13 years and 17 years of age. This age range was the target of the researcher since it is not only the age at which puberty is considered to begin (although there are the 'early bloomers') but the age at which sexual curiosity builds up and there is



a desire to satisfy that curiosity. At this age there is a lot of peer pressure and the teenager prefers the counsel of the friends at home and at school more than that of the adult. They share information and want to win their peers approval, admiration and respect. Moreover this is an age where there is a lot of attachment especially to the electronic media and a tendency to perceive sex, body image and social norms based on what they watch or listen to in the media. One form 2 girl confessed to this in the following words:

*"If you do not know the current TV or movie stars, you are considered to be backward and many of us fear this."*

### 1.2. Sex of the Respondents (Primary School)

The researcher used the systematic Random sampling to pick the respondents. At primary school level, most of the respondents were male. This trend was repeated at the High School level.

**Table 5: Sex of Respondents in Primary school**

Sex of Respondent	Numbers	Percentage (%)
Female	21	44
Male	27	56
Total	48	100

**Table 6: Sex of Respondents in High School**

Sex of Respondents	Number	Percentage (%)
Female	16	44
Male	20	56
Total	36	100

It is important to note that despite the method applied to select the respondents for both high school and primary school, the male respondents were just over a half as shown in the tables above. From the Focus Group Discussions held, both male and female respondents were at ease with exclusive opposite sex relationships at their age, however, the worrying trend was that petting as a way of expressing their love seemed to be acceptable and an activity of fun. This may gradually lead to sex if the teenagers are not guided. The male teenagers however seemed to be more at ease with engaging in sex as compared to the female, therefore displaying a greater sexual appetite.

**Table 7: Age Distribution of respondents in primary school**

Age Range	Number	Percentage
13	24	50
14	24	50
<b>Total</b>	<b>48</b>	<b>100</b>

At the primary school level, most of the pupils in std 7 are 13 years of age or turning 13 in the course of the year. In std 8, the majority are either 14 or turning 14 years.

**Table 8: Ages of Respondents in High School**

Age Range	Number	Percentage
15	12	33.3
16	12	33.3
17	12	33.3
<b>Total</b>	<b>36</b>	<b>100</b>

Majority of students in high school are aged between 15 and 17 years. The average age of form 1, 2 and 3 being 15, 16 and 17 respectively.

These are the ages at which teenagers are curious about sex and also experience changes associated with puberty. However, some of the teenagers begin earlier than age 13. These are referred to as 'early bloomers'.

#### 4.3 Family Background of Respondents

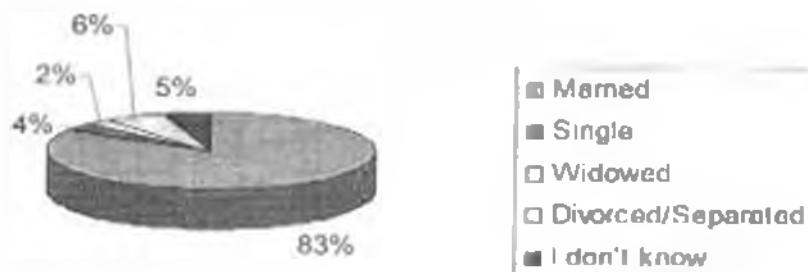
83.3% of the primary respondents came from two-parent families. While 11.9% came from families with single parents. Some of the parents were divorced, widowed or just single. 78.6% of the parents were employed with demanding careers while 21.4% had their own businesses. The students live in high income areas and belong to the upper middle class. With demanding careers (some of which involve traveling) and own businesses to run, many parents have little time to spend with their teenagers. Thus many teenagers lack quality time with their parents especially at this crucial age and learn about sexual issues from other sources. Although time may not be equal to quality, the presence of a parent in the home cannot be taken for granted for teenagers need to share with them even if it is for a short time. Their presence is also important for they would be able to detect and correct what needs to be corrected as compared to when they are away. The information on marital status of parents is also presented in table form.

**Table 9: Marital status of Respondents' parents**

Marital status of parents	No. of Respondents	Percentage %
Married	70	83.3%
Single	3	3.6%
Widowed	2	2.4%
Divorced/Separated	5	5.9%
I don't know	4	4.8%
Total	84	100%

The same information is presented in the form of a pie chart

Figure 2: Marital status of Respondents' parents



As can be seen from the figure above, majority of these teenagers have the advantage of belonging to two-parent families.

#### 4.4 Factors that make media a popular avenue of information on sex issues.

##### 4.4.1 Busy parents

From the table below, all parents of the respondents tend to be busy parents for they are either employed or self-employed. This means they are away from their children for quite a while. The table below shows the parents' occupation.

Table 10: Occupation of parents

Occupation	Both parents	One parent
Employed	65	9
Self employed	5	5
Unemployed	0	0
Total	74	14

#### 4.42 Access to media and youth sub-culture

From the findings, it was clear that 91.6% of the students came from homes with DSTV connections. 88% had access to computer with internet. Those with access to DVD players were 95.2%. 72.6% owned cellphones with internet connections while 48.8% of the respondents had ipods that they used to listen to music of their choice. The parents also provided money for the teenagers to watch movies away from home. This came up from the Focus Discussion Groups. With their own phones, these teenagers can access whatever information they want from the internet even if it was detrimental. They could choose to access pornographic information and get hooked then introduce their friends to the same.

Majority of the respondents have access to (most notably) the DSTV connection which has hundreds of channels. Teenagers will most likely be drawn to channels with sexual content because of their curiosity. Teenagers can also access literature which they exchange among themselves. Currently, there is a mounting pressure among the teenagers to be part of a social network called the *facebook*. Media use gives adolescents a sense of being connected to a larger peer network and culture. The table below shows various electronic media accessed by the teenagers.

Table 11: Number of respondents with access to electronic media in their homes.

Type of electronic media	No of pupils	Percentage (%)
DSTV connection	77	91.6%
Computer internet	74	88
DVD	80	95.2
Cellphone with internet	61	72.6
Ipod	41	48.8

It is important to note that beyond attitudes, the heavy viewing of sexual content has been linked with increases in the onset of intercourse and the amount and type of non coital sexual activity (e.g. breast and genital touching). Recently, Collins and colleagues (2004) (Santrock 2005) found that after controlling for a wide range of social factors, teens who watched heavy sexual content were twice likely to engage in intercourse the following years in comparison to light viewers of sexual content. Furthermore, heavy television viewing was associated with more sexually advanced, non coital sexual activity. To help make these findings concrete, Collins and colleagues state that after heavy viewing of sexual content, a 12 – year old will engage in sexual behaviour consistent with that of a 14 or 15 year old. Finally, whether sexual content was directly viewed or enforced from dialogue, Collins and associates findings remained the same. Thus, exposure to sexual content appears to increase sexual activity, regardless of whether it is explicitly shown or simply talked about.

#### 4.4.3 Secretive nature of teenagers especially on sexual issues

Many teenagers prefer watching TV/ Movies either with their friends or alone. This shows the secretive nature of teenagers especially when it comes to issues concerning sex. The media is used to obtain information especially on topics that their parents might be reluctant to discuss in the home, such as sex.

**Table 12: Showing with whom Student Respondents in both primary and high school preferred watching TV/ movies.**

Preference	Number	Percentage
Alone/ With friends	60	71.6
With parents	24	28.6
Total	84	100

#### 4.5 Teenagers' preferred source of information (Primary School)

Out of the respondents interviewed, 72.9% got their information about sex either from the movies, internet or print media while 27.0% said they obtained information from their parents especially their mothers.

The figures below show that teenagers prefer to obtain information on sex from the media rather than from the parents.

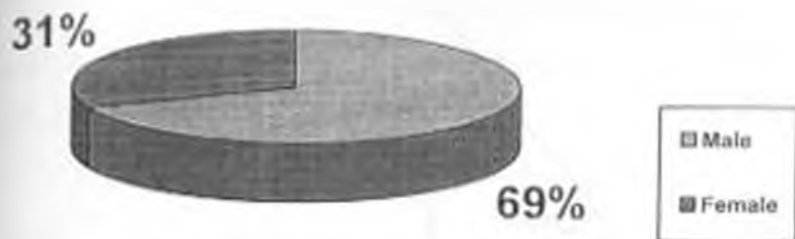
**Figure 3: Primary school respondents' preferred source of information: media vs. parents**



Out of those who got information from the media 68.6% were male and 31.3% were female. This means that boys prefer getting information on sex from other sources especially media other than parents as compared to female

The information on preferences of male and female respondents as far as information seeking is concerned is shown in the figure below.

**Figure 4: Respondents who preferred media as source of information on sex: by gender**



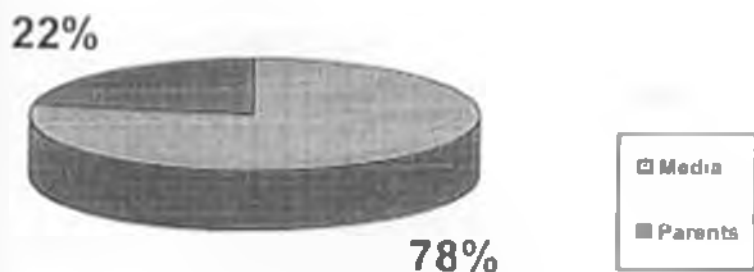
A 13 year old female respondent involved in the FGD said, “ My mother listens to me and advises me when I discuss issues of boys with her.”

#### **4.5.1 High school Respondents’ preferred source of information**

In the high school, 28 out of 36 respondents obtained information on sexual issues from the media. 18 out of the 28 respondents were male while 10 out of 28 were female respondents. The rest preferred to obtain information from their parents. This shows that most teenagers prefer to obtain information on sexual matters from the media as compared to obtain the information from their parents

This information is also presented in form of pie chart.

**Figure 5: Preferred source of information: media vs. parents**





In the words of one 16 year old high school boy, from the FGD: *"I cannot discuss issues of a girlfriend with my parents. They will not understand me and they will not want me to get involved even if I don't intend to do anything bad"*

**Figure 6 Respondents who preferred media as source of information: by gender**



For the male and female respondents the media and friends came out as the most preferred sources of obtaining information on sex issues. The role models mentioned by almost a half of the members of the FGD were musicians, footballers, models, Radio and TV presenters and actors and actresses.

This clearly shows the impact of the media on our teenagers.

#### **1.6 Teenagers' perception on sex, opposite sex Relationships and effects of the same.**

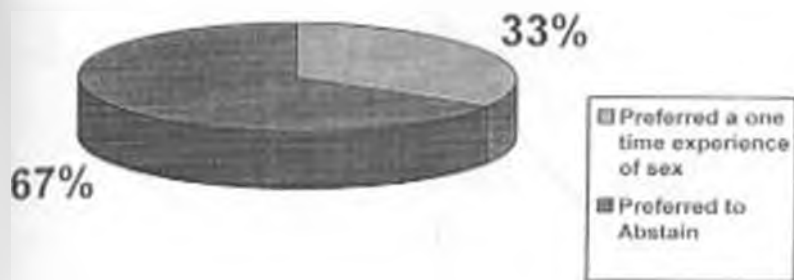
From the Focus Group Discussions, most respondents tended to view sex and boy/girl relationships as activities of fun and entertainment. They also wanted to identify with the entertainment stars and behave like them. This also explains the manner of dress of these teenagers and other behavior. It was evident from the general FGDs held in both high schools and primary schools that there was absolutely nothing wrong with exclusive boy-girl relationship at their age as long as they were not sexually active but could be involved to a certain extent in petting as a way of expressing their love. The activities, they preferred to get

involved in included watching movies, visiting, partying dancing and taking walks. Their reasons for selecting a mate were based on beauty or what is commonly referred to as the *sex appeal*. Curiosity and their observations from the media were a major driving force. There is however, the pressure to try out sex because *'everyone is doing it'* and therefore you run the risk of looking odd if you do not engage in the same. This came from one 14 year-old girl who was bold enough to express her own experience with her friends whom she insisted went to the extent of pairing her up with a boy and encouraging her to try the sex. One 17 year-old girl said: *"I love this particular actress because she has a sexy look. Her legs are sexy."* The question is what is this *sexy look*? Teenagers are therefore greatly influenced by what they watch in the media. Being sexually attractive is very important and their thinking is shaped by what they watch on the media and the literature they read.

In fact from the FGDs 95% of the respondents agreed that abstinence was important for teenagers. What was clear was that 99% of them were curious about sex whether in high school or primary school. In the primary schools, 33.3% were of the opinion that it was important to at least experience sex once to satisfy their curiosity and that it was not necessary to abstain all the time. In the high school, 30.5% were of the opinion that they could only abstain sometimes not always, 81.8% of these were male. This indicates that male teenagers as compared to female had a greater sexual appetite.

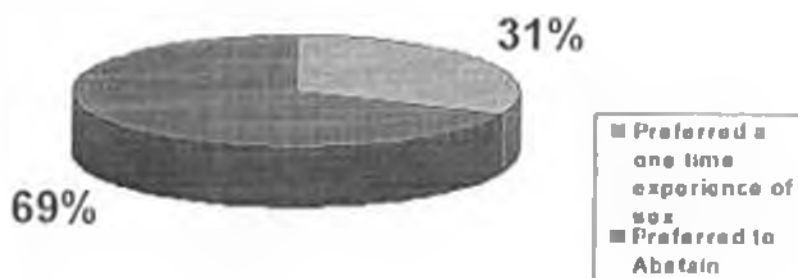
Information on the pupils' views is presented in the form of a pie chart

Figure 7: Respondents from primary school



From their Focus Group Discussions of 12 members randomly selected, girls from primary school admitted that they had been approached for exclusive relationships with boys and were 'okay' with it. However majority of the girls from the primary school were not interested in exclusive relationships with the opposite sex but were simply curious to know more about the opposite sex

Figure 8: Respondents from High school



At the high school, there was also a general feeling that there was nothing wrong with petting as a way of expressing one's love. For the older girls aged 16 and 17, there was the feeling that exclusive relationships were in order as long as you did not become sexually active.

*"I see nothing wrong with having a boyfriend as long as you carry out yourself decently"*  
*observed one form III girl.*

Many of the male respondents in both primary and high schools felt that it was a normal thing to approach the opposite sex for exclusive friendships. For the younger boys aged 13 and 14, however, it was evident that they were curious to know more about the opposite sex. To majority of the boys aged 16 and especially 17, approaching a girl for an exclusive relationship seemed to be important for them. Just as their female counterparts, there was a general feeling that abstinence from sex should be practised but petting as a way of expressing one's love was acceptable. For this group, parties, watching movies, taking walks and watching games like rugby were some of the ways they felt they could spend time with friends especially of the opposite sex.

The researcher observed teenagers' behavior at the Rugby Sports grounds at Impala Club along Ngong' Road and the famous Nakumatts - Prestige and Junction. It was clear that they were getting lured into being sexually active. This could be attributed to the influence of the media; however, other factors cannot be ignored. This calls for further research on the same.

#### **4.7 Social gaps within the family and the community.**

- As has already been indicated earlier, parents because of their engagements are unavailable for their teenagers. This leaves them with little time to discuss such important issues as sex, leaving the teenagers groping in the dark and finding out for themselves. Some parents have gone to the extent of even changing the topic when approached by their teenagers to discuss the issues. This then becomes an abdication of responsibility either to religion or the school.

- The education system focuses on academic performance and pays little attention to other aspects of a teenagers' development. In the words of one guidance and counseling master: *"Time for us here is a major concern. We may however counsel and guide these teenagers but if we are not reading from the same script with their parents and without them getting involved in the lives of these teenagers so that we work together, it may be an exercise in futility. Every one of us must play his or her role."*
- Our society today has an atmosphere of eroticism through music and lyrics, dance and fashion- sexuality has been devalued.
- The church rarely addresses the adolescence sexual struggles directly for the fear that they may move out of the spirituality that needs to be emphasized more with the hope that it will automatically address the teen sexual struggles.
- Teenagers can easily access unregulated pornographic material as found out by a local daily, Sunday Nation dated 6<sup>th</sup> September 2009 p.4 which shed light on the issue of children and pornography in Kenya today. Children as young as 9 years were reading pornographic material and surfing for the same on the internet

## CHAPTER FIVE

### 5.0 Summary, Conclusions and Recommendations

This chapter provides a brief summary of study findings, conclusion and recommendation. The findings were reported under thematic areas corresponding to the research question and objectives of the study.

The research investigated the damaging effects of media on sexual perception of teenagers from high socio-economic backgrounds aged between 13 and 17. Previously, studies showed that teenagers from the lower socio-economic background were more likely to engage in sexual activity at an early age mainly due to poverty and lack of parental guidance. However, in the recent past, teenagers from high socio-economic backgrounds tend to hold permissive attitudes and to engage more in sex ass compared to their counterparts from poorer backgrounds. According to the literature review media has contributed to the damaged sexual perception of these teenagers and has encouraged their engagement in sexual activists. From the research findings, the damaging effects of the media on the sexual perception of teenagers from high socio- economic backgrounds were summarized as follows;

#### 5.1 Popularity of media as a source of information on sexual issues

To the teenager, media is simply a source of entertainment and an enjoyable diversion from everybody concerns. Teenagers tend to be higher in sensation seeking as compared to adults and certain media readily provide intense novel stimulation that appeal to them. They use media to relieve anxiety and unhappiness. The most frequently endorsed coping responses of the teenagers are listening to music and watching television. Teenagers are likely to find media images (both in print and electronic media) of females and males that are likely to influence their gender attitudes and behaviour. Although family and social

relationships have an influence, teenagers learn about society and sexual relationships from visual media images portraying body types, clothing and other cultural norms. Mass media is popular as a source of information to teenagers because it offers insights into alternative ways of thinking. The media offers programmes with sexual content. Teenagers prefer to obtain sexual content. Teenagers prefer to obtain sexual information from the media rather than from their parents or other adults. Sex in television programmes is depicted as a recreational pursuit rather than something pertaining to relationships or reproduction. Men are portrayed as aggressors and women as sexual objects who are valued for their physical appearance. Today, advertisers in the media will use sex to sell just about everything, from cars to detergents.

The media tends to be an "eye opener" to teenagers for it satisfies their curiosity about sex faster than other sources. Sex is explicitly portrayed in movies which today can easily accessed DVDs are easily available and DSTV channels are in many homes, techno savvy. Teenagers are also able to access information including pornographic material through the largely regulated internet. Teenagers therefore prefer media as a source of information for what their parents cannot freely discuss with them, the media definitely will.

## **5.2 Effects of media on sexual perception of Teenagers**

Sexual content in mass media has a "profound real life effect" on teenagers. Entertainment contents depicting sexual norms, stereotypes double standards and sexual roles may have a profound influence on teenagers' perception about sex, body image and social norms. Music Television is an example of an electronic media programming that barrages teenagers with sexual messages that are far from reality such as exaggerated sexual drive in people or a focus on daily life which is too erotic. Music producers and directors control visual images that may have nothing to do with the musicians' or artistes' original concepts. Visual

Images in videos are sexual even when the lyrics are not. Short, sharp, shots of intense visual pleasure are used to encourage viewers to stay focused. The gender stereotypes that depict recreational sex without consequences, influence teenagers' identity formation by modeling the world through these images.

The media today is very explicit when referring to sexuality and eroticism. A great amount of information, which seldom takes into account quality and authenticity of its contents, is now more easily available to teenagers. Literature, press, radio and television, new "highways" of information and advertising, continuously use sex as an attraction to keep the consumers' attention. We have moved from a time when sexuality was never talked about in public to a constant, erotic bombardment which confuses and even bewilders, the younger generation who are not yet sufficiently mature.

Culture is one of the strongest influences on teenage social behaviour and television, movies, music and other forms of mass media are integral parts of adolescent culture. Gabner's cultivation theory (Gabner et al 1994) contends that heavy exposure to television (and other related forms of mass media) results in attitudes and belief systems that are more consistent with the media version of reality than with the way the world actually is. Thus through the portrayals of an imaginary world, TV socializes and educates viewers about the real world. With regard to sexual behaviour among teenagers, cultivation theory predicts that depiction of sexual behaviour on TV will create attitudes and behaviour consistent with televised reality.

Teenagers watching high levels of sexual content on television tend to endorse causal sex and normalize unusual sexual behaviour. Heavy viewing of sexual content by teens has been linked with increases in the onset of intercourse and amount and type of non coital sexual activity (e.g. petting). Media therefore plays an important role as a source of sexual socialization for teenagers who are at a stage characterized by intense information seeking.



### 5.3 Social gaps in family and community set up

Whereas there is a correlation between teenager consumption of sexual content in entertainment and teenager sexual behaviour, it is important to go beyond media content and its effects to see how other factors contribute towards damaging teenager perception on sexuality. It is clear that an atmosphere of almost constant eroticism, through music and lyrics, dances and teenage fashions in our society today, continuously invites sex. The constant erotic bombardment by media today has led to moral decadence in society generally. This means that sexuality, a delicate side of human existence, is devalued or even made banal. Much of what was sexual taboo has disappeared; it is no longer an embarrassing topic. It has become the main topic of many situations and environments, yet sex requires responsibility. But if many adults are unable to be responsible with their own sexuality in a reasonable way, teenagers, who have more limitations, from a logical point of view need guidance and help to face sexuality responsibly.

Many parents do not initiate the subject of sexuality but they wait to be consulted by the teenagers. In fact some will even change the conversation when someone talks about a question of a sexual nature in front of the children. Still many parents have abdicated their role of guiding their children in the area of sexuality and have left it to the religious leaders and the school. These cannot take the place of the family or parents.

The lack of friendship and trust between parents and children makes conversation, especially concerning sex, uncomfortable. In spite of the atmosphere of sexual freedom today, few parents dare to talk with their children with sufficient detail about sexual intimacy. Parenting styles can also influence the behaviour of a teenager. According to Melgosa, children of permissive parents, who set no restrictions for them, may actually wish (though strange) that their parents had banned certain things. Such children have things that may

pose a danger to their social lives at their disposal. Parents of such children may also be too busy working for their companies but forgetting to spend time with their children. They should, however, know that too much permissiveness is not necessarily an expression of love. Children of negligent parents are given their freedom too soon and their parents do not care what they do with their freedom while children of authoritarian parents have a higher rate of delinquency.

#### 5.4 Recommendations

It is the researcher's hope that the findings of this study will be a positive influence in our society so that all stakeholders will work together towards bringing up socially and emotionally healthy teenagers. We must all take responsibility at the family, institutional and the national levels. It is common knowledge that a lot of changes take place in their life of a teenager during puberty. Naturally they are inclined towards sexual activity a desire for affection and acceptance. Given that the rate at which the sexual act is initiated has dropped alarmingly, especially in the recent past, there is need for all stakeholders to work together to minimize the problem. Contrary to the belief that engagement in sex was a problem that mostly affected teenagers from low socio-economic backgrounds and dysfunctional families, the teenage sex problem has been on the rise among those teenagers with both parents and from a high socio - economic status. It is clear that this has been fanned by an atmosphere of almost constant eroticism, through music and lyrics, TV programs, movies, the internet teenage fashions and peer pressure.

Among teenagers from high socio-economic backgrounds, the media is a major concern coupled by the permissive or negligent parenting styles that encourage a lot of freedom and irresponsibility among the teenagers.

- 1) The communication commission of Kenya which allocates frequencies to broadcasting stations needs to be keener on following media houses not adhering to the code by which all radio and TV stations are required to stick and giving penalties if and where necessary.
- 2) The sale of pornographic DVDs is illegal under Kenyan Law and the law needs to be enforced because teenagers are still obtaining them since they are on sale in public places at affordable rates.
- 3) The schools have their role to play since they spend a lot of time with the teenagers. Well organized guidance and counseling programs should be established in these high cost schools so that emphasis is not only placed on academic performance but on the holistic development of the teenager.
- 4) Parents need to reassess their parenting styles. Authoritarian parents who attempt to control the lives of their teenagers still grapple with the teenage sex problems. Parents need first and foremost to develop a friendship with their teenagers in order to understand them and guide them. This can only be done when parents offer support and availability. Many parents despite their busy schedule should create time to spend with their children so that as they grow, they are not strangers to one another. Some parents have abdicated their roles to the teachers at school and are taken aback when the teacher gives certain reports about their "little innocent angels". Parents in Kenya today can only exercise control over their children when they know them.
- 5) Quite a number of parents will today buy expensive electronic gadgets in the name of gifts for their children e.g. ipods, phones with internet connection but do not pay attention to the fact that these growing techno savvy boys and girls can gain access to the largely unregulated internet. Still internet connection in the house need to be monitored. Parents need to find out how the teenager is using the internet. Other parents in an attempt to please their

teenagers, either as a reward for working hard at school or to compensate for their (parents) unavailability give them money and other gifts. The question they seriously need to ask is what the teenagers do with this money. Many teenagers will go to the movies or buy and exchange DVDs without their parents' knowledge and in the process acquire sexual habits that their parents never imagined.

- 6) In all these, the role of religion should never be ignored as children who are brought up with strong religious beliefs and high moral standards as part of them tend to stick to those beliefs as they continue to grow and interact with others. Those with religious authority should not shy away from addressing matters concerning sex. It is a responsibility.

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## APPENDICES

### APPENDIX I: PUPILS' QUESTIONNAIRE

#### TOPIC

DAMAGING EFFECTS OF MEDIA ON SEXUAL PERCEPTION AND BEHAVIOUR OF TEENAGERS AGED BETWEEN 13 AND 17 FROM HIGH SOCIO-ECONOMIC BACKGROUNDS IN NAIROBI

#### INTRODUCTION

My name is Ruth A. Ouma from the University of Nairobi (Sociology Department). I am carrying out the above research in partial fulfillment of my degree. I will be interviewing various key informants so as to get information needed for this research. Kindly spare some time to discuss with me the issues that follow. The information I get from you will be confidential.

#### QUESTIONNAIRE

#### Questionnaire for pupils

##### i) Background information

Date \_\_\_\_\_

School \_\_\_\_\_

##### ii) Personal information

Age \_\_\_\_\_

Sex \_\_\_\_\_

##### ❖ Marital status of parents (Tick as appropriate)

a) Married

b) Single

c) Widow/widowed

d) Separated/Divorced

e) I don't know

##### ❖ Number of children in your family

Girls \_\_\_\_\_

Boys \_\_\_\_\_

❖ Occupation of parents

	Mother	Father
<b>Guardian</b>		
Employed	_____	_____
	_____	_____
Self-employed	_____	_____
	_____	_____
Unemployed	_____	_____
	_____	_____

Residential area \_\_\_\_\_

Which of the following items do you have in your house? (Tick in the box where appropriate)

- Television
- Television plus DSTV connection
- Computer
- Computer plus internet connection
- DVD player
- Name three of your favourite television programmes / movies?  
\_\_\_\_\_  
\_\_\_\_\_

❖ Which of the following items do you own?

- Cell phone
- Cell phone with internet connection
- Ipod

Do you go to the movies? Yes  No

Do you pay for access to the movies? Yes  No

If yes, who gives you the money to pay?

---

What other social places do you visit?

---

❖ List 3 of your favourite magazines (If any)

---

---

---

How do you access the magazines? (E.g. buy, borrow)

---

If you buy, who gives you the money?

---

❖ Have you ever been curious to know what sex is? (Tick where appropriate)

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, whom did you seek information from?

(Tick where appropriate for you)

- My Mother \_\_\_\_\_
- My Father \_\_\_\_\_
- My guardian \_\_\_\_\_
- My Friend \_\_\_\_\_
- Watched from movies / programme \_\_\_\_\_
- From the Internet \_\_\_\_\_
- Read from books / magazines \_\_\_\_\_

❖ What do you think about having sex at your age? (Tick in boxes as appropriate)

- It is a way of expressing my love. \_\_\_\_\_
- It is important to at least experience it to satisfy my curiosity.  
\_\_\_\_\_
- I can have it as a teenager as long as my relationship is serious.  
\_\_\_\_\_
- I should abstain sometimes. \_\_\_\_\_

• I should abstain completely. \_\_\_\_\_

❖ I prefer watching TV/ movies

A. with my parents

B. with my friends

C. Alone

❖ I watch TV....

A. Some days of the week

B. Only on weekends

C. I never watch TV

## APPENDIX II: INTERVIEW QUESTIONS FOR KEY INFORMANTS

### Interview Guide for Guidance and Counseling Masters

- 1) How would you rate sex as an issue during your counseling sessions?
  - a) Rarely an Issue.
  - b) Frequently occurs as an issue.
  - c) Very frequently occurs as an issue.
- 2) In your view, what majorly informs teenagers' on sexual matters?
- 3) How do you deal with misconstrued sexual ideas in teenagers?
- 4) As a counselor, how frequently do you organize guidance and counseling sessions in your school?

### Media personality

- 1) In what department are you?  
\_\_\_\_\_
- 2) When placing adverts, what informs your marketing strategies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3) How do you select your target audience?  
\_\_\_\_\_
- 4) In cases where the programme reaches the audience not in your target, what measures have you put in place to check this?  
\_\_\_\_\_  
\_\_\_\_\_
- 5) How do you ascertain that only your target audience consume the intended media content (programming) \_\_\_\_\_  
\_\_\_\_\_

## APPENDIX III: FOCUS GROUP DISCUSSION QUESTIONS

### Girls

- 1) Have you ever been approached for close friendship by a boy?
  - 2) How did you feel about it?
  - 3) Did you discuss it later with anybody? \_\_\_\_\_ If yes, who?  
\_\_\_\_\_
  - 4) Are you currently in any exclusive relationship with someone of the opposite sex? \_\_\_\_\_
  - 5) If yes, do you love the person? \_\_\_\_\_ Do you think sex can be a way of expressing your true love for them? \_\_\_\_\_
  - 6) What activities do you engage in when in the company of your friend?  
\_\_\_\_\_  
\_\_\_\_\_
  - 7) What is your main source of information on handling opposite sex relationships?  
\_\_\_\_\_  
\_\_\_\_\_
- 
- 8) Name three of your television role models?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Boys

- 1) Have you ever approached a girl for a close relationship?
- 2) How did you feel about it?
- 3) Did you discuss it later with anybody? \_\_\_\_\_ If yes, who?  
\_\_\_\_\_
- 4) Are you currently in any exclusive relationship with someone of the opposite sex? \_\_\_\_\_
- 5) If yes, do you love the person? \_\_\_\_\_ Do you think sex can be a way of expressing your true love for them? \_\_\_\_\_
- 6) What activities do you engage in when in the company of your friend?  
\_\_\_\_\_  
\_\_\_\_\_

---

7) What is your main source of information on handling opposite sex relationships?

---

8) Name three of your television role models?

---

### **General**

1) What do you think about close/exclusive boy/girl relationships?

2) What activities should they engage in?

3) What is your main source of information in handling opposite sex?

4) What is your main source of information on handling opposite sex relationships?

---

5) Do you think sex can be a way of expressing your true love for a special friend?

---