

**THE IMPACT OF THE *BEAT* MUSIC PROGRAMME ON SEXUAL
BEHAVIOUR AMONG ADOLESCENTS IN KIKUYU SUB-COUNTY**

BY

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DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university of Nairobi for academic credit.

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This project has been presented for examination with my approval as the appointed supervisor.

Signed:.....Date.....

DR. NDETI NDATI

DEDICATION

I dedicate this research to my dear parents, my loving husband Joseph Kubai and my three brothers: John, Joseph and George. You were truly an inspiration and without your relentless emotional, motivational and even financial support, this research would not have actualized.

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I thank God Almighty for this opportunity to do this research. I also want to express my gratitude to my supervisor Dr. Ndeti Ndati for his guidance throughout my project his efforts were truly amazing.

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LIST ACRONYMS AND ABBREVIATIONS

HIV/AIDS	:	Human immunodeficiency virus infection and acquired immune deficiency syndrome
STD	:	Sexually transmitted diseases
WHO	:	World Health Organization
KBC	:	Kenya Broadcasting Corporation
KTN	:	Kenya Television Network
DHS	:	Department of Human Services
KDHS	:	Kenya Demographic Health Surveys
NACC	:	National Aids Control Council
CBS	:	Central Bureau of Statistics
TV	:	Television
UN	:	United Nations
KDHS	:	Kenya Demographic and Health Survey
T01	:	Teacher
P01	:	Psychologist
C01	:	Counselor
DM01	:	Discipline Master
PR01	:	Parent
FDG	:	Focus Group Discussion

ABSTRACT

This study sought to find out the extent that the *Beat* music programme impact on sexual behaviour among adolescents. More specifically, the study sought to achieve the following objectives; to find out the extent to which adolescents in Kikuyu Sub-county watch the *Beat* programme; to investigate the extent to which the *Beat* programme impacts on sexual feelings among adolescents in Kikuyu Sub-county; to investigate other factors that have an impact on adolescents' sexual behaviour among adolescents in Kikuyu Sub-county. The study was guided by two theories namely: Social Learning theory and Cultivation theory. The study relied on a mixed method approach with both qualitative and quantitative data. The research employed a descriptive research design. The target population was adolescents aged 15-19 years. A sample size of 380 respondents was used. The qualitative data was collected using Focus Group Discussions and Key Informant Interviews. The respondents for quantitative data were selected using simple random sampling technique. The quantitative data was analysed using descriptive statistics and results presented in tables, charts and graphs. Qualitative data derived from focus group discussions was analysed in relation to the research objectives and trends established. The findings of the study indicated that 90 per cent of respondents watched the *Beat* music programme and it had an impact on their sexual behaviour and attitudes towards sex. However, other factors such as lifestyle, social media, age, urbanisation and peer pressure influenced their sexual behaviour. Peer pressure had the highest percentage in terms of the level of impact. The study concluded that the *Beat* music programme does have an impact on sexual behaviour among adolescents in Kikuyu Sub-county. This study recommends that adolescents be taught how to decipher information that they are exposed to on secular music programmes. This will ensure that they get the message the media intends to pass across effectively to avoid negative impact on their sexual behaviour.

CHAPTER ONE

INTRODUCTION

1.1 Overview

The chapter provides the background of sexual behaviour among adolescents, statement of the problem, objectives of the study, justification and significance of the study, scope and limitation of the study and operational terms.

1.2 Background of the study

Adolescence is a period in which life becomes centered on sexuality (Santrock, 2001). At this period adolescents start experimenting and exploring on sex and realities of incorporating sexuality into their lives. Adolescents are curious about the mysteries of sex. They think about whether they are sexually gorgeous, how to engage in sex, and what the future holds for their sexual lives.

This is a period of discovery and growth that occurs in adolescence, which goes on until late youth. During the period, the youth begin to realize which sexual behaviour are pleasurable, moral and suitable for their age (Lips, 2001). It has been observed that though sexual intercourse is popular among the youth most of them desire they waited longer to have sex. At this period, the youth build up sexual character, which is often attached with mastering up-and-coming sexual feelings (Brooks-Gunn & Graber, 1999). This involves learning how to control sexual feelings, such as developing new forms of intimacy, attraction and sexual arousal, learning skills to control sexual behaviour so as to keep away from detrimental consequences. It is

imperative to note that developing sexual identity includes interfaces with other developing identities.

Santrock (2001) observes that the youth with their emerging idealism and capacity to think in more conceptual and theoretical ways may get caught up in a mental world that is far removed from reality and one that may engage a belief that things cannot happen to them and they are invincible and indestructible. Therefore, having information about sexuality is not enough and whether or not adolescents will get involved in risky sexual behaviour is determined by their acceptance of themselves of that behaviour and their sexuality. This acceptance requires not only cognitive maturity but also emotional maturity.

It is essential to note that most programmes targeting the youth assume that they have the ability to anticipate consequences, to weigh the possible outcome of behaviour and to project into the future what will happen if they engage in certain acts, such as sexual intercourse. It is assumed that the youth have the cognitive ability to approach problem solving in a designed, well thought-out and analytical manner. However, many adolescents are just beginning to develop these capacities while others have not developed them at all. Santrock (2001) has established that late adolescents (18-19 years of age) are to some degree realistic and future oriented about sexual experiences, just as they are about career and marriage.

Young people often seek sexual information from television content instead of their parents or other adults by being attracted to programmes with sexual content, (Greeson, 2009). The media are used as sources of information about sexuality at

times more than others. One qualitative study found three patterns of sexual media use among early adolescent girls (11-15 years old) that suggested that sexual portrayals in the media were attended to more when girls were interested personally in learning about relationship norms, strategies for establishing relationships, and tips on how to get sexually attractive. Some girls still found depictions of sex in the media (for example nudity in advertisements) gross and disgusting, while other girls had papered their walls with images of media models they lusted after or aspired to be. Still other girls, typically those who had been involved in sexual relationships, were less fascinated with the mainstream media's sexual fantasy and had turned to oppositional media (for example., fringe music groups, teen-produced magazines) that spoke more to the kinds of relationships they wanted (Brown, et al., 2010).

The influence of sexual images on the media on the behaviour and attitudes of the youth has raised concerns of the parents and policy-makers (Villiani et al., 2001). Similarly, the sexual development of the youth has increased the society and public health concerns of all involved. This is because of the increased access to various media by the youth leading to higher consumption of television programmes and information (Braun-Courville et al., 2009). Youth are active consumers of media content and often report that the media are among the top sexual educators. It has also been proven that many youth report that their parents do not give them sufficient information about sexual subjects during adolescence (Brown et al., 1993). It is true that television presents to the youth a world that is different from the one they live in.

This means that they are exposed to a wider variety of views and knowledge than what they can get from their parents, immediate environment, peers and teachers (Santrock, 2001). In the past, many identification figures from family or figures whose attitudes towards issues such as sexuality might have been relatively homogenous due to shared culture but this might no longer be the case due to changes in society.

Media images portray sex as stunning, thrilling and risk free may be linked with the beginning and advancement of permissive sexual attitudes (Brown, Childers & Waszak, 1990). Because of these, adolescents form attitudes about sex that are unrealistic, are conventional and potentially unhealthy (Ward & Fredman, 2006).

It has been observed that because of this influence and presentation of unrealistic images and messages on the media, it is imperative to know how attitudes are created and what influences them (Daugherty & Burger, 1984). The effects of the media on behaviour have been observed in many aspects of social behaviour such as aggression, social stereotyping, pro-social behaviour and social attitudes. Most social scientists now agree that exposure to violence on television has a causal effect on aggressive behaviour (Huston *et al.*, 1992). On the other hand, the effects of sexual content on television have received moderately little attention from social researchers, though studies show that there are strong theoretical reasons to believe that media may play a major role in the socialization of sexual knowledge, attitudes and behaviour (Roberts, 1982).

Many social scientists have argued that the reason why they think mass media and especially television is important source for sexual information for the youth is because parents have been known to provide very little information while schools tend to focus their attention on biological approach with little attention to romance and interpersonal relationships (Strasburger, 1993).

Court Right and Baran (1980) further in their study established that family variable exerted no influence on an individuals' self-valuation and that media and peers were important influences. Young people also have access to a much wider range of media content including other entertainment media which they access concurrently. Many of the portrayals in the media show fascinating, young adolescents with whom many adolescents are likely to identify and imitate. It is for this reason that young people in this age group often name media figures as the people who they would like to imitate.

Adolescence is a stage which human beings face once throughout their lifetime. It serves as a threshold for many developments: biological, physical, psychological and social. These developments are accompanied by positive or negative behaviour depending on the environment that the child is brought-up (Bandura, 1971). Risky sexual behaviour, including early sexual debut, unprotected sexual intercourse, and multiple sexual partners, occur in a broader context. The intensity of involvement in sexual risk behaviour ranges from nonsexual relationship to unprotected sexual intercourse with multiple partners and prostitution (UN AIDS, 2002).

Documented evidence revealed that a large number of adolescents commence sexual activity at a very young age in a number of countries (UNAIDS, 2002). In most sub-Saharan African countries, more than 70% of young women begin sexual activity during adolescent period this to a large extent is as a result of exposure to media effect. It is against this background that this study therefore sought to examine the influence of television programmes on sexual behaviour among adolescents in Kikuyu Sub-county.

1.3 Statement of the problem

Sexual content in entertainment messages on television strongly correlates with negative adolescent behaviour that result in adolescent's pregnancy, and sexually transmitted diseases including AIDS. The United Nations (UN) termed Acquired Immune Deficiency Syndrome (AIDS) as one of the biggest global concern and adopted halting and reversing the spread of HIV/AIDS as one of its Millennium Development Goals (UNAIDS, 2002). Documented evidence revealed that a large number of adolescents commence sexual activity at a very young age in a number of countries. In The Kenya National AIDS control council and the ministry of health in Kenya (NACC, 2010; Ministry of Health, 2001). Have determined that further that more than 75 per cent of the AIDS cases occur between ages of 15 and 45 years, with the peak for AIDS being 25-29 for females and 15-25 years for males. The proposition of this is that HIV infection is rampant at the age group between 15-25 this means that majority of the youth contract the virus when they are still in their adolescence stage. most sub-Saharan African countries, more than 70% of young women begin sexual activity during adolescent period this to a large extent is as a

result of exposure to media effect. With the rising level of early pregnancies and Hiv/Aids and other sexually transmitted infections among adolescents there is need to do this study to ascertain whether the *Beat* music programme has an impact on sexual behaviour among adolescents.

Most studies in Kenya have generally concentrated in identifying the major impact television has on adolescents' sexual behaviour. It is less clear; however, which specific programmes have greater impact on adolescents sexual behaviour in Kenya. Therefore, this study sought to establish the impact of the *Beat* music programme on the sexual behaviour among adolescents in Kikuyu Sub-county.

1.3 Research objectives

1.3.1 General objective

The general objective of the study is to examine the impact of the *Beat* music programme on sexual behaviour among adolescents in Kenya.

1.3.2 Specific objectives

- i. To find out whether adolescents in Kikuyu Sub-county watch the *Beat* programme.
- ii. To investigate the extent to which the *Beat* programme impacts on sexual feelings among adolescents in Kikuyu Sub-county.
- iii. To investigate other factors that influence adolescents' sexual behaviour among adolescents in Kikuyu Sub-county.

1.3.3 Research questions

- i. How many adolescents watch the *Beat* programme in kikuyu Sub-county?
- ii. To what extent does the *Beat* programme impact on sexual feelings among adolescents in kikuyu Sub-county?
- iii. What other factors have an impact on adolescents sexual behaviour in Kikuyu Sub-county?

1.4 Justification and significance of the study

The findings of this study will draw the attention of media practitioners and owners (especially television) to the vital role television plays as an agent of socialization. Television media practitioners and owners will be careful of the type of music programmes they air, most especially at prime time, fully aware the vulnerable and trusting nature of adolescents.

Consequently, the study aims at contributing to knowledge and also provide foundational basis for further studies into the Impact of the *Beat* music programme on sexual behaviour among adolescents. It will provide counselors with feasible information on where and how adolescents draw inferences for their sexual behaviour. This is because adolescents may not only behave in a certain manner because of mere peer influence, age, urbanisation, but also from what they watch on television, especially from people or celebrities they see as role models. Using data and findings from this study we can understand why adolescents choose certain risky sexual decisions. It is also important to understand the parents, television, peers as well as the media as they contribute to such risky sexual behaviour. Research

findings from this research paper will inform parents to monitor the type of TV programmes watched by their children and advise them on the right and healthy life style. Findings from this research shall assist adolescents in understanding the consequences of imitating scenes on television secular musical programmes.

1.5 Scope and limitation of the study

The study was carried out in Kikuyu Sub-county. The researcher's choice of Kikuyu is because Kikuyu is a peri-urban area where people found here come from across the country hence offering diverse information on the *Beat* music programme watching and sexual behaviour. The five wards will be the research site.

1.6 Operational of terms

Adolescent: A young person between ages 11 and 19 years

Sexual behaviour: A psycho-physiological experience influenced by the brain and spinal cord. It is affected by psychosexual development, psychological attitudes towards sexuality and attitudes towards one's sexual partner.

Risky sexual behaviour: Is the behaviour itself, which may involve unprotected vaginal, oral or anal intercourse. It can also be in regard to the nature of the partner such as an intravenous drug user, a nonexclusive partner or a HIV-positive person.

Sexual debut: having had first sexual intercourse at or before 14 years of age) and experience of **sexual** coercion or violence contribute to unintended adolescent pregnancy.

Sexual intercourse: Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina, typically culminating in orgasm and the ejaculation of semen.

HIV/AIDS: Acquired immunodeficiency syndrome (**AIDS**) is a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (**HIV**). By damaging your immune system, **HIV** interferes with your body's ability to fight the organisms that cause disease. **HIV** is a sexually transmitted infection.

Behaviour: is the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment. It is the response of an individual or organism to various inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary.

Impact: Have a strong effect on someone or something

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews literature on adolescents and sexual behaviour, television in Kenya and sexual behaviour as well as how its impact on sexual behaviour among adolescents. It also describes the theoretical perspective that guided this study.

2.1.1 The Impact of the *Beat* music programme on adolescents' sexual behaviour

Research done in United States has established that young people are heavy consumers of sexually- oriented media including TV, both broadcast and cable channels, videos, movies, magazines and more lately, the internet. The researcher acknowledges that the above-mentioned relationship cannot be generalised across cultures especially in Kenya and United States; however, televised programmes do carry sexual content across board. Content analyses have also demonstrated that broadcast television contains a high, growing and increasingly explicit dose of sexual messages and that an amount of such messages exhibit or model either restraint or contraceptive use. However, scientific evidence has not yet established a causal relationship between exposure to sexual content in the media and teenagers' attitudes concerning sexuality and their own sexual behaviour (Ward et al., 2001).

The age at first sexual intercourse is reducing, suggesting that today's youth are becoming sexually active at increasingly younger ages (Kiragu et al., 1995). This

results in situations such as dropping out of school, poverty, early marriage and contracting sexually transmitted diseases (DHS Chartbook, 1993).

An analysis of music on TV indicates that 60% portray sexual feelings and impulses while substantial minority display provocative clothing and sexually suggestive body movements. An analysis of media content also shows that sexual messages on television are almost generally presented in a positive light, with little discussion of the probable risks of unprotected sexual intercourse and few portrayals of adverse consequences (Anderson, 2004; Donnerstein & Smith, 2001). Previous studies have exposed that premarital sex is seen in the adolescent's high rate of pregnancies, stress, abortions, sexually transmitted diseases such as HIV/AIDS and stress. The Kenya National AIDS control council and the ministry of health in Kenya (NACC, 2010; Ministry of Health, 2001). Have determined further that more than 75 per cent of the AIDS cases occur between ages of 15 and 45 years, with the peak for AIDS being 25-29 for females and 15-25 for males. The proposition of this is that HIV infection is rampant at the age group between 15-25 this means that majority of the youth contract the virus when they are still in their adolescence stage.

Sellnow and Sellnow (2001) contend that the stories told through music can be highly persuasive and that they derive their persuasive power from their ability to provide virtual experience to listeners which amplifies musicians' perspectives. This could be problematic in cases of sexual lyrics such lyrics might introduce, encourage or reinforce unhealthy attitudes and behaviour if adolescents' listeners take these virtual experiences to heart and act on them. Adolescents are still developing and are

susceptible to content they get from this music. As it may influence their sexual behaviour negatively which may lead to engaging in premarital sex which may in turn lead to them dropping out of school once they fall pregnant. They can as well contract diseases such as HIV/AIDs.

In regard to adolescents, Carpentier et al., (2007), the high level of music consumption by this demographic, is of little surprise that youth indicate pop music as a major source of pressure in sexual engagement at an early age. Findings by Pardun *et al.*, (2005) provide evidence to support this statement. Their content analysis and survey study show that adolescents' sexual media exposure is significantly correlated to their sexual experience and intention to become sexually active. Further, Brown *et al.*, (2006) found that, among a sample of 12 to 14 year olds, exposure to sexual content in music predicts sexual activity two years after the adolescents entered the study. Hence there is a relationship between sexual content on secular music and sexual behaviour among adolescents.

Martino *et al.*, (2006) showed that listening to music with degrading sexual lyrics with depictions of sex that show it to be expected and uncomplicated, based on physical characteristics and including a power differential between male and female is correlated with early and more advanced sexual experience. Primack *et al.*, (2009) find that higher exposure to lyrics featuring degrading sex is positively correlated with greater non-coital sexual activity and that exposure to such lyrics is the most significant factor correlating to sexual activity among variables examined in the study. Similarly, listeners of genres known to have greater degrading sexual content,

like rap and heavy metal, display more hostile attitudes toward women and higher sexual activity than listeners of other genres (Rubin *et al.*, 2001). This therefore says that there is a relationship between sexual content on secular music and sexual behaviour. The more sexual content a person is exposed the more likely they are to engage in negative sexual behaviour.

In Kenya, we have three types of TV stations cable, satellite and network. All these are operating at least 16 TV stations around the country (Mbeke, 2008). Almost 3.2 million Kenyans own a TV set (Mbeke, 2008). The people at the rural areas have benefited from liberalisation of airwaves as the major networks TVs expanded their reach countrywide. Mbeke says that TV gets to 39 percent of the population on day to day basis (Mbeke, 2008). According to Onyiengo (2014), youth in Kenya are accessing television which has become more flooded with sexual content. The content seldom includes messages on safe sex or consequences of engaging in premarital sexual behaviour. This exposure may influence the behaviour and attitudes of the youth negatively leading to them to engage in premarital sexual behaviour leading to unwanted pregnancies among other effects (Onyiengo, 2014).

Television musical programmes contain visuals that are fast paced grab the concentration of an exact youthful audience generation that has been raised with diverse ways of processing information (Gakahu, 2005). They use sexual images of women through short, sharp, shots of extreme visual pleasure, to encourage viewers to watch closely and stay attentive so that they do not miss out anything. Kenyan songs played in the television portray a twisted relationship between clear messages

about safe sex and sex for sex sake (Gakahu, 2010). A critical look at the language in these songs leaves a thin line between the two aspects. In “juala” (paper bag) for example, despite the fact that the artist is encouraging the use of contraceptives, he is, on the other hand advocating for casual sex (Gakahu, 2010). He terms the bottoms of females as coming in all sizes and prices... “*juala ndio wahitaji*” (paper bag is what you need), thus providing confusing messages to the youth on the same issue of safe sex. The artist commercialises sex and gives an okay to casual sex as long as the individuals involved have a condom. Other songs like “*Wee Kamu*” (you come) “*Kamata dame*” (catch a lady) “*John nampenda John*” (John I love John) among others primarily describe sex (Gakahu, 2010). In the song “*Wee kamu*”, the artist uses graphic language and glorifies promiscuity. The songs are heavily done in sheng, which masks most of the profane language used in them.

Forsberg (2005) noted that for an adolescent trying to make a choice on whether or not to engage in sexual activity, the media can be a very powerful influence on their decision. Cooper (1998) further added that when an adolescent only sees sex as being passionate and fun, with no negative consequences, they can easily be swayed to believe that is the way things really are. Moreover, when adolescent views sexual images which tend to persistently preoccupy their thoughts, they are probably more likely to give in to their hormonal urges (Eschobar-Chaves *et.al.*, 2005).

2.1.2 Adolescents as heavy consumers of secular music content

Television has become a staple in many American households. According to an article in *Science Daily* 60 percent of teenagers spend an average of 20 hours a week

watching television or using the computer. However, a smaller group of teens may spend up to 40 hours a week in front of the television and computer (Daniel et al., 2008). The research more specifically shows that male teens report higher weekly television and computer levels than female teens (Berry et al., 2008). While this study explores the higher risk for obesity in high levels of “screen-time”, extended exposure to media influence via television and computer saturation is also a factor that should be considered. With easy access to television programmes, media can become an environmental factor. Berry et al., (2008) analysis of screen-time also referenced the socio-economic factors correlated to teen television hours. The results showed that in more disadvantaged neighborhoods, teens reported higher television hours (Berry, et al., 2008).

The study concluded that teens in the higher exposure rate of sexualised television content were, twice as likely to experience a pregnancy in the subsequent 3 years. Basically, by increasing the exposure to sexual content on television, the possibility of teen pregnancy increases. Therefore, it can be concluded that adding the overall television viewing hours also increases the possibility of exposure to sexual content. Since television exposure can be measured on a socio-economic level and due to the level of possible exposure (weekly screen-time), television media can be described as an environmental factor (Berry *et al.*, 2008).

Social factors are described as ‘peer norms regarding sexual behaviour.’ While these peers can be seen as physical human beings, television, and the content it presents, can also be considered a type of peer. Berry *et al.*, (2008) that television may play

the role of a “sexual super peer,” influencing the sexual decision-making of youths. This is supported by a study that established a prospective link between exposure to television sexual content and earlier initiation of sex. To explain this relationship, Jordan states that sometimes teenagers attempt to mirror the actors and actresses they see on television as they seek to find their own sense of personality. In addition, exposure to more sexualised television content can also change teens’ perceptions of sex. They can start to view the sex they see on television, sexual content without repercussions or more experienced sexual partners, as reality (Jordan et al., 2009).

For example, if a teen closely relates to a television character, they may begin to view themselves as being sexually inadequate in their own experiences (Jordan et al., 2009). Another example provided by Jordan *et al.*, (2009) is the sexual content displayed on soap operas. Many of the sexual encounters highlight the idea that “sex just happens” (Jordan *et al.*, 2009). It emphasises the lack of consequences that are associated with being caught up in a passionate moment, or a lack of contraception, or forethought. Additionally, Van Damme states that representations of sexual behaviour on television transfers into the outside culture due to assigned meaning. Like Bandura’s social learning theory, Van Damme explains a hyper-reality due to representations of stereotypical sexual behaviour as presented on television.

Van Damme (2010) equates socially learned behaviour to perpetuated stereotypes in teen television. For example, while Van Damme argues that there is more sexual talk rather than action in teen shows, many highlight cliché sexual actions such as the boys acting like “real men” and trying to sleep with as many girls as possible. He

also indicates how female sexuality is stereotyped in teen shows as women being the object of sexual desire, while men are able to freely act on their desires without the negative reputational consequences. Mirroring these stereotypes as role models can impact a teen's gender interaction as well as identity (Van Damme, 2010). With these examples, teenagers may begin to associate the peers they view on television as being social examples for their real lives.

2.1.3 Factors influencing sexual behaviour among adolescents

Perceptions on sexuality are constant through the ages while only the circumstances change (Jones *et al.*, 2005). With growing globalisation and urbanisation, and other social changes, sexual values change in young people (Gage *et al.*, 1993). Currently there is a greater prominence on sexual pleasure rather than safer sex among adolescents (Kelly, 2001). A range of factors contribute to these namely breakdown of traditional parental structures, internet, urbanisation, peer pressure, media and electronic communication (Hall *et al.*, 2006).

A research study carried out among teenagers by (Pristen *et al.*, 2003), found out that teens are more liable to engage in oral sex as opposed to sexual intercourse, they may also be doing it to gain fame among their peers. The study was done on 10th grade students on sexual behaviour of them and their friends, established that 40% had had oral sex while 29.8% had engaged in sex. They reported no use of protection while having sex; hence they were at high risk of getting infected with sexually transmitted diseases and early pregnancies. In addition, (Prinstein *et al.*, 2003), said

that teenagers who were involved in sex were at a vantage point of influencing their peers who had not yet had sex.

Early sexual experiences of this age group is vitally important in moulding their lives. Consequently, if an adolescent had his or her sexual debut before the age of 18 it most likely indicates some form of coercion which puts him/her in a position where the chances of getting infected with a sexually transmitted disease, or any other negative effect, are heightened, for example unwanted pregnancies. They are also exposed to long-term risk such as being less likely to use contraception, have more sexual partners, and tend to engage in higher risk sexual behaviour such as alcohol and drug use (Moore et al., 2008).

Studies done by (Valois et al., 1999) about adolescents found links between the number of sexual partners and other risky behaviour such as carrying a weapon, physical fighting and using alcohol, marijuana and/or cigarettes. Across ethnicity and gender, alcohol use was the only risky behaviour that was significantly and consistently associated with an increase in the number of sexual partners (Valois et al., 1999). It was also discovered that 17% of teenagers between 13 and 18 years who have had sexual encounter (s) pointed out that they did it under the influence of drugs or alcohol, which might not have been the outcome if they had been sober (Kaiser Family Foundation, 1998).

In the Adolescent Health Survey of students in grades 7 through 12, when factors of family structure, wealth, education and popularity were controlled, a female's close group of friends had the most control on the timing of sexual debut. Adolescents

whose friendship network included mostly low-risk friends were half as likely to experience first intercourse as were adolescents whose close friends network was composed mostly of high-risk friends (Bearman & Bruckner, 1999). The Kaiser Family Foundation (1998) found that 13% of young men between 13 to 18 years cited pressure from their friends compared to 7% of young women and 8% of young women and 1% of young men cited pressure from a partner as a factor contributing to why they had sex for the first time.

Furthermore, sexuality matters are determined by parents' marital status (divorced or separated, single or together), family structure and firmness. Hogan *et al.*, (2000) say that teenage girls were less likely to be sexually active if their parents were married at the time of their birth. Adolescent females aged 15 to 19 years whose parents were married at the time of the adolescent's birth were 42% less likely to report having engaged in sexual activity when compared to similar adolescents whose parents were cohabiting at the time of the adolescent's birth and 26% less likely to report having engaged in sexual activity when compared to similar adolescents whose parents were not living together at the time of the adolescent's birth.

Young *et al.* (1991) also found that compared to adolescents from two-parent families, adolescents from single-parent families were significantly more likely to report having ever had sexual intercourse. Studies from several African countries have shown that school-going or educated youth, particularly females, may be less likely to engage in risky behaviour than out-of-school youth (Agha *et al.*, 2006; Mathews *et al.*, 2008). For instance, among females surveyed in the 2003 KDHS,

level of education was strongly related to age at first sex with about 25% of women 15 to 24 years with no education reporting sexual activity by age 15 compared to only 4% among those with at least some secondary education (CBS, MOH, & ORC Macro, 2004).

In their assessment of premarital sexual activity among adolescents in Kenyan schools, Kiragu and Zabin (1993) sexual experience found out that there was an increasing age, low religiosity, substance use, having sexually active peers, and liberal attitudes towards premarital sex. Male gender (Hartell, 2005), low parental supervision and low socio-economic status, especially among females (Brook *et al.*, 2006; Mathews *et al.*, 2008) have also been associated with increased likelihood of sexual activity and risky sexual behaviour.

2.2 Research gap

Despite the fact that research has been done on the role of parents in teaching adolescents about sexuality, they tend to shun getting involved in this discussions on sexual health, safe sex and emotions related to sex (Guilamo-Romos, 2008; Warren, 1995). Parents want to play a critical role in educating their adolescent children about sex but they doubt their ability to effectively discuss sex with their children (Rosenthal & Feldman, 1999). Parents report embarrassment or anxiety in talking about sex, particularly during their children's later adolescence (age 14-18), when many young people are engaging in sexual behaviour, (Jermanet, *et al.*, 2010).

Fundamentally, parents fight with their own lack of knowledge, alleged self-efficacy as communicators, situational constraints and what information they should disclose

to their children this is where television takes over as the best educator for adolescents on everything they want to know about sex more so the sexual content plays a major role in educating the youth. There are so many instances of sexual behaviour on television content ranging from verbal expression, erotic touching to intercourse, masturbation, homosexuality and incest. This is where adolescents run to satisfy their curiosity on sex related information (Chapin, 2000).

According to Johnson *et al.*, (1999), the average youth spends more time watching television than in the classroom. It is an open question of how exposure to media images affects the behaviour of viewers. The sexual content on television can affect any age group, adolescents may be predominantly susceptible (Ward,2003) since they are still in the gullible developmental stages and are attempting to set up their own identity. Adolescents may be influenced by sexual content in the media because they are still at their developmental stages and cannot decipher good from bad media programming. Therefore, when exposed to sexual content on these music programmes they take it as gospel truth going ahead to practice what they see. Thereby exposing themselves to premarital sex which will in turn lead to early pregnancies, abortions and even infections such and HIV/AIDs among other sexually transmitted disease.

2.3 Theoretical framework

There is considerable disparity in theoretical mechanisms by which media might affect adolescents' sexual attitudes and behaviour, most propose that sexually related message content and behaviour act over time as stimuli to change consumer

psychological, physiologic, and behavioural function. The study thus utilized two theories namely social-learning theory and cultivation theory to correlate television and sexual behaviour among the adolescents.

2.3.1 Social learning theory

There is considerable variation in theoretical mechanisms by which media might affect adolescents' sexual attitudes and behaviour, most posit that sexually related message content and behaviour act over time as stimuli to change consumer psychological, physiologic, and behavioural function. The study thus utilized two theories namely social-learning theory and cultivation theory to correlate television and sexual behaviour among the adolescents.

The Social Learning Theory was propounded by Albert Bandura a psychologist at Stanford University. The theory suggests that much learning takes place through observing the behaviour of others (Anaeto *et al.*, 2008). Bandura (1986) says that people learn behaviour, emotional reactions, and attitudes from role models whom they wish to imitate. In his earliest studies to support this theory, fondly called the "Bobo Doll Studies", pre-school children watched a film in which an adult pummeled, kicked, threw, and hammered a 3.5 feet tall, inflatable Bobo the clown doll. One-third of the children watched the film that ended with the adult aggressor being rewarded; one-third watched a film that ended with the adult aggressor being punished and one-third saw a no-consequence version of the film. All the children were then turned loose in a playroom filled with attractive toys, including a Bobo doll. Children who saw rewarded or inconsequential aggression were more likely to

Beat up the Bobo doll than were children who saw punished aggression. The results therefore, showed that whether or not the children acted aggressively depended on their observations of another person's experiences with reward and punishment, and not on their own personal experiences (American Psychological Association).

Bandura as cited in Wirtz (2009) said that children and adults acquire attitudes, emotional responses, and new styles of conduct through filmed and televised modelling. Therefore, he placed caution that TV viewing might create a violent reality, which has to be feared for its capacity to influence the way we deal with people every day. His theory can be summarised as follows: He says that we learn by observing others, focuses on the power of examples and the importance of role models and stresses the importance of vicarious behaviour as a means of modifying behaviour (Wirtz, 2008).

There are three stages that can be identified in the link between passive violence (just watching) and active violence (actually carrying it out), (Lefkowitz, et al., 1977).

These are the steps;

Attention: the first step is to grab a social learner's attention and television achieves this through advertisements and programmes- the more explicit and violent, the better, because it does achieve its goal.

Retention: people learn things by vicariously experiencing them. A TV viewer can watch the most graphic, explicit and or violent acts and experience the thrills, the fear, the strength in the safety of his own room, in his house, before his TV screen.

Therefore, a TV viewer interprets these TV experiences according to his cognitive and emotional levels and then stores them in his memory. These memories may remain unused and untapped for years; they may contribute towards shaping future active or passive experiences.

Motivation: it was suggested that when a person vicariously learns something that deeply affects him, he will be tempted to try it out for him or herself and see what happens. The question is usually; would he/she experience the same results as the on-screen character. In other words, the person tries out the experience on the basis of what he perceives the outcome to be, rather than what may be the actual outcome.

The social learning theory has a general application to socializing effects of media and the adoption of various models of action as it applies to many everyday matters such as clothing, appearance, style, eating and drinking, modes of interaction and personal consumption. Television is rarely the only source of social learning and its influence depends on other sources such as parents, friends and teachers among others (McQuail, 2005).

From the discussion, it can be reliably argued that this theory appropriately addresses how entertainment TV helps in shaping the social behaviour of teenagers. This is because as they are exposed to the entertainment programmes, they engage in a form of social learning process through some of the attributes as portrayed on TV. Clark (1994) is of the view that it is not the medium that influences learning; instead there are certain attributes of TV that can be modeled by learners and can shape the development of unique “cognitive processes.”

It is important to note that several researchers and organizations apply social learning in their educational entertainment programmes. They have created long-running serial dramas aimed at reducing the spread of HIV, slowing population growth, preventing unwanted pregnancies, promoting literacy, and empowering women. For instance, the Population Communications International (PCI), a non-profit group according to American Psychological Association (n.d.) airs serial dramas in countries as diverse as Bolivia, China, Kenya, Mexico, Pakistan, the Philippines, and Tanzania. PCI also uses controlled studies to monitor the success of these programmes in changing audience's behaviour. In Mexico and Kenya for instance, serialized dramas that highlighted family planning heralded 32% and 58% increases in new contraceptive users respectively. In Tanzania, serialized drama that addressed the spread of AIDS was associated with a reduction in reported numbers of sexual partners.

2.3.2 Cultivation theory

The Cultivation Theory was chosen to give backing to the social learning theory in this study. In examining the relevance of this theory to the context of the study, the concern is with the volume of exposure to entertainment TV by teenagers and their perception of what constitutes reality and the acceptable forms of social behaviour.

The theory was designed by George Gerbner and Larry Gross of the University of Pennsylvania. Cultivation theory was derived from several large-scale projects concerned with the effects of television programming (particularly violent programming) on the attitudes and behaviour of the American public" (Miller, 2005,

p. 281). According to Miller (2005), cultivation theory was not developed to study "targeted and specific effects (for instance watching Superman will lead children to attempt to fly by jumping out of the window) rather in terms of the cumulative and overreaching impact television has on the way we see the world in which we live.

Cultivation Theory in its most basic form, then, suggests that exposure to television over time, subtly "cultivates" viewers' perceptions of reality. This cultivation can have an impact even on light viewers of TV, because the impact on heavy viewers has an impact on our entire culture. Gerbner and Gross (1976) say that television is a medium of the socialization of most people into standardized roles and behaviour. Its function is in a word, enculturation.

The central hypothesis explored in cultivation research is that those who spend more time watching television are more likely to perceive the real world in ways that reflect the most common and recurrent messages of the television world, compared with people who watch less television but are otherwise comparable in terms of important demographic characteristics (Gerbner *et al.*, 2002).

It is important to note that Gerbner *et al.*, (1986) goes on to argue that the impact of television on its viewers is not unidirectional; that the use of the term cultivation for television's contribution to conception of social reality (does not) necessarily imply a one-way, monolithic process. The effects of a pervasive medium upon the composition and structure of the symbolic environment are subtle, complex, and intermingled with other influences. This perspective, therefore, assumes an interaction between the medium and its publics.

Cultivation Theory is equally viewed as a top-down, linear, closed communication model that regards audiences as passive, presenting ideas to society as a mass with meaning, open to little or no interpretation. The ideas presented to a passive audience are often accepted, therefore influencing large groups into conforming to ideas, meaning that the media exerts a significant influence over audiences. This audience is seen as very vulnerable and easily manipulated.

Cultivation Theory looks at media as having a long-term passive effect on audiences, which starts off small at first but has a compound effect, an example of this is body image and the bombardment of images (Morgan, 2009).

This grossly exaggerated or simple construction of facts may gradually cultivate the viewers' perception of the world. One of the core assumptions of cultivation theory is that the depiction of sexual benefits as a result of contraceptives use is so pervasive as to be unavoidable. In addition, cultivation assumes that there are uniform media effects. For all these reasons, cultivation researchers posit that assessing individuals' overall amount of exposure to the media is an effective way to assess their level of exposure to those different types of media content.

Cultivation (Gerbner *et al.*, 1980) would rely on chronic memory accessibility to explain why individuals who are exposed to different amounts of the same sex link content will be impacted differentially. Individuals who are more exposed to media are more likely to engage in risky sexual behaviour than light viewers. Adolescents who were exposed to highly sexualised content were also more likely to have engaged in sexual intercourse early (Brown & Newcomer *et al.*, 1991).

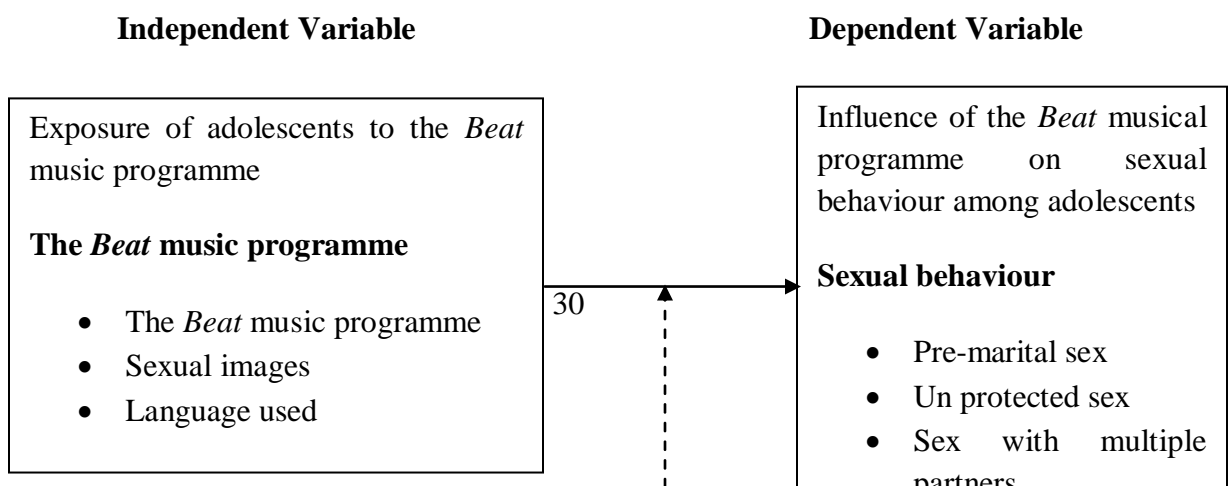
More recently, Hennessy *et al.*, (2009) found a positive relationship between exposure to sexual content and changes in sexual behaviour among adolescents. Many scholars question cultivation theory and its conclusion. Among other things, scholars have criticised the theory's assumption that viewers are passively accumulating every depiction that the media conveys about some issue. The media experience should be viewed as an active rather than a passive, unidirectional process in which viewers passively are being cultivated into a specific portrayal. Therefore, all viewers exposed to the sexual content on television may not necessarily be cultivated into that depiction. In addition, scholars question the idea of a uniform media effect and have expressed concerns regarding the small role attributed to viewers' interpretations of media messages (Harris, 2003).

Critiques (Roberts & Christianson, 2000) appreciate the attention that Gerbner gives to the context of media experiences. For instance, research on violence in the media has called this operationalisation into question. Studies indicate that viewers' reactions to violent content are relevant in health behaviour. This is an important issue since interpretations of the same media portrayal may vary across individuals (Krcmar, 1998). Therefore, Krcmar cautioned media effect scholars about concluding that the process is completely determined by the image.

Despite those criticisms, cultivation has been used to predict a wide range of behaviour including TV-induced aggression. However, what is missing, one would argue, is unequivocal evidence in support of the causal relationship between exposure to sexual content and sexual behaviour. Proponents of cultivation theory

could argue that owing to design limitations and ethical considerations, establishing causality between exposure to sexual content and sexual behaviour is very challenging if not impossible to do. However, beyond this simple causality mechanism, cultivation theory is quite limited in explaining the variations of the persuasive effects of TV/the *Beat music* programme content. In the context of sex as a persuasive technique, it is reasonable to argue that mere exposure to the *Beat* does not ensure that all viewers will be impacted in the same way by what they see. This gap has been partly compensated by Bandura's (1977; 1986; 2001) social learning theory. Social learning theory has been quite fruitful as a theory for mass media campaigns intended to produce behaviour changes.

2.4 Conceptual framework



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Intervening Variables

Source: Research 2017

The dependent variable is sexual behaviour while the independent variable is the *Beat* music programme. The *Beat* music programme has an impact on sexual behaviour. Exposure to the *Beat* music programme has an impact on sexual behaviour and attitudes towards sex among adolescents. However, there are other intervening variables that have an impact on sexual behaviour among adolescents such as social media, lifestyle, age, urbanisation and peer pressure. Hence these factors also play a role in influencing sexual behaviour among adolescents.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter provides the research design, research approach, research method, research site, study population, sample size and sampling procedures for the study.

This chapter also looks at the methods of data collection and data analysis that were employed by the research including reliability and validity of the research instruments and ethical issues.

3.2 Research design

The research employed a descriptive research design. According to Berger (2000), the descriptive research design describes the population being studied. It seeks to obtain information about demographic factors such as age, gender, marital status, occupation, ethnicity, income, religion and to relate this information to opinions, beliefs, values and behaviour of some group of people or research population. The focus of descriptive research design is on present day behaviour of people. Hence, this was the most appropriate design for the researcher as the research problem was linked to behaviour of human beings in this case adolescents.

3.3 Research approach

This study employed a mixed-methods research approach, which utilises the strengths of both qualitative and quantitative approaches hence complementing each other (Creswell, 2009). The study used questionnaires for the quantitative data and for qualitative data key informant interviews and focus group discussions. A mixed

method is a dominant way of enhancing the validity of outcomes. Hence this research design was chosen to enhance the validity and reliability of the research, Campbell et al. (1999). The use of mixed methods in this study was intended to get justification of findings through integration of diverse perspectives Nachmias and Nachmias (1992).

3.4 Research method

The study employed a case study research method. The researcher's case study was Kikuyu Sub-county in Kiambu County. According to Yin (1994) a case study is an empirical inquiry that uses sources of evidence to investigate a contemporary phenomenon within its real-life context, in which the boundaries between the phenomenon and its context are not clearly evident. The case study method is used when the researcher wants to understand or explain a phenomenon. Hence this method was appropriate to explain the relationship between adolescents watching the Beat programme and their sexual behaviour.

3.5 Target population

The population is a complete set of individual cases or objects with some common observable characteristics (Mugenda & Mugenda 2003). Population also refers to the larger group from which the sample is taken (Kombo & Tromp, 2009). The target population for this study was five wards in Kikuyu Sub-county. The respondents were adolescents of age 15-19 years because they fall in the adolescent's age bracket. There are 24,016 adolescents at the age of 15-19 years at Kikuyu Sub-county this was my study population (KNBS, 2009).

3.4 Research site

The study was conducted in five wards of Kiambu Sub-county namely Sigona, Kikuyu, Kinoo, Karai and Nachu.

3.5 Sample size and procedures

3.5.1 Sample size

Based on the target population indicated above, a sample size of 325 respondents was determined in line with the arguments advanced by Fisher *et al.* (1983) as explained below. Other scholars who agree with Fisher (1983) on the sample size of 325 (if the target population is less than 10,000) are Ndeti, 2013 and Mugenda and Mugenda (2003).

$$n_f = n_{\frac{1}{1 + (n/N)}}$$

$$n = \frac{n_f}{1 + (n_f/N)}$$

Where:

n_f = the desired sample size (when the population is less than 10,000)

n = the desired sample size (when the population is more than 10,000)

N = the estimate of the population size

The sample size therefore will be:

$$n_f = \frac{384}{1 + (384/2163)}$$

$$n = \frac{384}{1 + (384/2163)}$$

$$n = 384 = 325$$

The sample size was 325 respondents.

According to the Kenya National Bureau of Statistics kikuyu sub county has a population of 24016 adolescents aged 15-19. The county has five wards. The researcher's target population was the five wards. The wards selected Sigona, Karai, Kikuyu, Kinoo and Nachu. A sample of 325 respondents was selected from the target population. The sample was calculated proportionately to their sizes in population of the ward as shown in table 3.1.

Table 3.1: Sample size

Wards	Population	Sample
Sigona	4446	67
Nachu	4201	65
Karai	3590	54
Kikuyu	5903	81
Kinoo	5876	56
Total	24016	325

Source: Research 2017

3.5.2 Sampling procedures

The research employed a Simple random sampling technique to draw the individual samples for the quantitative data. To ensure an unbiased sample, every adolescent in the five wards had an equal opportunity of being picked from the sample. One of the best things about simple random sampling is the ease of assembling the sample. Simple random sampling is a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected. Simple random sampling is representativeness of the population and one is selected by mere luck.

Further 50 students were conveniently sampled were divided into four (4) groups to form focus group discussions for qualitative data. Convenient sampling technique. Convenient sampling technique is where you pick only on the willing respondents for the study. Five professionals were purposively sampled for the key informant interviews.

3.5 Data collection instruments

Before going to the field, the introduction letter was issued by the University of Nairobi to the researcher for purposes of data collection (see appendix IV). Consequently, after the proposal defense the researcher was issued with a certificate of field work (see appendix VI) for data collection.

3.6.1 Questionnaires

The survey method was used to assess the impact of the *Beat* music programme on sexual behaviour among adolescents in Kikuyu Sub-county. A self-administered questionnaire was used to obtain data from the respondents (see appendix I). The researcher used this method because the main advantage of the questionnaire method is that it avoids the potential embarrassment of face-to-face dialogue and it guarantees complete anonymity. Campbell *et al.*, (1999) say that the use of self-administered questionnaires is particularly useful in the collection of data on sensitive topics, such as sexual behaviour. Another advantage of self-administered questionnaires, according to Campbell *et al.*, (1999) is that they are appropriate methods for obtaining data from literate study populations.

3.6.2 Focus group discussions

A focus group is a small group discussion focused on a particular topic and facilitated by a researcher (Tonkiss, 2004). This is a special type of group in terms of its purpose, size, composition, and procedures. The value of a focus group as a social scientific research method is characterized by Tonkiss (2004) as the method's ability, for exploring the attitudes, opinions, meanings and definitions *on the participants' own terms*. Indeed, as Ann Cronin (2008) says, the main goal of a focus group is to gain insight and understanding by hearing from representatives from the target population. The researcher hence employed this method for purposes of data collection (see appendix III).

Cronin (2008), states that ideally, focus groups should consist of between six to ten people. Peek and Fothergill (2009), conclude that groups that included between 3-5 participants ran more smoothly than the larger group interviews they conducted, and that managing the larger focus groups, from anywhere from 6-15 participants, was difficult. Cronin (2008) agrees that managing groups of more than ten is difficult and, in addition, that such focus groups result in data lacking both depth and substance. Also, in larger groups participants might rely on others to do the talking, a phenomenon termed as social floating, (Cronin, 2008). A focus group is usually composed of 6-8 individuals who share certain characteristics, which are relevant for the study (Morgan, 1997). The discussion is carefully planned and designed to obtain information on the participants beliefs and perceptions on a defined area of interest. Special predetermined criteria is used in selecting focus group participants. This include the following: The topics to be discussed are decided beforehand, there is a

predetermined list of open ended questions, focus relies on discussion among participants about the topics presented (Krueger,1988). This method requires thorough planning and training of group moderators.

Focus groups should be composed of homogenous members of the target population, for instance, similar in age, education level, gender, profession. Focus group discussions can produce a lot of information quickly and are good for identifying and exploring beliefs, ideas or opinions in a community. However, the researcher has less control over the flow of the discussion and results are hard to analyse (Morgan, 1997). In this study, two focus group discussions were held in each ward. Each FGD consisted of 10 respondents were drawn conveniently from each ward namely Sigona, Karai, Kikuyu, Kinoo and Nachu ward. In total, 50 adolescents participated in the FGDs. Care was taken to ensure that the groups were as homogenous as possible in terms of sex and other relevant characteristics like familiarity with each other. Familiarity had advantages such as reducing initial tension or embarrassment. Homogeneity also reduced the danger of the discussions being inhibited by considerations of status or hierarchy (Campbell et al., 1999). Each discussion lasted between 60 and 90 minutes and they were tape-recorded.

3.6.3 Key informant interviews

Key informant interviews were of conversational style rather than formal question answer format (Campmbel et al.,1999). They were conducted using an interview schedule (see appendix II). Key informants were professionals in schools, universities, health ministry who had dealt with adolescents sexual behaviour. They

included a psychologist, a parent, a disciplinary teacher, counselling pastor and guidance-counselling teacher. A total of five key informants were interviewed. The in-depth interviews were used to provide insights in understanding the context in which sexual behaviour was influenced among adolescents by various factors. In this study, one key informant was selected from each ward.

The research encouraged respondents to talk freely and guided the discourse towards new topics from time to time. The researcher started by creating a rapport with the informants. The research then provided information on the issues to be covered during the interview. This included adolescents' sexual behaviour, the *Beat* music programme and other factors that influenced adolescents' sexual behaviour. The interviews were tape recorded to enable the researcher to listen to the flow of discussion and to take note of the exact vocabulary used by the informants. The researcher also wrote down some field notes, which were expanded at the end of each interview.

3.7 Piloting

Piloting was carried out in Kiambu County where a sample size of twenty boys and thirteen girls were selected through convenient sampling technique. The primary purpose of the test was to check content validity of the questionnaire. It also provided feedback on the wording of the questions. Reliability of the questionnaire was attained by the use of Cronbach's Coefficient Alpha. Scholars suggest that an Alpha value of above 0.50 is an indication of reliability (Mugenda & Mugenda,

2003; Cresswell, 2009). In this study, a 0.70 value was used to indicate reliability of the questionnaire.

The final element of the thematic analysis was to check the credibility of the interpretation. This, according to Babbie and Mouton (2001), implies that the researcher must ensure that there is a congruency between the constructed reality of the participants and the realities that are attributed to them by the researcher. Durrheim (1999) rephrases this as the degree to which the research findings are believable observations for the researcher, participants and the readers of the study.

To ensure the validity of the research, the researcher tried to make certain that the participants viewpoints, thoughts, intentions and experiences were accurately understood and reported (Struwig & Stead, 2001). Emphasis was placed on the perspective and language of the participants rather than on the interpretations and terminology of the researcher. The researcher was transparent and explicit (Ryan & Bernard, 2000) on the findings in maximising the interpretative validity of the findings.

3.8 Data analysis and presentation

3.8.1 Quantitative data

According to Kombo and Trump (2006), data analysis refers to examining what has been collected in a survey and making deductions and inferences. It involves scrutinising the acquired information and making inferences. Descriptive and inferential statistics were used to interpret the quantitative data obtained on variables relevant to the study objectives and hypothesis. Statistical package for social

sciences (SPSS) was used to aid in the analysis. Data was presented in tables, graphs and pie charts.

3.8.2 Qualitative data

The qualitative data was obtained from focus group discussions and key informants' interviews, which were transcribed and coded into common themes. The themes in qualitative data were interpreted using thematic analysis. A narrative report enriched with quotations from key informants and focus group participants was written and triangulated with qualitative responses in order to capture convergence or differences (Creswell, 2009).

3.9 Reliability and validity of the research instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). It is the degree of consistency that the instrument or procedure demonstrates (Kombo & Tromp, 2006). Reliability of the research instruments to be used in this study was done through pre-test technique. This involved administering the same instrument once to a group having the same characteristics as the researcher's respondents before administering the questionnaires for the research.

Validity is the accuracy and meaningfulness of inferences, which are based on research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda 2003). The pilot study helps to improve face validity and content of the instruments. The researcher used face validity to review and develop an informal opinion as to

whether or not the test was measuring what it was supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answered the research objectives. The supervisors who are experts in the area of study validated the instruments through expert judgment (Kirk & Miller, 1983).

3.10 Ethical considerations

Participants of the study were informed about the purpose, procedure and benefits of the study. Permission was requested from guardians, spiritual leaders and parents to engage respondents in the study. The guardians, parents and spiritual leaders signed a consent form to show acceptance for their children to participate in this research study (see appendix V). The sensitivity of the context of the study was acknowledged as a result, participants were reassured of privacy and confidentiality of the information provided. They were informed that their participation was voluntary and that they had a right to refuse to answer any questions or even withdraw from the study at any time. All individuals were allowed to ask for any clarification if any.

Participants in key informant interviews were asked to consent to audio recording of their responses. They were informed that the recordings of the interviews would be erased upon completion of the project for ethical purposes so that no one could access that information and use it for his or her benefit at any given time. No monetary incentives were provided because this is unethical and it might have compromised the standards of the responses given by respondents' and consequently

affect the research in terms of credibility. A plagiarism test was done by running the project through a turnitin software to ascertain its similarity index. After the plagiarism test, a certificate of originality was awarded to the researcher (see appendix VII). The researcher was as well issued with a certificate of corrections after corrections recommended during the final defense process were effected (see appendix VIII). Additionally, letters from the chiefs (appendix IX) and spiritual leaders of various churches were issued to the researcher as consent to collect data among the residents as well as church members (see appendix X).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Overview

The chapter provides data presentation, analysis and interpretation of data. The researcher's main objective was to examine the impact of the *Beat* music programme on sexual behaviour among adolescents in Kikuyu Sub-county.

4.2 Response rate

Table 4.1: Response rate of respondents

No. of questionnaires Returned	Target No. of respondents	Response Rate (%)
280	325	86.3%

Source Research 2017

The sample size for quantitative was 325 respondents. The ones that were well filled and returned were 280 questionnaires making response rate of 86.3%. The table 4.1 shows the response rate. Mugenda and Mugenda (1999), recommends a response rate of 50% as adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This therefore means that the response rate for this particular study was enough for data analysis and interpretation.

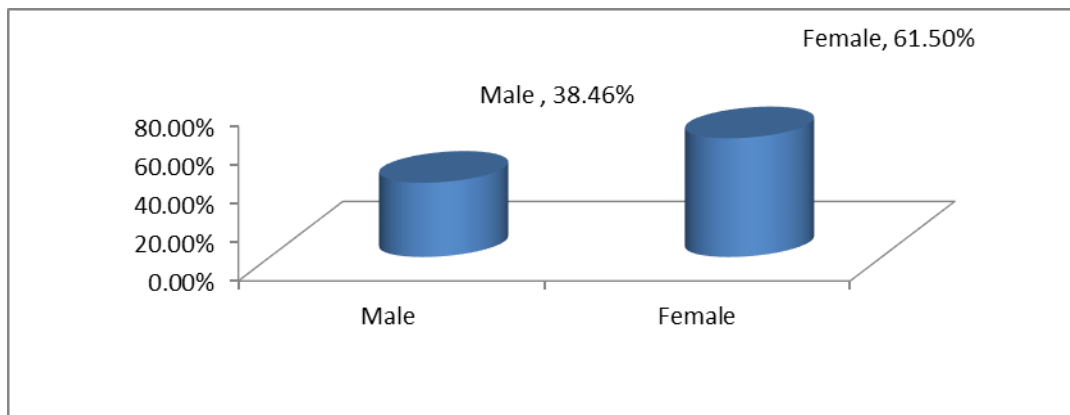
4.3 Demographic information

The study sought to establish the demographic information in order to examine the impact of the *Beat* music programme on sexual behaviour among adolescents in kikuyu Sub-county. This information included age, and gender and education levels of the respondents.

4.3.1 Gender of respondents

This sought to establish the gender of respondents. The responses are shown in figure 4.2.

Figure 4.1: Demographic information according to gender



Source: Research 2017

The percentage of boys that responded to the questionnaires was 50% while the percentage for girls was 50% as well this shows that both genders were well represented.

4.4 Age bracket of the respondents

Table 4.2: Age bracket of respondents

Age	Frequency	Percent
13-14 years	100	36%
15-16 years	100	36%
17- 19 years	80	28%
Total	280	100%

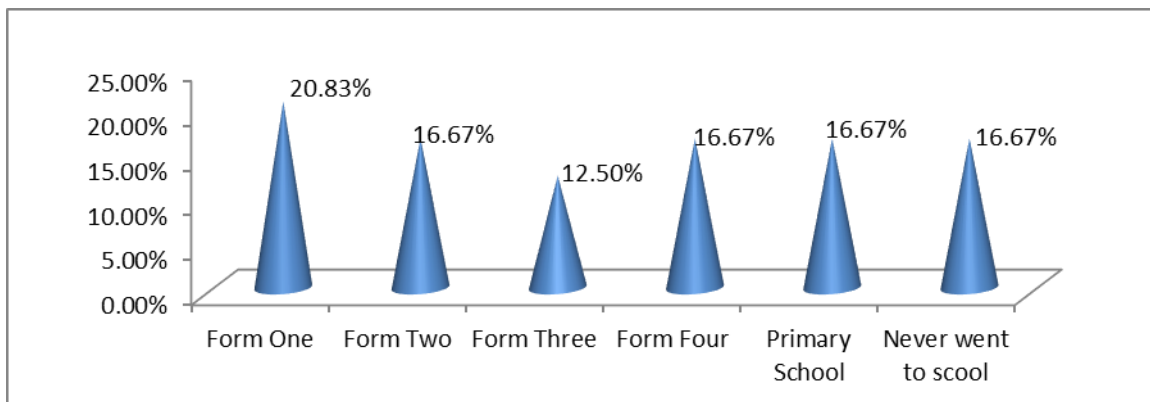
Source Research 2017

The study findings showed that (36%) were between 13-14 years, 36% of the respondents were between 15-16 years and 28% were between 17-18 years. Hence respondents could give relevant responses regarding the topic of study since they were mature.

4.5 Distribution of respondents by level of education

The study sought to establish the level of education of respondents. Results of the findings are indicated in figure 4.2.

Figure 4.2: Distribution of respondents' level of education



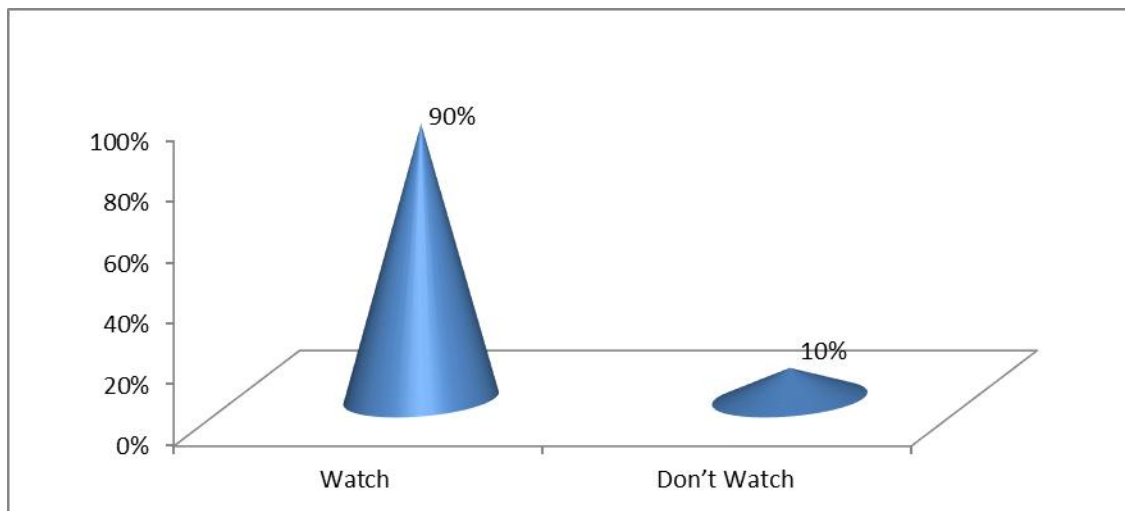
Source: Research 2017

The respondents were asked to indicate their level of education. The study findings indicated that majority were form ones with 20.8%, followed by form two, form four with 16.67%, form threes with 12.5% and 16.7% for the ones who had never been to school. This shows that the respondents were mature to give credible responses to the research project.

4.6 Determining whether adolescents watch the *Beat* programme

The study sought to determine whether adolescents in Kikuyu Sub-county watch the *Beat* programme. Ninety percent (90%) of respondents indicated that they watched the *Beat* programme. Results and findings were shown in the figure 4.3.

Figure 4.3: Do adolescents watch the *Beat* musical programme



Source: Research 2017

Ninety percent of respondents indicated that they watched the *Beat* music programme. This conforms to Gakahu (2005), who says musical television programmes use fast-paced visuals to grasp the attention of a very specific youthful audience a generation that has been raised with different ways of processing

information (Gakahu, 2005). They use sexual images of women through short, sharp, shots of extreme visual pleasure, to encourage viewers to watch closely and stay focused so that they do not miss anything. Kenyan songs played on television portray a skewed relationship between clear messages about safe sex and sex for sex sake (Gakahu, 2010). This therefore means that adolescents watch the *Beat* music programme for its entertainment and feel part of the youth generation. Which may have influence on their sexual behaviour. The music contains messages on sex which are not clear on what adolescents should really do whether to have irresponsible sex just for sex or to use protection while having sex.

During the focus group discussion respondents were asked to indicate whether they watched the *Beat* music programme and their reasons for that. Respondents indicated that they watched the *Beat* music programme daily and if they missed they watched the repeat on Saturdays. Others indicated that they watched the programme both on weekdays and repeat on Saturdays. They indicated that among other music programmes the *Beat* still remains the best.

These views were corroborated by a 40-year-old disciplinary master and a parent who had interacted with adolescents for ten years during the key informant interview.

“Adolescents really love watching the *Beat* programme especially on Saturdays because they have so much free time to hang around the TV room with their colleagues. It goes without saying that this is where they pick these negative sexual behaviour from, therefore, as a disciplinary teacher I would advocate for them not to watch such programmes but more educative ones, or rather even before watching them they should be trained on how to interpret the

information they get from them so that they do not go practicing pre-marital sex which may lead to consequences such as early pregnancy, sexually transmitted diseases transmission among others. These type of programmes have really eroded on the morals of these adolescents. Some even use their study time to watch these music programmes just to keep up with the latest hits or songs”. (DM01, interview March 2017)

“A parent said his daughter literary runs home to watch the *Beat* after school and waits for the repeat on Saturdays. I have tried to stop her from watching the programme but she often sneaks even to her friend’s house just to have an opportunity to watch the programme. The vigorous dance moves and the language used is what adolescents are interested in. They have to watch this programme so that they are up to date with the latest dance moves and the latest lyrics.” (PR01 interview March 2017)

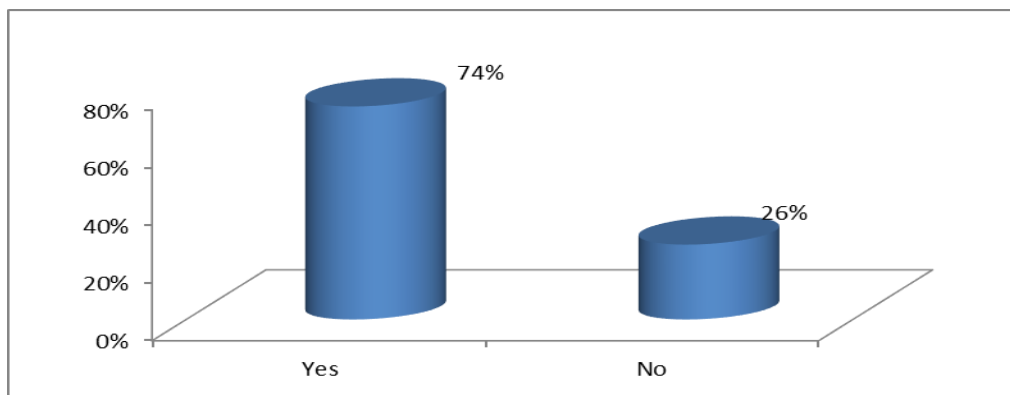
The study concluded that the *Beat* music programme is popular among adolescents in Kikuyu Sub-county and that adolescents were exposed to the programme either through the TV or internet.

4.7 The impact of the *Beat* music programme on sexual behaviour

The second objective of this study was to establish the extent to which the *Beat* programme impacts on sexual feelings among adolescents in kikuyu Sub-county. This was important to understand their knowledge on how the *Beat* music programme impacts their behaviour in regard to sexual activities. Most of the youth learn about sex from television, new media and especially the internet. They also learn from discussions with their peers hence parents and teachers have no room to tell them what is right or wrong about sex as they have their own way of interpretation.

When asked if the *Beat* music programme impact on their sexual behaviour, 26% percent said that the music programme does not really influence their sexual behaviour, while 74% of the respondents said that the music programme does really influence their sexual behaviour. This confirms a study done by Ward, 2003) on sexual content and the media. He says although sexual content in the media can affect any age group adolescents may be particularly vulnerable (Ward, 2003) since they are still in the impressionable developmental stages and are attempting to establish their own identity. Adolescents may be exposed to sexual content in the media during a developmental period when gender roles, sexual attitudes, and sexual behaviour are being shaped (Brown & Newcomer, 1991). Therefore, this group may be at risk because among other things cognitive skills may not allow them to critically analyse messages from the media, while the ability to make decisions based on possible future outcomes is not yet fully developed at this stage (Haferkamp, 1999). Hence indeed the *Beat* music programme does have an impact adolescents sexual behaviour according to these findings.

Figure 4.4: Impact of the *Beat* music programme on sexual behaviour



Source: Research 2017

This correlates with Gage & Meeker, 1993 who say that with the growing globalisation and urbanisation together with other social changes, sexual values make the young generation change, (Gage & Meekers, 1993). The study found out that musical programme the *Beat* has impact on adolescents sexual behaviour. This is because 74% percent of the respondents said that the *Beat* music programme has an impact on their sexual behaviour and that the content should be monitored.

These findings clearly show that the musical programme the *Beat* on which is among the media and electronic communication programmes has got content that has an impact on sexual behaviour among adolescents. This correlates with a research done by Gakahu 2005 in his research, he says, musical television programmes use fast-paced visuals to grasp the attention of a very specific youthful audience a generation that has been raised with different ways of processing information (Gakahu, 2005). They use sexual images of women through short, sharp, shots of extreme visual pleasure, to encourage viewers to watch closely and stay focused so that they do not miss out anything. Kenyan songs played in the television portray a skewed relationship between clear messages about safe sex and sex for sex sake (Gakahu, 2010). Indeed, the *Beat* music programme has an impact on sexual behaviour among adolescents.

This objective also correlates with a study done by Berry, et al. (2008) who suggest, television media directly impacts teen perceptions. Whether this impact is positive or negative ultimately depends on the situation of the individual adolescent and how they interpret the media messages they are receiving. Regardless of the level of

sexual exposure, the mere fact that media have the ability to change adolescent's self-image deserves some recognition by media regulation (Berry *et al.*, 2008).

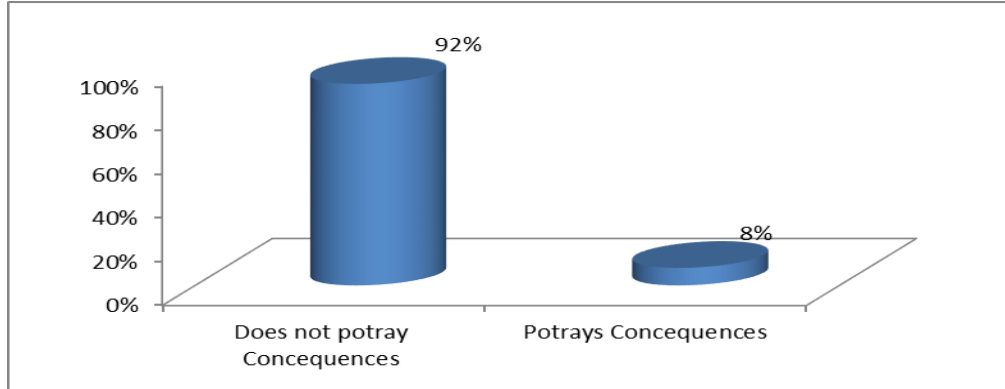
During the focus group discussion, it was also observed that the *Beat* music programme influenced adolescents' sexual behaviour in Kikuyu Sub-county. This is because 74 per cent of the respondents indicated that indeed the *Beat* music programme had an impact on their sexual behaviour. Therefore, the *Beat* music programme indeed had an impact on adolescents' sexual behaviour in Kikuyu Sub-county.

“One psychologist agrees with this finding that indeed the *Beat* programme has an impact on adolescents' sexual behaviour since this is where they get information about sex related behaviour. The *Beat* provides information through language, videos and photographs on exactly what the youth want to know about sex. What the programme does not tell them is that they should take caution if they want to practice pre-marital sex or wait until they are old enough to be able to take care of the consequences that come with having unprotected sex.” (P01, interview February 09).

4.8 Portrayal of consequences of risky sexual behaviour

The study sought to establish whether the *Beat* music programme portrayed consequences of risky sexual behaviour. Results and findings were shown in the Figure 4.5.

Figure 4.5: Portrayal of risky sexual behaviour



Source: Research 2017

When asked whether the *Beat* music programme portrays consequences of risky sexual behaviour. Ninety two percent (92%) of respondents indicated that the *Beat* music programme did not indicate consequences of risky sexual behaviour. This correlates with a study done by Brown *et al.*, (1990) who say that media images that portray sex as stunning, thrilling and risk free may be linked with the beginning and advancement of permissive sexual attitudes (Brown, Childers & Waszak, 1990). Because of these, adolescents form attitudes about sex that are unrealistic not to mention negative outcomes are conventional and potentially unhealthy (Ward & Fredman, 2006).

During the focus group discussions, respondents indicated that the *Beat* did not portray the negative consequences of risky sexual behaviour. They said as long as they trusted their partner all was well and they were safe.

During the key informant interview one of the informants a disciplinary teacher said:

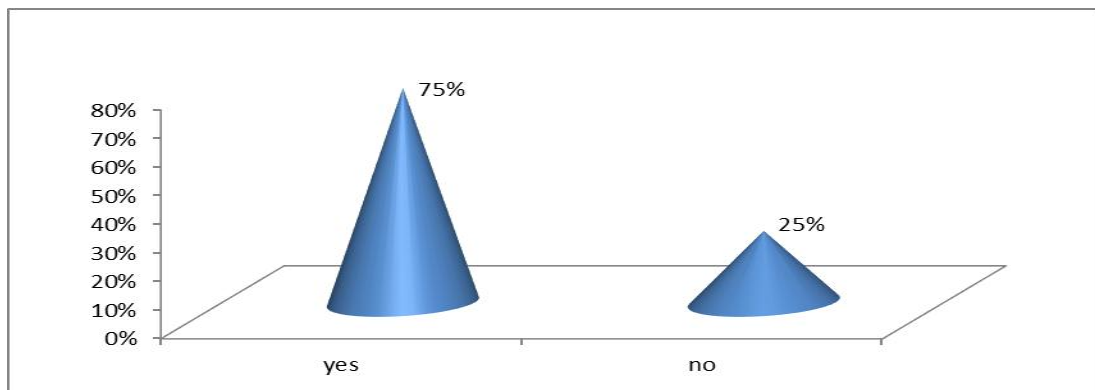
That the *Beat* presented only the good side of sex and that is pleasure was summed up by a 35-year-old disciplinary teacher who said these people are in business and in business you don't tell

your client of the other side of the business deal your goal is to make a sale and that is final. Hence here the media wants to retain their viewers hence they only focus on the good side of sexual pleasure other than on warning the adolescents that sex as well has its dreaded consequences. (T01, interview 13 February 2017).

4.9 Other factors that have an impact on adolescents' sexual behaviour

The third objective of was to find out other factors that influence adolescents sexual behaviour among adolescents in Kikuyu Sub-county table 4.6.

Figure 4.6: Other factors that have an impact sexual behaviour among adolescents



Source: Research 2017

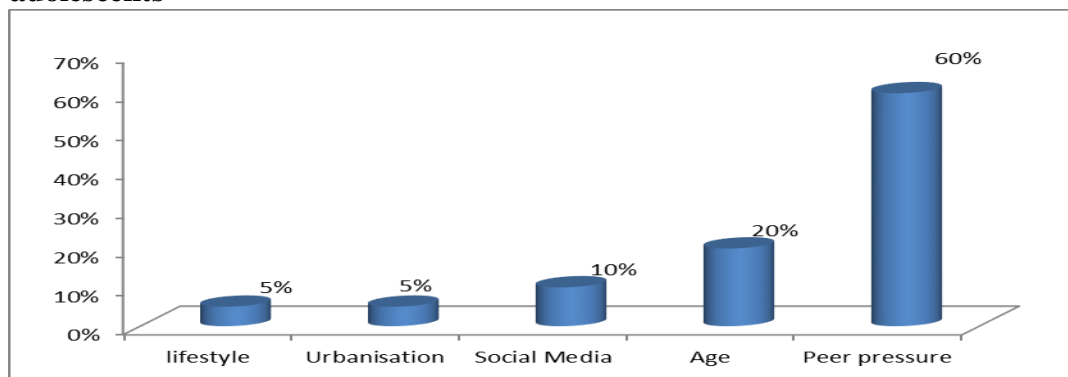
When asked if they thought other factors also have an impact on sexual behaviour apart from the *Beat* music programme seventy five (75%) said that indeed there were other factors that had an impact on their sexual behaviour apart from watching the *Beat* music programme, while 25% said that other factors such as peer pressure, age, social media, lifestyle and urbanisation did not have an impact on their sexual behaviour.

The highest percentage felt that the *Beat* music programme influences their sexual behaviour. This concerns correlates with observations made by Forsberg (2005) he noted that for an adolescent trying to make a choice on whether or not to engage in sexual activity, the media can be a very powerful influence on their decision. Cooper (1998) further added that when an adolescent only sees sex as being passionate and fun, with no negative consequences, they can easily be swayed to believe that is the way things really are. Moreover, when adolescents view sexual images which tend to persistently preoccupy their thoughts, they are probably more likely to give in to their hormonal urges (Eschobar-Chaves *et al.*, 2005).

4.9.1 Rate of impact of other factors on sexual behaviour among adolescents

The study also sought to establish the rate of impact of other factors such as peer pressure, lifestyle, social media urbanisation and age on sexual behaviour among adolescents as shown in Figure 4.7.

Figure 4.7: Rate of impact of other factors on sexual behaviour among adolescents



Source: Research 2017

To find out the rate of impact of other factors that have an impact on sexual behaviour among adolescents. When asked the level of influence that these factors

have on their sexual behaviour these were the results, peer pressure topped the list with 40% followed by age with 30%, social media 20%, lifestyle 10% and urbanisation at 10%. This conforms to Kelly 2001 who says that nowadays there is a greater emphasis on sexual gratification rather than safer sex among adolescents (Kelly, 2001). Information from focus group discussions indicated that apart from the *Beat* music programme there are other factors that influence adolescents' sexual behaviour such as age, social media, urbanisation, lifestyle and peer pressure. Most indicated that peer pressure influenced their decisions to engage in risky sexual behaviour. A 34-year-old counsellor also corroborates with this he says that there are other factors that have an impact on adolescents' sexual behaviour apart from the *Beat* music programme.

There are other factors such as peer pressure most of these adolescents are driven by their friends to practice these risky sexual behaviour such as premarital sex. So just because their friend is doing it they also do it. Other factors that have an impact on sexual behaviour are lifestyle, age and also urbanisation. Day by day adolescents are as well adapting to risky sexual behaviour out of curiosity and the ease of accessing such sex related information from any source. Hence there should be caution on adolescent to educate them on how to decipher information they get from any source more so related to their sexual behaviour so as to try curb the consequences of these risky sexual behaviour. (C01 interview 04 February)

This finding conforms to Hall & Sherry 2004, who say, that various factors contribute to impact on sexual behaviour these including breakdown of traditional parental structures, peer pressure, urbanisation, internet, media and electronic communication (Hall & Sherry, 2004; Szabo, 2006). Hence there are other factors that impact on sexual behaviour apart from the *Beat* music programmes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter provides on summary, conclusions and recommendations derived from the findings of the study. The main objective of the study was to examine the impact of the *Beat* music programme on sexual behaviour in Kikuyu Sub-county.

5.2 Summary

5.2.1 Impact of the *Beat* programme on sexual behaviour

The findings of the study with regard to this objective indicated that the *Beat* music programme contain content that influence sexual behaviour among adolescents. According to the research findings seventy-four (74%) of the respondents indicated that indeed the *Beat* music programme impact on their sexual behaviour. However, 26% of the respondents felt that the *Beat* music programme did not influence their sexual behaviour. During the focus group discussions seventy-two (72%) of respondents indicated that the *Beat* music programme impact on their sexual behaviour while only a small percentage of (28%) felt that the final decision still lies with the individual of whether or not to engage in risky sexual behaviour after watching the programme. However, they indicated that the programme contained sexual content in its language, graphics and pictures which encouraged adolescents to engage in sex.

These findings indicate that sexual content on music programmes entertainment messages on television which strongly correlates with negative adolescent behaviour that result in adolescents' pregnancy, and sexually transmitted diseases including HIV/AIDS.

The United Nations (UN) termed Acquired Immune Deficiency Syndrome (AIDS) as one of the biggest global concern and adopted halting and reversing the spread of Hiv/Aids as one of its Millennium Development Goals (UNAIDS, 2002). Documented evidence has shown that a large number of adolescents begin sexual activity at a very young age in a number of countries (UNAIDS, 2002). In most sub-Saharan African countries, more than 70 percent of young women have their first sexual activity during adolescent stage this to a greater extent results from exposure to media effect.

Furthermore, Forsberg (2005) noted that for an adolescent trying to make a choice on whether or not to engage in sexual activity, the media can be a very powerful influence on their decision. Cooper (1998) further added that when an adolescent only sees sex as being passionate and fun, with no negative consequences, they can easily be swayed to believe that is the way things really are. Also, the findings concur with the statement that sexual content on television can affect any age group, adolescents may be particularly vulnerable (Ward, 2003) since, they are still in the susceptible developmental stages and are attempting to establish their own identity.

5.2.2 Impact of the *Beat* music programme on sexual behaviour

The objective was to investigate the extent to which the *Beat* programme impact on sexual behaviour among adolescents. This objective was obtained as the research found out that the *Beat* has influence on sexual behaviour, however some respondents felt that the *Beat* did not have any impact on their sexual behaviour in a way. Hence this objective was obtained.

Furthermore, Forsberg (2005) noted that for an adolescent trying to make a choice on whether or not to engage in sexual activity, the media can be a very powerful influence on their decision. Cooper (1998) further added that when an adolescent only sees sex as being passionate and fun, with no negative consequences, they can easily be swayed to believe that is the way things really are. Also, the findings concur with the statement that sexual content on television can affect any age group, adolescents may be particularly vulnerable (Ward, 2003) since they are still in the impressionable developmental stages and are attempting to establish their own identity.

The study found out that Television influences viewers' perception of social behaviour and social reality. Television may offer teenagers "scripts" for sexual behaviour that they might not be able to observe anywhere else (Gagnon & Simon, 1987). In one experiment, exposing teens to programming with a lot of sexual content led them to rate casual sex less negatively than teens who did not view the programmes (Bryant & Rockwell, 1994). In other studies, adolescents who view a lot of media are more likely to accept stereotypical sex roles (Walsh Childers & Brown,

1993) and to believe that the unusual sexual behaviour presented on talk shows is realistic (Greenberg & Smith, 2002).

5.2.3 Exposure of adolescents to the *Beat* programme in Kikuyu Sub-county

The study sought to find out whether adolescents watched the *Beat* music programme. The research found out that in deed 90% percent watched the *Beat* secular music programme. While 10% of respondents said they never watch the *Beat* music programme. This research objective was obtained as the researcher found that indeed adolescents watched the *Beat* music programme. This confirmed a research done by (Gakuha, 2005). He says music programmes uses fast-paced visuals to grasp the attention of a very specific youthful audience a generation that has been raised with different ways of processing information (Gakahu, 2005). Therefore, this may grab the attention of more adolescents to watch the *Beat* music programme.

5.2.4 The extent to which the *Beat* programme has an impact on sexual feelings among adolescents in Kikuyu Sub-county

The study was to find out whether the *Beat* influences sexual feelings among adolescents. When asked whether the *Beat* music programme influences their sexual feelings, 76% of respondents said that the *Beat* music programme does influence their sexual feelings. Therefore, there is need for there to be messages on the consequences of risky sexual behaviour such as unprotected sexual intercourse which may lead to infection of sexually transmitted diseases such as Hiv/Aids among others during airing of these programmes. These findings agreed with Kunkel & Collogue (1999, 2001) they found out that whereas consequences were positive in

less than one fourth of the programmes. Equally, Social learning theory predicts that teens that see characters having casual sex without experiencing negative consequences will be more likely to adopt the behaviour portrayed (Greenberg et al., 1993). Hence this objective was obtained.

5.2.5 Other factors that impact on adolescent's sexual behaviour among adolescents in Kikuyu Sub-county

The research objective was to find out other factors that impact on adolescents sexual behaviour. The results got from the study were: peer pressure topping the list with 40% followed by age with 30%, social media 20%, lifestyle 10% and urbanisation with 10%. This agrees with Kelly (2001), who says that nowadays there is a greater emphasis on sexual gratification rather than safer sex among adolescents (Kelly, 2001). Various factors contribute to these including breakdown of traditional parental structures, peer pressure, urbanisation, internet, media and electronic communication (Hall & Sherry, 2004; Sabot, 2006). Hence there are other factors that impact on sexual behaviour apart from the *Beat* music programmes.

5.3 Conclusion

Based on the results of this study it can be concluded that Kenyan adolescents site the *Beat* music programme on television as one of the factors that influence their sexual behaviour. Therefore, it can be concluded that the *Beat* music programme has an impact on sexual behaviour.

However, other factors such as the social media, age, urbanisation and peer pressure among others as well impact on sexual behaviour negatively. Hence the *Beat* music programme is not the only factor that impact on their sexual behaviour. However, the *Beat* music programme is among these factors therefore measures should be put in place to curb the same. Such as reducing the level of sexual content on music programmes and training adolescents on ways to decipher information they get from the media. Since the media cannot be done away with.

Baran (2004) has singled out that the media is vital in creating and maintaining the culture that helps to define us and our lives. In view of the fact that society cannot do away with media, since it is central to creating its culture and that new and more complicated media are evolving daily, the question that media users should be asking themselves is how best to use the strengths of the media such as television and how to minimize its effects on behaviour.

Consequently, the research focused on the impact of the *Beat* music programme on sexual behaviour among adolescents however further research needs to be done on whether the *Beat* music programme can be used to influence sexual behaviour positively.

Further, the study agrees with the observations of the theories that informed the study. Social learning theory as a theoretical framework underlying this study provides solid theoretical reasons to consider that television can play an important role in influencing sexual initiation among adolescents. Music programmes portrayals surrounding adolescents indicate that they extremely pay attention on

sexuality, romance and relationships. Social cognitive theorists established that imitation and identification are the products of two processes. The first is the observational learning where observers can acquire new behaviour simply by seeing those behaviour performed. The second is inhibitory effects where seeing a movie character for instance being punished for a behaviour reduces the likelihood that the behaviour will be performed by the observer. The third method is disinhibitory effects where seeing a model rewarded for prohibited or threatening behaviour increases the likelihood in the observer that the behaviour will be performed.

The cultivation theory by Gerbner (1973), on the other hand, presupposes that those youth who are exposed to television seem to develop attitudes and behaviour that are similar to those of the characters on television. They say that this is possible through the process called mainstreaming of reality where individuals are moved towards sharing televised created understanding of how things are supposed to be done. Cultivation Theory (Gerbner, 1973) says that television "cultivates " or constructs reality of the world that, although possibly inaccurate, becomes accepted simply because the members of a culture believe it to be true.

5.4 Recommendations

Based on the findings of the study the following recommendations were arrived at. First, the study recommends that more educative programmes should be produced and aired so as to educate adolescents on proper sexual behaviour. Adolescents should be enlightened on the high risk they put themselves into when they engage in pre-marital sex or negative sexual behaviour. Moreso campaigns should be

formulated and launched on television mainly on positive sexual behaviour among adolescents.

Policies should be formulated enforced on television producers for them to air content that does not impact on sexual behaviour among adolescents' negatively. Both teachers and parents should always ensure they monitor the use of television in schools as well as at home so as to ascertain that they access rightful information that can influence them positively.

The study recommends that adolescents should be trained on how to decipher information they get from the media and not just to act on it without any questions. This will also enable adolescents to be able to interpret messages they get from the media correctly.

When this happens, they can indeed avoid the effects that the media practitioners were intending to have on them. Ewen (2000) has emphasized through comparing media literacy with traditional literacy that: Historically the links between literacy and democracy are inseparable from the notion of an informed populace, familiar with the issues that touch upon their lives, enabled with tools that allow them to participate actively in public deliberation and social change.

Literacy was about crossing the lines that had historically separated men of ideas from ordinary people, about the enfranchisement of those who had been excluded from the compensation of the citizenship.

There should as well be programmes or campaigns on abstinence on television. This will create awareness on the need to abstain among adolescents. However, students should as well be sensitized on the need to use condoms whenever they practice pre-marital sex so as to protect themselves from sexually transmitted diseases such as HIV/Aids.

Finally, the level of sexual content on programmes aired on television should be reduced. When we reduce this content, there is a high possibility of reducing the level at which adolescents indulge in sexual intercourse as the study has deduced that indeed television has a high level of influence on adolescents to engage in pre-marital sex.

5.5 Recommendation for further research

Based on the findings of the study, the researcher suggests a study to be conducted on those measures that can be put into place to try curb risky sexual behaviour associated with music programmes viewing among adolescents and other factors that impact on their sexual behaviour negatively.

Further a research should be conducted on whether these music programmes can be used to influence sexual behaviour positively among adolescents.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

THE IMPACT OF THE *BEAT* MUSIC PROGRAMME ON SEXUAL BEHAVIOUR AMONG ADOLESCENTS IN KIKUYU SUB-COUNTY

Please take a few minutes to complete this questionnaire. Your honest answers will be completely anonymous, but your views, in combination with those of others are extremely important in building knowledge on the Influence of the *Beat* music on sexual behaviour among the adolescents in Kikuyu Sub-county. Kindly answer all questions.

Part A: Background information.

By the means of tick (✓) kindly indicate an option that best describes you where appropriate.

Also fill in the blanks where necessary.

1. Gender (a) Female [] (b) Male []

2. Age Bracket

a) 3- 14 years []

b) 15 – 17 years []

c) 18 -19 years []

3. Education level of respondents

a) Form one []

b) Form two []

- c) Form three []
 - d) Form three []
4. Do you have access to a television set?
- a) Yes []
 - b) No []

Part B: Whether adolescents watch the *Beat* programme

1. Do you watch television?
- a) Yes []
 - b) No []
2. Do you watch the *Beat* programme?
- a) Yes []
 - b) No []
3. How often do you watch the *Beat* programme?
- a) Daily []
 - b) Once a week []
 - c) Once a month []
 - d) Never []
4. Do you watch the repeat on Saturdays?
- a) Yes []
 - b) No []

Part c: Impact of the *Beat* programme on sexual feelings

1. Do you have sexual feelings after watching the *Beat* programme?

a) Yes []

b) No []

2. When you watch the *Beat* programme how do you feel?

.....
.....

3. When you have those feelings what do you do to suppress them?

.....
.....

4. Does the *Beat* music programme portray consequences of risky sexual behaviour sex?

a) Yes []

b) No []

If yes how?

.....
.....

If no why do you say so?

.....
.....

C. Other factors that impact on adolescent’s sexual behaviour

1. Does viewing of secular music impact on your sexual behaviour?

a Yes []

b No []

2. Do these factors influence your sexual behaviour?

If yes to what extent where 1 is lowest extent and 5 is the highest extent

Statements	1	2	3	4	5
Peer pressure Yes [] No []					
Lifestyle Yes [] No []					
Age Yes [] No []					
Urbanisation Yes [] No []					
Social media Yes [] No []					

3. To what extent do you agree with the following statements with regard to the *Beat* music programmes and sexual behaviour among adolescents? Use 1-5, where 1 is to least extent and 5 is to a great extent

Statements	1	2	3	4	5
The <i>Beat</i> music programmes has lead to improved sexual behaviour among adolescents					
The <i>Beat</i> music programme can be used					

to control risky behaviour among adolescents					
The <i>Beat</i> programme has lead to negative sexual behaviour among adolescents					
The level of sexual content on the <i>Beat</i> music should be reduced					

Thank you for taking time to answer this questionnaire

APPENDIX II: KEY INFORMANT SCHEDULE

1. Do you watch the *Beat* musical programme?
2. Do you think the *Beat* programme influences sexual behaviour among adolescents?
3. Which other factors do you feel impact on adolescents sexual behaviour?

4. What recommendations do you have on the most relevant way to impact on sexual behaviour among adolescents positively while using musical programmes?
5. Can the *Beat* programme be used to improve sexual behaviour among adolescents?

APPENDIX III: FOCUS GROUP DISCUSSION GUIDE QUESTIONS

1. Does the *Beat* music programme have an impact on your sexual behaviour?
2. If it does is positively or negatively?
3. Are you sexually active?
4. If so what factors lead to your first sexual encounter?
5. Are there other factors that influence your sexual behaviour among adolescents in Kikuyu Sub-county?
6. In your own opinion, does the *Beat* music programme contribute to risky sexual behaviour among adolescents in Kikuyu Sub-county?
7. Does exposure to the *Beat* music programme encourage you to get involved in sex at a very early age among adolescents in Kikuyu Sub-county?
8. What kind of information do you get from the *Beat* music programme on sexual behaviour among adolescents in Kikuyu Sub-county?
9. To what extent do you think exposure to the *Beat* music programme encourages adolescents to get involved in risky sexual behaviour as well as safe sexual behaviour among adolescents in Kikuyu Sub-county?
10. Does watching the *Beat* music programme contribute to healthy sexual behaviour among adolescents in Kikuyu Sub-county?

APPENDIX IV: LETTER OF INTRODUCTION

LETTER OF INTRODUCTION

Mary Nyamaingi Ndungu

P.O Box 256-0090

KIKUYU

30th March 2017

Dear Sir/Madam,

**RE: THE IMPACT OF THE *BEAT* MUSIC PROGRAMME NTV ON
SEXUAL BEHAVIOUR AMONG ADOLESCENTS IN KIKUYU COUNTY**

I am a postgraduate student in the University of Nairobi pursuing a Master of Arts Degree in communications studies. I am carrying out a Research on the above-named topic. I kindly request for your assistance by responding honestly to all the items in the Questionnaire. I also ask for your permission to collect data from your children. The findings will not be used for any other purpose other than for this study. Your cooperation and contribution will be highly appreciated.

Yours faithfully,

mnd

Mary Nyamaingi Ndung'u

APPENDIX V: CONSENT FORM

I the undersigned acknowledge that my child can participate in this research as a respondent with my guidance as he/she is still a minor.

Name.....

Signature.....

Phone Number

APPENDIX VI: FIELDWORK



**UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
SCHOOL OF JOURNALISM & MASS COMMUNICATION**

Telegram: Journalism Varsity Nairobi
Telephone: 254-02-3318262, Ext. 28080, 28061
Director's Office: 254-02-2314201 (Direct Line)
Telex: 22095 Fax: 254-02-245566
Email: director-soj@uonbi.ac.ke

P.O. Box 30197-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF FIELDWORK

This is to certify that all corrections proposed at the Board of Examiners meeting held on 02/06/2016 in respect of M.A/PhD. Project/Thesis Proposal defence have been effected to my/our satisfaction and the project can be allowed to proceed for fieldwork.

Reg. No: KSO/76033/2014

Name: MARY NYAMINGI NDUNGU

Title: THE INFLUENCE OF TELEVISION VIEWING ON

SEXUAL BEHAVIOUR AMONG ADOLESCENTS IN PUBLIC SECONDARY SCHOOLS IN
KIKUYU SUB-COUNTY KIAMBU COUNTY

Dr. Ndehi Ndehi
SUPERVISOR

[Signature]
SIGNATURE

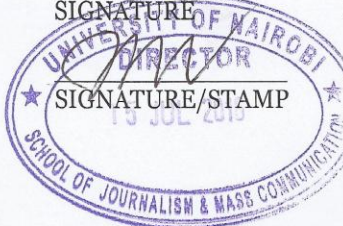
15-7-2016
DATE

Dr Ndehi Ndehi
ASSOCIATE DIRECTOR

[Signature]
SIGNATURE

15/7/2016
DATE

Dr. Ndehi Ndehi
DIRECTOR



15-7-2016
DATE

APPENDIX VII: CERTIFICATE OF ORIGINALITY

Turnitin Originality Report

- Processed on: 29-Nov-2017 15:05 EAT
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By K50/76033/14 Mary Ndungu

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APPENDIX VIII: CERTIFICATE OF CORRECTIONS

APPENDIX IX: LETTER FROM CHIEF



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT
KIKUYU SUB - COUNTY

Telegrams: "DISTRICTER"
Email: dckikuyu@yahoo.com
When replying please quote

OFFICE OF THE CHIEF
Kerwa Location
P.O. Box 51 - 00902 Kikuyu.

REF NO: KRW/CORR/VOL I/413

DATE: 6 MARCH 2017

THE UNIVERSITY OF NAIROBI

RE: MARY MUMITHI MOUNGU IDIN^o 24205869.

The above named person is a student in your University.

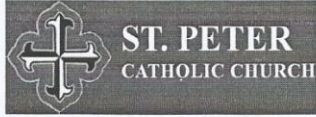
She has permission from me under my guidance to collect data for her masters research project on adolescents of aged between 15-19 yrs in my location as from the date of this letter to 8/5/2017.

Any assistance given to her will be appreciated.

S.K. WATHAKI
S.K. WATHAKI



APPENDIX X: LETTER FROM CHURCH



ST. PETER CATHOLIC CHURCH

P.O. Box 482, Kinoo

When replying please quote

Date: 02/02/2017

REF NO: KINOO/CORR/VOIP/401

TO WHOM IT MAY CONCERN

I the undersigned authorise Miss Nancy Nyamaingi Ndung'u of Id Number 24205859 of the University of Nairobi registration number Kso/76033/2014 to collect data for her Masters research Project on adolescents aged between 15-19 years at my church under my guidance as a Spritual Leader.

Any assistance given to her will be appreciated.

Fr. Cyrus Wahome.

