

**INFLUENCE OF SOCIAL NETWORKING SITES ON  
SEXUAL KNOWLEDGE, ATTITUDES AND  
BEHAVIOR OF COLLEGE STUDENTS' IN  
NAIROBI, KENYA**

**BY**

**SIMON KIHU CHEGE  
REG No: K50/69623/2011**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL  
FULLFILMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF MASTER OF ARTS IN COMMUNICATION  
STUDIES OF UNIVERSITY OF NAIROBI**

**NOVEMBER 2013**

## DECLARATION

I declare that this thesis is my original work with exception of where cited references and/or acknowledgement indicates otherwise and that it has not been submitted to any other university, college or institution or examination body for an academic award.

Signed .....

Date.....

SIMON KIHU CHEGE

REG No: K50/69623/2011

### **Declaration by the supervisor**

This research project has been submitted with my approval as the University of Nairobi supervisor

Supervisor

.....

Date.....

DR. SAM KAMAU

LECTURER, SCHOOL OF JOURNALISM AND MASS COMMUNICATION

UNIVERSITY OF NAIROBI

P.O BOX 30197

NAIROBI, KENYA

## **DEDICATION**

This work is dedicated to God my Creator, my wife Caroline and daughter Sharleen. You have given me enduring courage, you have broadened my horizons, strengthened me and made me believe in myself.

## **ACKNOWLEDGEMENT**

In life there are people who make significant contribution to the quality of our lives through actions and words that leave us better persons forever. These are people who extend our imagination and inspire to higher levels of personal achievements and growth. First I think Almighty God, my Creator for His enduring love, strength and divine power and courage during period of this study. I wish also to express my sincere gratitude and appreciation to my wife Caroline and lovely daughter Sharleen. Sharleen I draw so much strength and passion to trend from you despite the challenges and I thank God a million times for being such a blessing. In a special way I thank my grandmother and mother for the unending support to me.

Special appreciation and gratitude goes to Mr Sam Kamau, lecturer and my supervisor for his wise counsel, valuable guidance, constructive evaluation, quality time, sustained support and encouragement during this research undertaking.

Special thanks go to my uncle, David who rendered me financial assistance and moral support any time I was in need.

Special thanks go to the management of Zetech College and the students who participated in this research work. This project undertaking wouldn't have been a success if it hadn't been for you.

## **ABSTRACT**

Social media and social networking sites are rapidly evolving sources of sex-related information and education among young people. Online Social platforms have also provided opportunities for creation and distribution of sexual content among online friends thus creating a ‘porn culture’ of not only sexualized content consumers but also generators. This has created concerns among sexual health professionals especially in addressing the impact of the consumption of sexualized content and risk sexual behavior and attitudes. In this project report we present and discuss the findings of a descriptive survey of college students in Nairobi Kenya about the use of social media and Social Networking Sites for sex-related information.

A mixed method research design was adopted for this study as it allowed the researcher to obtain rich both quantitative and qualitative data. Data from the questionnaires was collected from a sample of 350 college students age 19 -24 years in a college in Nairobi Kenya. Exposure and consumption of sexual content in the social media (including sexual talk, images and/or videos, online and offline sexual behaviors, memberships and participation in erotic online groups) were the media influence measures. Sex-related knowledge, sexual permissiveness and sexual behaviors were the main outcome measures. The impact of exposure and consumption to sexual content on social networking sites on sexual related knowledge, attitude and behaviors were measured using statistical analysis of correlations between media variables and variables assessing respondents’ sex-related knowledge, attitudes and behaviors.

The results this study indicated that college students were active users of the available social networking tools. The findings also indicated that social networking sites contains explicit sexual content displaying images and/or videos of sexualized nature including exposed men and women genitals, oral sex, sexual intercourse, homosexuality and lesbianism sexual contact, sexual talk and sexuality activities. The findings further revealed that some of the young people were actively seeking sexual content and some were actively generating such sexualized materials. Significant association was found

between variables measuring exposure to sexual content on social networking sites and sexual permissiveness and sexual behaviors.

# TABLE OF CONTENTS

DECLARATION .....	i
DEDICATION .....	ii
ACKNOWLEDGEMENT .....	iii
ABSTRACT .....	iv
LIST OF TABLES .....	xi
<b>CHAPTER ONE:BACKGROUND AND ORIENTATION .....</b>	<b>1</b>
1.1 INTRODUCTION .....	1
1.2 BACKGROUND TO THE STUDY .....	2
1.3 PROBLEM STATEMENT .....	8
1.4 PURPOSE OF THE STUDY .....	10
1. 5 RESEARCH OBJECTIVES .....	11
1.6 THE SCOPE OF THE STUDY .....	11
1.7 SIGNIFICANCE OF THE STUDY .....	11
1.8 ASSUMPTIONS .....	12
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>13</b>
2. INTRODUCTION .....	13
2.1 DEFINITION OF YOUNG PEOPLE.....	13

2.2 THE KENYAN YOUTH: DEMOGRAPHICS AND CHARACTERISTICS .....	13
2.3 PERSPECTIVES ON ADOLESCENTS AND YOUNG PEOPLES’ SEXUALITY, SEXUAL DEVELOPMENT AND SEXUAL IDENTITY FORMATION .....	15
2.3.1 Psychological developmental aspects .....	16
2.3.2 Biological developmental aspects .....	16
2.3.3 Ethical and Moral developmental aspects.....	17
2.3.4 Social cultural developmental aspects .....	17
2.4 SEXUAL KNOWLEDGE, ATTITUDES AND BEHAVIORS OF THE YOUTH	19
2.5 MEDIA AS STRONG AGENT OF ADOLESCENTS AND YOUNG PEOPLE SEXUALITY SOCIALIZATION .....	23
2.5.1 Sexualized Media Portrayals and Young Peoples’ Knowledge, Attitudes and Behavior .....	26
2.5.2 Associations between ‘New Media’ Sexual Content Consumption and Young Peoples’ Sexual Attitudes and Behaviors .....	34
2.6 PREVALENCE AND TRENDS IN SOCIAL NETWORKING SITES USE AMONG THE YOUTH AND YOUNG PEOPLE .....	43
2.6.1 Kenyan Youth and Social Networking Sites .....	43
2.6.2 Young People and Social Networking Sites Online Activities.....	45
2.6.3 Mediation and Portrayals of Sexual Behaviors on Social Networking Sites...	48
2.7. THEORETICAL PERSPECTIVES: SOCIAL NETWORKING SITES’ INFLUENCE ON YOUNG PEOPLE ATTITUDES AND BEHAVIORS .....	53
2.7.1 Social Learning Theory.....	54
2.7.2 Scripts theory .....	58
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>60</b>
3.0 INTRODUCTION .....	60
3.1 RESEARCH DESIGN .....	60
3.2 AREA OF THE STUDY .....	61
3.3 THE STUDY POPULATION .....	62

3.4 SAMPLE AND SAMPLING TECHNIQUES .....	62
3.4.1 SAMPLING METHOD AND PROCEDURE.....	62
3.4.2 DATA COLLECTION PROCEDURES AND DATA COLLECTION TOOLS.	63
3.4.3 DATA COLLECTION TOOLS .....	64
3.4.3.1 QUESTIONNAIRE .....	64
3.4.3.2 FOCUS GROUP DISCUSSIONS .....	65
3.4.2 INDEPENDENT AND DEPENDENT VARIABLES .....	66
3.4.4 ETHICAL CONSIDERATIONS.....	66
3.4.5 DATA ANALYSIS AND PRESENTATION OF RESULTS.....	66
<b>CHAPTER FOUR: DATA ANALYSIS, INTERPRETATIONS AND</b>	
<b>DISCUSSIONS.....</b>	<b>68</b>
4.0 INTRODUCTION .....	68
4.1 THE INSTRUMENT (QUESTIONNAIRE) .....	68
4.2 ADMINISTRATION OF QUESTIONNAIRE.....	69
4.3 BACKGROUND CHARACTERISTIC OF THE RESPONDENTS .....	69
4.4 PARTICIPANTS' EXPERIENCE WITH SOCIAL NETWORKING SITES. ....	70
4.4.1 Popularity and Trends in the Use of Social Networking Sites.....	70
4.4.2 Intensity of Use of Social Networking Sites.....	72
4.4.2.2 Use of Mobile Devices.....	76
4.4.3 Reasons for using social networking sites .....	78
4.4.4 People respondents' socialized with on social networking sites .....	79
4.5 OCCURRENCE AND FREQUENCY OF SEXUAL CONTENT GENERATION	
AND CONSUMPTION .....	82
4.5.1 Peers and Sexual Knowledge.....	82

4.5.2 Status updates.....	86
4.5.3 Image and Profile Information Portrayed on One’s Social Network.....	88
4.5.4 Age of the friends accessing ones profile information .....	89
4.5.5 Sexual Matters Discussions on Others’ and one’s Social Network Profile.....	90
4.5.6 Exposure to Sexually Explicit Materials on the Social Networking Sites.....	94
4.5.6.1 Exposure to ‘Soft’ Sexual Materials.....	94
4.5.6.2 Exposure to ‘Hard’ Sexual Materials.....	97
4.5.7 Posting and Solicitation of Sexualized Content on Social Network Profiles ....	101
4.5.7.1 Posting of Sexualized Content on Social Network Profiles.....	101
4.5.7.2 Solicitation of Sexualized Content on Social Network Profiles .....	104
4.5.8 Online and Offline Activities and Group Membership Using Social Networking Sites.....	108
4.5.8.1 Online and offline friends connections.....	108
4.5.8.2 Social Events and offline sexual activities.....	109
4.5.8.3 Group Membership (Erotic Online Groups).....	111
4.6 Permissive Sexual Attitudes and Risky Sexual Behaviors .....	113
4.6.1 Permissible sexual attitudes .....	113
4.6.2 Pre-Coital Sexual Activities.....	115
4.6.3 Coital Sexual Activities .....	117
4.7 ANALYSIS OF SPECIFIC OBJECTIVES FOR THE STUDY .....	123
RQ1: To determine level of exposure of college students in Nairobi to portrayed and mediated sexual content on social networking sites .....	123
RQ3: To determine the level of consumption of mediated and portrayed sexual content on social networking sites among college students in Nairobi. ....	125
RQ3: To investigate how social networking sites influence sexual knowledge, attitudes and behavior of college students in Nairobi.....	131

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **OF THE STUDY..... 139**

5.1 INTRODUCTION .....	139
5.2 PURPOSE OF THE STUDY .....	139
5.3 SUMMARY IN RELATION TO THE RESEARCH OBJECTIVES. ....	139

5.3.1 The level of exposure of college students to portrayed and mediated sexual content on social networking sites .....	139
5.3.2 The level of consumption of mediated and portrayed sexual content on social networking sites among college students.....	140
5.3.3 To investigate how social networking sites influence sexual knowledge, attitudes and behavior of college students. ....	141
5.4 LIMITATIONS.....	144
5.5 RECOMMENDATIONS.....	146
5.6 RECOMMENDATION FOR FUTURE RESEARCH.....	148
5.7 CONCLUSSIONS .....	149
REFERENCES .....	150
APPENDIXES .....	210
QUESTIONNAIRE .....	211
FOUCUS GROUP DISCUSSION GUIDE .....	216

## LIST OF TABLES

Table 1 Respondents Gender and Age Cross Tabulation.....	84
Table 1.1 SNS Updated Most by the respondents.....	85
Table 1.2 How often SNS Account One Using is Visited and Age Cross tabulation.....	87
Table 1.3 Important to Daily Access SNS account.....	89
Table 1.4 Time Spent on SNS on Log on.....	89
Table 1.5 How often one access SNS on mobile device.....	90
Table 1.6 Correlations between How often SNS Account One Using is Visited and How often one access SNS on mobile device.....	91
Table 1.7 Social Networking Sites Activities.....	92
Table 1.8 People respondents' socialized with on social networking sites .....	95
Table 1.8: Persons with whom respondent discussed sexual matters.....	95
Table 1.9: Respondents interest in commenting and sharing sexual matters on Social Networking sites.....	99
Table 2 How often respondents' posts status updates.....	101
Table 2.1 Kind of updates respondents frequently posted.....	101
Table 2.2 Respondents identity on SNSs.....	102
Table 2.2 Age of the friends accessing ones profile information.....	102
Table 2.3: Respondents response on the age of most of the friends on SNSs.....	103

Table 2.4 Respondent’s on portrayal of sexual matters on Social Networking Sites.....	106
Table 2.5 respondent responses on the exposure to explicit sexual content.....	110
Table 2.6 respondent responses on the exposure to explicit sexual content.....	114
The table 2.7: Respondents perceived exposure to sexual content posted by peers online or by oneself.....	117
Table 2.8 respondent responses on the sexual content solicitation on Social Networking Sites.....	120
Table 2.9: Respondent’s responses on online and offline affiliations.....	122
Table 3: Respondents’ responses on online and offline affiliations.....	123
Table 3.1: Respondents responses on online and offline interactions.....	124
Table 3.2: Respondents’ responses on online group membership.....	125
Table 3.3: Descriptive Statistics for respondents’ permissive sexual attitudes.....	128
Table 3.4: Respondents’ Reponses on pre-coital sexual activities .....	130
Table 3.5: Respondents’ engagement in sexual intercourse.....	131
Table 3.6: respondent’s response on the number of sexual partners one have ever had.....	133
Table 3.7 responses on the number of sexual partners during the last six months.....	134
Table 3.8: Use of condom during the last sexual intercourse.....	135
Table 3.9: Use of contraceptive during the last sexual intercourse.....	136
Table 4.1 Correlations between the frequency of using	

mobile devices to access ones account and engaging in sexual talk with peers on SNSs for the past four months.....	141
Table 4.2 Correlations between the frequencies of using mobile devices to access ones account and coming across photos and/or videos showing nude/seminude and exposed women genitals.....	141
Table 4.3 Correlations between the frequency of using mobile devices to access ones account and coming information on dating and kissing.....	143
Table 4.4 Correlations between the frequency exposure to sexual content depicting sexual intercourse with opposite sex member and permissible sexual attitudes.....	147
Table 4.5 Correlations between the frequency exposure to sexual content depicting oral sex with opposite sex member and permissible sexual attitudes.....	148
Table 4.6 Correlations between the frequency exposure to nude photos posted by friends and sexual attitudes.....	149
Table 4.7 Correlations between number of sexual partners and non-coital sexual behaviors.....	151
Table 4.8 Correlations between number of sexual partners and sexual permissiveness.....	152

# **CHAPTER ONE: BACKGROUND TO THE STUDY AND ORIENTATION**

## **1.1 INTRODUCTION**

The variety of content available on the new media (Internet, social networking sites, computers, MP3 players, handheld video players, and cell phones etc) is practically limitless.

Sexual talk and displays are increasingly frequent and explicit in this mediated world. Content analysis by researchers has found that sexual content that ranged from flirting to sexual intercourse has increased tremendously on the internet and social networking sites over the last one decade (Brown, 2000; Fisher & Barak, 2001; Ybarra & Mitchell, 2005; Escobar-Chaves et al, 2005; Brown, Keller & Stern, 2009; Kaiser Family Foundation, 2010; Brown, Keller & Stern, 2009). Social networking sites are places where youth can encounter sexual text, photos, and videos and can also create and/or post such materials themselves (Collins et al, 2011; Chika & Ojih, 2013; Brown, Keller & Stern, 2009; Ellison et al., 2007; Peluchette & Karl, 2010; Braun-Courville & Rojas, 2000). Young people are immersing themselves newer media with social networking sites, cell phones, and instant messaging playing major roles in their everyday lives (Collins et al, 2010; Pempek et al, 2009). They are using their online social networking sites profiles to display information about their sexuality indicating their sexual orientation and sexual interests, they are posting songs and poems about sexual desires and experiences on blogs, sharing nude or semi-nude pictures and videos of themselves on social networking sites and via mobile phones (sexting) and discussing sexual practices and experiences on SNSs and blogs (Brown, Keller & Stern, 2009). Consumption of sexually suggestive materials on SNs makes young people develop or reinforce sexual permissiveness attitudes. Braun-Courville & Rojas, 2000). Kelleher & Sweetser (2012) found online sexual behaviors to be associated with a greater acceptance of casual sexual behavior. Kelleher & Sweetser (2012) speculates that content creation is likely to form the foundation of the attitudes of adolescents towards sex and their subsequent sexual behaviors throughout their life

My study will attempt to determine the influence of mediated sex and sexual portrayals on social networking sites on young people's sexual knowledge, attitudes and behavior.

## **1.2 BACKGROUND TO THE STUDY**

A number of studies conducted in Kenya have revealed that most youth risky sexual behaviors occur at an early age (Maticka-Tyndale et al., 2005, Oindo, 2002, Youth Fact Book, 2010; Kabiru & Orpinas, 2008; Adam and Mutungi 2007; Njue et al, 2011; Mathenge, 2008; Akwara et al, 2003; CBS, 2004). According to Njue et al (2011) youth in Kenya are regularly having casual, unprotected, coerced, and transactional sex with multiple and concurrent partners. According to (Ochieng, Kakai & Abok, 2010) over 50% of Kenyan youths are sexually active by the age of 20 years. According to Youth Fact book (2010) before the age of 15 years, 11% of young women and 22% of young men aged 15 to 24 had their first sexual intercourse. By the age of 18, 47% of young women and 58% of young men had had their first sexual intercourse. A study conducted in Kisumu town in western Kenya revealed that 73% of the youth were sexually experienced, 74.4% these were sexually active, with 84% engaging in regular sexual encounters and 79.7% maintaining single partner sexual encounters (Oindo, 2002). Mathenge (2008) reported that 36% of girls aged 14-25 years in top schools in Nairobi, Kenya had their first sexual experience by age 15 years while 75 % did not use any protection.

Risk sexual behaviors predispose young people to dangers of contracting HIV/AIDs and other STIs, as well as psychological/emotional problems. Studies have shown that more than half of all new HIV infections (over 7,000 daily) are occurring among young people (WHO, 2006). In Kenya Youth has recorded the highest number of new HIV cases (Central Bureau of Statistics, Ministry of Health, 2004). In 2005, 75% of new HIV infections occurred among youth aged 15-24 years (Government of Kenya 2005). (2002) unwanted pregnancies, abortions and STIs/AIDs are diagnosed each year among the Kenyan youth aged between 13-24 years. Oindo (Oindo 2002).

There has been a lot of interest among researchers, policy makers, parents and educators on how to address the risky sexual behaviors among the youth. This is evidenced in the

enormous advocacy, policy and legal initiatives especially in developing countries that are addressing young people's pertinent issues such health issues, sexuality, education, unemployment to mention a few. Kenya youth framework policies address the same issues highlighted. Collins et al (2011) contend that massive research efforts have been devoted to understanding what put the young people to these sexual risk behaviors outcomes given their given their enormous social, economic, and public health consequences.

Pertinent questions being asked are; why do young people become sexually involved at younger ages? What factors hasten sexual initiation, and what factors delay its onset? (Collins et al, 2004). Research has identified and demonstrated how media has the potential to influence the media content consumers (Pempek, et al 2009; Gruber & Grube, 2000; Aubrey et al, 2003; Brown & Witherspoon, 2002; Kelleher & Sweetser, 2012; Borzekowski & Rickert, 2001; Strouse, Buerkel-Rothfuss & Long, 1995; Greeson & Williams, 1986; Brown, Keller & Stern, 2009).

Mass media play an important role in the socialization of youth (Debra, Braun Courville & Rojas, 2009). Adolescents and young people constantly mention the media as a crucial source of sexual information besides peers, schools, and parents (Borzekowski & Rickert, 2001; Strouse, Buerkel-Rothfuss & Long, 1995; Greeson & Williams, 1986; Brown, Keller & Stern, 2009). Media is believed to influence human thoughts, perceptions, course of action and behaviors. Right from the days of T.V and radio to this era of cybernetics media has proved to have profound power to influence the consumers of media messages. Media provide avenues for young people to learn about sexual behaviors. T.V, newspapers, books, radio, magazines, films and internet have contributed negatively or positively to the meaning of sexuality among the youth.

According to (Gruber & Grube, 2000) adolescents are exposed to sexual content in the media during a developmental period when gender roles, sexual attitudes, and sexual behaviors are being shaped. Entertainment media provide array of messages on knowledge on falling in love, relationships, and sexual desires and thus shape sexual

attitudes, values, and practices (Tom et al, 2010; Barber, 2011). Media give youth ideas on dressing, popular culture, language, sexuality and lifestyle. This means that media is an important source of information for young people as they are developing their own sexual beliefs and patterns of sexual behavior. Young people use the experiences and knowledge learnt from media presentations to develop their own opinions and capabilities (Bale, 2011). Sometimes media becomes the prime source of information to adolescents especially in situations where the parents and schools remain reluctant to discuss sexual matters. Sexuality issues in many societies in Kenya are shrouded in taboos and myths. This makes young people turn to media and peers who sometimes give them incorrect and/or inappropriate information (Toroitich-Ruto, 1997). According to Youth Fact book (2010) media accounts for 24% of the information acquired by the youth on sexuality.

Research findings point to the frequent use of media (television, music, movies, magazines, and the Internet) by adolescents as important factors in the early initiation of sexual intercourse (America Academy of Pediatrics, 2010; Corder-Bolz, 1981, Primack et al, 2009; Werner-Wilson, Fitzharris & Morrissey, 2004; Escobar-Chaves et al, 2005; Tom et al, 2010; Brown et al, 2006), sexual attitudes, values, and beliefs (Brown, 2002, Martino et al, 2009; Levy, 2005), attitudes about rape and sexual coercion (Donnerstein & Linz, 1986), premarital sex (Kelleher & Sweetser, 2012; Strouse, Buerkel-Rothfuss & Long, 1995), permissive attitudes about premarital sex (Strouse, Buerkel-Rothfuss & Long, 1995; Greeson & Williams, 1986), negative expectations about the potential detrimental consequences of having sexual intercourse (Martino et al , 2005), liberal and stereotypical sexual attitudes, beliefs about relationships, greater acceptance of dating violence and sexual risk behaviors (Brown & Strasburg, 2007; Ward, 2003), perpetuation of sexual harassment for males and females (Brown & L'Engle, 2009; Peter Valkenburg, 2006), oral sex (Brown & L'Engle, 2009; Peter Valkenburg, 2006), exaggerated beliefs of sexual activity among peers, sexual callousness and more negative attitudes toward sexual partners (Zillmann, 2000; Voeten & Remes, 2011; Braun-Courville & Rojas, 2000; Omotunde, & Ekanem, 2008; Ward & Friedman, 2006; Ward and Rivadeneyra,

1999). Researchers have also found out that media passively reinforce gender and ethnic stereotypes (Gerbner, Gross, Morgan, & Signorielli, 1986).

Researchers seem to be in agreement that content of explicit sexual nature has been in steady increase in frequency and intensity across media (Huston, Wartella & Donnerstein, 1998; Kunkel et al, 2007; Stern, 2007). All entertainment media are becoming increasingly sexually explicit (Strasburger, 2010). Kunkel et al (2003) conclude that the modern youth is bombarded with media saturated with messages of explicit sexual nature. Fisher et al (2009) argues media sexual portrayals are likely to capture the interest and attention of youth more effectively than other socializing agents.

A number of research studies have demonstrated and documented on the relationships between exposure to sexual content and perceptions of peer norms expectations about sex, permissive sexual attitudes, and engagement in premarital sexual intercourse (Aubrey, Harrison, Collins et al., 2004; Ward, 2003; Kelly & Smith, 2006; Brown & Strasburger, 2007; Njue, Voeten & Remes, 2011; Braun-Courville & Rojas, 2000).

These studies have shown that frequent and prolonged exposure to sexual content in entertainment media have effects on aspects of social behavior and attitudes including knowledge and attitude (Fabes & Strouse, 1983; Silverman-Watkins & Sprafkin, 1983), aggression and stereotyping (Huston, Wartella & Donnerstein, 1998), violence, eating disorders, tobacco and alcohol use (Strasburger, 2002; Brown & Witherspoon, 2003), risky behaviors (O'Keefe, 2010; L'Engle et al (2007; Katherine, 2011), risky behaviors (O'Keefe, 2010; L'Engle et al (2007; Katherine, 2011), , self-esteem, earlier sexual debut, perception on adoption and use of contraceptives and even pregnancy (Brown, Keller & Stern, 2009) and heterosexual activities (Omotunde, & Ekanem, 2008). Strouse et al (1995) relates consumption of sexually-oriented content to adolescents' expression of liberal sexual attitudes, being more receptive of sexual improprieties and negative perceptions of remaining a virgin.

Gakahu (2010) alludes that majority of songs in Kenya music industry include innuendo, partial nudity and sexual situations and behaviors. He cites the lyrics —*Manyakee all sizes, Manyakee all prices* (Females bottoms in all sizes and all prices) as commercializing and promoting casual sex. In his track *Sitaki Kukuona*, Kenyan rapper Rabbit alludes that he would rather go for casual sex, rather date a girl. “*We in mrembo sana na staki niku-hurt,?Lakini sina time ya love, labda tuplakane*” and this is seen to promote casual sex.

Consuming sexually degrading music is associated with earlier sexual intercourse (Collins et al, 2006, Martino et al, 2009), more permissive and stereotypical sexual attitudes (Ward, 2002; Strouse & Buerkel-Rothfuss, 1987). According to Zeitgeist report titled *2012 Search Trends Kenya* released towards the end of 2012, the popularity of TV soap operas among the youth had increased with *Eva Luna, triumph of love and Pasion Morena* being among the trending TV shows. Al-Sayed & Gunter (2012) found soap operas to be linked to early interest in sex and teenage pregnancies

The bulk of the media effects research work has concentrated on adolescents’ exposure traditional media such as radio, magazines and T.V (Brown, 2000; Fisher & Barak, 2001; Ybarra & Mitchell, 2005). The media landscape is evolving at a startling pace, and a greater diversity of content, new types of media, and new platforms for delivering media are constantly emerging (Collins et al, 2011). New media and especially internet are emerging as a powerful pervasive media. The internet is a diverse, expansive and limitless source of information and ideas. Internet offers limitless opportunities for both entertainment and information seeking for adolescents (Escobar-Chaves et al, 2005). Adolescents are immersing themselves new media, with social networking sites, cell phones, and instant messaging playing major roles in their everyday lives (Collins et al, 2011). The dialogue between them is no more monologue, it’s rather dialogue. Sexual talk and displays are increasingly frequent and explicit in this mediated world. Sexual content portrayals range from flirting to sexual intercourse (Collins et al, 2011). Malar (2012) underscores the statement by many researchers that the “Internet is full of photos

and footage exposing underage drinking, provocative clothing and behaviors, and questionable or illegal activity”. Adolescents are readily using new media to engage in “activities relevant to sex and sexuality” (Brown, Keller & Stern, 2009). This may also make young people develop or reinforce sexual permissiveness attitudes when they observe and consume sexually suggestive material on the social networking (Braun-Courville & Rojas, 2000; Rojas, 2000).

Social networking sites such as facebook, twitter, Myspace have gained massive popularity with millions of registered users and an equally high number registering every day (Kisilevich, 2012). Kenya has approximately 2million Facebook active users and thousands of Twitter users (Social bakers.com) with majority of Facebook users (75%) being aged 18 – 34 years with (41%) of these being aged between 18 and 24 while (34%) are aged between 25 and 34. These users upload photos and videos (69%), join fan groups (56%), meet old friends online (48%), meet new people online (24%) and date online (12%) (Youth Fact book, 2010).

Young people are using their online social networking sites profiles to display information about their sexuality indicating their sexual orientation and sexual interests, they are posting songs and poems about sexual desires and experiences on blogs, sharing nude or semi-nude pictures and videos of themselves on social networking sites and via mobile phones (sexting) and discussing sexual practices and experiences on SNSs and blogs (Brown, Keller & Stern, 2009). Young people are also joining and ‘liking’ groups including “*Haga Za Mothers Union, Campus divas for rich men, Naughty stories you will wet your self laughing, Haga za K.U, black booty, Nairobi club exposed stories and pictures you won’t believe, Kenyan Lungula and Bedrum Affairs* etc ” that are dedicated to posts and comments on reckless partying, alcohol and drugs use, casual sex escapades, casual sex, prostitution, homosexuality and lesbianism . For example “*Campus divas for rich men*” are dedicated to hooking up university girls with rich men of any age. In this group girls are free and seemingly proud to publicize their nude photos, genitals, casual sex, reckless partying and drunken escapades.

A study conducted by Plan International and the Cradle here in Kenya discovered that 30.62% of the children interviewed had encountered sexually suggestive material at least once on Facebook. According to Parker (2009), teenagers are increasingly using the mobile phone, internet and Social Networking sites to send and post sexually suggestive text messages and images for entertainment purposes, a phenomenon known as 'sexting'. "Sexting" has become a craze where more than a third of young people have received a sexually explicit text or email, usually from their peers (Daily Nation, January 26<sup>th</sup> 2013).

Research on media effects is generally carried out within the realm of theories of media effects. Most theories of media effects suggest that the influence of media depends largely on the content it contains. Social networking sites are places where youth can encounter sexual text, photos, and videos and can also create and/or post such materials themselves (Collins et al, 2011). It is now time for researchers to focus attention on emerging media technologies and platforms to investigate their influence on young people. Researchers may also investigate and reports on the role of the wireless resources and internet to developing sexual knowledge, attitudes and behavior of the youth. Peter & Valkenburg (2006) Brown (2000). Fisher & Barak, (2001) concur that we know little about the extent to which adolescents expose themselves to sexually explicit material on the Internet.

Guided by the theories of media effects especially social learning theory, social cognitive theory, scripts theory and theories of selective exposure, the researcher will investigate the influence of portrayed and mediated sexual portrays on social networking sites and the influence of these on the young peoples' sexual knowledge, attitudes and patterns of behavior.

### **1.3 PROBLEM STATEMENT**

Social media is everyday becoming increasingly explicit with sexual content (Huston, Wartella & Donnerstein, 1998; Kunkel et al, 2007; Stern, 2007; Strasburger, 2010). Social media is becoming an excellent, convenient and appealing way for young people to talk about sex and sexuality without embarrassment as it affords anonymity and easy access to sexual content. On these social platforms young people and adolescents are

bombarded with verbal and visual sexual scripts on dating, intimacy, relationships and sex. Most researchers agree that new media is more sexually explicit than traditional media.

New media has not only accelerated the rate of communication, they have also transformed young people from just being sexual content consumers to active creators of sexual information (Chika & Ojih, 2013; Braun-Courville & Rojas, 2000). Youth are posting and sharing nude or semi-nude pictures of themselves on social networking sites and via mobile phones (sexting) (Brown, Keller & Stern, 2009). Adolescents and young people may develop or reinforce sexual permissiveness attitudes when they observe and consume sexually suggestive material on the social networking sites.

There is increasing cases of internet pornography addiction in Kenya especially among young people. Among the most addictive sites are the social networking sites like Facebook. A study by Plan International and the Cradle discovered that 30.62% of the children interviewed had encountered sexually suggestive material at least once on Facebook. In 2004 certain cyber in Nairobi reported more downloads of pornography than other types of content by children and young people (Business Daily, November 19th 2009). This clearly show that young people and children continue to consume high dosages of sexual content without the guidance of their parents and and/or seniors.

Social media is being used to promote online prostitution. Young people are hooking up through friend requests on Facebook and other social platforms and sometimes indulge in sex after meeting or continue dating. Studies have shown that overwhelming numbers of youth are scanning their photos and uploading them to dating websites such as Match.com and Adultfriendfinder.com with an aim of attracting elderly rich white men from Europe and America

Among Kenyan Facebookers there are several Facebook groups including “*Haga Za Mothers Union, Campus divas for rich men, Naughty stories you will wet your self laughing, Haga za K.U, Sexiest Kenyan Whores on facebook, hips za warembo wa Kenya*

etc” that are dedicated to posts and comments on reckless partying, alcohol and drugs use, casual sex escapades, lesbianism, homosexuality and prostitution. *Divas for rich men* Facebook page is dedicated to online prostitution. Young girls are using are now using internet and other modern video transmission methods such as Skype to procure clients from all over the world and some have subscribed to various sex sites where they stream live pornographic videos of themselves to various destinations in the world. This was reveled when Kenya police raided a posh house in Nyali Mombasa and confiscated 15 laptops, all connected to wireless Internet (WiFi) and also arrested 11 young girls and a Swiss national for involving in bestiality with a dog (Daily Nation, May 9 2013).

Scholars have researched and documented on how online sexual activities such as online pornography, online sexuality, online sexual identities and online relationships affect sex, sexuality, attitudes and behaviors in young people. There is also a lot concern on the perturbing trends of increasing early sexual debut and risk sexual behaviors, unwanted pregnancies, prostitution, STDs/HIV and AIDs among the young people (Youth Fact Book, 2010; Njue et al, 2011; Ochieng, Kakai & Abok, 2010).

Studies have attempted to establish links between sexual content displayed in the media and initiation of sexual intercourse, sexual attitudes, values, and beliefs (Brown, 2002, Martino et al, 2009; Levy, 2005). The aim of this study is to examine the extent to which college students in Nairobi use social networking sites, whether they consume and produce sexual content and the extent to which this influences their sexual knowledge, attitudes, values, beliefs and behavior. College students comprise and represent a category of media users that adopts and adapts new technologies pretty fast. Peter & Valkenburg (2006) Brown (2000) and Fisher & Barak, (2001) also concur that we know little about the extent to which adolescents expose themselves to sexually explicit material on the Internet.

#### **1.4 PURPOSE OF THE STUDY**

The purpose of the study is to determine the influence of portrayed and mediated sexual content on networking sites on college going students’ sexual knowledge altitudes and behavior. This will add knowledge available within the area of sexual knowledge and

attitudes of young people. Despite many studies on media effects on adolescents and young people, new media especially social networking sites and their influence on sexually knowledge, attitudes and behavior on young people has not been adequately explored. My study will attempt to fill this gap. I hope that my research will contribute to the knowledge on how to address risky sexual behaviors and attitudes among the youth. This may be useful in the development of advocacy, policy and legal initiatives aimed at addressing sexuality challenges affecting the youth.

### **1.5 RESEARCH OBJECTIVES**

The general objective is to determine the influence of portrayed and mediated sexual content on social networking sites on young peoples' sexual knowledge, attitudes and behavior

#### **The specific objectives of this study are:**

- 1) To determine level of exposure of college students in Nairobi to portrayed and mediated sexual content on social networking sites
- 2) To determine the level of consumption of mediated and portrayed sexual content on social networking sites among college students in Nairobi.
- 3) To investigate how social networking sites influence sexual knowledge, attitudes and behavior of college students in Nairobi.

### **1.6 THE SCOPE OF THE STUDY**

The study will only be carried out in Zetech College in Nairobi. The researcher will only confine himself to establishing the influence of Social Networking Sites on sexual knowledge, attitudes behavior of college students in Nairobi.

### **1.7 SIGNIFICANCE OF THE STUDY**

Theory proposes that young people acquire knowledge, attitudes skills and behavior through information presented to them by media and by observing media models. The main aim of this study is to investigate how regular use of social media relates to sexual knowledge, attitudes and behavior of young people by looking at exposure and participation in creation and distribution of sexualized content on social networking sites. The information attained in this study could also help in understanding sexual decisions made by adolescences. In Kenya there is great concern on dangerous associated with sex, unwanted pregnancies, prostitution, STDs/HIV and AIDs. Studies in Kenya reveal

perturbing trends of increasing early sexual debut and risk sexual behaviors among the young people (Youth Fact Book, 2010; Njue et al, 2011; Ochieng, Kakai & Abok, 2010)

As the country and world as a whole are working towards combating HIV/AIDS pandemic, it is important to try and understand how exposure to different kinds of media affects and contributes to the sexual decisions made by the youth. The study is particularly significant in the sense that it will put into perspective the influence of social networking sites on college students' sexual patterns, attitudes and behavior. This is important to parents, educators, policy makers and health care providers and in the development of advocacy, policy and legal initiatives aimed at addressing exposure of young people to sexual content in social networking sites and new media.

### **1.8 ASSUMPTIONS**

There is an assumption that people will answer truthfully and the information will be correct at the time, since participation will be voluntary and anonymity will be sought and preserved

## **CHAPTER TWO: LITERATURE REVIEW**

### **2. INTRODUCTION**

This chapter discusses the literature that has been reviewed by the researcher on the influence of sexual content available on social networking sites on the knowledge, attitude and behavior of college students. The overall purpose for literature review is to develop a strong knowledge base for conduct of the research. Literature review is an important step in the study because no knowledge exists in vacuum.

### **2.1 DEFINITION OF YOUNG PEOPLE**

The ages of adolescence and young people also vary by cultures. Regmi, Simkhada and Teijlingen (2008) adopt a synonymous interpretation of adolescent, youth and young people as people of young age. Adolescent refers to the age group 10 to 19 where as young people represent the people of age group 10 to 24 and those who fall in the age group 15-24 are considered as a youth. In the Kenya National Youth Policy, the government defines youths as those aged 15 to 30. The purpose of this research I will consider young people to be the age group between 13 to 24 and the terms adolescence, young people and youth will be used interchangeably.

### **2.2 THE KENYAN YOUTH: DEMOGRAPHICS AND CHARACTERISTICS**

Many developing economies are characterized by rapid population growth that is partly attributed to high fertility rate, high birth rates accompanied by steady declines in death rates, low contraceptive prevalence rate and high but declining mortality rate (Oyedokun, 2007). In Sub-Saharan Africa, the rate of population growth is one of the highest in the world compared to the rest of the world (USAID/HPI, 2007). Equally, the number of young people is large and increasing

Kenya population has grown steadily with majority (78.31%) of Kenyans being below 34 years old (Central Bureau of Statistics, 2004). When compared to the total population youth population (15-24) is about one quarter of the total population (Youth Fact Book, 2010). This trend of a bigger proportion of the youth in comparison to the total population is likely to continue in the foreseeable future. In fact (Youth Fact Book, 2010) predicts a demographic shift from 'child-rich' (0-14 year olds) phase to a young adult

(youthful) bulge population. Kenya is a young nation, with 45 percent of its population aged less than 15 years, and 19 percent aged between 15 and 24 (KNBS and Macro, 2010).

Often the youth experience a gradual movement towards heterosexual relationships which can lead to sexual activity. Young age is associated with high risk sexual behaviors in Kenya. The youth aged 15-24 have been identified as particularly vulnerable to HIV, sexually transmitted infections and related health issues. According to Youth Fact Book, (2010) the first sexual intercourse happens before the age of 15 years for young women (11%) and young men (22%). By the age of 18 years 47% of young women and 58% of young men report their first sexual intercourse. Males initiate their first sexual intercourse earlier than their female counterparts. This varies across regions and tribe in Kenyans. According (CBS, 2004) seven out of 10 women and eight out of 10 men have had sex by the age of 20, with a median age at first sexual intercourse of 17 years. Another study by Ministry of Health (2004) also reported that 18 % of women aged 25-49 had sex before attaining 15 years; more than half had first sex by their 18th year while 25 % of men aged 20-54 had sex before age 15. Similarly, Akwara et al. (2003) reported that Kenyan youth are about 50 percent more likely to have multiple sexual partners and to have sex without condoms when their sexual debut occurs as early as 15 years. A similar study by Mathenge (2008) reported that 36% of girls aged 14-25 years in top schools in Nairobi, Kenya had their first sexual experience by age 15 years while 75 % did not use any protection. Kenya is one of the countries in East Africa most affected by HIV/AIDS with the majority of the victims aged 15 – 24 years. Youth has recorded the highest number of new HIV cases (Central Bureau of Statistics, Ministry of Health, 2004). In 2005, 75% of new HIV infections occurred among youth aged 15-24 years (Government of Kenya 2005). Demographic Health Survey in 2003 had reported 50% of the new HIV infections to have occurred in youth.

From the cited studies one may conclude that the increase in sexually transmitted infection (STI) and HIV/AIDS among young people corresponds to earlier initiation of sexuality. According to UNICEF, UNAIDS and WHO (2002), youths who engage in sex

before adolescence are more likely to have sex with high-risk partners or multiple partners, and are less likely to use condoms. Thus, delaying the age at which youth engage in sex for the first time could significantly protect them from infection. This suggests that the onset of sexual activity define potential exposure of adolescents to the risk of HIV/AIDS infection and again, engaging in first sex is the entry point to the subsequent risk-taking behavior

According to Youth Fact Book (2010) the sources of sexual & reproductive information for the youth in Kenya are media (24%), religious institutions and leaders (16%), followed by peers and friends (8%) and health institutions (8%). 70% of 15-34 year old women accept messaging from different electronic media as true and as acceptable means of messaging. Among the reasons why 7-19 year olds in Kenya choose what to wear is to improve their image, to stand out in crowds and to attract the opposite sex. Peers/ friends, movie celebrities and music videos play a significant role in influencing what this category of people wear.

### **2.3 PERSPECTIVES ON ADOLESCENTS AND YOUNG PEOPLES' SEXUALITY, SEXUAL DEVELOPMENT AND SEXUAL IDENTITY FORMATION**

Greenberg, Bruess & Conklin (2011) propose an inclusive meaning of sexuality, “sexuality is more than what you do with other people sexually, not only about sex or taking part in sexual behaviors, it is about the person you feel you are, your body, how you feel as girl or as a boy, man or woman, the way you act and feel about other people, it encompasses the sexual knowledge, beliefs, attitudes, values and behaviors of individuals”. Sexuality encompasses the sexual knowledge, beliefs, attitudes, values, orientation, sexual roles, thoughts, feelings, personality, relationships and behaviors of individuals. It deals with the anatomy, physiology, and biochemistry of the sexual response system, as well as with roles, identity, and personality. Sexuality encompasses thoughts, feelings, behaviors, and relationships” (Haffner, 1995). Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction and is experienced and

expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships (Greenbreg & Bruess, 2007).

Bolin & Whelehan (2009) propose a framework that examines four dimensions of sexuality development. The various dimensions examine the anatomy, social cultural psychology and biochemistry of the sexual development and sexual response systems, identity, orientation, roles, personality, thoughts, feelings and relationships.

### **2.3.1 Psychological developmental aspects**

Psychological aspects explain our learned aspects of sexuality. Our attitudes and feelings towards ourselves and other people are a result of the learning experiences we have undergone (Bolin & Whelehan, 2009). Learning agents such as churches, family, peers, schools, media and relatives become major sources of knowledge in this dimension. These learned experiences whether negative or positive become an integral part of our sexuality.

### **2.3.2 Biological developmental aspects**

Biological dimensions of sexuality involve our physical appearance, physical sexual attributes (appearance) and our responses to sexual stimuli, ability to reproduce or control fertility and growth and development in general (Bolin & Whelehan, 2009). Biological functioning relates to natural endowments and capacities of human beings. Fisher et al (2009) emphasizes the generic aspect of behavior. Although she recognizes that culture plays an important role in one's sexuality, she also supports essentialism, the belief that the essence of sexuality is biological (Pintrich & Schultz 2000; Hammack, 2005). Essentialist perspective views sexual orientation as an internal property of individuals which transcends history and culture and as such it is ahistorical, universal, context-independent underlying trait of the individual (Hammack, 2005). Brandhorst et al (2012) assume that the role of biology is mainly limited to providing potentialities and setting limits.

### **2.3.3 Ethical and Moral developmental aspects**

Ethical dimensions of sexuality include questions of morality. What is considered right or wrong in society. Ethical standards are defined through social norms and moral standards and individuals are expected to adhere to such standards. One is considered immoral if they do contrary to moral standards. For example homosexuality is considered against both Christian and African sexual moral teachings and norms. Moral standards however are not universal and sometimes controversial. Ethical aspects might be based on a particular region, philosophy, humanistic or pragmatic origin (Greenberg & Bruess, 2007). Therefore concept of sexuality is affected by ethical attitudes and decisions we make every day.

### **2.3.4 Social cultural developmental aspects**

Social cultural dimensions of sexuality examine contributions of culture in human sexuality. Hammack (2005) expounds on the idea of social constructionism which proposes that sexual identities and experiences are acquired from and influenced and modified by an ever-changing social environment. Social constructionist theory recognizes that norms for masculinity, femininity, roles allocated to women and men and these sexual scripts vary widely across communities (Strebe, 2006). Constructionist perspective posits that sexual orientation is a culmination of historical and cultural experience and not universal and inborn (Hammack, 2005). Sexual constructions of sexuality refer to the process by which sexual thoughts, behaviors and conditions for example virginity are interpreted and ascribe cultural meaning (Jeffrey Weeks, 1986). Ward (2003) defines sexual socialization as the “intricate and gradual process by which young people acquire knowledge, attitudes, and values about sexuality through the integration of information from multiple sources”

In context of sexuality, “sexual socialization is the process of becoming sexual, taking on a gender identity, learning sexual roles, understanding sexual behavior and generally acquiring the knowledge skills and dispositions that allow a person to function sexually in a given culture”, (Belita et al, 2008). Some cultures in Kenya were known to and some still practice early marriages and female genital mutilation and this would have a bearing

on sexual practice and child bearing (Toroitich-Ruto, 1997). In a study of factors that influence the timing of first sexual intercourse among youth in Nyanza Province, the results showed that endorsement of local myths about led to earlier sexual intercourse (Tenkorang & Maticka-Tyndale, 2005)

Masters & Johnson (1979) posit that human sexual behavior is largely as a result of sexual scripts. According to (Odu & Akanle (2008) these mental representations or schemata help to guide the individual through a sexual episode and such sexual scripts that a person comes to adopt or has, is influenced by belief, attitude, values or perception. These sexual scripts are thought patterns and processes which could influence human behavior and actions towards situations and events. Huston, Wartella & Donnerstein (1998) assert that scripts and schemas learnt in early ages of development have a greater bearing in life because young people do not have well developed ideas understanding of sexuality. Huston, Wartella & Donnerstein (1998) further argue that already learnt schemas may be reinforced but not easily scrapped off. Khan, Khan & Hollerbach (2000) consider learning and application of sexual scripts as part of growing up in any culture and society. Sexual behavior may not be under an individual's volition but may be dependent upon the social and cultural environment in which one lives" (Akwara, Madise, & Hinde, 2003). Sources of social cultural influence in most societies include religion, multiculturalism, social economic status, ethics, media and politics. These institutions set thresholds and rules used to measure compliance to social rules and norms regarding expression of sexuality and sexual behaviors.

In Kenya sexuality issues are subject to varying degrees of social, cultural, religious, moral and legal norms (Ouma & Kwaak, 2009). An extensive fieldwork of same sex relationships among the Sambia of Papua New Guinea revealed 'that adolescent males participated in an initiation ritual. In this ritual, the adolescent males performed oral sex on the young adult and adult men, swallowing their semen in order to begin to produce their own' (Hammack, 2005)

Among Kikuyu community in Kenya, young newly circumcised men and women were permitted to practice *gwiko* (a non-penetrative stimulation of the genitals) prior to

marriage as a way of sexual release (Kenyatta 1971). Among the Luo and Luhya of Western Kenya, widows sometimes have sexual intercourse with a male relative of the deceased as ritual “cleansing”. Wife sharing has also been reported among the Maasai of Kenya (Akwara, Madise & Hinde, 2003).

These four aspects of sexuality development according (Bolin & Whelehan, 2009, 2007) do not work in isolation. The four dimensions constantly work together to produce individual and total sexuality and therefore.

## **2.4 SEXUAL KNOWLEDGE, ATTITUDES AND BEHAVIORS OF THE YOUTH**

Review of literature in developed and developing societies reveal high levels of sexual activity among the young people. These studies have showed the majority of young people are either currently sexually active or have previously had sex by the time they reach early adulthood (Shovellera et al, 2004; Kamaara, 2005; Tang et al, 2011). Kabiru & Orpinas (2008) observes that in spite of cultural norms disapproving of premarital sexual intercourse the prevalence of sexual activity among unmarried youth in Kenya is high. Reasons why young people engage in sexual activities are complex and diverse and have been attributed to various social contexts and familial factors. In a study of knowledge, attitudes, and practices among unmarried Kenyan youth revealed that main reason why participants engaged in romantic relationships (which might or might not involve sex) was attraction, material or monetary, peer pressure, perception of sex as way of behaving like grown ups etc(Ajayi, 1991). Among the Luhya girls weaker socioeconomic has been identified to stimulate transactional sex (Njue et al, 2011)

Researchers have found out that young people’s premarital sexual encounters are unplanned, infrequent and sporadic (Oindo, 2002). In Kenya, studies on adolescent sexual behavior show that young people’s premarital sexual encounters are generally unplanned, infrequent and sporadic (Ouma & Kwaak, 2009). Early sexual debut exposes youth people to unwanted pregnancy and sexually transmitted infections(Tang et al, 2011; Fatusi & Blum, 2008; Kumar & Tiwari, 2003; Steen, 2012; Kinaro, 2013; Ikamari & Towett, 2007). This especially because at this stage of life young people lack the knowledge of how to prevent STIs including HIV/AIDs and are unable to successfully

negotiate for safer sex (Gakahu & Nyawira Kaguta 2011). New HIV infections in Kenya have been mostly among young people 15–24 years of age (Belita et al, 2008). In Kenya young age is associated with high risk behaviors. 72.5% of 15-17 year old women engaged in high risk sex compared to 19% of 23-24 year old women. Similarly, 100% of 15-17 year old men engaged in high risk sex compared to 63.6% of 23-24 year old men (Youth Factbook, 2010)

A study to examine the knowledge, attitude and practice and factors influencing sexual relationships and contraceptive practice among the youth in Kisumu town in western Kenya revealed that 73% of the youth were sexually experienced, 74.4% these were sexually active, with 84% engaging in regular sexual encounters and 79.7% maintaining single partner sexual encounters (Oindo, 2002). Another study of sexual activity among high school students in Nairobi, Kenya reported 50% of the males and 11% of females having had sexual intercourse at least once in their lifetime with a significant proportion reporting multiple sexual partnerships (Kabiru & Orpinas, 2008). Results from a study of Sexual Risk-taking Behaviors among Youth in Secondary Schools in Bondo District, Kenya revealed that youth in secondary schools engage in sexual activity. Yet another study conducted among a total sample of 1, 917 to examine sexual risk behavior among Kenyan Universities students reported earlier sexual debut among male students than their female counterparts (Adam and Mutungi 2007). Premarital, having multiple sexual intercourse, unprotected sexual intercourse and engaging in sexual intercourse for gifts have been cited in a number of studies (Lilian, Paul & Luca, 2013; Oindo, 2002; Maticka-Tyndale et al., 2005, Youth Fact Book, 2010).

“Attitudes involve what people think about, feel about, and how they would like to behave toward an attitude object. Behaviour is not only what people would like to do but also what they think they should do, i.e. social norms, habits and expected consequences of one's behavior” (Potsonen & Kontula, 1990). For example how one feels about using condoms, what one believes about purchasing and using condoms, and the persons' intentions to use condoms are all important components of one's attitudes towards using

condoms. Despite the advantages of using condoms, there are negative attitudes towards condoms use” (Potsonen & Kontula, 1990).

According to Bukovic et al (2000) attitudes and knowledge determine the behavior of young people and defines as attitude as the “readiness for positive or negative reaction to certain appearances or events. Learning is pertinent in attitude formation. Attitudes are based on the experience and knowledge acquired during lifetime and adopted by learning in the process of socialisation” (Bukovic et al, 2000). Through learning, information is acquired filtered and assimilated to form negative or positive attitudes towards events, people and situations, circumstances.

Halpern-Felsher & Reznik (2009) feel that it is important to understand adolescents' attitudes regarding sexual behavior, why they choose to engage or not engage in sex, which sexual behavior(s) they initiate and continue, and the outcomes experienced during and following sexual behavior. It is particularly crucial to have an understanding of the patterning of sexual knowledge, attitudes and beliefs and how these have changed over the lifetime of adolescents. A number of researchers have found that liberal premarital sex attitudes among young people increase the likelihood of engaging in risk sexual behaviors (Sonenstein et al, 1998, Farideh Khalaj Abadi, Mehryar & Hooshang, 2012). Trends in attitudes have strongly been associated with sexual behaviors. More conservative sexual attitudes and knowledge have been found to be predictors of decreased sexual activity among adolescent males (Sonenstein et al, 1998). Morrison-Beedy believes that the protective factors to teens risk behavior are teens' own sexual beliefs, values, attitudes, skills, and intentions. Teens that have more permissive attitudes toward premarital sex are more likely to have sex, have sex more frequently and with multiple partners (Morrison-Beedy, 2008).

In a study of female college students in Tehran Iran, the researcher found that students who perceived that their peers' had liberal attitudes towards heterosexual relationships and on their virginity, were also 3.4 times more likely to have boyfriends and 4.33 times more likely to have sexual experience than those who perceived them to be conservative

in this regard (Farideh Khalaj Abadi, Mehryar & Hooshang, 2012). In a study meant to examine predictors of adolescent sexual initiation among a nationally representative sample of adolescents in Nigeria revealed that positive attitudes regarding condom efficacy, positive attitudes to family planning use, a greater perception of condom access and alcohol use among males and positive gender-related attitudes among females were also associated with increased likelihood of adolescent sexual initiation (Fatusi & Blum, 2008).

Accurate sexual knowledge is important for healthy sexuality development. Sexual knowledge serve as a foundation to prepare adolescents to understand their sexuality development, that later will influence their emotional and psychological wellbeing (Lou and Chen, 2009). Many researchers concluded that a significant number of the youth are aware of the dangers of HIV/AIDS and its main mode of transmission, yet many of them still engage in irresponsible sex (Njogu & Martin, 2005; Kamaara, 2005). Kinaro (2013) observes behavior is a product of perceptions while perception is a function of different factors that influence and are influenced by personal and environmental dynamics. He further argues that perceptions are influenced by information adolescents receive from the family, school and the media. Much of the sexually related information especially from peers and media have been found to be inaccurate ambiguous and sometimes misleading and such negative impact on sexual behavior (Kinaro, 2013).

Some studies have revealed that lack of knowledge and misperceptions about sexuality matters, as well as attitudes and beliefs held by adolescents play a significant role in determining their sexual behaviour (Marston & King, 2006). A number of researches have indicated that adolescents with high levels of sexual knowledge are less likely to involve in risky sexual behaviors (Ryan, et al 2007, Taris & Semin, 2006; Williamson et al, 2009). Taris & Semin (2006), Williamson et al (2009) & Kirby et al (2004) feel that adolescents commencing sexual activity without accurate information on reproductive health increases the likelihood of putting themselves at risk of engaging in unsafe sexual practices, resulting in STIs or unwanted pregnancies.

## **2.5 MEDIA AS STRONG AGENT OF ADOLESCENTS AND YOUNG PEOPLE SEXUALITY SOCIALIZATION**

Omotunde, & Ekanem (2008) draws from literature four factors that influences young peoples' sexual behavior and practices. These include peer pressure, parenting trends, exposure to pornographic materials, and knowledge and use of contraceptives. Key socializing agents in the development of sexual behavior include families, schools, peers, and mass media (L'Engle & Jackson, 2008). Researchers suggests that 'socialization agents differently impact on adolescents' sexual behavior' (L'Engle & Jackson, 2008).

There is strong empirical evidence make us to believe media play a crucial role in the socialization of sexual knowledge, attitudes and behavior. Literature review indicates that media have associations with adolescents' and young people's sexual behavior, as important as family, school and peers (Lou et al, 2012). Investigating representation of sex in the media stems from past empirical evidence that have demonstrated the power of mediated sexual content's influence on adolescents and young people's emerging sexual relations and sexual activity (Brown, Greenberg & Buerkel-Ruthfuss)

Mass media play an important role in the socialization of youth (Debra, Braun Courville & Rojas, 2009). Adolescents and young people constantly mention the media as a crucial source of sexual information besides peers, schools, and parents (Borzekowski & Rickert, 2001; Strouse, Buerkel-Rothfuss & Long, 1995; Greeson & Williams, 1986; Brown, Keller & Stern, 2009). Research findings point to the frequent use of media (television, music, movies, magazines, and the Internet) by adolescents as important factors in the initiation of sexual intercourse (America Academy of Pediatrics, 2010). Many of these studies have reported on the media's powerful influence on adolescents' sexual attitudes, values, and beliefs (Brown, 2002, Martino et al, 2009). Research findings have reported correlations between the amount of sexual content viewed on T.V and early onset of sexual intercourse (Corder-Bolz, 1981, Primack et al, 2009; Werner-Wilson, Fitzharris & Morrissey, 2004; Escobar-Chaves et al, 2005; Tom et al, 2010).

Experiments exposing young male adults to pornography combined with violence leads them to hold more callous attitudes about rape and sexual coercion (Donnerstein & Linz, 1986). Researchers have found that attitudes about premarital sex, stereotypes, sexual expectations and perceptions about the acceptability of extra-marital sex are likely to change as a result of viewing T.V (Kelleher & Sweetser, 2012). Studies have shown that prime time programs and videos focusing on sex outside marriage promote permissive attitudes about premarital sex (Strouse, Buerkel-Rothfuss & Long, 1995; Greeson & Williams, 1986). Researchers have found positive correlation between music video exposure and females' attitudes about premarital sex (Strouse, Buerkel-Rothfuss & Long (1995). Greeson & Williams (1986) found teenagers who consumed higher dosages of music videos had accepted premarital sex more than those who were not exposed.

Brown & Witherspoon (2002) observes that "media depicts a world in which unhealthy behaviors such as physical aggression, unprotected sex, smoking and drinking are glamorous and risk free". The current environment in which young people find themselves can be said to be "one of permissiveness with the media providing a host of sexual messages, both implicit and explicit" (Levy, 2005). According to LeVay & Valente (2003) Young people are active consumers of these messages presented on radio, T.V, magazines, distributed on the internet and presented in video games. Oindo (2002) argues that mass media is prompting young people to become sexually active at early ages as the media presents sex as exciting and risk free. L'Engle & Jackson (2008) believe that the mass media provide models for sexual behavior. Adolescents use media frequently and there is an abundance of sexual content in the media they use". According to AAP (2001) Film, T.V, music, sexual messages is becoming more explicit in dialogue, lyrics, and behavior. Sometimes the messages contents are unrealistic, misleading information (Strasburger, 2005; AAP, 2001) that young people take as the gospel truth. Oindo (2002) argues that mass media is prompting young people to become sexually active at early ages as the media presents sex as exciting and risk free. L'Engle & Jackson (2008) believe that the mass media provide models for sexual behavior. Adolescents use media frequently and there is an abundance of sexual content in the media they use". According to AAP (2001) Film, T.V, music, sexual messages is

becoming more explicit in dialogue, lyrics, and behavior. Sometimes the messages contents are unrealistic, misleading information (Strasburger, 2005; AAP, 2001)

Media is as a kind of sexual “superpeer” that encourages them to be sexually active (Brown, Halpern, L'Engle, 2005)

Media is a provide opportunities for observational learning through models which young people may emulate (O'Hara, 2012). Media through models influence young women and men on what “perfect body shape” entails, sex and violence (Media Influence on Youth, 2010). A study found out that that 69% of girls are influenced by magazine models (Media Influence on Youth, 2010). According to (Gruber & Grube, 2000) adolescents are exposed to sexual content in the media during a developmental period when gender roles, sexual attitudes, and sexual behaviors are being shaped. Collins et al (2004) argues that exposure to the media portrays of social models may alter beliefs about the likely outcome of engaging in sexual activity Researchers have found that distorted T.V viewing can cultivate and incarnate a distorted world view and influence behavior domains and it is expected in the same vein to also influence sexual learning (Aubrey et al, 2003). A study that assigned and exposed ten college freshmen to view shows indicated that that exposure to shows that portray negative consequences of sex leads to more negative attitudes toward premarital intercourse and to more negative moral judgments of characters engaged in this behavior (Eyal & Kunkel, 2008). Strouse et al (1995) found adolescents who relied on T.V for behavior modeling to be sexually active. Similarly Ward and Rivadeneyra (1999) found media use (television, internet, and magazines) to have an influence on adolescents’ sexual attitudes and behavior. Strouse et al (1995) relates consumption of sexually-oriented content to adolescents’ expression of liberal sexual attitudes, being more receptive of sexual improprieties and negative perceptions of remaining a virgin. Studies have also revealed that females who had heavy doses of music video and programming with sexual content were more likely to perceive females as sex objects, males as sex driven and dating as fun and a game (Somers & Gleason, 2001).

Access to and use of mass media and the messages they present were found to be influential factors on sex-related knowledge, attitudes, and behaviors of unmarried Asian

adolescents and young adults (Lou, 2012). In Kenya discussions on sex is considered culturally improper and therefore adults and parents rarely impart knowledge on the same. This makes young people turn to peers who give them incorrect and/or inappropriate (Toroitich-Ruto ,1997). Patterns of media consumptions among the youth in Kenya indicate that radio messaging reaches more young people (70%) than television and newspapers or magazines. Television and newspapers or magazines also reach a substantial number of 20-34 year olds. Studies have shown that the media accounts for 24% of the information acquired by the youth on sexuality & reproductive health information (Youth Fact book, 2010). In fact The age group 11-14 trusted schools and media to be sources of relevant information while 15-19 trusted media, health institutions and peers/friends as sources of relevant information (Youth Fact book, 2010).

### **2.5.1 Sexualized Media Portrayals and Young Peoples' Knowledge, Attitudes and Behavior**

Adolescence sexual behaviors are important health issue with pertinent questions being asked. “Why do young people become sexually involved at younger ages?” “What factors hasten sexual initiation, and what factors delay its onset?” (Collins et al, 2004).

Television, Internet, Radio, Print medias, Music videos etc all have a stake in presenting the youth with messages that in one ways or another influence their self-concept, identity and behavior (Heatheron & Sargent, 2009). Kunkel et al (2003) conclude that the modern youth is bombarded with media saturated with messages of explicit sexual nature. In a national survey, 70% of teens aged 15 to 17 reported gained a lot of information about relationships and sexual health issues from the media (Hoff, Greene & Davis, 2003). (Fisher et al, 2009) argues that this “positive, compelling and explicit manner” media presents sexual portrayals is likely to capture “the interest and attention of youth more effectively than other socializing agents”. The main sources of sexual & reproductive information for the youth in Kenya are media (Youth Fact book, 2010). According to (Youth Fact book, 2010) 70% of 15-34 year old women accepted messaging from different electronic media as true and as acceptable means of messaging.

Sexual socialization of youth may be “strongly influenced by the information they consume through the media because is an important source of information and education (Manganello, et al, 2010). Entertainment media (movies, TV, magazines, pop music, and music videos) provide array of messages on knowledge on falling in love, relationships, and sexual desires and thus shape sexual attitudes, values, and practices (Tom et al, 2010; Barber, 2011). Through media socialization patterns of young people has changed (Cache, 2008). Young people use the experiences and knowledge learnt from media presentations to develop their own opinions and capabilities (Bale, 2011). In a study to assess early teens’ exposure to sexual content it was revealed that T.V, music, movies, and magazines push adolescents towards sexual activity (Brown et al, 2006). Media is pervasive in the lives of adolescents and therefore it is easy for them to learn about or view sexual behavior (Manganello, et al, 2010). According to Roberts, Foehr & Rideout (2005) the modern youth spend remarkable portion of their time with some form of mass media including television, video games, music, and internet. Roberts, Foehr & Rideout (2005) found American youth spend one-third of each day with some form of mass media including television, video games, music, and computers

As media develops into successive forms, there have been attempts to measure their effects on human behavior and well-being and this has been the case with earliest mass media to the latest forms such as video games and the internet. “Effects” studies have attempted to measure the power of media technologies on how individuals think, feel and act (Laughey, 2007). “Sexual messages in the mass media can have both immediate and long-term effects” (Huston, Wartella & Donnerstein, 1998). A number of these researches have sounded warning on negative consequences associated with living in a society dominated by media exposure (Fischer et al, 2011). (Fischer et al, 2011) concluded that there is a connection between “exposure to risk-glorifying media content and risk-taking behaviors, cognitions and emotions. Studies have indicated existence of massive sexual messages across different media platforms including television, soap operas, and music videos and other media, including talk shows, magazines, advertising, film/movies (Eyal & Kunkel, 2008; AAP, 2010) with passionate kissing (Greenberg &

Busselle, 1994) and flirting (Witmer, 2010) being the most common. Stern (2007) found that 64% T.V shows had sexual content.

Cross-sectional and correlational research studies have demonstrated and documented the relationships between exposure to televised sexual content and perceptions of peer norms, expectations about sex, permissive sexual attitudes, and engagement in premarital sexual intercourse (Aubrey, Harrison, Collins et al., 2004; Ward, 2003; Kelly & Smith, 2006; Brown & Strasburger, 2007; Njue, Voeten & Remes, 2011; Braun-Courville & Rojas, 2000). Sexualized media content have been found to be associated with sexual behaviors, self-esteem, earlier sexual debut, perception on adoption and use of contraceptives and even pregnancy (Brown, Keller & Stern, 2009). These studies have shown that frequent and prolonged exposure to sexual content have effects on aspects of social behavior and attitudes including knowledge and attitude (Fabes & Strouse, 1983; Silverman-Watkins & Sprafkin, 1983), aggression and stereotyping (Huston, Wartella & Donnerstein, 1998), violence, eating disorders, tobacco and alcohol use (Strasburger, 2002; Brown & Witherspoon, 2003), risky behaviors (O'Keefe, 2010; L'Engle et al (2007; Katherine, 2011), , self-esteem, earlier sexual debut, perception on adoption and use of contraceptives and even pregnancy (Brown, Keller & Stern, 2009) and heterosexual activities (Omotunde, & Ekanem, 2008).

Researchers have also linked sexual exposure to less progressive gender roles, permissible sexual attitudes, perpetuation of sexual harassment for males, sexual exploration, earlier oral sex and sexual intercourse for both females and males (Brown & L'Engle, 2009; Peter Valkenburg, 2006). “Early exposure to pornography is related to subsequent attitudes about gender roles, personal sexual norms, sexual harassment and sexual behaviors” (Katherine, 2011). A study found out that sexualized media was more strongly associated with permissive sexual attitudes (Manganello et al, 2010). Television program depicting alcohol has been found to be associated with positive beliefs and expectancies about alcohol (Al-Sayed & Gunter, 2012) and alcohol consumption (Collins, Ellickson, McCaffrey, & Hambarsoomians, 2007;). In a sample of young adults aged 14-22 Santelli, Robin, Brener and Lowry (2001) reported a strong association

between alcohol and drug use and sexual risk behaviors. A qualitative study of patterns of sexual media use among adolescents aged 11-15 found that sexual portrays in the media were sought by girls when they interested in learning about relationship norms, strategies for establishing relationships, and tips on how to get sexually attractive (Valenzuela, Park & Kerk, 2009)

A number of studies have suggested that prolonged exposure can lead to exaggerated beliefs of sexual activity among peers, sexually permissive attitudes, and sexual callousness and more negative attitudes toward sexual partners (Zillmann, 2000; Voeten & Remes, 2011; Braun-Courville & Rojas, 2000; Omotunde, & Ekanem, 2008; Ward & Friedman, 2006; Ward and Rivadeneyra, 1999; ). Ward and Rivadeneyra (1999) found media use (television, internet, and magazines) to have an influence on adolescents' sexual attitudes and behavior. Rich (2005) findings revealed that youth who are exposed to greater sexual content in the media display more permissive attitudes toward sex, report increased sexual experience of peers, and engage in more sexual behavior and at an earlier age than youth who are less exposed to sexual content through the media.

Pornographic influence may not be restricted to attitudes sexual behaviors can also be affected (Braun-Courville & Rojas, 2000). Researchers have argued that heavy exposure to media sex is associated with an increased perception of the frequency of sexual activity in the real world (America Academy of Pediatrics, 2010). An examination of sexual attitudes and behaviors of African-American females who had been exposed to X-rated movies revealed that females exposed to pornographic movies were more likely to have negative attitudes towards condoms, to have more sexual partners, to have positive attitudes towards premature pregnancies (Wingood et al, 2001). In a study of Sexual practices of young educated men in Kingdom of Saudi Arabia Among 225 study participants, reported that 31% had engaged in premarital sexual activity at least once and 61% viewed pornographic movies/materials (Raheel, Mahmood & BinSaeed, 2012).

In a qualitative study to explore risks situations than can explain the high HIV prevalence among youth in Kisumu town, Kenya, porn video shows (rooms with a TV and VCR – often show pornography at night for a very small fee) and local dens were identified as popular events where “unprotected multipartner, concurrent, coerced and transactional sex occurs between adolescents”. The scenes in these movies revolved around group sex, anal sex, and oral and vaginal intercourse. Exposure to pornography in video halls encouraged liberal sexual attitudes and behavior among young people (Njue, Voeten & Remes, 2011), and this facilitated risky behaviors among the youth.

Greenberg (1994) argues that heavy consumers of T.V sexual diet are likely to be preoccupied with sex, likely to have thoughts and strong beliefs that is sex is more popular and normal among young people than it actually is, likely to disregard values and sanctity of marriage and are likely to have frequent thoughts about sex, romance and love than others. Shrum (1999) observes that media portrayals of sexuality tend to be so consistent and frequent, thus media users may begin to believe the world view portrayed and may begin to adopt the media's social norms as their own. In a national survey of 1,762 respondents, Collins, et al. (2004) found that adolescents, ages 12 to 17, who watched high levels of sexual content on television to be twice as likely to initiate sexual contact in the next 12 months compared to other adolescents.

Sexual content in the media have been found to be related to sexual outcomes ranging from body dissatisfaction, to earlier sexual intercourse, less contraceptive use, and even pregnancy (Brown, Keller & Stern, 2009). O’Toole (1997) argues that increased consumption of unrealistic sexual content is associated with increased perception of sexual activity in the real world. Content depicting sexual norms, stereotypes, sexual pleasure and sexual roles may have unprecedented influence on young peoples’ perceptions and attitudes towards sex, virginity, body image, dressing and social norms (Ward, 1995). Three out of four TV shows and movies show sexual scenes that suggest that it may be normal for teenagers to have sex." (Witmer, 2010). Pictures in these movies show “topless models, unzipped pants which clearly suggest sex” (Witmer, 2010). Images presented by the media on beauty, weight and “acceptable appearance”

and body image may influence development of self-esteem (Alison, 2000). American media make sex seem like a harmless sport in which everyone engages ((Kelly & Smith, 2006, Brown & Strasburger, 2007, Chia, 2006). “Portraying sexual behavior as glamorous, exciting, and risk free”, it may be associated with development of permissive sexual attitudes (Manganello, et al, 2010). This makes adolescents develop attitudes that are unrealistic, stereotypical and unhealthy for responsible living. These attitudes that are formed later influences adolescents’ behavior. Strouse et al (1995) found adolescents who relied on T.V for behavior modeling to be sexually active. Strouse et al (1995) relates consumption of sexually-oriented content to adolescents’ expression of liberal sexual attitudes, being more receptive of sexual improprieties and negative perceptions of remaining a virgin. Martino, Collins, Kanouse, Elliott and Berry (2005) found that viewing sexual content on television was associated with less negative expectations about the potential detrimental consequences of having sexual intercourse and these negative expectations were associated with a higher likelihood of intercourse initiation one year later.

According to Brown & Strasburg (2007) T.V socialize young people on dating, sex and relationships through visuals examples and verbal scripts it presents. Ward (2003) argues that sexualized T.V messages are associated with liberal and stereotypical sexual attitudes, beliefs about relationships, greater acceptance of dating violence and sexual risk behaviors. Chandra, et al (2008) longitudinal national study of a sample of 1,461 youth aged 12-17 revealed that high sexual content on television were three times more likely to have experienced a pregnancy three years after baseline than adolescents exposed to low levels of sexual content and a result, being exposed to images depicting sexual content in the media was strongly linked to negative outcomes. Gerbner et al (1986) revealed that high dosage of exposure to portrayals of sex may affect adolescents’ developing beliefs about cultural norms and may create an illustration that is sex is a part of daily life and may promote sexual initiation, a process called media cultivation. Researchers have also found out that media passively reinforce gender and ethnic stereotypes (Gerbner, Gross, Morgan, & Signorielli, 1986). Content analysis of Rolling stone magazine, a popular adolescent periodical demonstrated passive reinforcement of

gender and ethnic stereotypes. The analysis revealed that women and people from traditionally underrepresented groups were rarely the source of stories; when they were featured, they were depicted unflatteringly (Wilson, 1990)

Researchers have reported that much of the content in each of these contain depiction and discussions of sexuality and/ or sexual behavior without or little depiction of potential consequences or responsibilities of early unprotected sexual behavior (Brown, Keller & Stern, 2009; Mehta, 2001). Ward (2003) & Kunkel et al (2003) regret that despite sexual content being ubiquitous in media (nothing much has been done to counter exaggerated and misleading sexual images that young people watch in music videos (Brown, 2002; Brown). Information on abstinence, sexual responsibility, and birth control remains scarce (AAP, 2010, Brown & Newcomer, 1991). Kunkel et al (2003) say that much of the sexual content in these media used by young people are frequent, glamorizes and consequences free and depiction of sexual risks and/or responsibilities is rare. “Sex is depicted most often as a casual pastime, a romp in the hay, with little or no consequences” (Victor & Strasburger, 2005). Brown (2004) argues that mass media rarely depict the three C’s of responsible sexual behavior: Commitment, Contraceptives, and consideration of Consequences. A study of 50 hours of daytime dramas found 156 acts of sexual intercourse with only 5 references to contraception (AAP, 2001).

Barber (2011) is particularly categorical that media content is becoming dangerous for the youth because they are getting this content during important stages in their development, when gender roles, sexual attitudes, and sexual behaviors are being shaped and formed. It is unfortunate that the cognitive skills that would make them critically analyze and evaluate messages from the media and make appropriate decisions are not fully developed (Enid, 2000). The repeated messages from the media are stick over time leading to negative effects on society (Barber, 2011). Media messages have created stereotypes among males and females that permissive sexual attitudes is the norm, women are objects of sexual satisfaction and men’s desires and men strength and appearance is importance (Tom, 2009). Messages put across by the media have both immediate and long-term effects (Barber, 2011). For example watching a T.V program

“may change a person's immediate state by inducing arousal, leading to inhibition of impulses, or activating thoughts or associations” (Barber, 2011). Media messages also “contribute to enduring learned patterns of behavior, cognitive scripts and schemas about sexual interactions, attitudes, and beliefs about the real world” (Aletha, 1998). Gakahu (2010) is of the opinion that songs in the Kenya Music industry form a mindset that is later experimented with when an opportunity arises. Samson & Grabe (2012) suggests that consumption of “content that depicts the negative consequences of sexual permissiveness, risk-taking, and irresponsibility is associated with higher levels of sexual inhibition”

Researchers have found problems with this stereotypical representation of body images with self-body satisfaction especially in women (Al-Sayed & Gunter, 2012). In the U. S T.V programming and youth content has been found to be “associated with more stereotypical sexual attitudes and evaluation, women seen as sex objects to be valued and judged by their “sexy looks” and “sexiness of their appearance is all important” (Tom et al, 2010). “Young girls are feeling pressures about having to create the perfect body” to comply with media representations of being attractive, boys are becoming passionate of “weight lifting and use of dietary supplements that promise bigger muscles and a “better body (Barber, 2011). Heavy viewing of sex portrays is association with “distorted expectations, irresponsible sexual decision-making, and permissive or stereotypical sexual attitudes” (Moswang & Ruane, 2009). T.V has transcribed the body image standards for society (Al-Sayed & Gunter, 2012). Media has socialized females to “desire thinner and petite figure” while males are socialized to admire lean but “muscular figure bodies” (Al-Sayed & Gunter, 2012).

Researchers have shown how one’s physical appearance negative appraisal may be linked to sexual risk behaviors (Al-Sayed & Gunter, 2012). Zurbriggen and Morgan (2006) found college students who consumed heavy dosage of reality dating programs likely to adopt stereotypical ideas that men are dominant and should be more experienced than women; women are submissive and should not initiate sexual negotiations and also reported higher sexual activity and experience that students who did not watch these

programs. A survey of 422 undergraduate students found that T.V exposure and magazine reading was predictive of body dissatisfaction in women and endorsement of the ideal “male body figure” in magazines for men (Al-Sayed & Gunter, 2012). A study of adolescent females found out that low body satisfaction was linked to multiple sex partners and less condom use than with peers with a more positive body image (Harrington et al, 2002). Similarly college women satisfied with their bodies were found to be in control of their sexual situations, inhibited greater confidence that suggest likelihood of control of their own sexual encounters despite the negative gender social norms (Shearer, Hosterman, Gillen & Lefkowitz, 2005).

### **2.5.2 Associations between ‘New Media’ Sexual Content Consumption and Young Peoples’ Sexual Attitudes and Behaviors**

As cited earlier in this work new media (also called digital content) include Internet, Social Networking Sites such as Facebook and Myspace and cell phones. New media also include “text, messaging on cell phones, MP3 players, iPods, blogs and chat rooms on websites”. Ward & Friedman (2006) assert that wireless media resources (radio, CD players and headsets, Handheld T.Vs, portable video players, internet access via mobile phones have added to the many media and devices available to the young people. These allow for repetitive viewing of movies and availability of media in private bedrooms and this may replace popular constructive adolescents’ activities (Carpenter, 1998) and therefore should be of serious concern when studying sources of media access and consumption, and adolescents’ behavior and attitudes. However studies on the effect of traditional media pornography (television, movies, and magazines) provide preliminary work on the effects of exposure and adolescent attitudes and behaviors (Braun-Courville & Rojas, 2009).

Research finding have revealed that adolescents are readily using new media to engage in “activities relevant to sex and sexuality” (Brown, Keller & Stern, 2009). According to Kaiser Family Foundation (2010), iPods, MP3 formats and YouTube has increased the exposure of music videos and soon might surpass the exposure levels of T.V. A study of Dutch adolescents aged 12-17 years and U.S teens aged 12-14 (about 30% females and

50 to 70% males) to have viewed sexually explicit images of online (Brown, Keller & Stern, 2009). Samson & Grabe (2012) posit that internet sexually explicit content has elevated the levels of sexual excitation to unprecedented magnitudes than what is observed for music, network, cable, and film.

### **2.5.2.1 Internet**

Internet has emerged as a major communication tool in the global communication sphere. Through digital means communication patterns are changing from point-to-point and two-way communications to many-to-many and collaborative communications, augmented with videos, photos and multimedia content that substantially enrich the user experience. With better, cheaper technologies and greater use of broadband internet and wireless networks, Social Networking Sites are becoming ever-more available and viable platforms for communication service.

The internet offers a wide variety of communication tools that are being used for communication, entertainment and information (Chang & Liu, 2010; Liu, 2007). Billions of people use facilities like search engines, web pages, e-mails, Really Simple Syndication (RSS), e-books, e-journals, e-newspapers, internet banking, internet telephony, conferencing, multi-media sharing, online news rooms, gaming, shopping, blogging, social networking etc. Today internet is an essential communication medium in professional as well as personal life. Majority of the contemporary youth are using “the internet as a medium for social interaction, research, sharing ideas, photography, artistic creation, schoolwork, journaling, or blogging” (Chika & Ojih, 2013; Shambare, Rugimbana & Sithole, 2012). Some of the risks they face include sexual solicitation, exposure, bullying. Collins et al (2011) argue that in the sexual socialization of youth, internet pornography is equally influential as pornography appearing in traditional media.

Suzuki & Calzo (2004) found online bulletins popular where young people ask and discuss intimate and sensitive issues such as romance, dating, puberty, body issues, sexual identity, and safer sex practices. Pascoe (2011) qualify new media as important technologies where young discuss issues sexuality, sex and identity

Literature review reveals internet pornography is easily (freely) accessible to young people. Internet pornography can be viewed in real time across different platforms and can also be interactive. This may increase viewer involvement and “thus enhance any effects of exposure relative to the same content in traditional media” (Collins et al, 2011). ). A study of young people (ages 10-17 years) who regularly visited the internet, one out of four confessed to have encountered unwanted sexual content (Finkelhor, Mitchell, & Wolak, 2000). In an analysis of 10- to 17- year olds, it was revealed that half of the respondents had been consuming online pornography (Ybarra & Mitchell, 2008).

Given its expansive nature and accessibility, the internet is a prime source of sexual education information, however researchers have not seriously addressed the internet’s impact on adolescent sexual attitudes and behaviors (Braun-Courville & Rojas, 2009). The internet has emerged as an unopposed and enormous source of sexual information and pornography that is not being controlled (Spitzer, 2004; Brown & Strasburger; Wolak, Mitchell & Finkelhor, 2007). Online pornography is a multi- million US dollars business venture (Brown & Strasburger, 2007). Young people are being lured into this business for easy monetary gains.

Internet is a mass of irresponsible sexual behavior depictions especially due to the unlimited amount of sexual materials available (Braun-Courville & Rojas, 2009) and given the popularity of internet among the young people, internet should be the most influential sex educator (Cameron et al, 2005; Chandra et al, 2008). Internet is implicated in the cause of increased use of pornography, hate speech, and terrorism (Barnes, 2001). One interesting observation is that “Internet is addictive to its users” (Young, 1996; Brown, 1996). Scherer (1997) reported college students who were Internet-dependent. Shotton (1989) noted that Internet dependency is a predominately male affair. Malar (2012) underscores the statement by many researchers that “the Internet is full of photos and footage exposing underage drinking, provocative clothing and behaviors, and questionable or illegal activity”. Young people are being exposed to a variety of “explicit

sexual content and violent materials which is defining and redefining their social behaviors” (Chika & Ojih, 2013). Internet is a mass of immense (free) “pornographic material which can be watched anonymously” (Doring, 2009). “More than any other medium the Internet is a sexual medium” (Peter & Valkenburg, 2006). Further states that “internet swamped with sexually explicit materials material “which depicts sexual activity in obvious, unconcealed ways” (Peter & Valkenburg, 2006). “Sexuality on the Internet is easily accessible, affordable and anonymous” (Peter & Valkenburg, 2006). This is synonymous with the *triple-A* engine of accessibility, affordability, and anonymity of online sexually explicit material (Cooper, 1998).

Studies have indicated that young people find internet attractive to find answers to embarrassing sex related questions, uncomfortable topics on body parts and gain knowledge on sexual practices (Brown, Keller & Stern, 2009). Internet has allowed those adolescents whose offline social and cultural settings discourage expression, discussion or asserting sexual desires an opportunity to discuss sexual matters and desires and feelings openly without fear of consequences (Brown, Keller & Stern, 2009). Internet gives them access to limitless range of sexual content in a private and confidential way and this may be material about sexual anatomy, pregnancy prevention, abortion, contraception and transmission of STIs, also sexually explicit material with pornography, violence against partners, or women as sexual objects (Braun-Courville & Rojas, 2009).

The anonymity guaranteed by internet encourages the youth to ask questions they would feel embarrassed asking in person (Brown, Keller & Stern, 2009). Internet affords more consumer privacy than magazines or films and is more sexual explicit than most T.V sexual programming (Collins et al, 2011). According to (Hillier & Harrison, 2007) gay and lesbians consider the internet to be a safe space lesbians and gay use the internet for various reasons that include identity construction, friendships and intimate relationships formation, establishing and maintaining sexual contacts (Hillier & Harrison, 2007). Young people who use the internet extensively with “distinct computing skills” are

getting exposed to these sexually explicit materials (Madden & Rainie, 2003). Adolescents who are curious and thirsty about sexuality are frequently looking for sexual information online (Savin-Williams & Diamond, 2004), hence internet comes in very handy for it predisposes them to sexually explicit material. Peter & Valkenburg (2006) consider exposure to be “active, conscious consumption of sexually explicit material as opposed to the passive, accidental contact with such material”. Boies (2002) argues that internet revolution is offering young people new opportunities to “engage in exploratory activities, such as seeking romantic and sexual partners and accessing sexually explicit material for entertainment and masturbation” Erotic media can be found on the internet, internet is fuelled with pornography that can easily be accessible to any web surfer (Katherine, 2011).

There are concerns however on the accuracy, interpretation and application of information acquired from the internet (Brown, Keller & Stern, 2009). Researches have speculated that sometimes the information teens receive on the internet is inaccurate and misleading or misinterpret them and this would definitely of grave consequences and detrimental on the their part (Brown, Keller & Stern, 2009)

Theories have hypothesized that exposure to Internet pornography may influence beliefs and behaviors and attitudes (Collins et al, 2011; Peter & Valkenburg, 2006). Researchers have found associations between exposures to internet pornography and permissive sexual attitudes and permissive behavior, having multiple lifetime and recent sex partners, use of alcohol and other drugs at most recent sex, engaging in anal sex, overestimation of various sexual activities engaged in by others, less satisfaction with one's own sex life and substance abuse (Braun-Courville & Rojas; Rojas, 2009; Collins et al, 2011; Peter & Valkenburg, 2006; Boies, 2002; Ybarra & Mitchell, 2005). Consistent with other research evidence “online pornography seekers more often report substance use (alcohol, cigarettes, marijuana, or other substances) compared with youth who do not seek out pornography online” (Ybarra & Mitchell, 2005). “Sensation seeking predisposition” (personality characteristic) cited earlier is linked with multiple risk behaviors (Collins et al, 2011). “Youth exposed to online pornography score higher in sensation-seeking” (Collins et al, 2011). Lo and Wei (2005) found that Taiwanese youth

with more Internet pornography exposure reported more sexually permissive attitudes and sexually permissive behavior.

Most young people in Kenya prefer to use the new forms of media such as the internet (62%). Internet popularity among new media has been ranked first while mobile phone use has been ranked second among young people (Youth Fact book, 2010). 18-19 year olds use computers mainly to browse the Internet (51%). Internet access by among 25 to 44 year olds is meant to serve the needs of accessing reliable information and knowledge (57%), communicating with others (39%) through E-mail, social networking, chatting, and entertainment/media, leisure and commerce such as buying products and services (2%) (Youth Fact book, 2010)

According to a Zeitgeist report titled *2012 Search Trends Kenya* released towards the end of 2012, sex, abortion, romance and such were the top digital searches that Kenyans did online. According to the report, Kenyans were searching for answers online of issues, top among them “how to abort?”, “how to conceive?”, “How to romance?”. Who are these searching for information online on sex, abortion and romance? Research evidence cited in this work has demonstrated that the youth are most active users of internet and other online communication tools. Studies cited in this work indicate that young people find internet attractive to find answers to sex related questions and uncomfortable topics. From this report and from earlier research evidence cited in this work, it can also be concluded the Kenya youth are engaging in risky sexual behaviors and unprotected sex that results into unwanted pregnancies and are ready to try abortion from advices given online. Risky sexual behaviors and unprotected sex also put young people at a greater risk of contracting HIV/AIDs

There is increasing cases of internet pornography addiction in Kenya especially among young people who view explicit materials on their mobile phones and computers. Young people in Kenya have access to computers and/ or mobile phones at school, in cyber cafes

and at home. The youth have proved to be fast in adopting and adapting to new technologies. A number of studies done in Kenya's urban areas have shown that children spend remarkable amount of their time after school watching TV, on the computer, surfing the web (browsing) or playing video games (Plan International and the Cradle, 2011). Researchers have found that internet has become 'polluted' with adult content and children are accessing this content without restrictions. In an article done by Arthur Okwemba in the Daily Nation, children as young as nine years are reading and watching pornography. Internet has exposed children to sex, pornography, obscenity and casual sex and this could explain why casual sex are on the increase in schools (Daily Nation, September 5 2009)

In 2004 an Internet cyber cafe in Nairobi reported that 12 out of every 20 downloads from a particular server constituted pornography, with most of the computer users being children and young people (Business Daily, November 19th 2009). In an article in the Daily Nation the former minister for Information and Communication Ministry, Dr Bitange Ndemo warned that with the growth of the Internet, children were at risk of sex predators who sourced for them online. He further observes that children are being involved in immoral activities which are recorded and later sold in the streets and this had been confirmed by confiscation videos of adult material involving children by Kenya film classification department (Daily Nation, December 9 2009)

Cradle Plan international (2011) reports concerns of a teacher in one to the best performing schools in Nairobi who felt that performance of pupils in national examinations is likely to be affected by habit of pupils carrying mobile phones to school and spending a lot of time on Facebook and Twitter and other social networking sites. The government of Kenya has realized the damaging effects of internet on children. Through CCK stakeholders forums and meetings have been organized to discuss the possibilities of child online protection. CCK in its website has availed prepared guidelines and steps on child safety and internet use for parents to follow in order to protect their children while browsing the internet. These guides suggests to parents measures to adopt and implement that would shield children and minimize cases of

online molestation, harassment and solicitation, benefits and dangers of ‘cyberspace’, how to effect appropriate controls that would help filter, block or report on chats, newsgroups and websites known to be inappropriate for children.

### **2.5.2.2 Social Networking Sites**

Social networking sites such as Facebook, twitter, MySpace, Cyworld, Bebo BlackPlanet, Dodgeball, and YouTube have gained massive popularity with millions of registered users and an equally high number registering every day (Kisilevich, 2012), many of whom have integrated these sites into their daily practices (Folorunso et al, 2010;). In Africa, social networking sites are becoming widely spread than it has ever been before and it tends to be majorly accepted by the youths (Folorunso et al, 2010). Adoption of these technologies is most common among young consumers who are increasingly integrating social networking into their daily lives (Shambare, Rugimbana & Sithole, 2012).

According to Boyd & Ellison (2007) social networking sites websites that allow individuals to

- construct a public or semi-public profile within a bounded system,
- articulate a list of other users with whom they share a connection, and
- view and traverse their list of connection and those made by others within the

Barlett- Brag (2006) defines social networks as body of applications that augment group interaction and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment. Social networking sites are basically made of three components “a description of the profile owners”, “their list of friends”, and “the communication exchange between profile owners and friends labeled as Comments on MySpace, Wall on Facebook” (Ancu & Cozma, 2009).

### **2.5.2.3 Pornographic Websites**

Researches indicate that a number of websites are sex oriented (Horrigan, 2008)

Cooper et al (1998) claim that sex is the most frequently researched topic on the Internet probably by young people since sexual curiosity is expected of adolescent development

(Neinstein, 2002). On the internet young people have access a variety of adult oriented content websites, chat rooms, pornography sites, adult sites romance/dating services. Many of these sites contain adult-oriented materials. Studies indicate that of the “1000 most-visited sites, 10% are adult sex-oriented” (Escobar-Chaves, 2007). Pornographic Web sites offer both still photographs and X-rated videos of varying sexual explicitness (100). Studies have shown how youth are encountering explicit sexual content and unwanted sexual solicitation online (Escobar-Chaves, 2007). Such content display naked persons, people having sex, nudity and sex and violence (Mitchell, Finkelhor & Wolak J (2003). In a survey of Internet accessibility, exposure to sexually explicit Web sites (SEWs), sexual behaviors, and sexually permissive attitudes among 433 adolescents’ at a health center in New York City, it was found that adolescents exposed to Pornographic Websites were more likely to have multiple lifetime sexual partners, had more than one sexual partner in the last 3 months, used alcohol and other substances at last sexual encounter and engaged in anal sex (Debra, Braun-Courville & Rojas, 2009)

Studies have shown that adolescents who visit sexually explicit Web sites display higher sexual permissive attitudes compared to those who have never been exposed (Braun-Courville & Rojas, 2009; Ybarra & Mitchell, 2005). Logistic regression analyses revealed that adolescents exposed to sexually explicit Web sites were more likely to have multiple lifetime sexual partners, more than one sexual partner in the last 3 months, had used alcohol or other substances at last sexual encounter and had engaged in anal sex (Braun-Courville & Rojas, 2009).

#### **2.5.2.4 Mobile phones**

Cell phones have become increasingly popular in recent years (Hakoama & Hakoyama, 2011). Young people use mobile phones to text and talk (Lenhart, 2009). Mobile phones are increasingly being used by the youth to access emails, watch T.V content and listen to music (Collins et al, 2011). Chika & Ojih (2013) lament that young people are not only sharing harmful information and ideas but they are also engaging in dangerous and threatening activities of sexting, which involves one sharing nude or near nude photos of oneself and/ or sexually suggestive text messages using their cell phones or online

## **2.6 PREVALENCE AND TRENDS IN SOCIAL NETWORKING SITES USE AMONG THE YOUTH AND YOUNG PEOPLE**

Researchers have attempted to discover the trend of using online social networking sites among young people. Social networking sites are receiving overwhelming popularity from adolescents and young people and are using these avenues for social purpose including finding, meeting and connecting with friends and partners. DeBell and Chapman (2006) concur that young people are the heaviest users of computers and internet. This group of users is highly utilizing social networking sites as communication tools which allow them to create either public or private profiles to interact with people in their networks (Boyd & Ellisons, 2008). Online media has given young people the opportunity to present themselves “publicly to geographically disparate audience” (Brown, Keller & Stern, 2009). “Young people are particularly keen embrace new communication technologies, such as the Internet, cell phones, and Social Networking Sites for entertainment and education” (Feki and Raudi-Fahimi, 2011; Lin, 2008 ). Young peoples’ media literacy, technical literacy and critical content literacy put them at an advantage to use social media (Collin et al, 2010)

### **2.6.1 Kenyan Youth and Social Networking Sites**

According to Internet world stats the total internet users as per 30th June 2012 was approximately 12 million. According to Communications Commission of Kenya (CCK) 2011/2012 report as per the period under review (October to 31st December 2011) it is estimated that the number of internet users rose by 21.55 per cent from 14.30 to stood at 17.38 million. During the same period the report indicates an increase in the mobile internet subscriptions suggesting that the majority of majority of mobile subscribers access Internet through mobile handsets especially the youth who are active on social media.

Most young people in Kenya prefer to use the new forms such as the internet. Internet popularity among new media has been ranked first while mobile phone use has been ranked second among young people. Internet is used to access information and

knowledge (57%), communication and others (39%) through Emails, social networking sites etc (Youth Fact book, 2010). According to TNS RMS a research agency in East Africa, 77% of Kenyans access the internet via their mobile phones while 64% via the computer. “88 % of Kenyans from the ages of 16-20 access the internet via their mobile phones as opposed to the 48 percent of the 55-65 year olds. On the other hand, 55 % of the youth access the internet via the computers as opposed to 76 % by the older generation.

Kenya has approximately 2million Facebook active users and thousands of Twitter users (Social bakers.com) out of approximately 40 million people

According to (Youth Fact book, 2010) among the social network users Facebook is the most preferred (96%) followed by Hi5 (38%), twitter (37%), linkedin (30%), You Tube (30%), Tagged (23%), Yahoo 360 (20%), My Space (20%) and others (10%). Majority of Facebook users (75%) are aged 18 – 34 years with (41%) of these being aged between 18 and 24 while (34%) are aged between 25 and 34. 62% of Facebook users are males and 38% are females. 56 % of Kenyans visit Facebook daily and 76% Facebook weekly. On a weekly basis, 76 percent visit Facebook. The report also indicates that almost a fifth of 21-24 year olds are on twitter weekly and 14 percent of these are male and 9 % of them female. According to Mbaluka (2012) in East Africa Kenya is leading in the number of tweets sent out

Some of the uses of social networking activities include up-loading photos and videos (69%), joining fan groups (56%), contributing to a decision (56%), meeting old friends (48%), checking out adverts (40%), meeting someone for the first time online (24%), meeting and dating someone (12%) as well as getting jobs (6%) (Youth Fact book, 2010)

Based on the statistics cited it is clear that Kenya youth have readily and unprecedentedly taken up networking sites and internet as a technology. Probably some have become addicts of these social networking tools. One may speculate on the psychological implications due to the utmost concentration in the interactions through social networking sites. As already cited in this work, there is an increase in cybercrimes being perpetuated

through social networking sites. Young girls and women happen to be prey for the cyber criminals. These young people are also exposed to the massive amount of online sexual portrays with some being creators and distributors of such materials.

### **2.6.2 Young People and Social Networking Sites Online Activities**

According to Usluel & Mazman (2011) social networking sites are used to establish personal and professional contacts, keeping in touch with friends, maintaining their relationships, making new friends, building and maintaining groups around common backgrounds and building groups with shared interests. Sharing profile information, photos and videos with the rest of the world and virtual friends allows building of online identities. Individuals come together around shared and common goals to participate in social networks, being active consumers share materials, views and conclusive discussions. This kind of cooperative activities help members shape group identities in relation individual identities (Atwell, 2006). Tham (2011) posits that students are increasingly utilizing these social networks for friends' news feeds, personal updates, events and activities, notes, and messages. A study of over 2,000 University students found suggestive evidence that the primary use for Facebook was for 'social searching' (Joinson, 2008).

Facebook and other Social Networking Sites allow users to create profiles with personal information, add links and sound tracks, post messages on friend's pages and post and tag pictures and videos (Rosmarin, 2007). Profiles include personal data such as the person's name or pseudonym, photograph, birthday, relationship/marital status, hometown, current location, religion, ethnicity, political view, personal interests, activities, hobbies etc. Besides posting personal data, there is also the opportunity to display other aspects of life such as personal interests, political views intimate information (Barkhuus & Tashiro, 2012). Users share personal information and interests through their profile pages, connect with users, upload, tag and share multimedia content they created, link other to available content, initiate or join interest groups (Grant, 2008). Kisilevich (2012) refers to online profile personal information which uses to communicate to others and in the context of online networking as self-disclosure. Buhrmester & Prager (1995) argue that self-disclosure relays personal information (likes,

dislikes, interests) to other individuals and fosters close personal relationship development, identity development and intimacy development.

Young people are using social networking sites to upload photos and videos that describe their online and offline activities. Facebook users can upload digital photos and user can be “tagged” in these photos to have the name of that user appear in the caption as a link to his or her profile (Ellison et al., 2007). Some studies have found college-aged users presenting varying online and offline identities through photos and videos (Pempek et al, 2009). Review of literature suggests that young individuals are using Social Networking Sites to facilitate both online and offline interactions (Raacke and Bonds-Raacke; 2008; Tham, 2011; Boyd, 2008; Ellison, Steinfield, & Lampe, 2007; Young, 2001). Findings on Facebook use shows that online social networking interactions spill over into real life (Barkhuus & Tashiro, 2012). Connections and linkages individuals have on social networking sites have provided opportunities for them to communicate with people they may not have time to meet with in face-to-face discourses (Tham, 2011; Boyd, 2008; Ellison, Steinfield, & Lampe (2007 ). Subrahmanyama (2008) suggests an “overlap between participants' online and offline networks”. “Online and offline worlds are psychologically connected” and therefore we anticipate users to extend discussions of their issues from the physical world on the virtual world (Subrahmanyama, 2008). Ross et al (2009) argues that because of the “inherently interpersonal nature of an Social Networking sites many relationships formed online end up in real world contact” and “majority of Social Networking Sites demonstrate this type of online-to-offline trend”. Young people experience both online and offline social worlds as “mutually constituted” (Evers et al, 2013). Social networking sites allow young people to “connect and disconnect” with others.

Researchers have found that young individuals are creating and joining virtual groups based on their common interests (Boyd, 2006; Ellison, Steinfield, & Lampe, 2006; Ancu & Cozma, 2009). Some Social Networking Sites provide opportunities for creating and joining groups that share a common interest or affiliations, upload or stream live videos, hold discussions in forums and post links of other web sites (Boyd, 2006; Ellison,

Steinfeld, & Lampe, 2006) *Friends* within the social network are free to access comment and share this information. Users may also search for people they are interested in and compile a list of friends, contact list or fans. *Friend request* if honored establishes a link between the one requesting and the requested. “The fundamental component of each Some Social Networking Sites is the friend list which enables users to display their social connections” (Ancu & Cozma, 2009). A factors analysis found out four important reasons for participating in groups within Facebook which included socializing, entertainment, self-status seeking, and information (Liebert et al, 2009).

Researchers have studied and documented how social networking sites how turned youth into content generators and distributors (Evers et al, 2013; Thackeray & Neiger, 2009; Bruns, 2009; Sweetser & Weaver Lariscy, 2008). This is what Bruns (2009) terms as “user-led, collaborative processes of content creation”. Members are actively engaged not just as consumers of information but producers and consumers of media (Thackeray & Neiger, 2009). Social media are centered on the concept of “read-write web”, where audiences are not anymore passive consumers of web content (Sweetser & Weaver Lariscy 2008). Lenhart & Madden (2005) allege that about half of all internet using teens are content generators who use websites blots, social networking sites to share original media such as photos and videos or created new content from remixes of original content. They often receive video links, send video links to others, watch videos with others, rate them, comment about them, upload them, and post links online (Collins et al, 2011). “videos are both downloaded and posted on the Internet, offering opportunities for participation and media creation, as well as exposure” (Collins et al, 2011).

The most popular site for web videos is YouTube, with almost 5.4 billion views at most recent count. One study of 233 teen home pages revealed that nearly 10% mentioned sex, and girls were 3 times more likely to do so than boys”( Stern, 2002). A recent study of 500 publicly available MySpace profiles revealed that nearly one-quarter of them referenced sexual behaviors” (Moreno et al 2009). Kelleher & Sweetser (2012 speculates that content creation is likely to form the foundation of the attitudes of adolescents towards sex and their subsequent sexual behaviors throughout their life. A study of use of

social networking sites by students in Nigeria discovered that creating, exposing and publishing sexually explicit or implicit content or engaging in online sex was not considered offensive by respondents (Chika & Ojih, 2013)

### **2.6.3 Mediation and Portrayals of Sexual Behaviors on Social Networking Sites**

Social networks have become a primary destination for rapidly expanding world of online users for managing and enriching a digital life style. Users are not just communicating through social networks, but they use it to develop their identities, to build a network of real-like relationships, to find information, to share experiences, and self-generated content, to buy products etc. The invention of social media has enabled “young men and women exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate” (Oberst, 2010). Braun-Courville & Rojas (2009), Brown & Strasburger , (2007) reiterate that Social networking Web sites and home pages have enabled young people to sexually present themselves to the public.

Siibak (2009) observes that the rapid adoption and use of social networking sites by young people around the world is a subject of immense interest, especially the implications these tools on the youth identity formation. Siibak (2009) further argues that youth are engaging social networking sites for identity formation, status negotiation, and peer-to-peer sociality.

Kelleher & Sweetser (2012) suggests that it is important to examine portrays of sexuality in alternative media such as internet and social networking sites. In social networks the young people meet and engage with varied people and social activities (Pavis et al 1998) and this may have implications for healthy sexual behaviors. Sometimes when they are in these social networks they may be forced to do some activities against their convictions and beliefs in order to gain peer acceptance and approval (Pavis et al 1998). Some of the concerns raised about the use of social networking websites include “unsafe disclosure of information, addiction, risky behaviors, cyberbullies and contact with dangerous communities” (Hodgkinson, 2008; Koloff, 2008; Stone, 2007; Stefanone, Lackaff, & Rosen, 2010).

Youths face social risks on these sites just as they do in any other public space in which people congregate. These risks include sexual solicitation, exposure, bullying, harassment, perversion and lot more (Chika & Ojih, 2013). Study of social networking dynamics has been found to be strongly associated with sexual knowledge and permissiveness (Kiraguet.al., 1993). In an analysis of aspects of sexuality portrayed on Social Networking Sites , all the 386 respondents revealed that pornography (12%), nude pictures of self (11%), semi nude pictures of self (41%) and sexual or sexually suggestive words (36%) were the main forms of sexuality (Chika & Ojih, 2013).

Researchers have admitted that young people who are heavy consumers of internet and social are networking technologies are sharing harmful information and ideas and also engaging in dangerous and threatening activities. Young people are using their online social networking sites profiles to display information about their sexuality indicating their sexual orientation and sexual interests, they are posting songs and poems about sexual desires and experiences on blogs, sharing nude or semi-nude pictures and videos of themselves on social networking sites and via mobile phones (sexting) and discussing sexual practices and experiences on SNSs and blogs (Brown, Keller & Stern, 2009).

According to Peluchette & Karl (2010) the content of information posted on Facebook ranges from limited or tame information (such as pictures of one's pets) to extreme information (such as pictures and comments about one's sexual activities, use of alcohol, and/or drugs). An analysis of 200 Facebook profiles found that "42% had comments regarding alcohol, 53% had photos involving alcohol use, 20% had comments regarding sexual activities, 25% had seminude or sexually provocative photos, and 50% included the use of profanity" (Peluchette & Karl, 2007). Peluchette & Karl (2010) examination of undergraduate students Facebook wall comments revealed that 50% involved issues of partying, 40% had negative comment about other people, 25% were derogatory comments and 18% had sexual activities while 10% were racial. A longitudinal study of 948 students meant to identify the prevalence and nature of sexting found out that more than 1 in 4 adolescents had sent a nude picture of themselves through electronic means,

about half had been asked to send a nude picture, and about a third had asked for a nude picture to be sent to them. Boys were found to be more likely to ask and girls more likely to have been asked for a sext. The study also suggested that for both boys and girls, teens who “sexted” were more likely to have begun dating and to have had sex than those who did not sext (Jonathan, 2012)

The most addictive sites among Kenyan youth revolve around pornography, entertainment, online relationship sites and top of the list are the social networking sites like Facebook. Plan International and the Cradle (2011) discovered that 30.62% of the Kenya children had encountered sexually suggestive material at least once on Facebook. The study further found that 40% of these children reported the incident to their seniors but no action was taken while 23.45% did not report. This shows that the youth and especially children are vulnerable to sexual predators through social networking sites like Facebook and Twitter. The report further reveals how many children are posting personal information online exposing themselves to sex predators and traffickers to trace them easily. Young people are hooking up on the Internet through friend requests and social media platforms such as Facebook. Most of the time it starts with flirting through message exchanges on social media, mobile phone numbers are exchanged. This form of communication continues until the two strangers meet and sometimes indulge in sex after meeting.

On social media such as Facebook there is a growing phenomenon of youth and casual sex escapades. There are social groups and organizations that are exposing youth to pornography and reckless western lifestyles of partying and illicit sex. Discussion on sexual intercourse episodes, alcohol and drug abuse among the youth is considered cool on these social groups and organizations. Public sex, reckless partying, nude sex photos, pornographic videos, passing out in the street, public urination and explicit sex comments are proudly posted on these social networking profiles. Among Kenyan Facebookers there are several Facebook groups including “*Haga Za Mothers Union, Campus divas for rich men, Naughty stories you will wet your self laughing, Haga za K.U* etc ” that are dedicated to posts and comments on reckless partying, alcohol and drugs use, and casual

sex escapades. Facebook groups including “*Campus divas for rich men*” are dedicated to hooking up university girls with rich men of any age. In this page university girls are free and seemingly proud to publicize their dude photos, casual sex, reckless partying and drunken escapades

Social networking websites provides pornographic content that is changed and updated regularly. According to Braun-Courville & Rojas (2000) some of these websites may contain content that reinforce negative societal stereotypes around sexuality especially as it relates to casual sex. This may also make young people develop or reinforce sexual permissiveness attitudes when they observe and consume sexually suggestive material on the social networking sites. Braun-Courville & Rojas (2000) reiterate that media environment plays a pivotal role on attitude formation and young people who are online pornography have a greater acceptance of casual sexual behavior (Braun-Courville & Rojas, 2000)

New research suggests a review of their social networking site activity may provide considerable insight into teens that are sexually active or getting close (Nauert, 2010)

Nauert (2010) asserts that display of sexual preferences and sexual content on Facebook profiles is associated with intention to initiate sex. In a study of Facebook profiles of college freshmen, the researchers found a strong association between display of sexual references on Facebook and self-reported intention to initiate sexual intercourse (Nauert, 2010). Nauert (2010) reports the findings of a team that found that 54 percent of MySpace profiles contained high-risk behavior information, with 24 percent referencing sexual behavior. The researchers hypothesized that these displays may represent involvement in risk behaviors (Nauert, 2010). In a twin studies released by Seattle Children's Research Institute, researchers found that 54 percent of adolescents frequently discuss high-risk activities including sexual behavior (24%) , substance abuse (41%) or violence (14%) using MySpace, the popular social networking Web site in the US. According to multiple studies, MySpace, is the most commonly in the US with more than 200 million profiles with 25 percent of these profiles belonging to youth under 18 years

old (Bausch & Han, 2008; Granneman, 2008). An analysis of 500 public accessible MySpace walls revealed that nearly one-quarter of them reference sexual behavior (Parks et al 2009). In a study of teen homepages activities Stern found out that about 10% mentioned sex and girls were more likely to do so than boys (Stern, 2002). A national survey of about 1300 teenagers and young people confessed having engaged in posting and distribution of nude images or videos of themselves (America Academy of Pediatrics, 2010)

Studies have discovered that creation of content especially one that portrays oneself in a sexual manner may have grave consequences on sexual activity and behavior (Collins et al, 2011; Chika & Ojih, 2013). In fact Chika & Ojih (2013) recommends regulation of Social Networking Sites in order to detect, curb and punish those found exchanging sexually explicit or implicit content or engaging in online sex. Peter & Valkenburg (2011) allege that user generated pictures or video clips available on the internet are intended to arouse the viewer and these include videos and pictures that depict sexual activities, such as masturbation as well as oral, anal, and vaginal penetration. A study found girls with depictions of sex and with images of media models they lusted after or aspired to be on their profiles (Valenzuela, Park & Kerk, 2009)

Collins et al (2011) is of the opinion that creation of content that portrays oneself in a sexual manner may have different effects and consequences on subsequent sexual activity and self-perceptions than just exposure to sexual content as a consumer. Basing their arguments from psychological theories Collins et al speculate that creating sexual content may have more direct and strong influence on ones self- perception (e.g., perceptions of the self as a sexual object or agent) self-image, beliefs and intentions or may influence or invite others to perceive and interact with the sexual content creator (resulting in treatment as a sexual object or agent). One would also speculate that the sexual content creator is sending a message and displaying intentions that he/she is 'mature' and ready to engage in sexual activities such as sexual intercourse (Collins et al (2011).

Collins et al (2011) argues that whatever the intentions of sexual postings and messages, whether as a result of perceived peer or other social pressures or whether such postings and messages are inconsistent with prior sexual experience and sexual intentions, the comments, compliments, positive reactions and reinforcement of his/her own sexualized behavior and actions may finally make the teen shift to see himself/herself as sexuality mature or as a sexual object and ultimately this could accelerate or reinforce sexual activity or lead to more casual or risky activity than might otherwise take place.

Internet media such as social networking sites and chatrooms provide the youth with opportunities to construct, implement and try with identities such as level of physical attractiveness, age, anonymity or race that may not fit the with the same person's offline interactions (Collins et al, 2011; Pascoe, 2011; Christakis & Fowler, 2009). Collins et al (2011) speculate that if this search of one's identity is integrated into sexuality and social media is used by youth to try on these sexualized identities, this might result in youth making or receiving more offers of sex than would be the case if the same time were spent passively viewing sexual materials on television sets or in film

## **2.7. THEORETICAL PERSPECTIVES: SOCIAL NETWORKING SITES' INFLUENCE ON YOUNG PEOPLE ATTITUDES AND BEHAVIORS**

The potential for mass media to influence behavior and attitude has been supported through a number of different psychosocial theories, hypotheses, and models (Escobar-Chaves et al, 2007). Despite variations in the theoretical argumentations presented by different theories of media effects on how media might affect adolescents' sexual attitudes and behaviors, most of these agree that sexualized media portrays and messages act as stimuli that influence the media messages consumers' psychological and behavioral functions (Escobar-Chaves et al, 2007)

This study will mention a number of theoretical perspectives that support the notion that media does indeed influence adolescent sexual socialization. However will be based on social learning theory as the principle theoretical perspective, scripts theory and theories of selective exposure as other emerging theories of media effects

### **2.7.1 Social Learning Theory**

This study is anchored on Social Learning Theory and will be used guiding theoretical perspective throughout this study (Bandura, 1972, 1977, 2002). Proponents of social learning theory predict that social factors would have a particular importance for adolescents. Parents, peers, television and other media are significant contributors that influence the shaping and molding of adolescents' sexual attitudes and behaviors. Social learning theory developed by Albert Bandura (1972, 1977, 2002) is based the premise that human can observe and learn explicitly from behaviors and actions portrayed by "significant others" and the associated results of those actions, either reinforcement or punishment. Social learning theory debates focus on the importance of influences from social structures in determining human thought and behavior. Social learning theory posits that viewers learn behaviors from media portrays especially when the depicted behaviors are rewarded or reinforced. Therefore the theoretical approach of Social Learning Theory emphasizes the importance of modeling behavior, attitudes, and emotional reactions of others (Bandura, 1977, 1986, 1997).

Bandura's social learning theory emphasizes the importance of observing and modeling the behavior, attitudes, and emotional reactions of others (Bandura, 1972, 1986).this implies that most human behavior is learned observationally through modeling. Besides learning Social Learning Theory suggest the idea of imitation. Imitation is based on the idea that children, adolescents, and even adults observe the behavior of real-life and symbolic models, potentially leading to the reproduction of this behavior themselves (Howard & Hollander, 1997). Another very important component of Social Learning Theory is the idea of observation. Through observation one learns the consequences of actions of models and through this one determines whether or not to imitate a given behavior without needing to experience the consequences of that behavior firsthand (Howard & Hollander, 1997). Huit (2004) and Ward (2003) argue that individual who learn some new behaviors are likely to replicate and produce learned behaviors if they find themselves in situations and circumstances that warrant that the performance of such behaviors is desirable, useful, or likely to serve their own purpose.

Social learning theory seeks to understand behavior changes as human behavioral manifestations brought about by things socially learnt from the environment surrounding us (Marlowe, 1975). Learning occurs when an organism's behavior changes as a result of exposure to certain experiences (Marlowe, 1975). Social learning theory according to Tan (1986) combines three most important elements of the human communication process: behavior, external/environmental forces, and individual cognitive determinants and dispositions. This threefold conceptualization is what Bandura (2002) refers to as "triadic reciprocal causation". The basic predisposition of social learning theory is learning, referred to as "vicarious learning" (Bandura, 1977). This idea of learning suggests learning without necessarily having a direct action or experience on the part of the learner (observer).

Bandura later modified social learning theory to what he referred to as social cognitive theory (Bandura, 1986, 2002; Grusec, 1992). The two theories are similar in their premises except that Social Cognitive Theory is a more complex and superior derivative of the Social Learning Theory. However the two theories differ on the way they accord the role of cognitive capabilities of an individual during behavior modeling. In SCT Bandura (2002) recognizes fundamentally the importance of cognitive processes and capabilities of individuals interacting with stimuli for behavior modeling while as in Social Learning Theory cognitive processes play an inferior role. In Social Cognitive Theory Bandura (Bandura, 2002, 1986) introduced the role of cognitive processes in behavior modification. Social cognitive theory (Bandura, 2002) describes how people think about, encode, and then use the information they have received.

According social cognitive theory cognitive processes determines which events in the environment are observed, what meaning is ascribed to them and how information about these events is organized for future reference by the individual (Bandura, 2001). Social cognitive theory recognized the importance of the human mental capabilities to process, retain, and use coded information and the ability to engage in certain human capabilities i.e. symbolization, self-reflection and vicarious communication (Bandura, 2002). Social cognitive approach views an individual being an active processor of stimuli and the effect

of any information or stimulus depends on its categorization and interpretations by the perceiver. The interpretation depends on both attributes of the stimulus, and on prior expectations and standards of comparison (Macintyre, 2003). This theory recognizes that human beings are endowed with cognitive abilities that make judgment before action. They may not necessarily be rational decision makers but they can organize assumptions, historical experiences and ideology and make judgment.

Social cognitive learning theory explains human behavior in terms of three interrelated factors that influence the thoughts and behavior of individuals and society. These include Personal factors, behavioral or patterns factors and environmental factors or events. As a result of engaging in symbolizing, self-regulating, self-reflecting, and vicarious, observational learning, humans are able to process their direct and observational experiences and subsequently socially construct their reality (Bandura, 2002). Behavior is dynamic and depends on the interactions of the environment and the person. Human behavior is mediated through cognitions (attitudes and intentions) and those cognitions are shaped and influenced by social environment. Behavior is an outcome of several psychosocial factors such as knowledge, skills, self-efficacy, and positive expectations for outcomes affect behaviors (Bandura, 2002)

Social cognitive learning theory proposes self-reflection and self-efficacy as two important determinants that underlie the intention and persistence of a behavior. The individual must have self-efficacy with regard to the behavior. This is a strong belief and conviction in one's ability to perform a specific behavior successfully under a number of circumstances (Bandura 2004). Thus perceived self-efficacy is a mediating factor between knowledge and behavior. Through modeling youth people often judge their level of self-efficacy. Pintrich & Schultz consider modeling to be behavioral, cognitive, and affective changes resulting from observing significant others perform a behavior and thereafter one modify his/her own behavior according (Pintrich & Schultz 2000). During self-reflection, people develop ideas, act on these ideas, or predict what will happen as a result of having these ideas or engaging in certain behaviors" (Bandura, 2002). Another distinct human condition that Bandura introduced in Social cognitive learning theory is

that of self-reflection. Through self-reflection, people make sense of their experiences, explore their own cognitions and self-beliefs, engage in self-evaluation, and alter their thinking and behavior accordingly (Bandura, 2002). This holds that personal factors, such as knowledge, attitude, and self-efficacy, can increase or decrease the likelihood of engaging in a particular behavior. Human beings have the ability to constantly reflect their own behavior and environment, evaluating and adjusting according to their own set values, commitments and goals (Crossley, 2000). Individuals are seen able to make their own free and independent choices independently of social influences. Individuals are able to construct and reconstruct their worlds, fashioning their identities from a range of experiences and opportunities (Pavis et al., 1998).

Social learning theoretical framework has been widely applied for the content analysis of the influence of media messages on adolescents' attitudes and behaviors (Strasburger, 2005; Stern, 2005). This theory has been applied frequently in media effects studies in psychology and communication fields as means to explore the way media may influence violence and young people sexual behaviors. Bandura's Social Learning Theory may be used to explain the influence of depiction of sexual intercourse and other sexual behaviors in the media. The theoretical premise of social cognitive theory might be used to predict for changes in attitudes and behavior towards sex in a positive direction after exposure to positive consequences of sexual behavior on television and other media (Eyal & Kunkel, 2008). Media effects have been demonstrated for many aspects of social behavior, including aggression, social stereotyping, pro-social behavior, and social attitudes. Given the arguments of Social Cognitive Theory emerging adults exposed countless to portrayals of sex that result in positive outcomes for the characters are likely to have positive attitudes toward premarital sexual intercourse.

Social Cognitive Theory also suggests the influence of exposure to sexual content on television on one's moral judgment relating to sex. Social Cognitive Theory posits that moral perceptions on sex may be influenced by exposure to mediated sexual behavior (Bandura, 2001).

Researchers have noted massive portrays of explicit sexual encounters on T.V and other media in manner that rarely or not at all emphasize the negative consequences of sexual behaviors (Cope-Farrar & Kunkel, 2002; Kunkel et al., 1999) Bandura (2002& (Ganahl et a 2003) argue what children and teen learn through media portrays may not be realistic. For example T.V programmes may suggest that certain sexual behaviors make girls more attractive and admirable (Ganahl et a 2003). A number of communication studies on social cognitive learning have found that portrays of teen sex, inaccurate information on HIV/AIDs and sexual behaviors portrayals, without emphasis on consequences can result in young people learning this information, developing casual attitudes toward sex, and engaging in sexual activities more frequently than they otherwise would (Brown et al., 2006; Collins et al., 2004; Collins et al., 2008). Theories of observational learning and information processing assume lasting effects of young people's exposure to media content (Huston, Wartella & Donnerstein, 1998). According to (Youth Fact book, 2010) movie celebrities and music videos were found to a have significant role in influencing what 7-19 year olds in Kenya wear.

### **2.7.2 Scripts theory**

Another theoretical perspective important in this study is script Theory (Huesmann, 1986). This theory has been applied more in studies of media violence that sexual content Huston, Wartella & Donnerstein (1998) argue that that scripts for behavior are learned throughout development, and largely guide people's social behavior. These scripts are learned through observation including portrayals presented in the media.

Scripting theory emanates from interactionism and social constructionist perspectives in sociology and in the context of sexuality sexual activities and sexual behaviors are seen as product of negotiations of cultural meanings about sexuality, identification of situations as sexual and interpersonal communication (Maticka-Tyndale et al, 2005). Scripting of sexuality is achieved through the process of socialization and such scripts become the templates for guiding behavior, interpreting situations and responding to stimuli as sexual beings. This framework that sees society as a product of everyday interactions (Macionis and Plummer, 1997). Through everyday interaction whether in the

family, media or religious circles people form scripts of what is sexually acceptable and what is not acceptable.

Youth who are inexperienced in sexual matters and yet are romantic relationships are particularly likely to use the sexual scenarios portrayed by the media as scripts to guide their own sexual practices (Gakahu, 2010; Maticka-Tyndale et al, 2005). Adolescent boys and girls internalize and respond to cues generated by parents, peers and media and reproduce these later as values and beliefs (Ohalete, 2007). Kyeremeh (2009) argues that adolescents who witnessed and to transactional sex, multiple partners, no condom usage, forced sex, etc, would likely internalize the behavior as normal and would be more likely to repeat it. In focus group interviews with upper primary school pupils in Nyanza province, Kenya Maticka-Tyndale and colleagues found that young people in tended to organize their knowledge of sexual behaviour according to ordered script grounded in the social, cultural and interpersonal norms and contexts of their present lives and the traditional scripting of male-female sexual relations (Maticka-Tyndale et al, 2005), Huesmann (1986) argues that attention is an important element of modeling of scripts. For one to acquire a script for behavior one must first pay attention to it (Huston, Wartella & Donnerstein, 1998).

Sexual scripts of televised portrayals may be encoded by individuals and stored for later retrieval in appropriate situations (Huston, Wartella & Donnerstein). Scripts that are perceived to be realistic are more likely to be encoded as meaningful (Huston, Wartella & Donnerstein, 1998). Huston, Wartella & Donnerstein (1998) further argue that sexual scripts for sexual situations are likely to be more meaningful to young people who do not possess much experience with sexual situations in their own lives, hence they may perceive the sexual scripts presented on television as realistic.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter describes the research methods used to address the following research questions objectives, the research design, the sample size and sampling techniques, target population, data collection instruments, data collection processes and data analysis. Many factors are known to influence young sexual knowledge, attitudes and behavior. This research explores the role of the media in this relationship. The study will examine the influence of sexualized content on social networking sites on young peoples' sexual knowledge, behaviors and attitudes. Specifically the research will attempt to establish whether the mediated and portrayed sexual behaviors on social networking sites will have any impact on college students' sexual behavior and attitudes.

#### **3.1 RESEARCH DESIGN**

The objectives and research questions of this study requires a descriptive survey method. A survey method studies a large population (universe) by selecting and studying samples (subsets) selected form the population discover the relative incidence, distribution and inter-relations of sociological and psychological variables (Kerlinger, 1983).

Representative samples that reflect all the major characteristic of the population under investigation are taken from the population. Scientific survey research describes the characteristics of a population. The survey research studies social aspects of people beliefs, opinions, attitude, motivation and behavior. In the area of human sexuality, measurement of knowledge, attitudes and behavior has mostly been done through face-to face interviews and questionnaires. Much of our information about human sexuality has been obtained by surveys that ask individuals about their sexual experiences, knowledge, or attitudes through face-to-face interviews or in written form via paper-and-pencil questionnaires (Crooks & Baur, 1990).

Survey method was found suitable for this study for understanding the user's attitudes, opinions, motivations and feelings on usage of social media. To address the research questions and objectives, the researcher will adopt a mixed method model. First the research conducted questionnaire survey to get response from respondents on a wide range topics on social media and sexuality socialization and then focus group discussions were conducted in order to deeper insight into young people's views, feelings and thoughts about them same topic. The results from the two analyses were analyzed and interpreted to determine the influence of implied and explicit sexual content on social networking sites on sex knowledge, attitude and behavior of the young people

Newman et al (2003) argue that the research purpose should guide the choice of methods adopted. Using a mixed method approach would allow one to address complex issues and purposed where a single method would not. Fundamentally mixed methods have complementary strength and non-overlapping weaknesses (Tashakkori & Teddlie, 2003). Different methods that complement one another make inferences drawn from them provide a more complete picture of the phenomenon under study. Deploying multiple data sources allows for various points of view and provides a more holistic picture than a single model (Tashakkori & Teddlie, 2003). Using a mixed method research design for this study provided for a more holistic understanding of the influence of sexual content on social networking sites on young people's sexual knowledge attitudes and behavior.

### **3.2 AREA OF THE STUDY**

The study was conducted using a sample from Zetech Collge which a private is learning institution situated in Nairobi, Kenya. This group is preferred as they represented the urbanized youth whom researchers consider to be heavy users of modern communication tools and are therefore bound to demonstrate social networking users that is relevant in the study of influence of social networking sites on sexual knowledge, attitude and behavior

### **3.3 THE STUDY POPULATION**

This study is focused on the college students. The researcher opted to use this category of users because of two major reasons:

- a) Students form a category of media users in society that according to researchers constitute the primary users of social networking sites.
- b) Students represents (subset) of young people, a category of media users whom the research study is interested on. All the students to be involved in this study will be selected from Zetech College

### **3.4 SAMPLE AND SAMPLING TECHNIQUES.**

The area of the study is Zetech College. Zetech College student population was chosen because the researcher believes that the students have characteristics and experience relating to the use of social media. Systematic random sampling was used to obtain the required number of respondents from this population.

#### **3.4.1 SAMPLING METHOD AND PROCEDURE**

A randomly selected sample of Zetech College students will complete questionnaires and engage in focus group discussions on areas such as Facebook usage, patterns, time spent in online interactions and nature of content they are exposed to. In Random sampling or probability sampling all the characteristics of the population are defined and all members have an equal chance of being selected (Marshall, 1996). Sampling is used in quantitative studies. A randomly selected sample of Zetech College students completed questionnaires and engage in focus group discussions on areas such as Facebook usage, patterns, time spent in online interactions and nature of content they are exposed to. In Random sampling all the characteristics of the population are defined and all members have an equal chance of being selected (Marshall, 1996). Sampling is used in quantitative research to draw a representative sample from the population from which the results can be generalized to the whole population.

Random sampling was used to obtain the required number of respondents using random numbers. The sampling frame for Zetech College students was provided by the administrative manager of the college from where the participants were selected. A sample of 350 respondents out of student population of about 3500 students was selected

for self-administered questionnaires (for quantitative data) and 5 respondents were selected for Focused Group Discussions (for qualitative data). The participants were stratified according to gender. Studies have revealed that gender is an important factor in adolescent and young people sexual socialization. Simple random sampling will be used to get the number of respondents in each stratum.

### **3.4.2 DATA COLLECTION PROCEDURES AND DATA COLLECTION TOOLS.**

In order to explore how young people interpret and make sense of mediated and portrayed sexual messages and whether they participate in the creation and distribution of such sexual messages, this study as mentioned earlier adopted a mixed method and both quantitative (through self-administered questionnaires) and qualitative (through Focus Group Discussions (FGDs)) methods were used. Previous studies in media effects have used both quantitative and qualitative methods to study the influence of sexualized media content on consumers' sexual knowledge, behavior and attitudes.

Corti and Thompson (2004) believe that qualitative data is useful in capturing the social world and the meanings people give to the experiences that form their perspectives. This kind of 'soft' analyses cannot be described in discrete data that is produced by quantitative research. This allows the researcher to develop an understanding why people feel the way they do, participants' bring issues they feel are important to them, challenge each other views and this benefits the researcher by having a more realistic and practical account of what people think. Qualitative data was important in the attempt for this research to understand seek respondents opinions, feelings, concerns and attitudes concerning social media and portray of sex and sexuality. Focus group discussions was used to get views, opinion, and gain insight into young people's understanding and contribution to portrays and mediation of sexual messages particularly their views on user-generated sexual content and links related to sexual information, sexting, sexual harassment and solicitation, online sexual activities and online and offline sexual activities. Focus Group discussions discussed basically the use of social media and specifically social networking sites and the possibilities for using them for sexual portrayal and mediation and more specifically on respondent's attitudes towards Facebook usage for sexual talk and portray of sexual behaviors

Quantitative data on the other hand is useful in gaining quantitative evidence of influence of social media on young people's social knowledge, attitudes and behavior by studying factors including social networking sites accessibility and availability, level and nature of participation in virtual groups and exposure to sexually explicit content on social networking site, level and nature of participation in sexual content creation and distribution, level of reliance on social media, number of social networks etc.

### **3.4.3 DATA COLLECTION TOOLS**

Research data was be collected focus group discussions and self-administered questionnaires.

#### **3.4.3.1 QUESTIONNAIRE**

To gather the needed data for the research, self-administered questionnaire will be one of the data collection tools. Questionnaire is one the most frequent methods for measuring media use and media effects. This method is convenient and inexpensive when one want to collect a large amount of data from large samples of respondents. Self- reported questionnaire was undertaken with young people to gain quantitative evidence of influence of social media on young people's social knowledge, attitudes and behavior by studying factors including social networking sites accessibility and use, mobile social networking, participation in virtual groups and exposure to sexually explicit content on social networking sites, Facebook usage patterns, number of friends on Facebook, time spent daily online, reasons and purpose for using Facebook. They will be asked to indicate the level of encounter and engagement in sexual talk and behaviors on Facebook, whether they engage in sexual content generation and engage in Facebook group(s) activities that discuss explicit sexual content.

The questionnaire was prepared with brief description of the study and with enough directions to answer the questions. Most of the questions were objective in nature and will require participants to indicate their levels of Facebook activity using a 5 point Likert scale (Each item will be ranked using a scale of 1= extremely Unlikely to 5= extremely likely). The researcher attempted to prepare questions that are unambiguous, correct and unbiased.

### **3.4.3.2 FOCUS GROUP DISCUSSIONS**

To capture qualitative data Focus group discussions were undertaken. This mode of data collection helped the researcher obtain information on social media and sex and sexuality where participants will discuss their views, experiences, attitudes and opinion concerning portrayal and mediation of sex and sexuality on social media. Focus group discussions offered the researcher the opportunity to probe the respondents in order to get a deeper insight into young people's views, feelings and thoughts about social media and sexuality, sexual content, use of social media and how sexual content on these sites is likely to influence their sexual knowledge, attitudes and behaviors. Focus Group discussions were used to get views and gain insight into young people's understanding and contribution of portrays and mediation of sexual messages particularly views on user-generated sexual content and links related to sexual information, sexting, sexual harassment and solicitation, online sexual activities and online and offline sexual activities.

Kitzinger (2005) reiterates that focus group is a methodology for examining participant's thoughts, stories, experiences, points of view, beliefs, needs and concerns of individuals. It is useful in exploring what people think, how they think and why they think that way about an issue under investigation. Focus groups are organized discussions or interviews, with a selected small group of individuals (Blackburn, 2000 and Gibbs, 1997), discussing a specific, predefined and limited topic under the guidance of a facilitator or moderator (Blackburn, 2000, Robinson, 1999). Focus groups do not strive to reach a consensus on the issues of discussion; they rather encourage discussions on a range of response which provide a greater understanding of attitudes, behavior, opinions or perceptions of participants on the research issues' (Hennink 2007).

The members of the focus group were selected from the chosen sample and one very important factor for inclusion is that one must be an active user social media such as Facebook. The Focus groups for this study comprises between five participants and each member was an opportunity to share his or her opinions concerning the subject under study. Methodologically focus groups involves use of groups of 6–8 people who gather together to discuss specific issues with the help of a moderator in a particular setting

where participants feel comfortable to engage in discussions of a given amount of time (Kitzinger 2005).

The researcher moderated the focus group discussions. The researcher listened carefully and observed how participants answered questions and sought clarifications on areas that are ambiguous. Questions for the focus groups were carefully crafted to include introduction questions, discussion questions and ending questions (Krueger and Casey, 2000).

### **3.4.2 INDEPENDENT AND DEPENDENT VARIABLES**

#### **Independent variables**

Several independent and dependent variables were selected for testing in the study which includes:

- Reliance on social networking sites
- Availability and accessibility of social networking sites
- Exposure to sexually explicit content on social networking sites
- Participation in activities of virtual groups dedicated to sex and sexuality

#### **Dependent variables**

- Sexual knowledge
- Sexual attitude
- Sexual behavior

### **3.4.4 ETHICAL CONSIDERATIONS**

Before commencement of the study, relevant approval was sought from Zetech College administration in order to get the go ahead to involve Zetech College students in the study. Zetech administrators and participating students were informed that the study is being undertaken for my MA studies and data collected was to be used for that sole purpose.

### **3.4.5 DATA ANALYSIS AND PRESENTATION OF RESULTS**

Data analyses were to answer questions identified in the research objectives (Chapter One). The data collected was both qualitative and quantitative.

The qualitative data captured through Focus group discussions was analyzed and reported. The quantitative data was further analyzed using Statistical Package for the Social Sciences (SPSS). The findings were presented by use of frequency tables.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.0 INTRODUCTION**

This chapter discusses data analysis and interpretation of the respondents' use of social networking sites, levels of access of social networking sites, level of exposure and access to explicit sexual content on social networking sites and the impact of such sexual information to college students. The statistical information was derived from a sample of 350 respondents who satisfactorily completed the questionnaire. A few questionnaires that were incomplete were not considered for this study.

The overall goal of the study was to determine the influence of Social networking sites on sexual knowledge, attitudes and behaviors of the youth (about 14-24 years). To answer questions for the study data was collected using research instruments (questionnaire), coded and then entered and analyzed using Statistical Package for the Social Sciences (SPSS) software. The data already entered into SPSS was subjected to descriptive statistics analysis. Descriptive analyses were conducted to describe the distribution of key variables including means, percentages and frequency distributions.

#### **4.1 THE INSTRUMENT (QUESTIONNAIRE)**

The questionnaire used several questions to comprehensively measure a wide range of categories including demographic characteristics, sexual knowledge, attitudes, and sexual behaviors. Instrument of data collection used the scale in the Likert format, for most of the responses ranging from strongly disagree to strongly agree.

The questionnaire layout was follows:-

Two items measured background information (age and gender of the respondent), 8 items measured the popularity of social media (social networking accounts used, frequency of access of these accounts), 23 items measured on interactivity behavior of the respondents (online interactivity with friends, family members etc.), 4 items accesses the role of peer modeling and sexual knowledge on social networking sites, 36 items assessed sexual content generation and consumption, six items measured sexual content solicitation, 7

items measured participation in social events invited via social networking sites (online and offline sexual behaviors), 3 items assessed participation in erotic online groups, 14 items measured attitudes toward heterosexual and sex-related behaviors and 6 items assessed the engagement in risky sexual behavior (use of condoms, number of sexual partners, lifetime sexual partners)

#### **4.2 ADMINISTRATION OF QUESTIONNAIRE**

Contacts were made to the students who were identified to participate in this study, and assistance was sought from lecturers in speaking with the students and seeking their willingness to participate in the research. The preparation of students involved acquainting them with the research aims and objectives. Research instrument was given to the students and instructed to return on an agreed date. Prior to given the question the respondents pretesting was conducted with 16 randomly selected students. Anonymity and confidentiality of the respondent was ensured and this significant lead significant in the reduction failure to provide responses for the sensitive questions. Three hundred and fifty (350) questionnaires were given out for filling by respondents and out of this 314 were filled and returned. Among the all the 314 filled out questionnaires, only 7 questionnaires were discarded due to incomplete or missing answers to key questions while 7 questionnaires were returned when data analysis had started and hence were not considered for analysis. The percentage of the useable copies of the questionnaire was 89 percent.

#### **4.3 BACKGROUND CHARACTERISTIC OF THE RESPONDENTS**

The data contains two very important demographic characteristics including: age and gender. It was also established that 143 (47.7%) of the respondents were males, while 157 (52.3%) were females. From the findings majority of the respondents (61.0%) were between 20-23 years old while 29.0% were between 16-19 years old. 6.3% were between 24-27 years, 3.0% were in the age bracket 38-31 years and only .07% age over 32 years (see table 1 for details). The ages between 16-24 years constitute the 90% of the total number of respondents and this confirms that college students are young people within the age category targeted by this research.

**Table 1 Respondents Gender and Age Cross Tabulation**

		Age					Total
		16-19	20-23	24-27	28-31	Over 32	
Gender Male	Count	37	94	9	3	0	143
	% within Gender	25.9%	65.7%	6.3%	2.1%	.0%	100.0%
	% of Total	12.3%	31.3%	3.0%	1.0%	.0%	47.7%
Female	Count	50	89	10	6	2	157
	% within Gender	31.8%	56.7%	6.4%	3.8%	1.3%	100.0%
	% of Total	16.7%	29.7%	3.3%	2.0%	.7%	52.3%
Total	Count	87	183	19	9	2	300
	% within Gender	29.0%	61.0%	6.3%	3.0%	.7%	100.0%
	% of Total	29.0%	61.0%	6.3%	3.0%	.7%	100.0%

**4.4 PARTICIPANTS’ EXPERIENCE WITH SOCIAL NETWORKING SITES.**

The study on the various aspects of the social networking sites yielded interesting results and lights up various dimensions of users’ perceptions on social networking sites. The study also helps to understand the use of Social Networking Sites among student community.

**4.4.1 Popularity and Trends in the Use of Social Networking Sites**

It was interesting to note that all (100 %) of the respondents reported having created an account with one of the available social networking sites including Facebook, Twitter, MySpace, YouTube, Google+, Friendster, and LinkedIn. The most commonly mentioned Social Networking Site was Facebook. Majority of the respondents were however found to have created more than one account in the various common Social Networking Sites.

Of those who had created an account with Facebook, two hundred and forty five participants (81%) updated Facebook account most frequently. Twenty four participants (8%) reported using Google+ and twenty one participants (7%) used Twitter (**see table 1.1 for details**). This confirms that college students are prime consumers of social networking communication technologies and Facebook is the most common social networking site among college among them. When asked about how frequently the participants of the focus group discussion used social networking sites it was found that all the participants do access their accounts every day but most of them used it for an hour except for one male respondent who mentioned that on weekends the frequency of usage is more than an hour. One participant shared her experience saying: *“I Facebook (use Facebook) every day during week days spending one hour most of the time, but when I’m free during lunch hour or late in the evening I spend more time, in fact some times more than two hours”*

**Table 1.1 SNS Updated Most by the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
LikedIn	3	1.0	1.0	1.0
Youtube	2	.7	.7	1.7
Google+	24	8.0	8.0	9.7
Facebook	245	81.7	81.7	91.3
Myspace	1	.3	.3	91.7
Twitter	21	7.0	7.0	98.7
Whats App	4	1.3	1.3	100.0
Total	300	100.0	100.0	

#### **4.4.2 Intensity of Use of Social Networking Sites**

To measure the frequency and duration of exposure to Social Networking Sites, questions measuring the intensity of Social Networking Sites were asked to gauge user engagement in Social Networking Sites activities based on how often for the past three months before the commencement of this study one accessed the Social networking site one was actively using, the amount of time spent on the network on a typical day and amount of time and the amount of time one spent online.

##### **4.4.2.1 Time Spent on Social Networking Sites**

To measure the length of time spent using Social Networking Sites, participants were asked two questions that addressed the amount of time spent logged into social networking sites and the amount of time one spent on social networking sites every day. Participants were asked “*when you typically log into your SNS account, how many hours and minutes do you spend online*” and “*how much time do you spend on your social networking site account every day*”.

Table 1.2 shows that 186 (62%) of the respondents accessed their social networking sites every day, which constituted majorly the age groups 16-19 years (31.2%) and 20-23 years (60.2%) of those who access their accounts every day. 20% of the respondents checked their profiles weekly and 10% checked their profiles three times a week. Thus, we can say, from this data that the frequency of accessing social networking sites among college students are considerably high and those who access their accounts either daily, weekly or three times a week, majority are in the age group 16-23 years. This clearly demonstrates that college students who represent a category of new media users considered technology savvy are engaging with social networking at unprecedented rate and thus such communication tools are playing major roles in their everyday lives.

**Table 1.2 How often SNS Account One Using is Visited and Age Cross tabulation**

		Age					Total
		16-19	20-23	24-27	28-31	Over 32	
How often SNS Account One Using is Visited	Count	58	112	12	4	0	186
	% within How often SNS Account One Using is Visited	31.2%	60.2%	6.5%	2.2%	.0%	100.0%
	% of Total	19.3%	37.3%	4.0%	1.3%	.0%	62.0%
Weekly	Count	18	35	4	2	1	60
	% within How often SNS Account One Using is Visited	30.0%	58.3%	6.7%	3.3%	1.7%	100.0%
	% of Total	6.0%	11.7%	1.3%	.7%	.3%	20.0%
Three times a Week	Count	6	19	2	2	1	30
	% within How often SNS Account One Using is Visited	20.0%	63.3%	6.7%	6.7%	3.3%	100.0%
	% of Total	2.0%	6.3%	.7%	.7%	.3%	10.0%
Fortnightly	Count	1	4	0	0	0	5

	% within How often SNS Account One Using is Visited	20.0%	80.0%	.0%	.0%	.0%	100.0%
	% of Total	.3%	1.3%	.0%	.0%	.0%	1.7%
Monthly	Count	4	10	1	1	0	16
	% within How often SNS Account One Using is Visited	25.0%	62.5%	6.3%	6.3%	.0%	100.0%
	% of Total	1.3%	3.3%	.3%	.3%	.0%	5.3%
Never	Count	0	3	0	0	0	3
	% within How often SNS Account One Using is Visited	.0%	100.0%	.0%	.0%	.0%	100.0%
	% of Total	.0%	1.0%	.0%	.0%	.0%	1.0%
Total	Count	87	183	19	9	2	300
	% within How often SNS Account One Using is Visited	29.0%	61.0%	6.3%	3.0%	.7%	100.0%
	% of Total	29.0%	61.0%	6.3%	3.0%	.7%	100.0%

When asked how important they needed to access their social networking accounts every day, of the total respondents, 80 (26.7%) revealed that it was very important for them to access their accounts daily, 115(38.3%) felt it was important for them to access their accounts, (82) 27.3% felt somewhat important to access their accounts while 23(7.7%) did not feel that accessing their account was important (see table 1.3 for details).

**Table 1.3 Important to Daily Access SNS account**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Important	80	26.7	26.7	26.7
Important	115	38.3	38.3	65.0
Somewhat Important	82	27.3	27.3	92.3
Unimportant	23	7.7	7.7	100.0
Total	300	100.0	100.0	

**Table 1.4** shows the duration of time spent in social networking sites. 49.7% of the population spent 0-1 hour for social networking and 31% spent 1-2 hours in social networking sites. Only a few (9%) use more than 2-3 hours and (7%) spent more than 4 hours for social networking. This shows that majority of the respondents (80%) spend 1-2 hours on social networking sites.

**Table 1.4 Time Spent on SNS on Log on**

	Frequency	Percent	Valid Percent	Cumulative Percent
0-1hrs	149	49.7	49.7	49.7
1-2 hrs	93	31.0	31.0	80.7
2-3 hrs	27	9.0	9.0	89.7
3-4 hrs	9	3.0	3.0	92.7
More than 4 hrs	21	7.0	7.0	99.7
Never	1	.3	.3	100.0
Total	300	100.0	100.0	



A large number of young people have sophisticated cell phones which come with social networking sites apps. Smart phones come with Facebook, Twitter and other social networking sites apps which make young people easily access those sites.

Pearson correlations were conducted between the variables how often SNS account one is currently using is visited and how often one uses mobile devices to access the social networking account one is currently using. Positive significant correlations were found between the variables how often SNS account one is currently using is visited and how often one uses mobile devices to access the social networking account one is currently using ( $r = 0.655$ ,  $n = 300$ ,  $p = 0.000$ ) (see table 1.7). This positive Pearson correlation demonstrates students who have smart phones were more likely to be involved in social networking sites.

**Table 1.6 Correlations between How often SNS Account One Using is Visited and How often one access SNS on mobile device**

		How often SNS Account One Using is Visited	How often one access SNS on mobile device
How often SNS Account One Using is Visited	Pearson Correlation	1	.655**
	Sig. (2-tailed)		.000
	N	300	300
How often one access SNS on mobile device	Pearson Correlation	.655**	1
	Sig. (2-tailed)	.000	
	N	300	300

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### 4.4.3 Reasons for using social networking sites

Respondents answered questions about their reasons for using Social Networking Sites. Respondents were asked to report the activities they did on social networking sites. The frequency of the respondents' twelve reasons for using Social Networking sites is presented in **Table 1.7**. As can be seen from the table, a large majority of students reported using social networking sites to communicate with friends, could be friends who are on college and not on college. This clearly illustrates students used their networking profiles for social interaction with their peers. This suggests that participants' use of social networking sites is primarily for social reasons that involves connecting and keeping in touch with friends (93%). Probably the most common activities that students performed on social networking sites included establishing connections with existing friends, sending messages to friends, reading friends' posts, sharing photos and videos, chatting with friends, updating their status, joining a social event, becoming a fan of an organization. Social networking site users in our sample less frequently reported using social networking sites to look for new people (24.3%). This implies that for college students, the more popular social networking activities involved interacting with other known users rather than looking for new friends. Raacke and Bonds-Raacke (2008) found many reasons why individuals reported using friend networking sites. The most common reasons include: "to keep in touch with old friends," "to keep in touch with current friends," "to make new friends," and "to locate old friends."

**Table 1.7**                      **Social Networking Sites Activities**

	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Valid Percent</b>
Communicate with friends	122	157	279	93 %
Find new friends	33	40	123	24.3%
For dating	39	29	68	22.6%
Keep with new events	49	40	89	29.6%
Keep up with trending topics	28	31	59	19.6%
Chart with other individuals online	40	51	91	30.3%

Keep up with events in my friends lives	49	56	105	35%
Make plans with friends/social groups	39	30	69	23%
Post interesting links for the people in my life	29	36	65	21.6%
Interact with professionals/work related	20	17	37	12.3%
Interact with celebrities	20	29	49	16.3%
Share interests that are similar to mine.	39	51	81	27%

One of the male respondents in our focus group discussion mentioned that it was difficult for him to send a whole day without chatting with his online friends. *“If you ask me I myself find it irresistible to chat with my girlfriend who is in Kampala, Uganda”*. One female participant informed us that Facebook had given her means of being able to interact with others on a more global scale. She emphasized on the importance of social networking tools to bring people together on a social platform irrespective of being physically far away.

#### **4.4.4 People respondents’ socialized with on social networking sites**

When asked with whom they interact in hours per day on social networking sites majority reported interacting with friends. Majority of the respondents (87%) of the respondents answered interacting with friends met online. Out of those who reported interacting with friends met online, 35.7% used 0-1 hours, 26.0% claimed to spend 1-2 hours, 15% spent more than three hours and 13% never interacted with these online friends. About Fifty eight percent (58.3%) reported communicating with friends met offline whereby 34.3% claimed spending 0-1 hours and 11.0% spent 1-2 hours for communicating with friends met offline. About 80% of the respondents admitted communicating to class-mates or course-mates online with 30.3% spending 0-1 hours, 23.0% spending and 16.3% claimed

spending more than 3 hours but 19.3% indicated to have never interacted with their course mates/classmates online. At least 25 percent of college students spend as many as 3 or more hours a week communicating socially online. About fifty five percent (54.7%) reported communicating with boyfriend/girlfriend/lover online and out this, majority 15.7% spent 0-1 hours while 17% spent more than 3 hours and 45.7% admitted to have never communicated with their boyfriends/girlfriends/lovers online. Respondents who indicated interacting with family members online were 69.3% of the total and out of this, majority (44%) claimed to have spent 0-1 hours, and 30.7% indicated to have never interacted with family members online. Thirty one percent (31%) of the total respondents indicated to have interacted with friends online for romantic interests where 14.3% of these spending 0-1 hours and 8.7 % claimed spending more than three hours. About 25% claimed to have interacted with lecturers or teachers, while about 23% have interacted with job recruiters. At least 19% claimed to have interacted with spouses or partners (**see table 1.8 for details**). This again indicates that friends who include friends met online, classmates/course mates and boyfriend/boyfriend are among the people the respondents interacted with more on their social networking profiles.

**Table 1.8** People respondents' socialized with on social networking sites

<i>Hours spent online interacting with</i>									
	<b>Family members</b>	<b>Friends met online</b>	<b>Class/ Course Mates</b>	<b>Friends met offline</b>	<b>Girl/boy Friend/ lover</b>	<b>Partner/ Spouse</b>	<b>For romantic interests</b>	<b>Teachers/ lecturers</b>	<b>Job recruiters</b>
0-1hrs	132(44%)	107(35.7%)	91(30.3%)	103(34.3%)	47(15.7%)	21(7.0%)	43(14.3%)	49163%	66(22.0%)
1-2 hrs	40(13%)	78(26.0%)	69(23.0%)	33(11.0%)	46(15.3%)	11(3.7%)	12(4.0%)	17(5.7%)	10(3.3%)
2-3hrs	13(4.3%)	31(10.3%)	33(11.0%)	13(4.3%)	19(6.3%)	6(2.0%)	12(4.0%)	2(0.7%)	8(2.7%)
>3hrs	23(7.7%)	45(15.0%)	49(16.3%)	26(8.7%)	51(17.0%)	19(6.3%)	26(8.7%)	9(3.0%)	14(4.7%)
Never	92(30.7%)	39(13.0%)	58(19.3%)	125(41.7%)	137(45.7%)	243(81.0%)	207(69.0%)	223(74.3%)	202(67.3%)
Total	300(100%)	100(100%)	300(100%)	300(100%)	300(100%)	300(100%)	300(100%)	300(100%)	300(100%)

## **4.5 OCCURRENCE AND FREQUENCY OF SEXUAL CONTENT GENERATION AND CONSUMPTION**

### **4.5.1 Peers and Sexual Knowledge**

Previous researchers have identified peers (friends) as a main source of sexual knowledge and major factor in the development of sexual attitudes among young people. Young people discuss issues of dating, romance, sexual activities and relationships, pregnancy and others among themselves. Researchers have reported online sexual activities among social networking sites users in which young people engage in online sexual activities that include chatting about sex, intimate relationships, discussing sexuality, dating, forming sexual relationships and creating sexual entertainment material.

Measures were devised to gain insight into the respondents peer interactions and sexual knowledge using online tools. The researcher sought to establish the frequency in which participants discussed sexual matters among peers and family members both online and offline. In response to the question which asked respondents to indicate how often they have discussed sexual matters (dating, sexuality, pregnancy and sexual relationships) with peers for the last four months before the commencement of this study. The majority among the respondents (50.7%) respondents reported to have engaged in sexual talk with peers and out this number of respondents slightly more males than females engaged in sexual talk with peers. 24.3% of the respondents indicated that they had discussed sexual matters with members of the family (siblings, parents, adults). Thirty respondents (10.0%) replied to have rarely discussed sexual matters with family members. A measure specifically designed to assess the frequency of engaging in online sexual talk and discussions (online sexual activities) found that 111(37.0%) participants had frequently discussed sexual matters with peers on social networking sites. 11.2% of the participants replied to have rarely or never discussed sexual matters with peers on social networking sites (**see table 1.9 for details**). Focus group participants were asked to explain whether they had used their using social networking sites accounts to communicate sexual information. Variations in the usage of social networking sites were observed. One Female participant pointed out that he uses Facebook for 100% interaction with fellow students in colleges. Together other online friends she confessed that she enjoyed

discussing issues of romance, love, sexuality and sexual activities that have occurred to and others in their offline environments

**Table 1.8 Persons with whom respondent discussed sexual matters**

	Sexual talk with peers past 4 months				Sexual talk with parents, siblings past 4 months				Sexual talk with peers on SNSs past 4 months			
	Gender		Statistics		Gender		Statistics		Gender		Statistics	
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Quite Often	37	29	66	22.0	19	15	34	11.3	19	17	36	12.0
Often	38	48	86	28.7	17	22	39	13.0	39	36	75	25.0
Somewhat often	14	14	28	9.3	12	23	35	11.7	21	25	46	15.3
Somewhat rarely	23	16	39	13.0	14	16	30	10.0	21	13	34	11.3
Rarely	31	50	81	27.0	81	81	162	54.0	43	66	109	36.3
<b>Total</b>	143	157	300	100	143	157	300	100	143	157	300	100

This draws a clear picture on how the college students use their online social profiles to discuss sexual matters. Discussion of sexual matters with peers on social networking sites is likely to affect young people’s construction of their sexuality. Researchers have portrayed social networking sites and other online platforms as being too open and non-restrictive and if young people engaged in sexual talk in such platforms then this would give them space for discussing sexuality with others who have serious and personal questions they want to address but feel too uncomfortable asking about elsewhere (Silenzio, Duberstein, Tang, Lu, Tu, and Homan 2009). Young people are likely to use social networking tools to express their sexual matters especially because of the knowledge gap that exists. Most likely before young people engage in sexual talk on social networking sites they first explore and learn how much how others (peers) have

portrayed and discussed issues about their sexuality and in turn develop and communicate their own views on sexuality.

Social networking sites would give them a great deal of sexual information in a compelling and easily accessible format. Young people are in a period of heightened romantic and sexual interest because they are in a period of sexual development and hence various types of media provides a relatively easy and minimally embarrassing way to learn about sex especially where talking about sex with adolescents and young adults is still a source of discomfort to educators and parents. Media may serve as a kind of sexual “super peer” for adolescents and young adults seeking information about sexuality. Much of the sexual content in the media describes attractive sexual behavior but rarely depicts the negative consequences of that behavior, which may make adolescents and young adults become more permissive regarding sex and encourage experimentation and imitation. Brown argued that most of the mass media rarely depict the three C’s of responsible sexual behavior: Commitment, Contraceptives, and consideration of Consequence (Brown, 2002)

The problem with relying on social networking sites for sexual knowledge is the likely of consuming misleading information. Young people do not always find it easy to discuss sexual matters with parents (Ricardo, Barker, Pulerwitz, & Roch, 2006). Research has shown that young people whose parents talk more openly about sex tend to have more accurate information about sexual reproduction and contraception (Fisher, 1998). Young people are continuously exposed to sexuality in the media in one form or another as they are developing their own sexual beliefs and patterns of behavior and parents remain reluctant to discuss sexual topics (Brown, 2002).

Furthermore, participants reported on their interest in sharing information about dating, sex and relationships when they come across such information on social networking sites. 43.4% of the total respondents reported being very interested in sharing sexual information online, which constituted of 20.6% males and 20.0% females. Forty one (13.7%) of the total respondents reported being not interested at all and out this 18(6.0%) males were not interested at all and 23(7.7%) females were not interested at in sharing

such information online (see table 1.9 for details). Surprisingly from this data, a good number of the respondents (43.4%) confirmed that they are interested in sharing sexual content in social networking sites. Research suggests that the youth who engages in sexual talk in their online platforms are more likely to engage in sexual risk behaviors. Some studies have demonstrated associations between technologies and sexual risk behaviors among youth particularly because some youth often use social networking technologies in order to socialize, search and share sexual information, communicate with sexual partners about sexual behaviors and portray sexual behaviors and sexual escapades.

**Table 1.9 Respondents interest in commenting and sharing sexual matters on SNS**

		How interested to share/comment of sexual matters on SNS					Total
		Not Interested at all	A little interested	Somewhat interested	Interested	Very interested	
Gender Male	Count	18	44	19	34	28	143
	% within Gender	12.6%	30.8%	13.3%	23.8%	19.6%	100.0%
	% of Total	6.0%	14.7%	6.3%	11.3%	9.3%	47.7%
Female	Count	23	49	16	30	39	157
	% within Gender	14.6%	31.2%	10.2%	19.1%	24.8%	100.0%
	% of Total	7.7%	16.3%	5.3%	10.0%	13.0%	52.3%
Total	Count	41	93	35	64	67	300
	% within Gender	13.7%	31.0%	11.7%	21.3%	22.3%	100.0%
	% of Total	13.7%	31.0%	11.7%	21.3%	22.3%	100.0%

A female participant in the group discussion said that there are two sides of the same coin, on social media there are positive information that one can enjoy and learn something positive and there is negative information that can at the end of the day destroy your life. Another female participant commented that *“it depends on the kind of person you. If your interest is sex, then are going to look for those ideas that support you interest and if not you will not be affected”*

#### **4.5.2 Status updates**

Social Networking profile is where students establish how they present themselves to others, which is a facet of identity. To determine how the students presented themselves on their profiles, we presented the students with questions about what types of information they posted on their profile page. The questions required the respondents to indicate their opinions regarding use of their social networking profiles to look for and to share sexual information and also opinions regarding others having access to their social network profile status updates. Soliciting and willing to share sexual information was measured by several items using a 5-point Likert-type scale with strongly agree and strongly disagree as anchors. Respondents were asked, *“please indicate how much you agree or disagree with each of the following statements”* for example *“I have used social networking sites to look for others who I can develop romantic relationships”*

First the respondents were asked to indicate how often they posted status updates on their profiles and what sort of updates they most frequently posted. It was revealed that sixty five (21.7%) of the total number of respondents posted update status daily, 17.3% of the respondents confirmed that they had posted status updates three times a week. Majority of the respondents (29.3%) replied that they had posted status updates once every week. Only seven respondents (2.3) replied that they had not or never posted status updates on their profiles (**see table 2 for details**)

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	Daily	65	21.7	21.7	21.7
	Three times a week	52	17.3	17.3	39.0
	Once a week	88	29.3	29.3	68.3
	Fortnightly	19	6.3	6.3	74.7
	Once a month	69	23.0	23.0	97.7
	Never	7	2.3	2.3	100.0
	Total	300	100.0	100.0	

What asked what sort of update status the respondents posted frequently, the majority of the respondents (49.0) indicated that the frequently commented on their profile wall. Sixty five respondents (21.7%) indicated that they posted images and the same number of respondents indicated that they had posted quotable quotes. Only seven respondents (2.3%) confirmed that they had posted videos on their wall. Eleven respondents (3.7%) had posted songs and 5 respondents (1.7%) had posted poems (see table 2.1 for details)

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Videos	7	2.3	2.3	2.3
	Images	65	21.7	21.7	24.0
	Comments	147	49.0	49.0	73.0
	Poems	5	1.7	1.7	74.7
	Songs	11	3.7	3.7	78.3
	Quotable quotes	65	21.7	21.7	100.0
	Total	300	100.0	100.0	

It is apparent that the reading and responding comments/posts on one's wall was an extremely popular activity among the participants in our sample and 49.0% chose it as their most frequent activity. This in most cases involves reading/responding to comments posts on their walls/profile pages, writing comments on friend wall and posting comments on other people's wall.

#### 4.5.3 Image and Profile Information Portrayed on One's Social Network.

Portraying one real names and real photo in all the accounts created on social networking sites is related to students' opinions regarding whether they use their profiles in look for and/or disclose sexual information. Researchers have argued that social networking users who 'lurk' are likely to post inappropriate profile content such sexual content, images that would be considered sexually appealing, wild, or offensive.

<b>Table 2.2 Respondents identity on SNSs</b>					
		<b>I use real names on all SNSs accounts</b>		<b>I use real photo on all SNSs accounts</b>	
		<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Valid	<b>Strongly Disagree</b>	48	16.0	33	11.0
	<b>Disagree</b>	49	16.3	37	12.3
	<b>Neither agree nor disagree</b>	27	9.0	24	8.0
	<b>Agree</b>	67	22.3	87	29.0
	<b>Strongly Agree</b>	109	36.3	119	39.7
	<b>Total</b>	300	100.0	300	100.0

As shown in table 2.2, majority of the respondents (58.6%) agreed that they were OK with displaying their real names in all the accounts they created on social networking sites and a higher percentages (68.7%) of the respondents strongly agreed that they were OK with displaying their real photos in all the accounts they had created in all social networking sites. 32.3% indicated that it was totally inappropriate for them to display their real names in all the social networking sites accounts they had created and 23.3% replied that it was totally inappropriate for them to display their real photos in all the social networking sites accounts they had created. Those social networking tools users who are comfortable with either their family or employers seeing their profile, compared with those who are not are less likely to post inappropriate profile content.

#### **4.5.4 Age of the friends accessing ones profile information**

To determine who the respondents interacted with mostly on their social networking site profiles, respondents' opinions were sought regarding whether majority of the online connections established in their profiles constituted friends of almost the same age with the respondent. The results for respondents' opinions regarding whether friends on online connections were of the same age with the respondent revealed that the majority of the respondents (37%) agreed that most the friends in the online social connections were indeed on the same age with respondents while 44% participants disagreed that most friends in the online social connections were indeed of the same age with them (**see table 2.3 for details**). This clearly shows that 37% of the respondents' friends on social networking sites are peers who they can easily share sexual content with minimal embarrassment.

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	<b>Strongly Disagree</b>	62	20.7	20.7	20.7
	<b>Disagree</b>	70	23.3	23.3	44.0
	<b>Neither agree nor disagree</b>	57	19.0	19.0	63.0
	<b>Agree</b>	73	24.3	24.3	87.3
	<b>Strongly Agree</b>	38	12.7	12.7	100.0
	<b>Total</b>	300	100.0	100.0	

#### **4.5.5 Sexual Matters Discussions on Others’ and one’s Social Network Profile**

To further analyze how the students presented themselves on their profiles, we asked questions that required the respondents to indicate their opinions on the use of their social networking profiles to look for and to share sexual information. The results in **Table 2.4** show that the majority (66.7%) among the participants agreed that they had seen friends engage in discussions on sexual matters on their social networking sites profiles. This is significantly more than half of the total number of the respondents and greatly higher in contrasts to the percentages (23.3%) of those who disagreed that their friends had discussed sexual matters on their online social profiles. Sixty nine respondents (23%) confirmed that they I liked sharing personal experiences on dating, sex and relationships on their online social. This percentage was however lower than the percentage (63.3%) of those who disagreed with premise that they had shared personal experiences on dating, sex and relationships on their online social profiles. Those respondents who were somewhat neutral on whether they had shared information of the same nature constituted 13.3% of the total population. 20% of the participants’ conceded that they were willing to share anything about their personal life on their online social profile but this however lower than the percentage (65%) of those who were in disagreement that they could share anything about their personal life on social networking sites profiles. 15% of the respondents were neither in agreement nor in disagreement that they could share anything

about their personal life on social networking sites. 19.7% of the participants agreed they had spent a lot of time reading posts and comments on sexual matters under discussions by friends on their social networking profile and those who disagreed with the same premise constituted 65.3% of the total number of the respondents. 15% of the respondents neither agreed nor disagreed to have spent a lot of time reading posts and comments on sexual matters under discussions by friends on their social networking profile. 24.0% of the respondents confirmed that they had used social networking sites to look for others with whom they could develop romantic relationships against 64% of the respondents who disagreed with the premise that they had used social networking sites to look for others with whom they could develop romantic relationships. Twelve percent (12%) of the respondents neither confirmed nor disagreed to have used social networking sites to look for others with whom they could develop romantic relationships. 16% of the respondents replied to have used their profiles to look for others with whom they could develop sexual relationships but the majority (73%) disagreed to have used their profiles to look for others with whom they could develop sexual relationships. 11.0% of the respondents neither confirmed nor disagreed to have used social networking sites to look for others with whom they could develop sexual relationships. 23% of the respondents agreed that if they were available they would always be on social networking sites reading posts and comments posted on their friends' profiles about their sexual experiences but 58.3% of the respondents disagreed with this premise. 16.3% of the respondents neither agreed nor disagreed that if they were available they would always be on social networking sites reading posts and comments posted by their friends on their sexual experiences.

**Table 2.4 Respondent's on portrayal of sexual matters on SNSs**

Indicate how much you agree or disagree with the following:-												
	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total (N)	Total (%)
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%		
a) Seen friends engage in sexual talk on SNSs	33	11.0	34	11.3	33	11.0	110	36.7	90	30.0	300	100
b) I like sharing issues on sexuality on SNSs	120	40.0	70	23.3	41	13.7	38	12.7	31	10.3	300	100
c) I willing to Share anything on personal life on SNSs	133	44.3	62	20.7	45	15.0	34	11.3	26	8.7	300	100
d) I spend a lot of time on SNSs reading sexual posts	115	38.3	81	27.0	45	15.0	33	11.0	26	8.7	300	100
e) I enjoy using SNS to voice my opinion on sexual matters discussed	115	38.3	73	24.3	45	15.0	40	13.3	27	9.0	300	100
f) I have used SNSs to look for others to develop romantic r/ships	131	43.7	61	20.3	36	12.0	39	13.0	33	11.0	300	100
g) I have used SNSs to look for others to develop sexual r/ships	167	55.7	52	17.3	33	11.0	18	6.0	30	10.0	300	100
h) If available would be always on SNSs reading posts on sexual experiences from friends	111	37.0	64	21.3	49	16.3	40	13.3	35	11.7	300	100

A male participant in group discussion responded that there is a lot of sex on social networking sites: *“every time you are on Facebook you come across images and/or videos of naked women. Other friends on Facebook post their nude or semi-nude photos to see what it feels like, you know”*. All the respondents agreed that somebody you see and identify with in social networking sites can be a role model and at the end of the day one may end behaving like that person. One female participant argued that peers play a very big role in their lives: *“these are the people more important than our parents because they are the people you walk with, talk to when in problems and ask for advice from them”*

From the results of the analysis, it is clear that college students use social networking sites to discuss issues of sexuality and sexual relationships among themselves. The responses from our sample show that young people are engage other online community in sexual discussions and thus social media increases capacity to provide increases access to sexual information and interaction. The findings suggest that social networking sites are an important source of sexual knowledge and information for young adults. For instance 66.7% among the participants agreed that they had seen friends engage in discussions on sexual matters on their social networking sites profiles. Social media allow users not only come across sexual information, they also obtain user generated sexual information they might not be able to obtain in traditional media sources. Indeed, college students use social media sites like YouTube, Facebook, Twitter, and blogs to get sexual content and comments from other members of the social media community as well. For example. 23% confirmed that they liked sharing personal experiences on dating, sex and relationships on their online social and 9.7% of the participants agreed they had spent a lot time reading posts and comments on sexual matters under discussions by friends on their social networking profile. It also possible that sexual content seeking persuades those who are generating to generate more.

The analysis of the findings show that many of the respondents’ do not actively search for sexual information but rather encounter such information while going online for other purposes, if such unintended encounters occur frequently in social media, it may push up

one's cognitions to start seeking and creating such sexual content. Consumption of online sexual content may not be appropriate method of sexual exploration but as adolescents mature physically and emotionally, the availability of sexual material on the Internet may become more interesting, which would naturally lead them to seek out the material. The teaching of sexual knowledge and skills to young people on social networking sites is regarded as a sensitive issue by researchers.

Researchers have warned that if young people consume sexualized content without prior systematic guidance and training on those matters from parents, they are likely to get rumors, incorrect, misleading information from discussions with friends. Sexual information from peers may be different from what is learnt from other sexual socialization agents. Peers may also dilute the positive impact of other legitimate sexual socialization agents. Media influences have been found to be associated with sexual intentions and behaviors. Researchers have documented correlations between sexualized media use and adolescents' sexual expression whereby media is seen to play an important role of sexual socialization for young people. Young people are in a developmental stage characterized by intense information and on social networking sites peers are likely to act major sources of sexual information. Young people who are exposed to sexual content are likely to perceive greater support for peers sexual behavior or a disoriented world view of exaggerated sexual activities among the peers, report more sexual activity and demonstrate greater acceptance to engage in sexual intercourse in future.

#### **4.5.6 Exposure to Sexually Explicit Materials on the Social Networking Sites**

##### **4.5.6.1 Exposure to 'Soft' Sexual Materials**

Several measures were devised to determine and compute the exposure to sexual content. Sexualized media content consumption was measured by first determining occurrence and frequency of exposure to what one may consider 'soft' sexual materials on social networking sites. Questions were asked to determine exposure to information of sexual nature where participants were asked to indicate how often for the last four months on social networking sites they came across sexual information on how to kiss, how to date, how to form sexual relationships etc. 49% claimed to be exposed to information on

dating combined and this is almost half of the total number of the respondents. 33.3% agreed that they do not or rarely come across information on dating on social networking sites. 132 (44%) of the participants reported be often exposed to sexual information of how to kiss and this is slightly lower than percentage (49%) of those who are exposed to information on dating. 51.7% replied to have often been exposed to information on how to hook. 39.3% indicated to have been exposed to on how to form sexual relationships and % responded not to have been or rarely exposed to information on how to form sexual relationships. 39.3 of the participants conceded to have been exposed to information on how to write sexual messages/poems/songs which is the same percentage of those who claimed to be frequently exposed to information on how to form sexual relationships. 45% claimed to have frequently consumed information on how to make love/ask for sex against 47.3% of those who agreed that they never or rarely came across information on make love/sex/ask for sex on social networking sites (**see table 2.5 for details**).

**Table 2.5 respondent responses on the exposure to explicit sexual content**

<b>For the Past 4 months how often have you come across information on how to:-</b>												
	<b>a)Date</b>		<b>b)Kiss</b>		<b>c)Hook Up</b>		<b>d)Form sexual r/ships</b>		<b>e)Write sexual messages/poems/songs</b>		<b>f)Make love/sex/ask for sex</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
<b>Quite often</b>	82	27.3	71	23.7	65	21.7	55	18.3	45	15.0	65	21.7
<b>Often</b>	65	21.7	61	20.3	72	24.0	63	21.0	60	20.0	40	13.3
<b>Somewhat often</b>	28	9.3	34	11.3	34	11.3	37	12.3	44	14.7	24	8.0
<b>Somewhat rarely</b>	24	8.0	28	9.3	33	11.0	27	9.0	33	11.0	29	9.7
<b>Rarely</b>	100	33.3	105	35.0	96	32.0	118	39.3	118	39.3	142	47.3
<b>Total</b>	299	99.7	299	99.7	300	100.0	300	100.0	300	100.0	300	100.0

These findings suggest that social media is a source of sex-related information and knowledge. Research has found that social media impact on the knowledge, attitudes and behaviors of adolescents and young adults are significant, in fact for sex-related knowledge, the impact of media variables is normally higher than that of socialization agents such as family and schools. The questions did not ask the respondents whether they were familiar with these particular kinds of information but it is clear whether they had this information before or not that social networking sites are significant sources where they learn this information from and this kind of information manifests itself in their own personal lives as researchers suggest that consuming information on dating, love, sexuality, sexual relationships, romance and sex make young people have enduring thoughts on sexual arousal, avoidance, tension, nausea and emotional responses including disgust, shock, embarrassment and interest in the material. Using a sample of university students Goodson (2000), studied the range of emotions elicited by viewing sexually explicit materials. The results revealed that sexual arousal, feeling entertained, fulfilling sexual fantasies and having a general feeling of excitement and anticipation were some of the most reported emotions.

Social networking sites have made it possible for young people to present their sexual issues to the world. Social networking sites are virtual avenues where young people meet, interact and discuss and are likely to provide information about their sexual identities, activities and communicate sexual information with peers. Exposure to sexual material is likely to make young people establish norms for behavior that give permission for sexual activity. Using online social networks to talk about love, sex, relationships, dating, how to hook up and how to ask for sex is likely to be associated with increased sexual activity. Young people who use online social networks to talk about love, dating, relationships might be more knowledgeable and curious about sex and this is likely to make them experiment with sexual activity unaware of the risks involved with sexual activity.

#### **4.5.6.2 Exposure to 'Hard' Sexual Materials**

Measures on exposure to hard explicit sexual materials (hardcore sex) were also devised. Questions required the respondents to indicate how often four last four months they came across images and/or videos of naked men, naked women, oral sex etc. The sexual

content we referred to were (a) Images and/or videos with clearly exposed genitals, (b) images and/or videos with clearly exposed people having sex (c) images and/or videos nude men and women. Pretests of the questionnaire had revealed that adolescents did not need more elaborate explanations and were aware that this question and the pertinent items were about sexually explicit content and the purpose of the question was measuring exposure to them. The response categories were 1 (*Quite often*), 2 (*Often*), 3 (*somewhat Often*), 4 (*Somewhat rarely*), 5(*rarely*)

Slightly more than (50.6%) of the respondents replied to have consumed videos and/or images depicting women genitals. Ninety two respondents (30.7%) agreed that they did not or rarely come across images and/or videos of exposed women genitals on social networking sites. 43.7% of the respondents claimed to be frequently exposed images and/or videos displaying men genitals and this is slightly lower than percentages (50.6%) of those who claimed to be exposed to images and/or videos displaying women genitals. A significant proportion (35.7%) of the participants indicated to have been frequently exposed to images and or videos portraying oral sex, 30% had looked at images and or videos portraying oral sex between members of the same sex and a higher percentage (41.6%) than the one that of those who reported to have been exposed to images and/or videos depicting oral sex between members of the same sex replied to have looked at images and or videos portraying oral sex between members of the opposite sex.

The combined percentages of the respondents who claimed to be exposed frequently to images and /or videos of oral sex between members of the opposite sex constitutes 41.0% of the total number of the respondents which is higher than the combined percentages (30%) of the respondents who claimed to have been exposed to images and/or videos displaying oral sex between members of the same sex. 41.6% of the total number of respondents reported to have been exposed to images/and or videos displaying sexual intercourse between members of the opposite sex and 36% of those who claimed to frequently exposed to images and/or videos of sexual intercourse between members of the same sex is lower than the percentages (41.6%) of the respondents who reported

having been exposed frequently to images/and or videos displaying sexual intercourse between members of the opposite sex. 43.0% of the participants indicated not to have been or rarely exposed to images and/or videos displaying sexual intercourse between members of the same sex. 49.7% claimed to have frequently come across images and/or videos of nude or semi-nude women. 38% indicated to have frequently come across images and/or videos of nude or semi-nude men and this is lower than the percentages (49.7%) of those who claimed to have frequently come across sexual content displaying images and/or videos of nude or seminude woman (**see table 2.6 for details**)

**Table 2.6 respondent responses on the exposure to explicit sexual content**

<b>Past four months how often have you come across photos and/or videos of :-</b>																		
	a) exposed women genitals		b) exposed men genitals		c) oral sex		d) intercourse with opp sex		e) intercourse with same sex		f) nude/semi-nude women		g)nude/semi-nude men		h)oral sex with same sex		i)oral sex with opp sex	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
<b>Quite often</b>	88	29.3	69	23.0	57	19.0	61	20.3	54	18.0	80	26.7	60	20.0	50	16.7	66	22.0
<b>Often</b>	67	22.3	62	20.7	50	16.7	64	21.3	54	18.0	69	23.0	48	16.0	40	13.3	57	19.0
<b>Somewhat often</b>	29	9.7	25	8.3	33	11.0	30	10.0	29	9.7	35	11.7	26	8.7	28	9.3	35	11.7
<b>Somewhat rarely</b>	24	8.0	31	10.3	32	10.7	33	11.0	34	11.3	24	8.0	26	8.7	36	12.0	25	8.3
<b>Rarely</b>	92	30.7	113	37.7	128	42.7	112	37.3	129	43.0	92	30.7	140	46.7	146	48.7	117	39.0
<b>Total</b>	300	100	300	100	300	100	300	100	300	100	300	100	300	100	300	100	30	100

The analysis of the findings suggests that social networking sites are places where youth only encounter sexual talk but they also encounter sexual photos and videos. Young people are exposed to explicit pornography on social networking sites. The social networking sites seem to make pornography readily accessible to young people. From the sample more than half (50.6%) reported exposure sexual images and /or videos of nude women genitals, men genitals (43.7%), oral sex (35.7%), oral sex between same sex members (30%) and oral sex between members of opposite sex (41.6%), sexual intercourse (41.6%), sexual intercourse between members of same sex (43.0%), sexual intercourse between members of same sex (41.6%), nude or semi-nude women (49.7%), nude or semi-nude men (38%). Social networking sites allows young people surfing through profiles of their online friends to come across pornography (sexual pictures and images) posted and sometimes it happens through accidental exposure. Exposure to sexual pictures and images may influence young peoples' perception regarding sexuality. Brown and L'Engle (2009) found that exposure to pornographic materials through a variety of media were likely to lead permissive sexual attitudes (e.g., acceptance of casual or premarital sex) and to have oral or vaginal sex than youth with less exposure.

#### **4.5.7 Posting and Solicitation of Sexualized Content on Social Network Profiles**

##### **4.5.7.1 Posting of Sexualized Content on Social Network Profiles**

To get an indication of evidence and the frequency of posting of sexualized content on one's Social Network Profile, participants were asked to indicate how often for the last four months on social networking sites they have posted sexy, provocative, nude or semi-nude images and/or videos oneself or someone else's on their social networking profiles. This was meant to determine the respondents' self-reported exposure to sexual explicit materials generated by oneself or by peers online. 37.7% among the participants conceded to have posted provocative self-photos and/or videos to sexually appeal to those who access their profiles. 44.3% of the total number of the respondents indicated not to have been or rarely involved in posting posted provocative self-photos and/or videos to look sexually appealing. 13.3% confirmed to have posted photos and/or videos of one self to specifically appear sexually appealing to friends on social networking sites. Majority of the respondents (73.3%) claimed not to have been or rarely involved in posting provocative self-photos and/or videos to sexually appeal to their friends. 8.7%

agree that they had posted (shared) nude or semi-nude photos and/or videos of someone else on social networking sites and the majority (80%) of the respondents indicated not to have been or rarely involved in sharing nude or semi-nude photos and/or videos of someone else on social networking sites. 9% of the participants confirmed to have shared nude or semi-nude photos/videos of themselves and the largest percentage (79.7%) claimed not to have been or rarely involved in sharing nude or semi-nude photos/videos of themselves. When asked whether they had 'liked' or commented on nude or nude photos and/or videos posted by friends on social networking sites, 21.4% of the participants confirmed to have 'liked' or commented on nude or nude photos and/or videos posted by friends and 23.6% confessed to have liked' or commented on sexy or provocative photos and videos posted friends about themselves they shared on social networking sites. Majority of the respondents (53.0%) indicated that they did not or rarely liked and/or commented on sexy or provocative photos and videos posted friends about themselves on social networking sites. When asked whether friends had tagged them to posts with sexy or provocative, nude and semi-nude photos and/or videos, 22% of the respondents indicated that they been tagged to posts with sexy or provocative, nude and semi-nude photos and/or videos by their friends on social networking sites. Majority of the respondents (57.7%) claimed that they did not or rarely get tagged to posts with sexy or provocative, nude and semi-nude photos and/or videos on social networking sites **(see table 2.7 for details)**

**The table 2.7:** Respondents perceived exposure to sexual content posted by peers online or by oneself.

<b>For the Past four months how often have friends on Social Networking Sites:-</b>												
	<b>Quite often</b>		<b>often</b>		<b>Somewhat often</b>		<b>Somewhat rarely</b>		<b>Rarely</b>		<b>Total (N)</b>	<b>Total (%)</b>
	<b>Fre</b>	<b>%</b>	<b>Fre</b>	<b>%</b>	<b>Fre</b>	<b>%</b>	<b>Fre</b>	<b>%</b>	<b>Fre</b>	<b>%</b>		
a) Posted provocative self-photos/videos to sexually appealing	59	19.7	54	18.0	29	9.7	25	8.3	133	44.3	300	100.0
b) Posted provocative self-photos/videos to appeal sexually appealing to friends	22	7.3	18	6.0	17	5.7	23	7.7	220	73.3	300	100.0
c) Posted nude or semi-nude photos/videos	14	4.7	12	4.0	19	6.3	15	5.0	240	80.0	300	100.0
d) posted nude or semi-nude photos/videos of one self	10	3.3	17	5.7	21	7.0	13	4.3	239	79.7	300	100.0
e) liked or commented on posted nude or nude photos/videos	29	9.7	35	11.7	38	12.7	34	11.3	164	54.7	300	100.0
f) liked or commented on posted nude or nude photos/videos about themselves	37	12.3	34	11.3	27	9.0	43	14.3	159	53.0	300	100.0
g) tagged one to posts with nude, semi-nude provocative photos/videos	31	10.3	35	11.7	27	9.0	34	11.3	173	57.7	300	100.0

These findings suggest that social networking sites are places where youth not only encounter sexual text, photos, and videos but can also create and/or post such materials themselves. Young people through the use of their network profiles are likely to contribute to explicit sexual content available of social networking sites. The sample responses show that students had come across photos and videos of sexual nature posted by friends on their profiles about themselves or about other people. Sexual images and videos that that the researcher had in mind included those describing personal sexual preferences, pictures of profile owner in undergarments, scanty clothing and/or risky behavior or sexually suggestive body positioning, sexually suggestive clothes and downloaded and displayed sexual images and videos. Researches have noted that there may risks involved in posting sexual content in ones profiles. Posting sexy, provocative, nude or seminude photos and/or videos may expose young people to sexual predators (Hinduja and Patchin, 2008). There is evidence that some youth who use social networking sites to post sexual materials about themselves are likely to experience unwanted sexual solicitations. Exposure of sexual content and portray of oneself in sexualized manner is likely to affect ones sexual attitudes and behavior. Youth who create sexual content are active consumers who are more likely to be influenced more than passive consumers of such content. Studies have found that youth who use social networking sites to sexual chat online were more likely to have ever had sex than those who did not sexual chatting online (Beebe, 2004)

#### **4.5.7.2 Solicitation of Sexualized Content on Social Network Profiles**

To determine the level of exposure to sexually explicit material on social network profiles as a result of solicitation of such content, questions were devised that focused on the extent to which young people expose themselves to sexually explicit material on the social networking sites. Measures sought to establish the frequency of seeking explicit sexual content on social networking sites, the frequency of being tagged to posts with explicit sexual content as well as the rate at which one stops viewing posts with explicit sexual materials.

As shown in **table 2.8**, 17.6% of the participants agreed that they had used social networking sites to look for nude or semi-nude photos and/or videos and 72% replied to have somewhat rarely and rarely looked for the same materials on social networking platforms. 20% admitted to have used social Networking Sites to look for sexy, provocative, nude, semi-nude posted by friends and 69.6% claimed to have rarely or never looked for such materials using their online social platforms. Those who confessed to have anticipated coming across sexy, provocative, nude, semi-nude posted by friends constituted 23.7% of the total number of respondents against a majority (65%) who claimed to have somewhat rarely and rarely anticipated coming across such materials posted by friends on social network profiles. 18.7% admitted to have felt preoccupied with sexy, provocative, nude, seminude photos and/or videos posted by friends on Social Networking Sites was 18.7% against the majority (67.7%) of those who replied to have somewhat rarely and rarely felt preoccupied with sexy, provocative, nude, seminude photos and/or videos posted by friends on Social Networking Sites. Interestingly, majority among participants (62.6%) replied that they had rarely stopped viewing posts with sexy, provocative, nude, semi-nude photos because you consider such too embarrassing but 32.7% claimed to have stopped viewing posts with sexy, provocative, nude, semi-nude photos on social network profiles.

**Table 2.8 respondent responses on the sexual content solicitation on SNSs**

For the past four months how often have :-												
	Quite often		often		Somewhat often		Somewhat rarely		Rarely		Total (N)	Total (%)
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%		
a) look for nude or semi-nude photos/videos	31	10.3	22	7.3	31	10.3	26	8.7	190	63.3	300	100
b) you used SNS to look for sexy, provocative, nude, semi-nude posted by friends	27	9.0	33	11.0	31	10.3	34	11.3	175	58.3	300	100.0
c) you anticipated coming across sexy, provocative, nude, semi-nude posted by friends	32	10.7	38	12.7	35	11.7	47	15.7	148	49.3	300	100
d) you felt preoccupied with sexy, provocative, nude, seminude photos/videos posted by friends on SNS	27	9.0	29	9.7	41	13.7	32	10.7	171	57.0	300	100.0
d) you stopped viewing posts with sexy, provocative, nude, semi-nude photos because you consider such too embarrassing	53	17.7	45	15.0	44	14.7	36	12.0	122	40.6	300	100.0

These finding reveals that some young people use social networking platforms to look for sexual content. Researchers have explored the possibility of associations between posting of sexual content on one's profile and searching for sexual content on others profiles. Moreno, Brockman , Rogers et (2010) found youth who posted sexual content on their own profiles being more likely to have online friends with posted sexual content than were youth who did not include sexual content in their profiles. Based on this argument, friends with a tendency to post sexual content are likely to visit the profiles of others who post the same content in anticipation to coming across such sexual content. Again friends of persons with a preference for sexual content are likely to post and display sexual materials on their own profiles in impress those who anticipate coming across such content. Those with more sexual content on their profiles are more likely have friends with explicit sexual content and preferences in their profiles. Responses from the sample have also indicated that majority of the participants rarely stopped looking at sexual content if they came across such content. we argue here that some respondents' did not active seek sexual content online but they encountered the materials while online for other purposes but never stopped viewing such materials once encountered. If unintended encounters occur frequently it may cultivate one's curiosity and the desire to start seeking sexual content. In other words continued unintended exposure to portrayals of sexual content on online social platforms may cultivate norms regarding desirability for sexual content.

Prevalence of sexualized content on social networking sites is likely to serve as igniter for engaging in unsafe sexual behavior acts associated with increased risk of exposure to consequences associated with risky sexual behaviors such contracting STDs, including HIV. For instance, Brown and Newcomer (2005) found that adolescents who watched more sexually explicit content online were more likely to initiate sexual activity during the course of their study than those who watched less sexual content. Similarly depictions of images showing sexual activity may influence young people to develop romantic affiliations with members of opposite sex which in turn increases the risk of experiencing negative sexual behaviors. Previous research has indicated that repeated exposure to an image of a sexual behavior increases one's positive evaluation of that behavior over time

in people who do not already feel very negatively about it in the first place (Byrne & Osland, 2000).

#### **4.5.8 Online and Offline Activities and Group Membership Using Social Networking Sites**

A number of authors have argued that a highly interactive online-community is actually an extension of the social interactions taking place in the real world. As social networking sites become popular among young people it is important to examine it specific social interaction models. Friends articulated on social networking sites friends' connections might not necessarily a makeup of social networks in real world.

##### **4.5.8.1 Online and offline friends connections.**

Two questions were used to find out whether there are online friends connections but have not actually met in real world and whether friends met through online social connections are later met offline. The proportion of online network connections not met offline was 246 (82%) and 201(67%) participants suggested having met friends through online connections that later met offline (see table 2.9 for details)

**Table 2.9:** Respondent's responses on online and offline affiliations

<b>Friends met online and later met in real world</b>		
	<b>Frequency</b>	<b>Percentages</b>
Yes	201	67%
No	99	33%
<b>Online friends but not met in real world</b>		
Yes	246	82%
No	54	18%

This clearly shows that young people are negotiating both online and offline connections using social networking sites. As expected the participants reported using online profiles to negotiate both online and offline connections. The most popular online social activity among young people consist of connections with friends including sending each other messages, chatting, communicating with girl friend or boyfriends on and off college etc.

the connections between online and offline are supported by our earlier findings that most the respondents spent more time interacting with friends met online and offline.

#### 4.5.8.2 Social Events and offline sexual activities.

Research finding have revealed young people who use social networking sites have strong offline affiliations and just use online platforms to engage in online activities to supplement their offline life engagements. To examine students online and offline sexual behaviors we asked questions that sought answers on whether online social networks were used to negotiate the two worlds. These questions sought to seek information on the association between activities in both contexts, more specifically whether social networking sites were used as tools to make contacts with people online in order to engage in sexual activities offline.

**Table 3: Respondents’ responses on online and offline affiliations**

	Have you ever invited friends to social event through SNSs		Have you ever been invited by friends to social event through SNSs	
	Frequency	Percent	Frequency	Percent
Yes	183	61.0	252	84.0
No	117	39.0	48	16.0
Total	300	100.0	300	100.0

From the **table 3**, the respondents (61.0) who agreed that they had used social networking sites to invited friends to offline social event through were more than those who disagreed (39.0%). The percentage of the respondents who have ever been invited by friends to social event through SNSs (84%) was higher than of those who had invited ever invited friends to social event through SNSs. Only 16% of the respondents confirmed not to have been invited by friends to social events through SNSs.

Results on the examination of use of social networking sites to negotiate both online and offline contexts are represented in **table 3.1**. The frequency of sexual behavior measured

in terms of interaction of online and online interactions. The results which are analyzed in terms of gender show that 35.3% of the sample had gone an offline social event invited through social networking sites where kissing. More males (19.0%) than experienced this than females (16.3%). 16.6 % of the respondents (11.3% males) and 5.3%) replied that they had attended social events invited through SNSs where sexual intercourse occurred but the majority (83.4%) replied no. The majority (66.7%) for the respondents replied that they had attended a social event where dancing occurred against 33.3% of the respondents who gave a negative reply. 43.3 % confirmed to have attended offline public gathering where taking drugs or alcohols happened and 41% confirmed to gone to such events where all or some of those in attendance slept out.

**Table 3.1: Respondents responses on online and offline interactions**

<b>Have you ever attended a social event invited through SNSs that any of these happened?</b>				
	<b>Male</b>		<b>Female</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>Sexual behaviors</b>				
<b>a)Kissing</b>	57(19.0%)	86(28.7%)	49(16.3%)	108(36.0%)
<b>b)Sexual intercourse</b>	34(11.3%)	109(36.3%)	16(5.3%)	141(47.0%)
<b>c)Dancing</b>	98(32.7%)	45(15.0%)	102(34.0%)	55(18.3%)
<b>d)taking drugs or alcohol happened</b>	73(24.3%)	70(23.3%)	60(20.0%)	97(32.3%)
<b>e) sleeping out</b>	71(23.7%)	72(24.0%)	52(17.3%)	105(35.0%)

Analysis of the responses from the sample reveal that social networking sites are used for both online and offline negotiations. Respondents confirmed to have used social networking sites to make contacts that later ended up in risky sexual behaviors offline. For instance 19.0% confirmed to have witnessed kissing and 11.3% experienced sexual intercourse in an offline event invited through social networking sites. Boies (2002)

found that university students had attempted to make contact with new people online and engaged in sexual exploration both online and offline.

The frequency of the exposure to explicit sexual content on social networking sites an important variable to measure in the interaction of online and offline sexual behavior. Analysis of frequency of exposure to online sexual content on social networking sites shows that those frequent viewers of explicit sexual videos and images were more likely to engage in offline sexual behavior including attending an offline event where risky sexual behaviors are likely to occur. Researchers have documented results of factor analysis performed on both online and offline sexual activities. Seeking romantic and sexual partners' online and sexual exploration have been linked to an increase in the number of offline sex partners and an increase in sexual activity. A few research finding that have studied online and offline sexual behavior have provided evidence of an association between sexual activities in both contexts (Klausner, Wolf, Fischer-Ponce, Zolt & Katz, 2000; McFarlane, Bull, & Rietmeijer, 2000).

Some researchers have also argued that social networking sites provide youth with the opportunity to construct and try on identities and attempt to integrate sexuality into those identities. This may lead us to speculate that if youth use this social media provide opportunities to try on sexualized identities, they may try these new found identities on offline interactions.

#### **4.5.8.3 Group Membership (Erotic Online Groups)**

SNS users can create or join groups. Respondents were asked questions to determine whether they were members of certain groups that are known to display explicit sexual content and how often they participated in the activities (read and posted comments, videos and or photos on the profiles) of these online groups.

**Table 3.2:** Respondents’ responses on online group membership

	Male	Female	Total	Percentage
Nairobi club exposed stories and pictures you won’t believe	50	37	67	29%
Naughty stories you will wet your self laughing	17	4	21	7%
Hottest Dudez N Chics in Campus	11	5	16	5.3%
Kenyan Lungula and Bedrum Affairs	4	3	7	2.3%
Campus Divas For Rich Men. Season 2	8	5	13	4.3%
Nairobi club exposed stories and pictures you won’t believe	32	23	55	18.3%
Naughty stories you will wet your self laughing	12	7	19	6.3%
Hottest Dudez N Chics in Campus	13	12	25	8.3%
Mathare University of Insane Creativity	45	34	79	26.3%
<i>Haga Za Mothers Union</i>	31	23	54	18%
Campus divas for Safaras	9	6	15	5%
Campus Divas for Rich Men	29	27	56	18.6%
Mbare university of the wise	8	7	15	5%
Nairobi Exposed-Criminal investigation department & undercover police	39	33	72	24%
Campus divas for Safaras	7	3	10	3.3%

**Table 3.2** shows that respondents reported being members of certain online groups on Facebook. This table shows the online groups that have majority of members are *Nairobi club exposed stories and pictures you won’t believe (29%)*, *Mathare University of Insane Creativity (26.3%)* and *Nairobi Exposed-Criminal investigation department & undercover police (24.0%)*. *Haga Za Mothers Union (18.0%)* and *Campus Divas for Rich Men (18.6%)* have almost the same following. 45 % of the respondents reported to have participated in the activities of the online groups.

From the responses, some participants confirmed being members of certain online groups on Facebook. 45% of those who were members of such online erotic groups confirmed to have participated in the activities of these online groups. These online groups under scrutiny draw membership from people who wish to share interests or express opinions and interests on sexuality and sexual activity and escapades. Some liked *Campus Divas for Rich* men is dedicated to online position and online hook ups. The profiles for these online groups portray items related to all manner of sexual activity, sexual interests and other unconventional and bizarre sexual activities such homosexuality and lesbianism. The norm in these erotic groups profiles are substantial amount of utterances of sexual talk in very strong language, encounter of sexual references and orientations attitudes, explicitly sexual language, pictures and/or videos containing sexualized images of women and men, images and/or videos of suggestive or provocative behaviors such as provocative touching or moaning or dialogue related to sex, depictions of exposed breasts, buttocks, or genitals, cleavage, large breasts, or provocative clothing, images and/or videos of nude or seminude male and female characters, images and/or videos of men and women engage in sexual intercourse, sometimes between members of opposites sex (homosexuality and lesbianism). Exposure of the youth to such sexualized environments is likely to affect normative perceptions. Researchers have speculated that these perceptions may result into problems that are likely to foster engagement in a variety of unhealthy and risky behaviors including initiating sexual intercourse,( Tolman & Higgins, 2006 ), online sexual solicitations, report permissive sexual attitudes such as endorsement of oral sex as normative, acceptance of casual or premarital sex, vaginal sex than youth with less exposure (Zillmann, 2000). Depictions of women in sexualized clothing may foster a perception of women as sexual objects among youth (American Psychological Association; 2007), suggesting that the primary appeal for a woman is sexual appeal implying that women exist for others' sexual use

## **4.6 Permissive Sexual Attitudes and Risky Sexual Behaviors**

### **4.6.1 Permissible sexual attitudes**

Researchers have linked sexualized media consumption and subsequent permissive sexual attitudes in that high level of sexual media consumption are linked to more

permissive sexual attitude. The respondents' sexual attitudes were assessed by measuring the extent to which they agreed with fourteen statements of a sexually permissive nature. The answers were scored on a 5-point Likert-Scale, ranging from 1=Strongly Disagree to 5=Strong Agree. Examples of questions are: "Sex is important to me", "Sex without strings attached is the best" and "Life would have fewer problems if we could have sex more freely". Table 3.3 shows the descriptive statistics for the analysis of the permissible sexual attitudes.

**Table 3.3: Descriptive Statistics for respondents' permissive sexual attitudes.**

	N	Range	Mean	Std. Deviation
Sex is very important to me	300	4.00	2.6957	1.38460
Dating more than one person is OK	300	4.00	2.5200	1.45257
I can accept sex with multiple partners	300	4.00	2.1267	1.43206
premarital sex is useful to adapt to future marriage life	300	4.00	2.3833	1.47999
i would like to have sex with many partners	300	4.00	2.0267	1.36338
Life would have fewer problems if we had sex freely	300	4.00	2.2267	1.42668
sex as exchange of favors is OK if both parties agree	300	4.00	2.5700	1.51859
i don't need to be committed to a person to have sex with him/her	300	4.00	2.6533	1.59005
sex without strings attached is the best	300	4	2.48	1.525

i frequently fantasize about sex or think about sex	300	4	2.55	1.415
i frequently attend night clubs	300	4	2.35	1.424
sexual intercourse is the most enjoyable thing i have ever experienced	300	4	2.49	1.425
Sexual intercourse is important as early as possible in r/ship	300	4	2.24	1.384
For a woman to attract and retain a man she must use her body and looks	300	4	2.55	1.603

Empirical studies that have examined adolescents’ exposure to sexually explicit content in the internet and its relationship with sexual attitudes and behaviors have found that those adolescents who visit sexually explicit sites are more likely to engage in high-risk sexual behaviors such as having multiple partners, using substances during sex, and engaging in anal sex. The degree of sexual permissiveness varies with the degree of exposure with those adolescents with more exposure to internet pornography reporting more permissive attitudes.

#### 4.6.2 Pre-Coital Sexual Activities

To sexual behavior, a multi-item question was used. Respondents were first required to indicate whether they had ever engaged in pre-coital (precursor) sexual behaviors for the last four months before the commencement of this study that included (1) “had Kissed” (2) “had kissed for a long time (3) “had touched breasts/had breasts touched” (4) “had touched genitals/had genitals touched”. The responses reported were summarized to indicate the level of pre-coital sexual behavior. The distributions of sexual behaviors were analyzed across gender and reported in **table 3.4**

**Table 3.4: Respondents' Responses on pre-coital sexual activities**

For the last four months have you ever				
Pre-coital Sexual behaviors	Male		Female	
	Yes	No	Yes	No
a)kissed	115(38.3%)	28(9.3%)	133(44.3%)	24(8.0%)
b)made out(kissed for a long time)	95(31.7%)	48(16.0%)	106(35.3%)	51(17.0%)
c) touched/have breasts touched	105(35.0%)	38(12.7%)	105(35.0%)	52(17.3%)
d) touched/have genitals touched	85(28.3%)	58(19.3%)	88(29.3%)	69(23.0%)

Majority of the respondents (82.6%) had experienced kissing while a mere 17.4% had not. 44.3% of the female respondents compared to 38.3% of the male respondents conceded to have had a kissing experience. A total of 201 students (67%), 31.7% of males and 35.3% of females, reported that they kissed for a long time. Again a bigger proportion of female (35.3%) respondents compared to male (31.7%) respondents had made out. Among 210 respondents (70%), equal proportions of males (35.0%) and females (35.0%) respondents had touched or had their breasts touched. Those who indicated that they had touched or had their genitals touched were 173(57.6%), 28.3% of this were males and 29.3% were females.

Light sexual activities are seen as precursor for premarital sexual behaviors. Some research findings suggests non penetrative sexual activity such as touching breasts, kissing, touching genitals and other normally happen together with penetrative sexual activities such as vaginal sex. In the analysis of the results majority of the respondents had kissed (82.6%), 67% had kissed for a long time, 70% had touched breasts or had their breasts touched and % had touched genitals or had their genitals touched . This clearly shows that majority of the respondents had experienced non penetrative sexual relationships. Empirical research findings have revealed that those who engage in non-

penetrative sexual activity are likely to engage in sexual intercourse (Bogaert, 2001; Fisher & Barak, 2001; Ruggiero, 2000). Light sexual activity (e.g. kissing, touching) are likely to elevate the desire for heavy sexual activity (e.g. oral sex, intercourse). Those who experienced touch of genitals, and kissing have a higher likelihood of experiencing sexual intercourse.

#### 4.6.3 Coital Sexual Activities

The respondents were also asked about their past sexual activity. Engagement in high-risk sexual activity was assessed using questions that asked questions that elicited risky sexual behaviors. Examples of the questions asked included: “During the past six months, how many sexual partners have you had”, “during your life how many sexual partners have you had”, “The last time you had sexual intercourse did you and your partner use a condom”, “The last time you had sexual intercourse, did you or your partner use any contraceptive to prevent pregnancy”. Surprisingly none of the respondents failed to respond to the sensitive questions possibly because they were acquitted with the aims and objectives of the research and private and confidentiality of their responses had been guaranteed. When the respondents were asked whether they had ever engaged in sexual intercourse, 66.0% (30.7% males and 35.3% females) reported having ever engaged in sexual intercourse while 34.0% indicated to have never had sexual intercourse. When asked whether they had ever given or received oral sex, 35.0% (18.0% of males and 17.0% females) replied that they had experienced oral sex while 65% (29.7% of males and 35.3% of females) had not experienced oral sex (see table 3.5 for details). With majority of the respondents (66.0%) having confirmed to have engaged in sexual intercourse, this is a clear indication that college students are sexually active.

**Table 3.5: Respondents’ engagement in sexual intercourse**

	Have you ever had sexual intercourse?			Have you ever given or received oral sex?		
	Yes	NO	Total	Yes	NO	Total
Male	92(30.7%)	51(17.0%)	143(47.4%)	54(18.0%)	89(29.7%)	143(47.7%)
Female	106(35.3%)	51(17.0%)	157(52.3%)	51(17.0%)	106(35.3%)	157(52.3%)
Total	198(66.0%)	102(34.0%)	300(100%)	105(35.0%)	195(65%)	300(100%)

The respondents were also asked to indicate the number of sexual partners they have had during their lives. **Table 3.6** displays the results of the responses to this question. Majority (67.3%) among the respondents reported having had at least one sex partner during the past life. This percentage is slightly higher than the percentage (66.0%) obtained when the respondents were asked whether they had ever engaged in sexual intercourse. This difference is 1.3 % which translates to about 3-4 numbers of respondents. This may mean either data entry error or respondents responses were exaggerated in one of the questions that required them to indicate their coital experience.

Ninety eight respondents (32.7%) indicated that they have never had any sexual intercourse. Majority (67.3%) among the participants reported to have ever engaged in sexual intercourse. Among those who reported to have engaged in sexual intercourse, the majority (18.7%) reported that they have had three sexual partners and 17.0% indicated that they had engaged in sexual intercourse with one person. It is interesting to note that those who reported having had at least one sexual partner in their life time, the majority (42.7%) were in the ages between 20-23 years followed by the ages 6-19 years (16.6%). It is still the same age bracket (20-23) that had the majority (33%) of the respondents who reported having had sex with multiple partners.

These findings suggest that the college students in the ages 19-24 years are sexuality active. This is a worrying trend because irresponsible sexual behaviors in young people can be a caused of serious health problems. This age group requires messages that promote responsible sexual behaviors by bringing awareness of the importance of protected sexual relationships (Delgado & Austin, 2007).

**Table 3.6: respondents response on the number of sexual partners one have ever had**

			Age					Total
			16-19	20-23	24-27	28-31	Over 32	
during your life I have never had how many sexual partners have intercourse you had	Count		37	55	5	0	1	98
	% of Total		12.3%	18.3%	1.7%	.0%	.3%	32.7%
1 person	Count		15	29	3	3	1	51
	% of Total		5.0%	9.7%	1.0%	1.0%	.3%	17.0%
2 people	Count		7	26	0	1	0	34
	% of Total		2.3%	8.7%	.0%	.3%	.0%	11.3%
3 people	Count		12	37	6	1	0	56
	% of Total		4.0%	12.3%	2.0%	.3%	.0%	18.7%
4 people	Count		4	14	2	1	0	21
	% of Total		1.3%	4.7%	.7%	.3%	.0%	7.0%
5 people	Count		5	9	0	0	0	14
	% of Total		1.7%	3.0%	.0%	.0%	.0%	4.7%
6 people	Count		0	5	2	0	0	7
	% of Total		.0%	1.7%	.7%	.0%	.0%	2.3%

More than 7 people	Count	7	8	1	3	0	19
	% of Total	2.3%	2.7%	.3%	1.0%	.0%	6.3%
Total	Count	87	183	19	9	2	300
	% of Total	29.0%	61.0%	6.3%	3.0%	.7%	100.0%

The study also investigated the number of sexual partners the respondents had during the past six months. This was meant to help the researcher the characteristics of the students, recent sexual behaviors.

**Table 3.7 responses on the number of sexual partners during the last six months**

		past six months how many sexual partners have you had						Total
		I have never had sexual intercourse	1 person	2 people	3 people	5 people	More than 7 people	
Gender Male	Count	62	45	15	19	1	1	143
	% of Total	20.7%	15.0%	5.0%	6.3%	.3%	.3%	47.7%
Female	Count	63	79	11	3	0	1	157
	% of Total	21.0%	26.3%	3.7%	1.0%	.0%	.3%	52.3%
Total	Count	125	124	26	22	1	2	300
	% of Total	41.7%	41.3%	8.7%	7.3%	.3%	.7%	100.0%

Data presented in **table 3.7** revealed that over half of the students (58.3%) engaged in sex with at least one person during the past six months. Majority (41.3%) among the respondents had sexual intercourse with one person, with females (26.3%) reporting engaging in sex with one person more than males (15.0%). Among the respondents 17% had multiple sexual partners during the past six months, 5% of this were females and 12% were males. This indicates that males were had more sex partners that females during the last six months before the commencement of this study.

These findings indicate that majority of the (58.3%) college students had engaged in high risk sexual behaviors six months before the commencement of this study but 41.7% had practiced abstinence. Most of the students were therefore messing up their lives through sexual intercourse bearing in mind the risks involved such as HIV/AIDs epidemics.

Use of protection during sexual intercourse was measured by asking the respondents to indicate of use condom during their last sexual encounter. **Table 3.8** presents participants' responses to whether they used a condom during the last sexual encounter.

**Table 3.8: Use of condom during the last sexual intercourse**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I have never had sexual intercourse	98	32.7	32.7	32.7
Yes	118	39.3	39.3	72.0
No	84	28.0	28.0	100.0
Total	300	100.0	100.0	

Descriptive statistics indicated eighty four (28.0%) participants reported not using condoms during the last sexual encounter, while 39.3% reported using a condom when they engaged in sexual intercourse during the last time it happened. The proportion of

28.0% of respondents who had been engaged in sex without protection were at risk of contracting STDs/HIV.

The other question asked the respondents to indicate whether they used any birth control method. This was meant to find out which between pregnancy and sexually transmitted diseases was feared more and therefore one felt protection is needed. **Table 3.9** presents participants' responses to whether they used any contraceptive during the last sexual encounter.

**Table 3.9: Use of contraceptive during the last sexual intercourse**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I have never had sexual intercourse	98	32.7	32.7	32.7
Yes	108	36.0	36.0	68.7
No	94	31.3	31.3	100.0
Total	300	100.0	100.0	

A hundred and eight (36%) participants reported to have used contraceptive to prevent pregnancy. This is slightly lower than the percentage (39.3%) of participants who confirmed to have used a condom during the last sexual encounter. 31.3% of the respondents replied that they had not used any contraceptive during the last sexual encounter.

#### **4.7 ANALYSIS OF SPECIFIC OBJECTIVES FOR THE STUDY**

##### **RQ1: To determine level of exposure of college students in Nairobi to portrayed and mediated sexual content on social networking sites**

Our first research question focused on the extent to which college students are exposed to portrayed and mediated sexual content (sexually explicit materials) on social networking sites. The sex content we referred to in this study were: pictures and/or videos with clearly exposed genitals, oral sex, sexual intercourse, sexual solicitations and invitations, genitals, romance and romantic interests, sexual talk, online dating, online groups dedicated to sexual talk and sexuality (erotic groups). Gunter (2002) defines sexual explicitness as real “sexual behavior, including explicit petting, oral sex, and full sexual intercourse”. According Kunkel et al (2005) sexual content is, “any depiction of sexual activity, sexual suggestive behavior, or talk about sexuality or sexual activity”. Al-Sayed & Gunter (2012) defined sexual content as any depiction or portrayal of talk/behavior that involves sexuality, sexual suggestiveness and sexual activities/relationships.

Past researchers have identified peers (friends) interactions as very important in sexuality, sexual development and identity formation of the young people. Young people discuss issues of dating, romance, sexual activities and relationships, pregnancy and others among themselves with peers more often that they do with other people in their lives.

Peers were found to contribute to one being exposed to sexually explicit materials on social networking sites. Our respondents (**Table 1.8**) reported having seen their peers (friends) engage in sexual talk on. Among the respondents, majority (50.7%) confirmed to have discussed sexual matters with peers. Such discussions were extended onto their online social networks as it was reported by the respondents. The combined percentages of those who confirmed to have either quite often or often discussed sexual matters (matters about dating, sexuality, pregnancy, sexual relationships) constituted 37.0% of the total participants. Those who reported to have discussed sexual matters frequently with family members constituted 24.3% of the total participants and this is clear that peers are more important in sexual matters discussions than parents and significant other people. Sexual talk was interesting as seen by 43.3 % (22.3%= “very interested” and

21.3%= “interested”) of the respondents confirming that they felt interested in reading, sharing, and commenting on sexual talk once online. From such statistics it is clear that their peers caused expose to sexual content on SNSs thorough engaging in sexual talk.

Analysis of exposure to what may be considered “soft” sexual materials is presented in **Table 2.5**. 49% of the respondents claimed to have exposed to sexual information on dating, 43.7% were exposed to sexual information on kissing, 45.7% looked at information on how to hook up, 39.3% found information of how to form sexual relationships and the same percentage (39.3%) was exposed to information on how to write sexual messages/poems/songs. 45% found information on how to make love/sex/ask for sex and this is slightly higher than the percentage of the total number of the respondents who reported being exposed to information on dating.

Further analysis of results revealed that young were likely consume “hardcore” sexually explicit materials on the social networking sites with images depicting nude or semi-nude people, people having sex, videos showing nude and semi-nude people, people having sex and explicit sex on erotic online groups. **Table 2.6** show students’ exposure to images and/ or videos showing exposed genitals(men and/or women), images and/or videos in which people were having sex (oral, heterosexual, homosexual) and nude or semi-nude images and/or videos (men or women). It was found that, the majority of participants (50.3%) had exposed themselves to sexually explicit material (images and/or videos) displaying exposed women genitals. This is slightly higher than the total number of participants. 19.0% of the respondents claimed to have been exposed to images/and or videos displaying oral sex quite often and fifty (16.7%) of the total number of respondents indicated being exposed to images and or videos portraying oral sex between members of the same sex and forty respondents (13.3) replied being exposed to images and/or videos displaying oral sex between members of the same sex. In that period, 41.0% of the total number of the respondents looked at exposed images and /or videos of oral sex between members of the opposite sex and (30%) of the respondents looked at exposed to images and/or videos displaying oral sex between members of the same sex. 41.6% of the participant confirmed to have frequently looked at images/and or videos

displaying sexual intercourse between members of the opposite sex and 36% came across the same materials depicting intercourse between members of the same sex. 49.7% the participants claimed to have frequently come across images and/or videos of nude or semi-nude women and this was slightly less than the total number of respondents (38%) who come across images and/or videos of nude or semi-nude men.

Analysis of results further revealed that college students had used social networking sites for both online and offline connections and interactions (**Table 3**). 61.0% of the participants had invited friends to offline social events and 84% had been invited by friends to such events. In these public gatherings 35.3% witnessed kissing, 16.6% witnessed sexual intercourse, 66.7% experienced dancing, 43.3% experienced drug and substance abuse and 41% confirmed sleeping out occurred. This demonstrates social networking tools contribution in college students' engagement in dangerous sexual activities.

Exposure to sexualized media content on SNSs erotic groups (online groups membership) was also considered. Frequency tables were used to compile this information, as illustrated in **Table 3.2**. For ease of interpretation, data were split according to respondents' gender. Results suggest that respondents had subscribed to a variety of SNS accounts online groups dedicated to sexual talk and sexual activities. For both male and female respondents, Nairobi club exposed stories and pictures you won't believe (29%), Mathare University of Insane Creativity (26.3%) came second followed by Nairobi Exposed-Criminal investigation department & undercover police (24%) and Campus Divas for Rich Men (18.3%).

**RQ3: To determine the level of consumption of mediated and portrayed sexual content on social networking sites among college students in Nairobi.**

The second objective of this research was to determine the level of consumption of mediated and portrayed sexual content on social networking sites. Being a more active

participant in consuming the portrayed sexual content as well as producing such content on SNSs was investigated.

Given the widespread use of mobile communicating tools by young people, the frequency of use these tools to access one's account was measured. Analysis of the frequency of use of mobile devices to access ones account as presented in **table 1.5** revealed that 56% of the participants used their mobile devices to access their more than once per and 13.3% accessed their accounts once a day daily. This means those who accessed their accounts daily through mobile devices constituted 68.3% of the total participants. This confirms the findings in past studies that the mobile communication tools are increasingly becoming popular tools in the broader field of development-related communication and social networking. Modern standard mobile phones have text options and often a camera for photos/video and multimedia messaging service (mms) while smart phones have e-mail and web access. Mobile technology and social media such as Twitter, Flickr, Facebook, YouTube and blogs have strengthened youth networks, provided new avenues for expression, and increased youth access to tools and information including detrimental information likely to affect their sexuality development such sexualized content.

Use of mobile phone to access one's social networking site account was strongly related to exposure to sexually explicit material on online networking profiles. Students' with mobile phones were more likely to consume sexually explicit material on the SNSs. Significant Pearson correlations were found between valuable; the frequency of using mobile devices to access ones account and engaging in sexual talk with peers on SNSs for the past four months ( $r = 0.191$ ,  $n = 300$ ,  $p = 0.001$ ), the frequency of using mobile devices to access ones account and frequency of coming across photos and/or videos with exposed women genitals for the past four months, ( $r = 0.124$ ,  $n = 300$ ,  $p = 0.032$ ); frequency of using mobile devices to access ones account and the frequency of coming across photos and/or videos of nude/semi-nude women ( $r = 0.094$ ,  $n = 300$ ,  $p = 0.103$ ) as shown in **table 4.7**

**Table 4.1 Correlations between the frequency of using mobile devices to access ones account and engaging in sexual talk with peers on SNSs for the past four months**

		How often one access SNS on mobile device	Sexual talk with peers on SNSs past 4months
How often one access SNS on mobile device	Pearson Correlation	1	.191**
	Sig. (2-tailed)		.001
	N	300	300
Sexual talk with peers on SNSs past 4months	Pearson Correlation	.191**	1
	Sig. (2-tailed)	.001	
	N	300	300

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 4.2 Correlations between the frequency of using mobile devices to access ones account and coming across photos and/or videos showing nude/seminude and exposed women genitals**

		How often one access SNS on mobile device	Past 4 months how often has one come across photos: nude/semi-nude women	Past 4 months how often has one come across photos: exposed women genitals
How often one access SNS on mobile device	Pearson Correlation	1	.094	.124*
	Sig. (2-tailed)		.103	.032
	N	300	300	300
Past 4 months how often has one come across photos :nude/semi-nude women	Pearson Correlation	.094	1	.578**
	Sig. (2-tailed)	.103	.000	
	N	300	300	300
Past 4 months how often has one come across photos: exposed women genitals	Pearson Correlation	.124*	.578**	1
	Sig. (2-tailed)	.032	.000	
	N	300	300	300

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The results of correlation analysis indicates that use of mobile phone to access one's social networking site account was found to be related to exposure to sexually explicit material on online networking profiles. Students' with mobile phones were more likely to expose themselves to sexually explicit material on the SNSs. Consumption and sharing of sexualized media content were possible through the use of mobile phones suggesting that participants who report being actively involved in the consumption of sexual content were more likely to also share thorough mobile phones.

**Table 4.3 Correlations between the frequency of using mobile devices to access ones account and coming information on dating and kissing**

		How often one access SNS on mobile device	Past 4 months how often has one come across info on: how to date	Past 4 months how often has one come across info on: how to kiss
How often one access SNS on mobile device	Pearson Correlation	1	.149**	.156**
	Sig. (2-tailed)		.010	.007
	N	300	299	299
Past 4 months how often has one come across info on:how to date	Pearson Correlation	.149**	1	.780**
	Sig. (2-tailed)	.010		.000
	N	299	299	298
Past 4 months how often has one come across info on:how to kiss	Pearson Correlation	.156**	.780**	1
	Sig. (2-tailed)	.007	.000	
	N	299	298	299

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As shown in **Table 2.4**, respondents reported the level of discussions of sexual matters on their online profiles. Questions required the participants to indicate their opinions on the use of their social networking profiles to look for and to share sexual information. 66.7% of the participants agreed to have seen friends engaged on sexual discussions on their online social profiles is significantly, 23% of the respondents agreed that they had shared personal experiences on dating, sex and relationships on their online social profiles. 20% of the participants conceded that they could share anything about their personal life on their profile and 19.7% agreed that they spent a lot of time reading posts and comments on sexual matters under discussions by friends on their social networking. 22.9% of the respondents confirmed to have enjoyed using social networking sites to voice their opinions on sexual matters being discussed by their friends on online social profiles. Those who confessed to have used social networking sites to look for others with whom

they could develop romantic relationships constituted 24% of the participants while 16% confessed to have used SNSs to look for others to develop sexual relationships. 25% of the respondent agreed that if they were available they would always be on social networking sites reading posts and comments posted on their friends profiles about their sexual experiences. Active creation and distribution of sexual content was assessed and reported in **Table 2.7**. Participants reported being only involved in consumption of sexual content but also participated in generation and distribution of such content. Boies (2002) found that young being engaged in viewing and forwarding sexual explicit materials. Participants were asked to indicate how often for the last four months on social networking sites they have posted sexy, provocative, nude or semi-nude images and/or videos oneself or someone else's on their social networking profiles. The percentages reported here are the combined percentages of those who reported to have quite often or often participated in the creation of sexual matters under discussion. 37.7% of the respondents conceded to have posted provocative self-photos and/or videos to sexually appeal to those who access their profiles. A small portion (13.3%) of the respondents' admitted to have posted self photos and/or videos to appear sexually appealing to friends. 9.4% of the participants agreed to have frequently involved in sharing nude or semi-nude photos and/or videos of someone else on social networking sites. 9.4% of the respondents confirmed to frequently shared nude or semi-nude photos/videos of themselves. 21.4% claimed to have frequently liked' or commented on nude or nude photos and/or videos posted by friends on social networking profiles. 23.6% of the participants conceded to have liked' or commented on sexy or provocative photos and videos posted friends about themselves they shared on social networking and 22% reported to have been tagged posts with sexy or provocative, nude and semi-nude photos and/or video's by their friends. These description statistics clearly shows that young people are involved in the creation and distribution sexual content.

Past researches have documented evidence of young people using SNSs to look for sexual information. **Table 2.8** contains data on level of exposure to sexually explicit material on social network profiles as a result of solicitation of such content. The percentages reported here are the combined percentages of those who indicated to have

quite often and often participated in the activities under scrutiny. 17.6% of the respondents confirmed to have frequently looked for nude or semi-nude photos and/or videos on SNSs and 20% admitted to have to look for sexy, provocative, nude, semi-nude posted by friends. 23.7% of the total respondents agreed to have frequently anticipated coming across sexy, provocative, nude, semi-nude posted by friends and 18.7% confirmed to have felt preoccupied with sexy, provocative, nude, seminude photos and/or videos posted by friends on Social and the majority among the respondents replied to have rarely stopped looking at viewing posts with sexy, provocative, nude, semi-nude photos.

**RQ3: To investigate how social networking sites influence sexual knowledge, attitudes and behavior of college students in Nairobi.**

The third research question focused on the relationship between frequency of exposure to sexual content on social networking sites and sexually permissive attitudes and behavior. In this research question we find out whether students' exposure levels to sexual content on social networking sites relates to their sexual attitudes and behavior.

In this study sexual behavior variables referred to actual sexual relationship experience of respondent such as number of sexual partners, use contraception and use of condoms during last sexual intercourse etc. Past researchers have found out that young people who are exposed to sexual content on their online profiles are likely to have more permissive (liberal) attitudes toward sexual activity compared with those who have never been exposed to such content. The respondents' sexual attitudes were assessed by measuring the extent to which they agreed statements of a sexually permissive nature. The answers were scored on a 5-point Likert-Scale, ranging from 1=Strongly Disagree to 5=Strong Agree. The results of the descriptive statistics for the analysis of the permissible sexual attitudes in **Table 3.3**

**Table 3.4** shows the distribution of pre-coital sexual behaviors analyzed by gender. Majority of the respondents (82.6%) had experienced kissing, 67% had kissed for a long time and 70% had touched or had their breasts touched and 57.6% had their genitals

touched. The respondents were also asked to indicate the number of sexual partners they have had during their lives. Table 3.5 displays the results of the responses to this question, “*Have you ever had sexual intercourse?*”. Majority (67.3%) replied yes and 35.0% admitted to have engaged in oral sex. Majority of the respondents (18.7%) the respondents reported that they have had three sexual (multiple) partners and majority of this were in the ages 20-23 years (Table 3.6). Data presented in Table 3.7 revealed over half (58.3%) of the participants had engaged in sex with at least one person during the past six months. 17% had multiple sexual partners during the past six months, 5% of this were females and 12% were males. 28.0% replied yes to using condom during the last sexual intercourse and 39.3% replied no (Table 3.8). 36% of the participants reported to have used contraceptive to prevent pregnancy while 31.3% replied no (Table 3.9)

To determine whether consumption of sexual in social networking sites is statistically related or influences sexual attitudes and sexual behavior, Chi-square test of association was performed. Most Chi-square correlations between some variables measuring exposure to sexual content on social networking sites and variable measuring permissible sexual attitudes produced statistically significant correlations between them. The Chi-square test yielded significant correlations between some variables measuring consumption of sexual content on social networking sites and sexual attitude.

Exposure to sexual content in terms of how often has one comes across photos and/or videos showing intercourse between members of opposite sex was correlated to some variables measuring permissible sexual attitudes. Chi-square test results reveal that there is a strong Chi-Square correlation between the variables “For the past four months how often one has comes across photos and/or videos showing intercourse between members of opposite sex” and sex is very important to me ( $\chi^2=30.1;p=0.017$ ); Premarital sex is useful to adapt to future marriage life ( $\chi^2=29.8 ;p=0.019$ ); Life would have fewer problems if we had sex more frequently ( $\chi^2=32.1 ;p=0.010$ ); I frequently fantasize about sex or think about sex ( $\chi^2=33.4;p=0.007$ ); Sexual intercourse is important as early as possible in relationship( $\chi^2=29.2;p=0.023$ ) as illustrated in Table. This suggests that the greater the social networking sites experience with images and/or videos showing

members of the opposite sex engage in sexual intercourse the greater the likelihood that the individual will hold permissible sexual attitudes.

**Table 4.4 Correlations between the frequency exposure to sexual content depicting sexual intercourse with opposite sex member and permissible sexual attitudes**

		Sex is very important to me	Premarital sex is useful to adapt to future marriage life	Life would have fewer problems if we had sex more frequently	I frequently fantasize about sex or think about sex	Sexual intercourse is important as early as possible in r/ship
Past four months how often has one come across photos and/or videos showing intercourse with opposite sex	<b>Pearson Chi-Square Value</b>	30.108a	29.777a	32.100a	33.367a	29.175a
	<b>Asymp. Sig (2-Sided)</b>	.017	.019	.010	.007	.023
	<b>df</b>	16	16	16	16	16
	<b>N</b>	300	300	300	300	300

Further analysis of exposure to sexual content on social networking sites found strong Chi-Square correlation between the variables “For the past four months how often one come across photos and/or videos showing oral sex with members of opposite sex and sex is very important to me ( $x^2=30.1;p=0.017$ ); Premarital sex is useful to adapt to future marriage life ( $x^2=29.8 ;p=0.019$ ); Life would have fewer problems if we had sex more frequently ( $x^2=32.1 ;p=0.010$ ); I frequently fantasize about sex or think about sex ( $x^2=33.4;p=0.007$ ); Sexual intercourse is important as early as possible in relationship ( $x^2=29.2;p=0.023$ ) as illustrated in Table. This suggests that the greater the social networking sites experience with images and/or videos showing members of the opposite

sex engage in sexual intercourse the greater the likelihood that the individual will hold permissible sexual attitudes.

**Table 4.5 Correlations between the frequency exposure to sexual content depicting oral sex with opposite sex member and permissible sexual attitudes**

		<b>I can accept to have sex with multiple partners</b>	<b>Premarital sex is useful to adapt to future marriage life</b>	<b>I would like to have sex with many partners</b>	<b>Life would have fewer problems if we had sex more frequently</b>	<b>Sex as exchange of favors is OK if both parties agree</b>	<b>I frequently fantasize about sex or think about sex</b>
<b>Past four months how often has one come across photos and/or videos showing oral sex with opposite</b>	<b>Pearson Chi-Square Value</b>	36.643a	28.992a	35.646a	34.096a	31.410a	42.219a
	<b>Asymp. Sig (2-Sided)</b>	.002	.024	.003	.005	.012	.000
	<b>df</b>	16	16	16	16	16	16
	<b>N</b>	300	300	300	300	300	300

Further analysis of exposure to sexual content on social networking sites found strong Chi-Square correlation between the variables “For the past four months how often one come across photos and/or videos showing oral sex with members of opposite sex and variables I can accept to have sex with multiple partners ( $x^2=36.6$ ;  $p=0.002$ ); Premarital sex is useful to adapt to future marriage life ( $x^2=28.9$ ;  $p=0.024$ ); I would like to have sex with many partners ( $x^2=35.6$ ;  $p=0.003$ ); Life would have fewer problems if we had sex more frequently ( $x^2=34.1$ ;  $p=0.005$ ); Sex as exchange of favors is OK if both parties agree ( $x^2=31.4$ ;  $p=0.012$ ); I frequently fantasize about sex or think about sex ( $x^2=42.2$ ;  $p=0.000$ )

as **shown in Table**. This indicates that respondents who reported higher frequency of exposure photos and/or videos showing oral sex with members of opposite sex are likely to hold permissive sexual attitudes. This confirms that consumption and exposure to sexualized content is likely to lead to development or reinforcement of liberal sexual attitudes.

**As illustrated in Table** strong Chi-Square correlations were found between the variables “*For the past four months how often have you used SNS to look for sexy, provocative, nude, semi-nude posted by friends*” and sex is important to me ( $\chi^2=42.4;p=0.000$ ); dating more than one person is OK ( $\chi^2=54.7;p=0.000$ ); I can accept to have sex with multiple partners ( $\chi^2=36.2;p=0.003$ ); Premarital sex is useful to adapt to future marriage life ( $\chi^2=48.4;p=0.000$ ); I would like to have sex with many partners ( $\chi^2=52.4;p=0.000$ ); Life would have fewer problems if we had sex more frequently ( $\chi^2=56.7;p=0.000$ ); Sex without strings attached is the best ( $\chi^2=35.4;p=0.004$ ); I frequently fantasize about sex or think about sex ( $\chi^2=64.5;p=0.000$ ); I don’t have to be committed to a person to have sex with him/her ( $\chi^2=64.5;p=0.000$ ); sexual intercourse is the most enjoyable thing i have ever experienced ( $\chi^2=46.9;p=0.000$ ); Sexual intercourse is important as early as possible in relationship ( $\chi^2=56.1;p=0.000$ ); For a woman to attract and retain a man she must use her body and looks ( $\chi^2=53.9;p=0.000$ ). This indicates that students’ exposure to sexual content (sexy, provocative, nude, semi-nude) posted by friends on social networking sites is likely contribute to development of permissive sexual attitudes. The reported Chi-square test of association at the 0.05 level of significance between sexual content consumption and variables of permissible sexual attitudes confirms that students with higher frequency of consumption of such materials are likely to hold permissible sexual attitudes.

**Table 4.6 Correlations between the frequency exposure to nude photos posted by friends and sexual attitudes**

		Sex is very important to me	Dating more than one person is OK	I can accept to have sex with multiple partners	Premarital sex is useful to adapt to future marriage life	I would like to have sex with many partners	Life would have fewer problems if we had sex more frequently	Sex as exchange of favors is OK if both parties agree	Sex without strings attached is the best	I frequently fantasize about sex or think about sex	sexual intercourse is the most enjoyable thing i have ever experienced	Sexual intercourse is important as early as possible in r/ship	For a woman to attract and retain a man she must use her body and looks
Past 4 months how often have you used SNS to look for sexy, provocative, nude ,seminude posted by friends	<b>Pearson Chi-Square Value</b>	42.404a	54.700a	36.221a	48.543a	52.442a	56.673a	34.508a	35.390a	64.462a	46.876a	56.106a	53.968a
	<b>Asymp. Sig (2-Sided)</b>	.000	.000	.003	.000	.000	.000	.005	.004	.000	.000	.000	.000
	<b>df</b>	16	16	16	16	16	16	16	16	16	16	16	16
	<b>N</b>	300	300	300	300	300	300	300	300	300	300	300	300

Chi-Square correlations analysis found strong correlations between variables non-coital sexual behaviors and coital sexual activity. For example strong positive correlation between the variables “For the past six months how many sexual partners have you had and for the last four months have you ever kissed ( $\chi^2=66.5;p=0.000$ ); for the last four months have you ever touched/had breasts touched( $\chi^2=83.6;p=0.000$ ); for the last four months have you ever touched/had genitals touched( $\chi^2=77.9;p=0.000$ ) as illustrated in

**Table 4.7 Correlations between number of sexual partners and non-coital sexual behaviors**

		<b>For the last four months have you ever kissed.</b>	<b>For the last four months have you ever touched/had breasts touched</b>	<b>For the last four months have you ever touched/had genitals touched</b>
<b>Past six months how many sexual partners have you had</b>	<b>Pearson Chi-Square Value</b>	66.507	83.613	77.855
	<b>Asymp. Sig (2-Sided)</b>	.000	.000	.000
	<b>df</b>	5	5	5
	<b>N</b>	300	300	300

Table

The reported Chi-square test of association at the 0.05 level of significance between non-penetrative and penetrative sexual activity indicate that those who engage in engage in non-penetrative sexual activity have a likelihood of engaging in penetrative sexual activity and vice versa can also apply.

To assess whether any association existed between permissible sex attitudes and engagement in risk sexual behaviors, Chi-Square correlations analysis were carried out.

Strong positive correlations were found between variables measuring permissive sexual behaviors and variables measuring risky sexual behaviors. For instance strong Chi-Square correlation were found between the variables “For the past six months how many sexual partners have you had and variables Sex is very important to me ( $x^2=50.4;p=0.000$ ); Dating more than one person is OK( $x^2=54.3;p=0.000$ ); Premarital sex is useful to adapt to future marriage life( $x^2=48.9;p=0.002$ ); I would like to have sex with many partners( $x^2=32.3;p=0.002$ ); Life would have fewer problems if we had sex more frequently( $x^2=36.4;p=0.014$ ); Sex as exchange of favors is OK if both parties agree( $x^2=37.3;p=0.011$ ); sexual intercourse is the most enjoyable thing i have ever experienced( $x^2=37.3;p=0.005$ ); Sexual intercourse is important as early as possible in relationship( $x^2=50.5;p=0.000$ ) as illustrated in **Table** This suggests that those who reported to hold permissive sexual attitudes have greater likelihood of engage in sexual intercourse. This confirms that permissible sexual attitude is associated with risk sexual behaviors.

**Table 4.8 Correlations between number of sexual partners and sexual permissiveness**

		Sex is very important to me	Dating more than one person is OK	Premarital sex is useful to adapt to future marriage life	I would like to have sex with many partners	Life would have fewer problems if we had sex more frequently	Sex as exchange of favors is OK if both parties agree	sexual intercourse is the most enjoyable thing i have ever experienced	Sexual intercourse is important as early as possible in r/ship
For the past six months how many sexual partners have you had	<b>Pearson Chi-Square Value</b>	50.355	54.290	48.929	32.318	36.365	37.321	39.697	50.523
	<b>Asymp. Sig (2-Sided)</b>	.000	.000	.002	.040	.014	.011	.005	.000
	<b>df</b>	20	200	16	16	16	20	20	20
	<b>N</b>	300	300	300	300	300	300	300	300

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY.**

#### **5.1 INTRODUCTION**

Chapter five presents the conclusions, based on the research results of the study about the influence of social networking site on social knowledge, attitudes and behavior of college students in Nairobi. Following the analysis and interpretation of the data conclusions and recommendations have been identified. Limitations were also identified.

#### **5.2 PURPOSE OF THE STUDY**

The purpose of the study was to determine the influence of portrayed and mediated sexual content on social networking sites on young peoples' sexual knowledge, attitudes and behavior. The information generated from the analysis of the results could be used put into perspective the influence of social networking sites on college students' sexual patterns, attitudes and behavior.

#### **5.3 SUMMARY IN RELATION TO THE RESEARCH OBJECTIVES.**

This research project was guided by three objectives as specified in chapter one were as follows:-

- 1) To determine level of exposure of college students in Nairobi to portrayed and mediated sexual content on social networking sites
- 2) To determine the level of consumption of mediated and portrayed sexual content on social networking sites among college students in Nairobi.
- 3) To investigate how social networking sites influence sexual knowledge, attitudes and behavior of college students in Nairobi.

##### **5.3.1 The level of exposure of college students to portrayed and mediated sexual content on social networking sites**

The majority of the respondents (50.7%) reported that they often had used social networking sites to talk about dating, sexuality, pregnancy and sexual relationships with friends on social networking sites. It was revealed that (43.3 %) felt interested in reading, commenting, and sharing issues on dating, sex and relationships on social networking sites.

As many (49%) confirmed to have come across sexual content on how to date (), how to kiss (43.7%), how to hook up (45.7%), how form sexual relationships (39.3%), how to write sexual messages, poems and songs (39.3%)) and information how to make love, sex/ask for sex (45%). As many as revealed to have had come across “hardcore” sexually explicit materials (images and/or videos) depicting exposed women genitals (50.3%), exposed men genitals (43.7%), oral sex (35.7%), sexual intercourse with members of the opposite sex (41.6%), sexual relationships with the same sex member (36.0%), nude or semi-nude women (49.7%) nude or semi-nude men (36.0%), oral sex with same sex(30%) and oral sex with opposite sex (41%). Exposure to photos and/or videos on oral sex and sexual intercourse between same sex members is likely to promote homosexuality among the youth. Further analysis revealed that respondents had joined and participated in activates of erotic online groups on Facebook. Such online groups are dedicated to sexual talk and sexual activities.

### **5.3.2 The level of consumption of mediated and portrayed sexual content on social networking sites among college students.**

It was determined that respondents did not only expose themselves to sexual content on SNSs but they also participated in the creation and distribution of such content using SNSs. It was reported by 37.7 % of the participants that their friends on SNSs had posted sexy or provocative photos and/or videos of themselves in their online social networking profiles, 13.3% confirmed to that had posted sexual or provocative photos and/or videos of themselves, 8.7% agreed that they posted nude and/or semi-nude photos and/or images, 21.4% indicated to have like or commented on nude or semi-nude photo and/or videos posted by others on their social networking profiles, 23.6% to have liked or commented on photos and/or videos about oneself and 22% confessed to have been tagged to sexy or provocative, nude and semi-nude photos and videos. The study further revealed that they had 17.6% frequently used SNSs to look for nude and semi-nude photos and videos, 20% confirmed to have frequently looked for sexy or provocative, nude and semi-nude photos and videos posted by friends on social networking profiles, % felt preoccupied with sexy, provocative, nude, seminude photos/videos posted by friends, 18.7% confirmed to have felt preoccupied with for sexy or provocative, nude and semi-

nude photos and videos posted by friends and interestingly 40.6% confessed to have rarely stopped looking at sexy or provocative, nude and semi-nude photos and videos posts.

### **5.3.3 To investigate how social networking sites influence sexual knowledge, attitudes and behavior of college students.**

The respondents were found to engage in both non- penetrative sexual activity and penetrative sexual activity. It was revealed that most of the respondents had engaged in non-penetrative sexual activity. The majority among the respondents had kissed(82.6%), 67% had made out, 70% had touched or had their genitals touched and 57.6% had touched or had genitals touched. It was further revealed that majority of the respondents (66.0%) reported that they had engaged in sexual intercourse in their life. % (male and females), 35.0% had ever engaged in oral sex, 17.0% indicated that they had engaged in sexual intercourse with one person, 18.7% of the respondents reported that they have had three sexual partners, 58.3% confessed to have engaged in sexual intercourse six month before the commencement of this study. 41.3 % reported that they had engaged in sexual intercourse with one person, 17% confessed to have engaged in sex with more than one person (multiple sexual partners) six months before the commencement of this study. Of those who had engaged in sexual intercourse for the past six months, 28% did not use a condom (protection) but higher percentage (39.3%) used condoms than those who did not use.

Reported incidences of sexual activity and no use of condoms suggest that male and female young people may be at high risks of consequences of sexual behaviors. The results show that 66.0% had engaged in sex in their life time and 58.3% had engaged in sex for the past four months before the study. The study did not find out how many had always used a condom during sexual intercourse but the proportion of respondents who had engaged in sex were without protection were at risk of vulnerable to contracting HIV. This means that a lot of advocacy is needed in behavior change toward casual sex.

To examine the association of consumption and exposure to explicit sexual content with sexual permissiveness and sexual behavior Chi-square correlations analysis were

conducted using consumption and exposure as the independent variables and sexual permissiveness and sexual behavior score as the dependent variables. The Significant correlations were found amongst variables measuring exposure and consumption of sexual content and variable measuring sexual permissiveness and behavior. Correlations analysis conducted among young people who reported to have consumed sexual content in social networking sites found revealed associations between exposure and sexual attitude and behavior. Young who used exposed themselves to sexual content on social networking sites were found to have more permissive attitudes toward sexual activity Liberal attitudes towards premarital relationships and sexual intercourse were significantly associated with penetrative sex .Students that held liberal attitudes towards heterosexual relationships and sex were found more likely to engage in sexual activities. This confirms that individuals exposed to sexually explicit materials on the social networking sites engage in more high-risk sexual behaviors.

From that brief analysis of the objectives of the study, we can admit that social networking sites are related with sexual knowledge and behavior. Using the survey data, we demonstrated that there were positive relationships on the exposure and consumption of sexual content on Social Networking Sites and students' sexual knowledge and behavior. Our results provide consistent evidence that positive associations exist. The findings are in agreement with most literature on the effects on sexualized content consumption and sexual knowledge and behaviors.

Previous empirical study findings have reported that an individual's level of sexualized media consumption will significantly influence hi/her sexual risk behavior and attitudes (Lefkowitz & Gillen, 2006). For the present study, it was discovered that those who consumed sexual content are susceptible to sexual risk. Although there is a lot literature on adolescents sexual behavior and attitudes, sexual content plays and important role in development of sexual attitudes. It is source of information with regard to ones sexual life and practices. The respondents reported greater of use of social media for searching for information for romance, pursuing sexual relationship, staying informed with the news,

viewing pornography, and participating in online erotic groups, engaging in sexual talk and displaying sexual activities.

In this present study friends were seen as contributors to the amount of information available on sexually. Of particular important is the ability of the social media to offer a media- rich interaction between young people. Social media allows young people to experience social interactions at a more active sense whereby they can obtain and participate in the creation of user-generated sexual information they might be able to obtain traditional media like magazines, T.V and others. Indeed, young adults have used social media sites like YouTube, Facebook, Twitter and other to get sexual content and create and distribute the same. Young people may identify with the themes of sexual talk and this affiliations and this may reinforce adolescents' engagement in risky sexual behaviors.

The relationship between social media and sexual knowledge was significant as revealed by variables of sexual content exposure and consumption and sexual attitudes and behavior. In this study, the intensity of use of social networking sites appears to relate to the likelihood of coming across sexual content on these platforms. . We have argued that social media also enables users to engage in the creation and distribution of sexual content that contribute to the amount of social content available for consumption if these online platforms. This study supports the notion that both a medium's technological capabilities as well as the content it transmits can influence students' attitudes and behaviors. Our analysis revealed how sexual content is easily consumed by portrayed sexual content enthusiasts.

Previous research has demonstrated that individual's sexuality is influenced by host of factors and among them and the strongest is the media. Mass media play an important role in the socialization of youth. Given its expanding nature and accessibility, the Internet may be at the forefront of this education, however little is known about Internet's impact on adolescent sexual attitudes and behaviors. The intensity of the usage of social networking sites appears to be related to sexual knowledge and attitudes. We have argued

that social networking sites enable users engage in behaviors that contribute to sexuality development

This study had provided a more comprehensive understanding of youth sexual risky behaviors as a result of media socialization and such empiric studies that examines adolescents' exposure to sexually explicit content on social networking sites and its relationship with sexual attitudes and behaviors is important. Results have shown that explicit sexual materials are readily accessible and available to young people on social networking sites with almost every all students visiting social networking sites. The study has established that young people who consume and expose themselves to sexual content are likely to engage in high-risk sexual. Young people who frequently come across sexual content on SNSs are more likely to possess sexually permissive attitudes and acceptance of casual sex.

Although not all information found on social networking sites may be harmful, exposure to sexually explicit materials on Social Networking Sites may be potentially harmful. Our results have shown that exposure to online social networking pornography is associated with high-risk sexual behaviors. Past studies similar studies have shown that adolescent exposure to sexually explicit Web sites is associated with high-risk sexual behaviors such as anal sex, multiple sexual partners, and substance use during sex. Although it was not measured, sexually permissive attitudes may vary by the degree of exposure such that adolescents with more frequent exposure to pornography on social networking sites have more permissive attitudes. Increase in the number of sexual partners may put young people at risk for STDs/HIV and other risks associated with irresponsible sexual activity.

#### **5.4 LIMITATIONS**

The study was restricted to one College in Nairobi. In addition the researcher only selected one campus with Zetech College. These limitations therefore restrict the generalization of the research findings. Our findings are not based on nationally representative sample, so we must be cautious with generalizations. College students are sexually active young people who represents a special category of young people who are

Internet-savvy people and are more likely to diversify the uses of the Internet in their lives, starting with simple information-seeking, and branching out into online shopping, dating and gaming.

Data were collection by using self-completion questionnaires. Although the questionnaire was pretested and no issues arose from that pretest, it is possible that some respondents might have misinterpreted the questions. However almost all the participants completed answering all the questions in the questionnaire as anticipated.

Participants were not monitored while taking the questionnaire. They received the questionnaire to go and complete at their convenient time and return on an agreed date. Self-reported measures are known to be prone to bias and distortion on the part of the research participant (Kazdin, 2003). Participants may respond in a socially desirable way in order conceal the true picture of their risky behaviors or unhealthy socially-unacceptable attitudes and sometimes they may conspire to exaggerate behavior for certain responses that they think the research is interested in in order to impress the researcher. Possibly the respondents discussed their responses before giving them on the questionnaire

The questionnaires were available in English only. English not the first language with most of the respondents and this could possibly have compounded difficult in comprehending the questionnaire. It was reported of two Congolese students who had problems with English.

Despite these limitations, it can be concluded that respondent's exposed themselves to sexual content on Social Networking Sites, engaged in risky sexual behaviors and this greatly endangered their lives. Attributing sexual behaviors to exposure to sexual content on social networking sites is difficult. The study does not offer a comprehensive understanding about the relationships between sexual content in social media and sexual risk behaviors and therefore cannot infer causation. We are unable to demonstrate beyond reasonable doubt that consumption of sexual content affects ones choice to engage in

sexual risk behaviors. Our findings are correlational; we can only determine relationships between variables and examine associations without commenting on their causal implications. Whether exposure to sexual content leads to engagement in high risk sexual behaviors or vice versa cannot be deduced from this study. The descriptive survey design of this study limits the determination of cause-effect relationships. This study is not able to establish whether exposure to sexually explicit material leads to engagement in sexual behavior or whether those individuals who partake in more high-risk sexual behaviors also have a tendency to seek out sexually explicit materials on social networking sites. However, the associations suggest the relationships of exposure to sexual content to adolescence sexual attitudes and behavior. Exposure to online pornography as compared to traditional media has shown to have a potential to influence young people sexual knowledge and attitude. In 2005, Lo and Wei found that Taiwanese adolescents exposed to Internet pornography had a greater acceptance of sexually permissive attitudes and were more likely to engage in sexually permissive behaviors. Social networking sites have a lot of pornographic material that is changed and upgraded on a regular basis. Some of these Web sites may reinforce negative stereotypes around sexuality, particularly as it relates to casual sex.

This study measured exposure to sexual content and possible influence on sexual permissiveness and behavior. It is difficult to measure how attitudes translate into behavior. The research can only concluded that young people may develop or reinforce negative viewpoints by consuming sexually suggestive materials on social networking sites. Media has been found to play a pivotal role in attitude formation and sexuality development in that adolescents who are exposed to online pornography have a greater acceptance of casual sex behaviors.

## **5.5 RECOMMENDATIONS**

From the findings of the present study we argue that social networking sites play an important role in the sexual socialization of the youth. Cooper et al suggests three reasons that have made internet an important sexual educator for youth: accessibility, affordability, and anonymity (Cooper et al, 2010). It is affordable and available 24 hours

7 days a week and especially when they access through their mobile phones. This present study found mobile phones to be very important communication tools that young people used to access their online accounts. Judging by the overwhelming popularity of social networking sites as shown by this study, young people are using the Internet for social purposes and meeting sexual partners. Internet is an integral part of adolescent sexual life as found by this study that young people engage sexual discussions and exchange of explicit sex content.

The big question that begs for answers is whether young people can be protected from the effects consumption of sexual content and other harmful information. Based on the findings of the study, the following recommendations are made for facilitating proper use of social networking among young people and for conducting future research. These mechanisms are meant to explore possibilities for protecting young people from unhealthy media messages and improve their sexual health. Brown and Witherspoon (2006) suggests: government regulation, media advocacy, public health campaigns, and media literacy

Media literacy should be conducted to teach young people critical skills on how to gauge media messages and the way behaviors are promoted by the media before adopting them. They should be informed on the potential dangerous associated with consumption of explicit sexual content. Parents and other health educators should take a strategic role on guiding young people on how use positive educative information on the internet.

Programs and workshops should be offered about communication between parents and young about sexuality, safe and contraceptives. Parental involvement in discussing issues of sexuality and sexual development and promoting meaningful communication about and benefits of sexual behavior may insulate young people from negative consequences of exposure to sexual content on social networking sites. Communication with parents can have an impact in college students' attitudes about sexual behavior. Intervention should promote parent involvement in sexual discussions and address validity and accuracy of information received from peers. Researchers have found sex-related

communication between parents and college students to be less prevalent than communication with peers or friends (DiIorio, Kelley, & Hockenberry-Eaton, 1999; Lefkowitz & Espinosa-Hernandez, 2007). Students need valid, reliable and accurate information on the need for use of protection, information on the risks of sexual transmission and means of protection. There is need to convince these students that the risk of HIV infection exists in a personal sense and the need to protection is very important.

Mass media campaigns that address online pornography should be devised and promoted to curb the rising online prostitution, sexual behaviors and non- use of contraceptives.

Ways should be found to limit the amount of online pornography available to the young people and children.

#### **5.6 RECOMMENDATION FOR FUTURE RESEARCH.**

As this research was conducted in one college in Nairobi involving one campus respondents who filled the questionnaires, it is recommended that future research should be conducted in other parts of Nairobi and Kenya as a whole.

The study only examined the influence of social media. The target population (college students) utilize other media outlets such T.V, magazines, pornographic websites, music videos, games cell phones and other hand-held devices (Strasburger, Jordan, & Donnerstein, 2010). These media are utilized by college students and therefore should also be studied especially on their power to facilitate sexual socialization.

The present day study has revealed that college students are active users of social media and therefore are likely to be affected by the negative information portrayed in these platforms. The study however, does not conclusively address the evidence to support or reject the impact of social media on sexual knowledge, attitude and behavior. Future studies should continue to investigate the nature of these relationships using other

research approaches and methods in order substantially understand the role of social media in sex education among college students.

There is need for vigorous content analysis of the portrayed and mediated sexual content being viewed by young people and this would greatly help ascertain the specific sexual imagery which the young people are exposed to. This information could provide rich insight about the images/videos and themes of sexual talk in these online tools

## **5.7 CONCLUSION**

The aim of this study was to investigate the influence of portrayed and mediate sexual content on college students' sexual behavior and attitudes. In exploring the influence of sexual content on social networking sites and its influence on the sexual knowledge and attitudes of college students, several findings have been presented and discussed especially that of sexual knowledge and attitudes. The results suggest that young people are indeed consuming sexual media content in the social networking sites and that could probably be more explicit than sexual content in the traditional media and this is likely to make them engage in dangerous sexual activities. The study results analysis has shown that sexual media content consumption is likely to be significantly related to the sexual activities and permissible sexual attitudes. It is therefore important for other researches be conducted on social networking and sexual content consumption in order to statistically obtain precise assessments on individual exposure to sexual content and sexual knowledge to clearly map exposure and sexual behavior. It is also important to educate and socialize young adults toward the use and abuse of their online platforms and make them realize the effects of online pornography. We hope that this study will contribute to our knowledge and that future research will further enhance our understanding.

## REFERENCES

Aubrey S. J, Hopperb, K. M & Mburec W. G (2011) Check That Body The Effects of Sexually Objectifying Music Videos on College Men's Sexual Beliefs. *Journal of Broadcasting & Electronic Media*, 553, 2011

Lenhart, A & Madden, M. (2005). Teen content creators and consumers. Washington. Available at [http://www.pew Internet.org/PPF/r/166/report\\_display.asp](http://www.pew Internet.org/PPF/r/166/report_display.asp). Accessed on 21st Feb 2013

Stefanone M. A, Lackaff, D & Rosen D (2010) The Relationship between Traditional Mass Media and “Social Media”: Reality Television as a Model for Social Network Site Behavior, *Broadcasting & Electronic Media* 54(3), 508–525 *Arch Sex Behav.* 2011 October; 40(5): 1015–1025. Published online 2010 July 10. doi: 10.1007/s10508-010-9644-x PMID: PMC3180617

Peter, J & Patti M. Valkenburg P. M (2011) The Use of Sexually Explicit Internet Material and Its Antecedents: A Longitudinal Comparison of Adolescents and Adults. *Arch Sex Behav*, 40(5): 1015–1025.

Ruggiero, T. E. (2000) Uses and gratifications theory in the 21<sup>st</sup> century. *Mass Communication & Society*, 3, 3–37.

Traeen, B., Nilsen, T. S., & Stigum, H. (2006). Use of pornography in traditional media and on the Internet in Norway. *Journal of Sex Research*, 43, 245–254.

Hillier, L & Harrison, L. (2007). Building realities less limited than their own: Young people practising same-sex attraction on the internet. *Sexualities*, 10, 82–100.

Siibak, A (2009) Constructing the Self through the Photo selection - Visual Impression Management on Social Networking Websites, *Journal of Psychosocial Research on Cyberspace*, 3,(1).1

Bale, C. (2011). Raunch or romance? Framing and interpreting the relationship between sexualised culture and young people's sexual health. *Sex Education*, 11(3), 303–313.

Manganello, J. A. et al (2010) 'Adolescent Judgment of Sexual Content on Television: Implications for Future Content Analysis Research', *Journal of Sex Research*, 47 (4), 364-373

Nikken, P & Graaf, H Van (2011). Seks in de media: Wat doen jongeren ermee? Een onderzoek met twee metingen. Retrieved on wednesday 2 november 2011 from: <http://www.nji.nl/publicaties>

Braun-Courville, D. K, & Rojas, M. (2009). Exposure to sexually explicit web-sites and adolescent sexual attitudes and behaviors. *Journal of Adolescent Health*, 45, 156-162.

Buerkel-Rothfuss, N. L, & Strouse, J. S. (1993). Media exposure and perceptions of sexual behaviors: The cultivation hypothesis moves to the bedroom. In B. S. Greenberg, J. D.

Brown & N. L. Buerkel-Rothfuss (Eds.), *Media, sex, and the adolescent* (pp. 225-247). Cresskill, NJ: Hampton Press.

Ward, L. M. (2003). Understanding the role of entertainment media in the sexual socialization of American youth: A review of empirical research. *Developmental Review*, 23, 347-388.

Ward, L. M., & Friedman, K. (2006). Using TV as a guide: Association between television viewing and adolescents' sexual attitudes and behavior. *Journal of Research On Adolescence*, 16, 133-156.

Bogt, T. ter, Engels, R. C. M. E., Bogers, S., & Kloosterman, M. (2010). "Shake it baby, shake it": Media preferences, sexual attitudes and gender stereotypes among adolescents. *Sex Roles*, 63, 844-859.

Buerkel-Rothfuss, N. L., & Mayes, S. (1981). Soap opera viewing: The cultivation effect. *Journal of Communication*, 32, 108-115.

Strouse, J. S., & Buerkel-Rothfuss, N. L. (1987). Media exposure and the sexual attitudes and behaviors of college students. *Journal of Sex Education and Therapy*, 13, 43-51.

Zillmann, D., & Bryant, J. (1988). Pornography's impact on sexual satisfaction. *Journal of Applied Social Psychology*, 18, 438-453.

Alison E. F (2000) "Media Influence on Self-Image: The Real Fashion Emergency. *Healthy Weight Journal* 14 (6).

Eggleston, E, Jackson, J & Harde, H (1999) Sexual Attitudes and Behavior among Young Adolescents in Jamaica. *International Family Planning Perspectives*, 25 (2)

Moswang, T & Ruane, L (2009) The influence of television on adolescent girls' sexual attitudes and behaviour, University of South Africa.

Greeson, L. E. (1991). Recognition and rating of television music videos: Age, gender, and sociocultural affects. *Journal of Applied Social Psychology*, 21, 1908–1920

LeVay, S., & Valente, S. (2003). *Human sexuality*. Sunderland, MA: Sinauer Associates.

Liebert, R. M., & Spiegler, M. D. (1990). *Personality: Strategies and issues* (6th ed.). Belmont, CA: Wadsworth.

Ward, L. M., & Friedman, K. (2006). Using TV as a guide: Associations between television viewing and adolescents' sexual attitudes and behavior. *Journal of Research on Adolescence*, 16, 133–156.

Carpenter, L. M. (1998). From girls into women: Scripts for sexuality and romance in *Seventeen Magazine*, 1974–1994. *Journal of Sex Research*, 35(2), 158–168.

Aubrey, J. S et al (2003). Variety versus timing: Gender differences in college students' sexual expectations as predicted by exposure to sexually oriented television. *Communication Research*, 30, 432–460.

Strouse, J. S., Buerkel-Rothfuss, N., & Long, E. C. J. (1995). Gender and family as moderators of the relationship between music video exposure and adolescent sexual permissiveness. *Adolescence*, 30, 563–578.

Ward, L. M., & Rivadeneyra, R. (1999). Contributions of entertainment television to adolescents' sexual attitudes and expectations: The role of viewing amount versus viewer involvement. *Journal of Sex Research*, 36, 237–249.

Ward, L. M., & Rivadeneyra, R. (1999). Contributions of entertainment television to adolescents' sexual attitudes and expectations: The role of viewing amount versus viewer involvement. *Journal of Sex Research*, 36, 237–249.

Liebert A. M et al (2009) Facebook Groups, Uses and Gratifications, and Social Outcomes. *Cyberpsychology & Behavior*, 12 (6)

Victor C & Strasburger, M. D (2005) Adolescents, Sex, and the Media: Ooooo, Baby, *Adolesc Med* 16 269–288 Baby—a Q & A

Collins R.L et al (2004) Watching sex on television predicts adolescent initiation of sexual behavior. *Pediatr* (114):e280–9.

Borzekowski D.L.G, Robinson T, Killen J.D (2000). Does the camera add 10 pounds? Media use, perceived importance of appearance, and weight concerns among teenage girls. *J Adolesc Health* 2000;26:36– 41.

Peter J & Valkenburg P. M (2006) Adolescents' Exposure to Sexually Explicit Material on the Internet. *Communication Research* (33), 2

Cooper, A. (1998). Sexuality and the Internet: Surfing into the new millennium. *Cyberpsychology and Behavior*, 1, 181-187.

Peter J & Valkenburg P.M (2006) Adolescents' exposure to sexually explicit material on the internet. *Communication Research*, 33, 178–204

Madden, M., & Rainie, L. (2003). America's online pursuits: The changing picture of who's online and what they do. Washington, DC: Pew Internet and American Life Project.

Savin-Williams, R. C., & Diamond, L. M. (2004). Sex. In R. M. Lerner (Ed.), *Handbook of adolescent psychology* (pp. 189-231). Hoboken, NJ: Wiley.

Lo, V. H., & Wei, R. (2005). Exposure to Internet pornography and Taiwanese adolescents' sexual attitudes and behavior. *Journal of Broadcasting & Electronic Media*, 49(2), 221–237

Buhi, E.R., Marhefka, S.L., & Hoban, M.T. (2010). The state of the union: Sexual health disparities in a national sample of US college students. *Journal of American College Health*, 58, 337-346.

Collins, R. L et al (2003). Entertainment television as a healthy sex educator: The impact of condom-efficacy information in an episode of Friends. *Pediatrics*, 112, 1115-1121

Rich, M. (2005). Sex screen: The dilemma of media exposure and sexual behavior. *Pediatrics*, 116, 329-331

Zurbriggen, E. L. & Morgan, E. M. (2006). Who wants to marry a millionaire? Reality dating television programs, attitudes toward sex, and sexual behaviors. *Sex Roles, 54*, 1-17

Harrington, K., & Davies, S. L. Wingood, G. M., DiClemente, R. J., (2002). Body image and African American female's sexual health. *Journal of Women's Health and Gender Based Medicine, 11*(5), 433-439

Shearer, C. L., Hosterman, S. J., Gillen, M. M. & Lefkowitz, E. S. (2005). Are traditional gender role attitudes associated with risky sexual behavior and attitudes about condom use? *Sex Roles, 52*, 311-324

Brown JD, Strasburger VC. From Calvin Klein to Paris Hilton and Myspace: Adolescents, sex, and the media (2007) *Adolescent Medicine: State of the Art Reviews. 18*(3):484-507.

Ward, L. M. (2003). Understanding the role of entertainment media in the sexual socialization of American youth: A review of empirical research. *Developmental Review, 23*(3), 347– 388

Chandra A, Martino SC, Collins RL, et al (2008) Does watching sex on television predict teen pregnancy? Findings from a National Longitudinal Survey of Youth. *Pediatrics, 122*(5):1047–1054

Al-Sayed R & Gunter B (2012) How much sex is there in soap operas on British TV?, *Communications, 37*(4), 329-344

Martino, S. C., Collins, R. L., Kanouse, D. E., Elliott, M., & Berry, S. H. (2005). Social cognitive processes mediating the relationship between exposure to television's sexual content and adolescents' sexual behavior. *Journal of Personality and Social Psychology, 89* (6), 1914-924

Collins, R. L., Ellickson, P. L., McCaffrey, D. F., & Hambarsoomians, M. S. (2007). Early adolescence exposure to alcohol advertising and its relationship to underage drinking. *Journal of Adolescence Health, 40*, 527-534

Santelli, J. S., Robin, L., Brener, N. D., & Lowry, R. (2001). Timing of alcohol and other drug use and sexual risk behaviors among unmarried adolescents and young adults. *Family Planning Perspectives, 33*, 200-205

Heatherton, T. F. & Sargent, J. D. (2009). Does watching smoking in movies promote teenage smoking? *Current Directions in Psychological Science, 18*, 63-67

Ross C, Siscic M et al (2009) Personality and motivations associated with Facebook use. *Computers in Human Behavior, 25*, 578–586

Bargh, John A.; McKenna, Katelyn Y.A. & Fitzsimons, Grainne M. (2002) Can you see the real me? Activation and expression of the "true self" on the internet. *Journal of Social Issues, 58*, 33-48.

Ellison, N., Steinfield, C. and Lampe, C. (2007) *The Benefits of Facebook "Friends:" Social Capital and College Students' Use of Online Social Network Sites*, *Journal of Computer-Mediated Communication, 12* (4), pp. 1-26.

Shambare, R, Rugimbana, R & Sithole, N (2012) Social networking habits among students. *African Journal of Business Management Vol. 6*(2), pp. 578-786

Stollak, M. J et al (2011) Getting Social: The Impact of Social Networking Usage on Grades among College Students, *Proceedings of ASBBS, 18*, 1

Schneider, N (2010). "Facebook, Other Social Network Sites Could Lead to Lower Grades for Students." Available at [http://www.associatedcontent.com/article.1650000/facebook\\_other\\_social\\_network\\_sites.html?cat=4](http://www.associatedcontent.com/article.1650000/facebook_other_social_network_sites.html?cat=4). Accessed on 23 Feb. 2013

Hernandez, Sharon (2010). "Ball State Study Shows College Students' Smartphone Usage Rising." Ball State University. Available at <http://www.bsudailynews.com/ball-state-study-showscollege-students-smartphone-usage>. Accessed on 12 Mar 2013

Fisher D. A et al (2009) Televised sexual content and parental mediation: Influences on adolescent sexuality. *Media Psychol*, 12(2): 121–147

Hoff, T., Greene, L., & Davis, J. (2003). National survey of adolescents and young adults: Sexual health knowledge, attitudes, and experiences. Menlo Park, CA: Kaiser Family Foundation.

Oberst, L. (2010). The 6S Social Network. Available at: <http://sixsentences.ning.com/profile/LindsayOberst>. Accessed on 18 Mar 2013

Valenzuela S, Park N & Kerk, K. F (2009) Is There Social Capital in a Social Network Site?: Facebook Use and College Students' Life Satisfaction, Trust, and Participation. *Journal of Computer-Mediated Communication*, 14, 875–890

Hodgkinson, T. (2008). With friends like these. *The Guardian*. Available at <http://www.guardian.co.uk/technology/2008/jan/14/facebook>. Accessed on 30 Feb 2013

Koloff, A. (2008). States push for cyberbully controls; but efforts to go beyond schools raise concerns over freedom of speech, privacy. *USA Today*, p. 3A.

Stone, B. (2007). New scrutiny for Facebook over predators. *The New York Times*. Retrieved November 2, 2008, available at

<http://www.nytimes.com/2007/07/30/business/media/30facebook.html>. Accessed on 30 Feb 2013

Greeson, L. E. & Williams, R. A. (1986). Social implications of music videos for youth: An analysis of the content and effects of MTV. *Youth & Society*, 18, 177-189.

Kalof L (1999) The effects of gender and music video imagery on sexual attitudes. *Journal of Social Psychology*, 139, 378–385

Boies S. C, Knudson, G & Young J (2004) The Internet, Sex, and Youths: Implications for Sexual Development. *Sexual Addiction & Compulsivity*, 11:343–363

Brown J.D, Steele J.R, Walsh-Childers K (2002). Introduction and overview. In: Brown JD, Steele J.R, Walsh-Childers K, eds. *Sexual Teens, Sexual Media: Investigating Media's Influence on Adolescent Sexuality*. Mahwah, NJ: Lawrence Erlbaum; 1–24

Finkelhor D, Mitchell K.J, Wolak J (2000) Crimes Against Children Research Center. *Online Victimization: A Report on the Nation's Youth*. Durham, NH: National Center for Missing and Exploited Children.

Boies, S. C. (2002). University students' uses of and reactions to online sexual information and entertainment: Links to online and offline sexual behavior. *The Canadian Journal of Human Sexuality*, 11(2), 77–89. Barnes, S. (2001). *Online Connections: Internet Interpersonal Relationships* (Cresskill, N.J: Hampton).

Young, K. (1998). *Caught in the Net: How to Recognize the Signs of Internet Addiction and a Winning Strategy for Recovery* (New York: Wiley

Brown, J. (1996). "BS detector: "Internet addiction" meme gets media high." Available, <http://www.wired.com>. Accessed Mar 26, 2013

Scherer, K. (1997). "College life online: Healthy and unhealthy Internet use." *Journal of College Student Development*, 38 (6), 655–665.

Shotton, M. (1989). *Computer Addiction? A Study of Computer Dependency* (London: Taylor & Francis).

Selwyn, N (2012) *Social Media in Higher Education. The Europa World of Learning* available at visit [www.worldoflearning.com](http://www.worldoflearning.com). Accessed on 23 march 2013

Christakis, N & Fowler, J (2009) *Connected*. New York, Little Brown

Selwyn, N. (2009). Faceworking: exploring students' education-related use of Facebook. *Learning, Media and Technology*, 34(2), 157-174.

Shirky, C (2008) *Here comes everybody*. London, Allen Lane

Tom F. M et al (2010) "Shake It Baby, Shake It": Media Preferences, Sexual Attitudes and Gender Stereotypes Among Adolescents. *Sex Roles*, 63(11-12): 844–859

Escobar-Chaves S.L, Tortolero S.R, Markham C.M, et al (2005) Impact of the media on adolescent sexual attitudes and behaviors. *Pediatrics*, 116:303–26

Brown J.D & Pardun C.J (2004) Little in common: racial and gender differences in adolescents' television diets. *J Broadcast Electron Media*, 48: 266–278

Brown J.D, Halpern C.T, L'Engle K.L (2005) Mass media as a sexual super peer for early maturing girls. *Journal of Adolescent Health*, 36:420–427

L'Engle KL et al (2006) The mass media are an important context for adolescents' sexual behavior. *J Adolesc Health*, 38(3):186–192

Jo E, Berkowitz L (1994) A priming effect analysis of media influences: an update. In: Bryant J, Zillman D, eds. *Media Effects: Advances in Theory and Research*. Hillsdale, NJ: Lawrence Erlbaum:43–60

Bandura, A. & Walters, R.H. (1959). *Adolescent Aggression*. Ronald Press: New York.

Bandura, A., Ross, D., Ross, S.A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-82.

Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.

Bandura, A. (1986). *Social foundations of thought and Action: A social cognitive theory*. Englewood Cliffs, New Jersey: Prentice-Hall.

Bandura, A. (2002). Social cognitive theory of mass communications. In J. Bryant, & D.

Zillman (Eds.). *Media effects: Advances in theory and research* (pp. 121-153). New Jersey: Lawrence Erlbaum Associates, Publishers.

Greenberg, B. S., & Busselle, R. W. (1996). Soap operas and sexual activity: A decade later. *Journal of Communication*, 46, 153–160.

Dukes R.L et al (2003) Expressions of love, sex, and hurt in popular songs: a content analysis of all-time greatest hits. *Social Science Journal*, 40:643–650.

Kunkel D et al (2003) *Sex on TV: A biennial report to the Kaiser Family Foundation*. Menlo Park: The Henry J. Kaiser Family Foundation

Arnett, J. J. (2002). The sounds of sex: Sex in teens' music and music videos. In J. Brown, K. Walsh-Childers, & J. Steele (Eds.), *Sexual teens, sexual media: Investigating media's influence on adolescent sexuality* (pp. 253–264). Mahwah, NJ: Erlbaum.

Malar M. N (2012) Impact of Cyber Crimes on Social Networking Pattern of Girls  
*International Journal of Internet of Things*, 1(1), 9-15 *International Review of Social Sciences and Humanities*

Vol. 4, No. 1 (2012), pp. 121-125

Alpizar, K, Islas-Alvarado, R, Warren, C.R & Fiebert, M. S (2012) Gender, Sexuality and Impression Management on Facebook. *International Review of Social Sciences and Humanities*, 4 (1), 121-125

Young, K (2001) Social ties, social networks and the facebook experience, *International Journal of Emerging Technologies & Society*, 9(1), 20-34

Evers C.W, Albury K, Paul Byron P & Crawford K (2013) Young People, Social Media, Social Network Sites and Sexual Health Communication in Australia: “This is Funny, You Should Watch It”. *International Journal of Communication* 7, 263–280/1932–8036

Pascoe, C. J. (2011). Resource and risk: Youth sexuality and new media use. *Sexuality Research and Social Policy*, 8(1), 37–50.

Thackeray, R., & Neiger, B. L. (2009). A multidirectional communication model: Implications for social marketing practice. *Health Communication Practice*, 10(2), 171-175.

Jenkins, H. (2008) *Convergence culture: Where old and new media collide*. New York, NY: New York University Press

Crowley, M. S. (2010). How R U??? Lesbian and bi-identified youth on MySpace. *Journal of Lesbian Studies*, 14(1), 52–60.

Suzuki, L. K., & Calzo, J. P. (2004). The search for peer advice in cyberspace: An examination of online teen bulletin boards about health and sexuality. *Applied Developmental Psychology*, 25, 685–698.

Chika E. N. A & Ojih. E (2013) Social Networking Sites as Tools for Sexual Perversion among Students of University Of Nigeri. *New Media and Mass Communication*, 9, 2224-3267

Nauert , R. (2010). Social Networking Sites Reveal Teens' Sexual Intent. Psych Central, available at <http://psychcentral.com/news/2010/05/03/social-networking-sites-reveal-teens-sexual-intent/13428.html>. Accessed on 20th Feb 2013

Jonathan A. P (2012) Teen Sexting and Its Association With Sexual BehaviorsTeen Sexting and Sexual Behaviors. *Archives of Pediatrics & Adolescent Medicine*, 1 DOI: 10.1001/archpediatrics.2012.835

Jonathan A. Paul (2012) Teen Sexting and Its Association With Sexual BehaviorsTeen Sexting and Sexual Behaviors. *Archives of Pediatrics & Adolescent Medicine*, 2012; : 1 DOI: [10.1001/archpediatrics.2012.835](https://doi.org/10.1001/archpediatrics.2012.835)

Whitehill J.M (2012) New Media, Old RisksToward an Understanding of the Relationships Between Online and Offline Health Behavior. *Archives of Pediatrics & Adolescent Medicine*,1 DOI: [10.1001/archpediatrics.2012.1320](https://doi.org/10.1001/archpediatrics.2012.1320)

Bausch, S & Han L (2008) Social networking sites grow 47%, year over year, reaching 45% of Web users, according to Nielsen/NetRatings. Nielsen Ratings Web site. Available at [http://www.nielsen-netratings.com/pr/pr\\_060511.pdf](http://www.nielsen-netratings.com/pr/pr_060511.pdf). Accessed on 8th Jan, 2013.

Granneman S (2008) MySpace, a place without MyParents. Security Focus Web site. Available at <http://www.securityfocus.com/columnists/408>. Accessed on 8th Jan 2013

Moreno M. A et al (2009) Display of Health Risk Behaviors on MySpace by Adolescents: Prevalence and Associations. *Arch Pediatr Adolesc Med.*, 163(1):27-3

O'Hara et al (2012) Greater Exposure to Sexual Content in Popular Movies Predicts Earlier Sexual Debut and Increased Sexual Risk Taking. *Psychological Science*, 2012

Fischer P, Greitemeyer T, Kastenmüller A, et al (2011). The effects of risk-glorifying media exposure on risk-positive cognitions, emotions, and behaviors: A meta-analytic review.. *Psychological Bulletin*, 2011; DOI: [10.1037/a0022267](https://doi.org/10.1037/a0022267)

Mbaluka D. M (2012) Boon or Bane? As Everyone Jumps Into Social Media, Examining Its Worth Remains Vexing, *Africa net news*

Brown, K. R (2007) The Risks of Taking Facebook at Face Value: Why the Psychology of Social Networking Should Influence the Evidentiary Relevance of Facebook Photographs. *Journal of Entertainment and Technology Law*, 14:2:357

The Risks of Taking Facebook at Face Value: Why the Psychology of Social Networking Should Influence the Evidentiary Relevance of Facebook Photographs. *Journal of Entertainment and Technology Law*, 14:2:357

Young S. A (2010) Constructing masculinity on a social networking site: The case-study of visual self-presentations of young men on the profile images of SNS *Rate*, 18, 4, 403-425

Mitchell J. M et al (2010) Use of Social Networking Sites in Online Sex Crimes Against Minors: An Examination of National Incidence and Means of Utilization. *Journal of Adolescent Health*, 1–8

Ybarra M. L & Mitchell K. J (2008) How Risky Are Social Networking Sites? A Comparison of Places Online Where Youth Sexual Solicitation and Harassment Occurs. *Pediatrics*, 121, 2, e350 -e357

Primack B. A et al (2010) Exposure to Sexual Lyrics and Sexual Experience Among Urban Adolescents. *Am J Prev Med*, 36(4): 317–323

O’Hara et al (2012) Greater Exposure to Sexual Content in Popular Movies Predicts Earlier Sexual Debut and Increased Sexual Risk Taking. *Psychological Science* 23, 9, 984-993

Google (2012) 2012 Zeitgeist Search Trends, Kenya. Available at, <http://www.google.com/zeitgeist/2012/#kenya>. Accessed on 23 Feb 2012

Collins, R. L, Steven C. Martino, S. C & Shaw, R (2011) Influence of New Media on Adolescent Sexual Health: Evidence and Opportunities. Available at <http://aspe.hhs.gov/hsp/11/AdolescentSexualActivity/NewMediaLitRev>. Accessed on 21 Feb 2013

Wyatt G.E (1989) Re-examining factors predicting Afro-American and white American women's age at first coitus. *Arch Sex Behav*, 18(4):271-298.

Rosenthal S.L, Von Ranson K.M, Cotton S, et al (2001) Sexual initiation: Predictors and developmental trends. *Sex Transmit Dis*, 28(9):527-532

Ward L.M (2002) Does television exposure affect emerging adults' attitudes and assumptions about sexual relationships? Correlational and experimental confirmation. *J Youth and Adolesc*, 31:1-15.

Martino S.C, Collins R.L, Elliott M.N, et al (2006) Exposure to degrading versus non-degrading music lyrics and sexual behavior among youth. *Pediatrics*, 118(2):430-44

Lenhart A (2009) Teens and mobile phones over the past five years: Pew Internet looks back. Washington, DC: Pew Internet

Brown J & L'Engle K (2009) Sexual attitudes and behaviors associated with U.S. early adolescents' exposure to sexually explicit media. *Communication Research*, ;36(1):129-151.

Ybarra M.L& Mitchell K.J (2005) Exposure to internet pornography among children and adolescents: A national survey. *CyberPsychology & Behavior*, 8(5):473-486.

Peter J & Valkenburg P.M (2006) Adolescents' exposure to sexually explicit material on the Internet. *Communication Research*, 33(2):178-204.

Wolak J & Mitchell K, Finkelhor D (2007) Unwanted and wanted exposure to online pornography in a national sample of youth internet users. *Pediatrics*. 2007;119(2):247-257

Lo V & Wei R (2005) Exposure to Internet pornography and Taiwanese adolescents' sexual attitudes and behavior. *Journal of Broadcasting & Electronic Media*, 49(2):221-237.

Ybarra M.L, Espelage D.L & Mitchell K.J (2007) The co-occurrence of Internet harassment and unwanted sexual solicitation victimization and perpetration: Associations with psychosocial indicators. *J Adolesc Health*, 41(S6):31-41

Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1)

Lampe, C., Ellison, N., & Steinfield, C., (2006). A Face(book) in the crowd: Social searching vs. social browsing. Proceedings of CSCW-2006 (pp. 167-170). New York: ACM Press.

Samson L & Grabe E. M (2012) Media Use and the Sexual Propensities of Emerging Adults, *Journal of Broadcasting & Electronic Media* 56(2), 280–298

Strouse, J. S., Goodwin, M. P., & Roscoe, B. (1994). Correlates of attitudes toward sexual harassment among early adolescents. *Sex Roles*, 31(9/10), 559–577

Hetsroni, A. (2007). Three decades of sexual content on prime-time network programming: A longitudinal meta-analytic review. *Journal of Communication*, 57(2), 318–348

Cooper A, Scherer C.R, Boies S.C,Gordon B.L (1Sexuality and the Internet: Surfing into the new millenium. *CyberPsychol Behav* 1998;1:181–7.

Cooper, A., Scherer, C., Boies, S. C., & Gordon, B. (1999). Sexuality on the internet: Online sexual behavior from sexual exploration to pathological expression. *Professional Psychology: Research and Practice*, 30(2), 154–164.

Cooper, A. (1998). Sexuality and the Internet: Surfing into the new millennium. *CyberPsychology & Behavior*, 1, 181–187

Mehta, M. D. (2001). Pornography in Usenet: A study of 9800 randomly selected images. *CyberPsychology & Behavior*, 4, 695–703

Moreno M. A & Jennifer K (2012) , J Social Networking Sites and Adolescent Health. *Pediatr Clin N Am*, 59, 601–612

Moreno, M. A & Kolb, J (2012) Social Networking Sites and Adolescent Health. *Pediatr Clin N Am*, 59, 601–612

Pempek A et al (2009) College Students' Social Networking Experiences on Facebook, 30 J. Applied Developmental Psychol, 227, 236

Strano, M.M (2008) User Descriptions and Interpretations of Self-Presentation Through Facebook Profile Images, *Cyberpsychology: Journal Of Psychosocial Research On Cyberspace*. Available at <http://www.cyberpsychology.eu/view.php?cisloclanku=2008110402>. accessed on 23 Feb 2013

Barber, J (2011) Objectification of Women in Media: available at Media Coverage Analysis <https://sites.google.com/a/uw.edu/media-and-change/content/objectification-of-women-in-media>. Accessed on 12th Jan 2013

Aletha H (1998) "Measuring the Effects of Sexual Content in the Media." *Kaiser Family Foundation*. Kaiser Family Foundation.

Tom B (2009) Shake It Baby, Shake It": Media Preferences, Sexual Attitudes and Gender Stereotypes Among Adolescents." *PubMed Central*. Springer, at <http://www.ncbi.nlm.nih.gov/sites/ppmc/articles/PMC2993884>. accessed on 12 Jan 2013

Enid G (2000) "Adolescent Sexuality and the Media." *Western Journal of Medicine*. PubMed Central. Available at <http://www.ncbi.nlm.nih.gov/sites/ppmc/articles/PMC1070813>. Accessed on 10th Jan 2013

Wyche S. P, Schoenebeck S. Y & Forte A (2013) "Facebook is a Luxury": An Exploratory Study of Social Media Use in Rural Kenya. Available at

[http://misc.si.umich.edu/media/papers/Yardi\\_FacebookLuxury13.pdf](http://misc.si.umich.edu/media/papers/Yardi_FacebookLuxury13.pdf). accessed on 10th Feb 2013

VanDyke, & Erika (2011) "Race, Body, and Sexuality in Music Videos Paper 69. . Available at <http://scholarworks.gvsu.edu/honorsprojects/69>. accessed on 10th Feb 2013

Fredrickson, B. L., & Roberts, T. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly*, 21, 173-206. *Sex Roles*. 2010 January; 62(1-2): 77–88.  
Published online 2009 September 22. doi: 10.1007/s11199-009-9695-4  
PMCID: PMC2807025

Yao M.Z, Mahood, C & Linz D (2010) Sexual Priming, Gender Stereotyping, and Likelihood to Sexually Harass: Examining the Cognitive Effects of Playing a Sexually-Explicit Video Game, *Sex Roles*, 62(1-2): 77–88

Dill, K. E., & Thill, K. P. (2007). Video game characters and the socialization of gender roles: Young people's perceptions mirror sexist media depictions. *Sex Roles*, 57, 851–864

Strasburger V. C (2010) Sexuality, Contraception, and the Media, *Pediatrics*, 126, 576 -582

Walsh-Childers K, Gotthoffer A & Lepre C.R (2012) From “just the facts” to “downright salacious:” teens' and women's magazines' coverage of sex and sexual health. In: Brown JD, Steele JR, Walsh-Childers K, eds. *Sexual Teens, Sexual Media*. Hillsdale, NJ: Lawrence Erlbaum;153–171

Brown J.D & Strasburger V.C (2007) From Calvin Klein to Paris Hilton and MySpace: adolescents, sex, and the media. *Adolesc Med State Art Rev*;18(3):484–507, vi–vii

Wolak J, Mitchell K & Finkelhor D (2007) Unwanted and wanted exposure to online pornography in a national sample of youth Internet users. *Pediatrics*, 119(2):247–257

Ybarra M.L & Mitchell K.J (2008) How risky are social networking sites? A comparison of places online where youth sexual solicitation and harassment occurs. *Pediatrics*, 121(2)

Braun-Courville D.K & Rojas M (2009) Exposure to sexually explicit Web sites and adolescent sexual attitudes and behaviors. *J Adolesc Health*, 45(2):156–162

Stern S (2002) Sexual selves on the World Wide Web: adolescent girls' home pages as sites for sexual self-expression. In: Brown JD, Steele JR, Walsh-Childers K, eds. *Sexual Teens, Sexual Media*. Mahwah, NJ: Lawrence Erlbaum, 265–286

Moreno M.A et al (2009) Display of health risk behavior on MySpace by adolescents. *Arch Pediatr Adolesc Med*, 163(1):27–34

Reichert T & Carpenter C (2004) An update on sex in magazine advertising: 1983 to 2003. *J Mass Communic Q*, 81(4):823–837

Kilbourne J (1999) *Deadly Persuasion: Why Women and Girls Must Fight the Addictive Power of Advertising*. New York, NY: Free Press.

Ybarra M.L & Mitchell K.J (2008) How Risky Are Social Networking Sites? A Comparison of Places Online Where Youth Sexual Solicitation and Harassment Occurs *Pediatrics*, 121, e350 -e357

Mitchell K.J, Finkelhor D, Wolak J (2007) Online requests for sexual pictures from youth: risk factors and incident characteristics. *J Adolesc Health*, 41(2):196 –203

Katherine (2011) *Social Learning Theory by Media Influences on Adolescent Sexuality: Implications for Social Development*. Available at

<http://www.studyofthemind.com/social-learning-theory-by-media-influences-on-adolescent-sexuality-implications-for-social-development/>. Accessed on 23th Jan 2013

Foshee, V.A et al (2004). Longitudinal predictors of serious physical and sexual dating violence victimization during adolescence. *Preventative Medicine*, 39, 1007-1016

Ramisetty-Mikler, S et al . Dating violence victimization: Associated drinking and sexual risk behaviors of Asian, Native Hawaiian, and Caucasian high school students in Hawaii. *Journal of School Health*, 76(8), 423-429.

Dittus P.J & Jaccard J (2000) Adolescents perceptions of maternal disapproval of sex: relationships to sexual outcomes. *Journal of Health*, 26, 268-278

Felsher B.L, Reznik Y (2009) Adolescents sexual attitudes and behaviors: A developmental perspective, *Prevention Researcher* 16 (4)

Ott et al (2006) Greater expectations: adolescent's positive motivation for sex. *Perspectives in sexual reproductive health*, 38, 84-89

Felsher B.L, Reznik Y (2009) Adolescents sexual attitudes and behaviors: A developmental perspective, *Prevention Researcher* 16 (4)

Millstein S. G & Halpern-Felsher, B.L (2002) Perceptions of risk and vulnerability. *Journal of Adolescents Health*, 31, 10-27

Dittus P.J & Jaccard J (2000) Adolescents perceptions of maternal disapproval of sex: relationships to sexual outcomes. *Journal of Health*, 26, 268-278

Felsher B.L, Reznik Y (2009) Adolescents sexual attitudes and behaviors: A developmental perspective, *Prevention Researcher* 16 (4)

Ott et al (2006) Greater expectations: adolescent's positive motivation for sex. Perspectives in sexual reproductive health, 38, 84-89

Felsher B.L, Reznik Y (2009) Adolescents sexual attitudes and behaviors: A developmental perspective, Prevention Researcher 16 (4)

Millstein S. G & Halpern-Felsher, B.L (2002) Perceptions of risk and vulnerability. Journal of Adolescents Health, 31, 10-27

Brown, J, Keller, S & Stern S.S (2009) Sex, Sexuality, Sexting, and SexEd: Adolescents and the Media. Preventive Researcher 16 (4)

Brown J.D & Pardun C.J (2004) Little in common: sexual attitudes and behaviors associated with U.S early adolescents' exposure to sexually explicit media. Communications Research, 36(1) 129-151

Gerald, N. Kimani G. N, Kara A.M & Nyala M. L 2012() Students' Sexual behaviour in the Context Of HIV/Aids Education in Public Secondary Schools: A Case for Kangudo Division, Kenya. International Journal of Humanities and Social Science, 2, 23;

Stefanone M. A, Lackaff, D & Rosen D (2010) The Relationship between Traditional Mass Media and "Social Media": Reality Television as a Model for Social Network Site Behavior, Broadcasting & Electronic Media 54(3), 508–525

Lenhart, A & Madden, M. (2005). Teen content creators and consumers. Washington. Available at [http://www.pewinternet.org/PPF/r/166/report\\_display.asp](http://www.pewinternet.org/PPF/r/166/report_display.asp). Accessed on 21st Feb 2013

Aubrey S. J, Hopperb, K. M & Mburec W. G (2011) Check That Body! The Effects of Sexually Objectifying Music Videos on College Men's Sexual Beliefs. Journal of Broadcasting & Electronic Media, 55(3), 2011

Peter, J & Patti M. Valkenburg P. M (2011) The Use of Sexually Explicit Internet Material and Its Antecedents: A Longitudinal Comparison of Adolescents and Adults. *Arch Sex Behav*, 40(5): 1015–1025.

Ruggiero, T. E. (2000) Uses and gratifications theory in the 21<sup>st</sup> century. *Mass Communication & Society*, 3, 3–37.

Traeen, B., Nilsen, T. S., & Stigum, H. (2006). Use of pornography in traditional media and on the Internet in Norway. *Journal of Sex Research*, 43, 245–254.

Hillier, L & Harrison, L. (2007). Building realities less limited than their own: Young people practising same-sex attraction on the internet. *Sexualities*, 10, 82–100.

Siibak, A (2009) Constructing the Self through the Photo selection - Visual Impression Management on Social Networking Websites, *Journal of Psychosocial Research on Cyberspace*, 3(1),1.

Bale, C. (2011). Raunch or romance? Framing and interpreting the relationship between sexualised culture and young people's sexual health. *Sex Education*, 11(3), 303–313.

Al-Sayed R & Gunter B (2012) How much sex is there in soap operas on British TV?. *Communications* 37(4), 329-344

Brown, J. D, Greenberg, B. S, & Buerkel-Rothfuss, N. L. (1993). Mass media, sex, and Sexuality. *Adolescent Medicine*, 4(1), 511-552

Werner-Wilson, R. J, Fitzharris, L. J & Morrissey, K. M (2004) Adolescent and Parent Perceptions of Media Influence on Adolescent Sexuality. *Adolescence*, Vol (39) 154

Haffner, D.W (1995) Facing Facts: Sexual Health for America's Adolescents. Adolescent Sexual Health: Sexuality Information and Education Council of the United States

Steele, J. R. (1999). Teeage sexuality and media practice: Factoring in the influences of family, friends, and school. *Journal of Sex Research*, 36(4), 331-341.

Larson, R (1995) Secrets in the bedroom: Adolescents private use of media. *Journal of Youth and Adolescence*, Vol (24), 5 pp 535-550

Gabner G, Gross L, Morgan M & Sognorielli N (1986) The dynamics of the cultivation of process. In J. Bryant & D. Zillman, *Perspectives on media effects* (pp 17-41). Hillsdale, NJ:Eibaum.

Wilson, R. J (1990) Are the times a'changing'? A content analysis of Rolling Stone Magazine, 1968 and 1988. Unpublished Master's project, Georgia and State University, Atlanta, Georgia

Malamuth, N & Impett, E (2001) Research on sex in the media. What do we know about effects on children and adolescents? In D, Singer & J. Singer (eds), *Handbook of children and the media* (pp 289-307). Thousand Oaks, C.A; Sage Publications

Calfin, M. S., Carroll, J. L., & Schmidt, J., Jr. (1993). Viewing music-videotapes before taking a test of premarital sexual attitudes. *Psychological Reports*, 72, 475-481.

Donnerstein, E., & Smith, S. (2001). Sex in the media: Theory, influences, and solutions. In D. Singer & J. Singer (Eds.), *Handbook of children and the media* (pp. 289-307). Thousand Oaks, CA: Sage Publications.

Durham, M. (1998). Dilemmas of desire: Representations of adolescent sexuality in two teen magazines. *Youth and Society*, 29(3), 369-389.

Boyd, D. M & Ellison, N. B (2007) Social Networking Sites: Definition, History and Scholarship, JCMC, Vol(13), 1

Dutta, A & Ray, A (2010) E-Tools: A New Vista for PR, Vidura, Vol (2), 3 pp 46.

Laughey, D (2007) Key Themes in Media Theory, 2007, McGraw-Hill Education, McGraw-Hill House

Last M & Kisilevich S (2012) Exploring gender differences in member profiles of an online dating site across 35 countries.

Tham, J (2011) The usage and implications of social networking Sites: A survey of college students, Journal of interpersonal, intercultural and mass communication Vo (2), 1

Tu, C., Blocher, M., & Roberts, G. (2008). Constructs for Web 2.0 learning environments: a theatrical metaphor. Educational Media International, 45(4), 253-269.

Williams, A. L., & Merten, M. J. (2008). A review of online social networking profiles by adolescents: implications for future research and intervention. Adolescence, 43(170), 253-274.

Suryoputro, A, Ford J. N & Shaluhayah, Z (2007) Social Learning Theory in Youth Sexual Behaviour Study in Central Java, Jurnal Promosi Kesehatan Indonesia Vol (2), 1

Hellweg A (2011) Social Media Sites of Politicians Influence Their Perception by Constituents, Elon Journal of Undergraduate Research in Communications Vol (2), 1

Bernardi, L (2002) Determinants of individual AIDS risk perception: knowledge, behavioral control, and social influence, Max Planck Institute for Demographic Research

Gakahu N & Nyawira Kaguta, R J (2011) Communicating HIV & AIDS among Students in Kenya's Institutions of Higher Learning: A Challenge for the 21st Century. *Journal of Economics and Sustainable Development* Vol 2 (4)

Njogu, W & Martin, T.C (2005) The persisting gap between HIV/AIDS knowledge and risk prevention among Kenyan youth, *GENUS*, LXII (No. 2), 135-168

Adam, M. B. And. Mutungi, M (2007). Sexual Risk Behaviour among Kenyan University Students. *Journal of the Arizona-Nevada Academy of Science*, 39, (2), 91-98.

Oladipo, S. E (2012) Demographic Predictors of Sexual Risk Susceptibility among Undergraduates in Two Universities in Nigeria. *Global Journal of Human Social Science Linguistics & Education* Vol 12 (11)

O'Keefe, L (2010) Substance abuse, early sexuality addressing negative effects of media on youths, *AAP News*.

Mberia H. K & Mukulu, E (2011) Persuasive Communication Factors That Influence University Students in Their Response to HIV and Aids Prevention Campaign Message, *International Journal of Humanities and Social Science* Vol. 1(11)

UNAIDS (2006). Report on the Global AIDS Epidemic, Annex: HIV and AIDS estimates and data, 2005 and 2003. UNAIDS.

Christopher M (1998) Extending the Theory of Planned Behavior: A Review and Avenues for Further Research. *Journal of Applied Social Psychology*, Vol (28) 15, pp 1429-1464

Akwara, K. J, Madise, N. J & Hinde, A (2003) Perception of Risk of HIV/AIDS and Sexual Behavior in Kenya, *J. biosoc. Sci*, vol (35), pp 385-411

Moorman J & Bowker A (2011) The University Facebook Experience: The Role of Social Networking on the Quality of Interpersonal Relationships, The American Association of Behavioral and Social Sciences Journal, Vol (15), 1

Hakoama M & Hakoyama S (2011) The Impact of Cell Phone Use on Social Networking and Development among College Students, the American Association of Behavioral and Social Sciences Journal Vol (15), 1

Joinson, N. A. (2008). Looking at', 'Looking up' or 'Keeping up with' People? Motives and uses of Facebook. CHI 2008 Proceedings: 1027-1036.

Lenhart, M. (2009). Adults and social network websites. Pew Internet & American Life Project Report. Available from [http://www.pewinternet.org/pdfs/PIP\\_Adult\\_social\\_networking\\_data\\_memo\\_FINAL.pdf](http://www.pewinternet.org/pdfs/PIP_Adult_social_networking_data_memo_FINAL.pdf) Accessed Jan 19, 2013

Bartlett-Bragg, A. (2006) Reflections on pedagogy: Reframing practice to foster informal learning with social software. Available from: <http://www.dream.sdu.dk/uploads/files/Anne%20Bartlett-Bragg.pdf> Accessed February 09, 2013

Rosmarin, R. (2007). Facebook Opens Up. Forbes.com available at [http://www.forbes.com/technology/2007/05/25/facebook-myspace-socialnetwork-techcx\\_rr\\_0525facebook.html](http://www.forbes.com/technology/2007/05/25/facebook-myspace-socialnetwork-techcx_rr_0525facebook.html). Accessed on 12 Feb, 2013

Lenhart, M., & Madden, M. (2007). Teens, Privacy and Online Social Networks. How teens manage their online identities and personal information in the age of MySpace. Pew Internet & American Life Project Report. Available at

[http://www.pewinternet.org/~media/Files/Reports/2009/PIP\\_Adult\\_social\\_networking\\_data\\_memo\\_FINAL.pdf](http://www.pewinternet.org/~media/Files/Reports/2009/PIP_Adult_social_networking_data_memo_FINAL.pdf). Accessed at 23 Jan, 2013

Attwell, G. (2006). Social Software, Personal Learning Environments and Lifelong Competence Development. Available at [http://www.knownet.com/writing/weblogs/Graham\\_Attwell/entries/6665854266/LLLandple.rtf/attach/LLLandple.rtf](http://www.knownet.com/writing/weblogs/Graham_Attwell/entries/6665854266/LLLandple.rtf/attach/LLLandple.rtf). Accessed on 24 Feb, 2013

Grant, N. (2008). On the Usage of Social Networking Software Technologies in Distance Learning Education. In K. McFerrin et al. (Eds.), Proceedings of Society for Information Technology and Teacher Education International Conference 2008

Temin J. M et al (1999) Perceptions of Sexual Behavior and Knowledge About Sexually Transmitted Diseases Among Adolescents in Benin City, Nigeria, International Family Planning Perspectives Vol 25, (4) pp 186-190

Sonenstein F. L et al (1998) Understanding changes in sexual activity among young metropolitan men: 1979-1995. Family Planning Perspectives. Vol 30(6) pp 256-262.

Braun-Courville D. K & Rojas, M (2009) Exposure to Sexually Explicit Web Sites and Adolescent Sexual Attitudes and Behaviors, Journal of Adolescent Health, Vol (45) pp 156–162

Roberts D.F, Foehr U.G, Rideout, V. (2005) Generation M: Media in the lives of 8–18 year olds. Menlo Park, CA: The Henry J. Kaiser Family Foundation, Available at: <http://www.kff.org/entmedia/upload/Generation-M-Media-in-the-Lives-of-8-18-Year-olds-Report.pdf>. Accessed on 23 Feb 2013

Escobar-Chaves SL et al (2005). Impact of the media on adolescent sexual attitudes and behaviors. Pediatrics 2005 Vol(116) pp 303–26.

Brown J. D & Witherspoon E. M (2003) The mass media and American adolescents' health, *Journal of Adolesc Health*, Vol (31) pp 153–70.

Strasburger V. C (2002) Alcohol advertising and adolescents. *Pediatr Clin North Am* Vol (49) pp 353–376

Rideout V (2001) *Generation Rx.com: How young people use the Internet for health information*. Menlo Park, CA: The Henry J. Kaiser Family Foundation. Available at: <http://www.kff.org/entmedia/loader.cfm?url¼/commonspot/security/getfile.cfm&PageID¼413719>. Accessed on 12 Feb 2013

Borzekowski D.L, Rickert V. I (2001) Adolescent cybersurfing for health information: A new resource that crosses barriers. *Arch Pediatr Adolesc Med* 2001;155:813–7.

Brown J.D(2006) Media literacy has potential to improve adolescents' health. *J Adolesc Health* Vol (39) pp 459–60.

Collins R. L et al (2004) Watching sex on television predicts adolescent initiation of sexual behavior. *Pediatrics* 2004. Vol (114) pp 280–289.

Cameron K. A et al (2005) Adolescents' experience with sex on the Web: Results from online focus groups. *J Adolesc* Vol ( 28) pp 535–40

Chandra, A et al (2008) Does watching sex on television predict teen pregnancy? Findings from a national longitudinal survey of youth. *Pediatrics*, Vol(122) pp 1047–54

Horrigan, J. B (2008) *Home Broadband Adoption 2008*. Washington, DC: Pew Internet & Life Project, 2008. Available at: [http://www.pewInternet.org/pdfs/PIP\\_Broadband\\_2008.pdf](http://www.pewInternet.org/pdfs/PIP_Broadband_2008.pdf). Accessed on 23 Jan 2013

Cooper A et al (1998) Sexuality and the Internet: Surfing into the new millennium. *CyberPsychol Behav* Vol(1) pp 181–187.

Neinstein L. S (2002) *Adolescent Health Care*. Philadelphia, PA: A Practical Guide,

Zillmann D (2000) Influence of unrestrained access to erotica on adolescents' and young adults' dispositions toward sexuality. *J Adolesc Health*, Vol (27) pp 41–4.

Ybarra M.L & Mitchell K.J (2005) Exposure to Internet pornography among children and adolescents: A national survey. *CyberPsych Behav*, Vol (8) pp 473–86.

Sheng-Yi, W et al (2012) The Influences of Social Self-Efficacy on Social Trust and Social Capital – A Case Study of Facebook. *Turkish Online Journal of Educational Technology*, Vol (11), 2

Chen, Y. L et al (2011). Use of peer feedback to enhance elementary students' writing through blogging. *British Journal of Educational Technology*, Vol 42 (1)

Cheng, S. S, Liu, E. Z. F, & Shieh, R. S. (2012). Identifying the factors that attract users to online Q &A discussion forums. *Social Behavior and Personality: An International Journal*, Vol 40(2) pp 283-292.

Checkfacebook. (2012). Retrieved February 1, 2012, from <http://www.checkfacebook.com/>

Liu, E. Z. F. (2007). Developing a personal and group-based learning portfolio system. *British Journal of Educational Technology*, Vol 38(6) pp 1117–1121.

Liu, E. Z. F. & Chang, Y. F. (2010). Gender differences in usage, satisfaction, self-efficacy, and performance of blogging. *British Journal of Educational Technology*, 41(3), E39-E43.

Mazman, S. G., & Usluel, Y. K. (2011). Gender differences in using social networks. *The Turkish Online Journal of Educational Technology*, Vol 10(2) pp 133-139.

Gruber, E & Grube J. W (2000) Adolescent sexuality and the media: A review of current knowledge and implications. *West J Med* Vol (172), 3 pp 210–214.

Roberts D.F et al (1999) *Kids & media @ the new millennium*. Menlo Park (CA): Kaiser Family Foundation.

Lowry D.T & Towles D.E (1989) Prime time TV portrayals of sex, contraception, and venereal diseases. *Journalism* Vol (66) pp 347-352.

Wingood G.M & DiClemente R.J (1998) Viewing sexually explicit and violent television and its impact on pregnancy and sexual risk taking among female adolescents. Presented at the annual meeting of the American Public Health Association, Washington, DC, November 15-19

Fabes R.A & Strouse J.S (1983) Perceptions of responsible and irresponsible models of sexuality: a correlational study. *J Sex Res* Vol (23) pp 70-84.

Silverman-Watkins L. T, Sprafkin J.N (1983) Adolescents' comprehension of televised sexual innuendoes. *Journal Appl Dev Psychol* vol (4) pp 359-369.

Brown J.D, Newcomer S.F (1991) Television viewing and adolescents' sexual behavior. *Journal Homosexuality* Vol (21) pp 77-91

Brown J.D & Steele J. R (1995) *Sex and the mass media*. Menlo Park (CA): Kaiser Family Foundation

Lou, C et al (2012) Media's Contribution to Sexual Knowledge, Attitudes, and Behaviors for Adolescents and Young Adults in Three Asian Cities. *Journal of Adolescent Health*, Vol (50), 1(supp) pp s26-s36

Monique W & Kimberly F (2006) Using TV as a Guide: Associations Between Television Viewing and Adolescents' Sexual Attitudes and Behavior. *Journal of Research on Adolescence* vol (16), 1 pp 133-156

Halpern-Felsher B.L & Reznik, Y (2009) Adolescent Sexual Attitudes and Behaviors: A Developmental Perspective. *The Prevention Researcher* Vol (16), 4, pp 3-6

Brown, J. D, Keller S & Stern S (2009) Sexuality, Sexting, and Sex Ed: Adolescents and the Media. *The Prevention Researcher*, vol(16), 4, pp 12-16

Ancu M & Cozma R (2009) MySpace Politics: Uses and Gratifications of Befriending Candidates. *Journal of Broadcasting & Electronic Media*.....

Park, N, Kee, K & Valenzuela, S (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *CyberPsychology & Behavior*, vol 12(6), 729-733

Raacke, J., & Bonds-Raacke, J. (2008). MySpace and Facebook: Applying the uses and gratifications theory to exploring friend-networking sites. *CyberPsychology & Behavior*, 11(2), 169-174.

Haridakis, P., & Hanson, G. (2009). Social interaction and co-viewing with YouTube: Blending mass communication receptions and social connection. *Journal of Broadcasting & Electronic Media*, 53(2), 317-335.

Baym, N.K., Zhang, Y.B., & Lin, M. (2004) Social Interactions across Media: Interpersonal Communication on the Internet, Face-to-Face and the Telephone. *New Media & Society*, 6(3), 299-318.

Wandel, T. L. (2009) Student use of social media: University of policy and response. *Social Networking and Communities and E-Dating Services: Concepts and Implications*. Hershey, NY: IGI Global.

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends”: Social capital and college students’ use of online social networks. *Journal of Computer-Mediated Communication*, 12, 1143-1168

Debatin, B., & Lovejoy, J. P., Horn, A. K., & Hughes, B. N. (2009). Facebook in online privacy: Attitudes, behaviors, and unintended consequences. *Journal of Computer-Mediated Communication*, 15, 83-108

Burhmester, D., & Prager, K. (1995). Patterns and functions of self disclosure during childhood and adolescence. In K. J. Rotenberg (Ed.), *Disclosure processes in children and adolescence* (pp 10-56). Cambridge, UK: Cambridge University Press

Pempek T. A et al (2009) College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, 30, 227–238

Lenhart, A., & Madden, M. (2007). *Teens, privacy & online social networks: How teens manage their online identities and personal information in the age of MySpace*. Washington, DC: Pew Internet & American Life Project.

Wiley, C., & Sisson, M. (2006) Ethics, accuracy and assumption: The use of Facebook by students and employers. Paper presented at the Southwestern Ohio Council for Higher Education Special Topics Forum, Dayton, OH

Buhrmester, D., & Prager, K. (1995). Patterns and functions of self-disclosure during childhood and adolescence. In K. J. Rotenberg (Ed.), *Disclosure processes in children and adolescents* (pp. 10–56). Cambridge: Cambridge University Press.

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends:” Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143–1168.

Erikson, E. H. (1963). *Childhood and society*. New York: Norton.

Collins L. R et al (2004) Watching Sex on Television Predicts Adolescent Initiation of Sexual Behavior. *Pediatrics*, 114; e280

LeVay S & Valente S (2003) *Human Sexuality*. Sunderland, MA: Sinauer Associates; 2003

Gerbner G, Gross M, Morgan L, Signorielli N (1986) Living with television: the dynamics of the cultivation process. In: Bryant J, Zillman D, eds. *Perspectives on Media Effects*. Hillsdale, NJ: Lawrence Erlbaum Associates; 1986:17–40

Eyal K & Kunkel D (2008) The Effects of Sex in Television Drama Shows on Emerging Adults' Sexual Attitudes and Moral Judgments. *Journal of Broadcasting & Electronic Media*, 52 (2), 161–181

Greenberg, B. S., & Busselle, R. W (1994). *Soap operas and sexual activity*. Menlo Park, CA: Kaiser Family Foundation

Aubrey, J. S. (2004). Sex and punishment: An examination of sexual consequences and the sexual double standard in teen programming. *Sex Roles*, 50, 505–514.

Collins, R. L et al (2003). Entertainment television as a healthy sex educator: The impact of condom-efficacy information in an episode of Friends. *Pediatrics*, 112, 1115–1121.

Peluchette & J Karl K (2010) Examining Students' Intended Image on Facebook: "What Were They Thinking?!" *Journal of Education for Business* (85), 30–37

Ellison, N Steinfield, C & Lampe, C. (2006). Spatially bounded online social networks and social capital: The role of Facebook. Paper presented at the annual conference of the International Communication Association, Dresden, Germany.

Piacentini, M., & Banister, E. (2006). Getting hammered? Students coping with alcohol. *Journal of Consumer Behavior*, 5, 145–156.

Shinew, K, & Parry, D. (2005). Examining college students' participation in the leisure pursuits of drinking and illegal drug use. *Journal of Leisure Research*, 37, 364–387.

Gakahu N (2010) The role of broadcast media in behavior change and HIV/AIDS communication to the youth: A focus on Kenya's music industry. *Journal Media and Communication Studies*, 2(7), pp. 154-158

Bandura A (1971). *Social Learning Theory*. New York: General Learning Press

O'Toole K (1997). *Rock and Roll: Does it Influence Teen's Behaviour?*

Stanford Report. Available at

<http://www.stanford.edu/depth/news/report/news/teenmusic.html>. Accessed at 21 Feb.

2013

Ward M. L (1995). "Talking about Sex: Common Themes about Sexuality in the Prime Time Television Programmes Children and Adolescents View Most. *J. Youth Adolescents*, 24: 595.

Anderson, D.R., Field, D.E., Collins, P.A., & Lorch, E.P., & Nathan, J.G. (1985). Estimates of young children's time with television: A methodological comparison of parent reports with time-lapse video home observation. *Child Development*, 56, 1345-1357.

Greeson, L.E., & Williams, R.A. (1987). Social implications of music videos for youth: An analysis of the content and effects of MTV. *Youth & Society*, 18, 177-189

Strouse, J., Buerkel-Rothfuss, N., & Long, E.C (1995). Gender and family as moderators of the relationship between music video exposure and adolescent sexual permissiveness. *Adolescence*, 30, 505-521.

Donnerstein, E.I. & Linz, D.G. (1986). Mass media sexual violence and male viewers: Current theory and research. *American Behavioral Scientist*, 29, 601-618.

Huston, A. C, Ellen Wartella, E & Donnerstein, E (1998) Measuring the Effects of Sexual Content in the Media: A Report to the Kaiser Family Foundation

Folorunso O (2010) Diffusion of Innovation in Social Networking Sites among University Students. *Journal of Computer Science and Security* (4), 3, 361

Greeson L.E, Williams R.A (1986) Social implications of music videos on youth: An Analysis of the content and effects of MTV. *Youth & Society* (18)177-189

Strouse J.S, Buerkel-Rothfuss N.L & Long E.C.J (1995) Gender and family as moderators of the relationship between music video exposure and adolescent sexual permissiveness. *Adolescence*, 30(119):505-522

Brown, J. D. (2002). Mass media influences on sexuality. *The Journal of Sex Research*, 39, 42-45

Kunkel, D. et al (1995). Measuring television violence: The importance of context. *Journal of Broadcasting & Electronic Media*, 39, 284-291

Sutton, M. J, Brown, J. D, Wilson, K. M & Klein, J. D. (2002). Shaking the tree of knowledge for forbidden fruit: Where adolescents learn about sexuality and contraception. In J. D. Brown, J. R. Steele, & K. Walsh-Childers (Eds.), *Sexual teens, sexual media*. Mahwah, NJ: Lawrence Erlbaum Associates.

Ward, L. M. (2002). Understanding the role of entertainment media in the sexual socialization of American youth: A review of empirical research. *Developmental Review*, 23, 347-388.

Greenberg, B. S. (1994) Content trends in media sex. In D. Zillmann & J. Bryant (Eds.), *Media, children, and the family: Social scientific, psychodynamic, and clinical perspectives*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Collins, R. L et al (2004). Watching sex on television predicts adolescent initiation of sexual behavior. *Pediatrics*, 114(3), 1-18.

Sommers-Flanagan, R., Sommers-Flanagan, J., & Davis, B. (1993). What's happening on music television? A gender role content analysis. *Sex Roles*, 28, 745-753.

Bandura, A. (2002). Social cognitive theory of mass communication. In J. Bryant & D. Zillmann (Eds.), *Media effects: Advances in theory and research* (2nd ed. Hillsdale, NJ: Erlbaum.

Smith, S. L et al(1998). National television violence study, volume 3 Available at at <http://www.ccsb.ucsb.edu>. Accessed on 23 Feb 2013

Longe, O. B, Chiemeké, S. C & Onifade, O. F. W (2007) Exposure of Children and Teenagers to Internet Pornography in South Western Nigeria: Concerns, Trends & Implications. *Journal of Information Technology Impact* (7), 3, 195-212

Subrahmanyama, K et al (2008) Online and offline social networks: Use of social networking sites by emerging adults. *Journal of Applied Developmental Psychology* (29), 420–433

Gemmill, E & Peterson, M. (2006). Technology use among college students: Implications for student affairs professionals. *NASPA Journal* (43), 2, 280- 300.

Jones, S. (2002) The Internet goes to college. Washington D.C.: Pew Internet & American Life Project. Available at [http://www.pewinternet.org/pdfs/PIP\\_College\\_Report.pdf](http://www.pewinternet.org/pdfs/PIP_College_Report.pdf). accessed on 20 Feb 2013

Valkenburg, P & Peter, J (20 07) Preadolescents' and adolescents' online communication and their closeness to friends. *Developmental Psychology* (43), 267- 277.

Kelleher, T & Sweetser, K (2012) Social Media Adoption Among University Communicators, *Journal of Public Relations Research* (24),2, 105-122

Sweetser, K. D & Weaver Lariscy, R. A. (2008) Candidates make good friends: An analysis of candidates' use of Facebook. *International Journal of Strategic Communication* (2), 175–198.

O'Hara R.E (2012) Greater exposure to sexual content in popular movies predicts earlier sexual debut an increased sexual risk taking. *Psychol Science* (23), 9, 984-93

Media Influence on Youth (2010) Retrieved from  
[http://www.crisisconnectioninc.org/teens/media\\_influence\\_on\\_youth.htm](http://www.crisisconnectioninc.org/teens/media_influence_on_youth.htm). Accessed at 20  
Feb 2013

Witmer, D (2010). How Does Media Affect Body Image in Teens. Available at  
[http://parentingteens.about.com/od/bodyimage/f/media\\_bodyimage.htm](http://parentingteens.about.com/od/bodyimage/f/media_bodyimage.htm)

Jaschinski, C & Kommers, P (2012) Does beauty matter? The role of friends' attractiveness and gender on social attractiveness ratings of individuals on Facebook. In. *J. Web Based Communities* (8), 3, 389

Downs, A.C. and Harrison, S.K. (1985) 'Embarrassing age spots or just plain ugly? Physical attractiveness stereotyping as an instrument of sexism on American television commercials', *Sex Roles* (13), 1-2, 9-19

Peterson, S. H et al (2007) Images of Sexual Stereotypes in Rap Videos and the Health of African American Female Adolescents. *Journal of Women's Health* (16), 8

Ward H.E & Walker E (2005) Contributions of music video exposure to black adolescents' gender and sexual schemas. *Journal of Adolesc Res* (20), 143

Tiggemann M & Pickering A. S (1996) Role of television in adolescent women's body dissatisfaction and drive for thinness. *Int J Eating Disord* (20), 199

Strouse J& Buerkel-Rothfuss N (1987) Self-reported media exposure and sexual attitudes and behaviors of college students. *J Sex Educ Ther* (13), 43.

Hansen C & Hansen R. D (1990) Rock music videos and antisocial behavior. *Basic Appl Soc Psychol* (11), 357.

Escobar-Chaves, S. L (2007) Impact of the Media on Adolescent Sexual Attitudes and Behaviors. *Pediatrics* (116), 303-326

Mitchell K.J, Finkelhor D & Wolak J (2003) The exposure of youth to unwanted sexual material on the Internet: a national survey, impact, and prevention. *Youth Soc*(34), 330–358

Ministry of Gender, Sports, Culture & Social Services Kenya National Youth Policy 2006

Sterk CE, Klein H, Elifson KW. Perceived condom use self-efficacy among at-risk women. *AIDS Behav.* 2003;7(2):175-82.

Katz K. Youth survey provides wealth of data on behaviour to inform intervention strategies. *YouthNet Brief* 2006; 10:1-2

Njue C., Voeten HACM, Evelia H., Ohuma E, Looman C, Habbema D, Askew I.( 2011) “Evaluation of a community and school-based reproductive health and HIV prevention program for adolescents in Kenya.”

Brown, J. D & S. F Newcomer (1991) Television viewing and adolescents' sexual behavior. *Journal of Homosexuality*, 21(1-2):77-91

SIDA (2010) HIV& AIDS Baseline Sero-behavioural Study in Six Universities in Kenya, SIDA,

Marston C & King E (2006) Factors that shape young people’s sexual behaviour: a systematic review. *Lancet* , 368: pp 1581–86

Ouma A. J & Kwaak A. J (2009) Promoting Sexual Health for Young People in Kenya: The Family Health Options Kenya Sexuality Counselling Approach, Amsterdam: KIT.

Eusebius, S & Weinman, M. L (2009) Risk Factors, Knowledge, and Attitudes as Predictors of Intent to Use Condoms among Minority Female Adolescents Attending Family Planning Clinics. *Journal of HIV/AIDS & Social Services*, vol 8:pp 251–268

L'Engle L. K & Jackson C (2008) Socialization Influences on Early Adolescents' Cognitive Susceptibility and Transition to Sexual Intercourse. *Journal of Research on Adolescence*, vol 18(2), pp 353–378

Kunkel D et al (2007) Sexual socialization messages on entertainment television: comparing content trends 1997–2002. *Media Psychology*, vol 9(3):595–622

Brandhorst, S. R et al (2012) The Influence of Peer Sexual Activity upon College Students' Sexual Behavior. Academic journal article from *North American Journal of Psychology*, Vol. 14, No. 1

Santelli, S. J et al (2004) Initiation of Sexual Intercourse among Middle School Adolescents: The Influence of Psychosocial Factors. *Journal of Adolescent Health* 34: pp 200–208

Raheel H, Mahmood M. A & BinSaeed A (2012) Sexual practices of young educated men: implications for further research and health education Kingdom of Saudi Arabia (KSA). *Journal of Public*

KHCHR (2012) Realising Sexual and Reproductive Health Rights in Kenya: A myth or reality?. A Report of the Public Inquiry into Violations of Sexual and Reproductive Health Rights in Kenya, Kenya National Commission on Human Rights

Mohammad-Reza M (2006) Reproductive Knowledge, Attitudes and Behavior among Adolescent Males in Tehran, Iran *International Family Planning Perspectives*. Academic journal article from *International Family Planning Perspectives*, Vol. 32, No. 1

Odimegwu, C (2005) Influence of Religion on Adolescent Sexual Attitudes and Behaviour among Nigerian University Students: Affiliation or Commitment?. *African Journal of Reproductive Health*, Vol. 9, No. 2, pp. 125-140

Babalola S, Tambashe O & Vondrasek C (2005) Parental Factors and Sexual Risk-Taking among Young People in Côte d'Ivoire. *African Journal of Reproductive Health*, Vol. 9, No. 1, April, 2005 pp. 49-65

Kayiki S.P & Forste R (2011) HIV/AIDS Related Knowledge and Perceived Risk Associated with Condom Use among Adolescents in Uganda. *African Journal of Reproductive Health* March 2011; 15(1): pp 57

Kayiki S.P & Forste R (2011) HIV/AIDS Related Knowledge and Perceived Risk Associated with Condom Use among Adolescents in Uganda. *African Journal of Reproductive Health* March 2011; 15(1): pp 57

Magu D, et al (2012) Sexual Risky Behaviours among the Youth in Kenya. *Medicine Science* 1(3):177-87

Ondumu K. N (1997) Determinants of Adolescent Reproductive Problems in Kenya: Evidence from Health Service Data. *African Population Studies*, Vol. 12, No. 2

Nworah J.A et al (2010) Knowledge, attitude and practice of emergency contraception among students in tertiary schools in Anambra State Southeast Nigeria. *International Journal of Medicine and Medical Sciences* Vol. 2(1) pp. 001-004

Morrison-Beedy, D (2008) Predicting Sexual Risk Behaviors among Adolescent and Young Women Using a Prospective. *Res Nurs Health* vol 31(4), pp329–340

Morrison-Beedy, D (2008) Predicting Sexual Risk Behaviors among Adolescent and Young Women Using a Prospective. *Res Nurs Health* vol 31(4), pp329–340

Kabiru, C.W & Orpinas, P (2008) Factors associated with sexual activity among high school students in Nairobi, Kenya. *Journal of Adolescence*.

Akwara, P. A, Madise, N. J & Hinde, A (2003) Perception of Risk of HIV/AIDS and Sexual Behavior in Kenya. *J. biosoc. Sci.* (2003) 35 pp 385–411

Peltzer, K & Promtussananon, S (2005) HIV/AIDS Knowledge and Sexual Behavior Among Junior Secondary School Students in South Africa. *Journal of Social Sciences* 1 (1): pp 1-8

Kumar , A & Tiwari V. K (2003) Knowledge, Attitude and Behavior towards Pre-Marital Sex: A Study among Youths from Two City-Slums in India. *Health and Population Perspectives and Issues* 26 (4): 126-134

Hammack, P. L (2005) The Life Course Development of Human Sexual Orientation: An Integrative Paradigm. *Human Development* 2005; 48:267–290

O'Donnell, L., Myint, U.A., O'Donnell, C.R., & Stueve, A. (2003). Long-term influence of sexual norms and attitudes on timing of sexual initiation among urban minority youth. *Journal of School Health*, 73, 68-76..

Kinero, J. W (2013). Why adults and teachers information about sexual behavior and its consequences does not prevent unplanned pregnancies among adolescents in Nairobi, Kenya. *Health*, Vol.5, No.1, 14-23

Yu, J (2010) An Overview of the Sexual Behaviour of Adolescents and Young People in Contemporary China. *Australasian Medical Journal*, 3, 7, 397-403

Sperb T. M, Brewer T. H & Kato, S. K (2008) HIV/AIDS Knowledge and Health-Related Attitudes and Behaviors Among Deaf and Hearing Adolescents in Southern Brazil Cláudia Alquati Bisol. *American Annals of the Deaf*, Volume 153, Number 4, Fall 2008, pp. 349-356

Ikamari D. E & Towett R (2007) Sexual initiation and contraceptive use among female adolescents in Kenya. *Afr J Health Sci*, 14:1-13]

Shovellera, J. A et al (2004) Socio-cultural influences on young people's sexual development. *Social Science & Medicine* 59 (2004) 473–487

Kabiru, C.W & Orpinas, P (2008) Factors associated with sexual activity among high school students in Nairobi, Kenya. *Journal of Adolescence*.

Rex F, et al (2005) Sexual Intentions of Black Preadolescents: Associations with Risk and Adaptive Behaviors, *Perspectives on Sexual and Reproductive Health*, 37.1

McBride, K. R & Fortenberry, J. D (2010) 'Heterosexual Anal Sexuality and Anal Sex Behaviors: A Review *Journal of Sex Research*, 47: 2, 123-136

Albert M, Prosper L & Bavon M (2011) HIV knowledge and sexual risk behavior among street adolescents in rehabilitation centres in Kinshasa, DRC: gender differences. *The Pan African Medical Journal* 10:23

Eunice, B et al (2011) HIV knowledge, risk perception, and safer sex practices among female sex workers in Port Moresby, Papua New Guinea. *Womens Health*. 2011; 3: 53–61

Gender power imbalances place females in subordinate roles and limit their options for exercising control in sexual contacts (Eunice et al, 2011) see others

Although the sexually-active respondents demonstrated basic knowledge of HIV/AIDS and high risk perception, risky behaviour was common and protective behaviour was poor(Adedimeji, Omololu, & Odutolu, 2007) see others

Institute, G (2000) Social Factors Play Major Role in Making Young People Sexual Risk-Takers. Family Planning Perspectives. Vol 32, No 1

Zillmann D (2000) Influence of unrestrained access to erotica on adolescents' and young adults' dispositions toward sexuality. J Adolesc Health. 27(2):41-4.

Wingood G. M et al (2001). Exposure to X-rated movies and adolescents' sexual and contraceptive-related attitudes and behaviors. Pediatrics, vol 107:1116-9.

Lo V, Wei R (2005) Exposure to Internet pornography and Taiwanese adolescents' sexual attitudes and behavior. J Broadcast Electron Media vol 49:221-37

Braun-Courville, D. K & Rojas, M (2009) Exposure to Sexually Explicit Web Sites and Adolescent Sexual Attitudes and Behaviors. Journal of Adolescent Health vol 45 156-162

Brandhorst, S. R et al (2012) The influence of peer sexual activity upon college students' sexual behavior. North American Journal of Psychology, vol 14 (1)

Pintrich & Schutz. (2000). Emotions in Educational Psychologist; Educational Psychologist

Adedimeji, A.A, Omololu, O. F & Oluwole O. O (2007) HIV Risk Perception and Constraints to Protective Behaviour among Young Slum Dwellers in Ibadan, Nigeria. Health Popul Nutr. 2007 June; 25(2): 146-157

Murray N.J. Zabin, L.S. Toledo-Draves, V. & Luengo-Charath, X. (1998), Gender differences in factors influencing first Sexual intercourse among urban students in Chile. International Family Planning Perspectives Volume 24, Number

Kangara concurs with Freud and Maslow that human beings are sexual beings right from birth to death and sexual expression is a fundamental human need (Kangara, 2004)

Laments that despite social changes that have occurred in the lives of Kenyans, religious institutions continue to celebrate an era of chastity and sexual conservatism (Kangara, 2004)

In the Caribbean Region, some teenagers begin to have sexual intercourse as early as aged 12 years (Kangara, 2004)

A Survey conducted in 2001 among the youth population aged 15-29 in Barbados showed that 25% of young girls had sex before the age of 15 years (PAHO 2004).

Belita, A. N et al (2008) Adolescence and Sexuality in the Context of HIV and AIDS: Views and Concerns of Pupils in a Rural Primary School in Kenya. *Child Health and Education*, 3(2), 122-136

Nyanzi, S. (2007) Confusing messages about sex for young people in the twenty first century. *Sexuality in Africa Magazine*, 4(4), 13–14.

Somers, C. L & Gleason, J. H (2001) Does Source of Sex Education Predict Adolescents' Sexual Knowledge, Attitudes, and Behaviors?. *Education*, Vol. 121, No. 4

Moore, S., & Rosenthal, D (2007). *Sexuality in adolescence: Current trends*, New York, NY: Routledge.

Tenkorang, E. Y & Maticka-Tyndale, E (000000) A Multi-level Model of Sexual Behavior among Young people in Nyanza, Kenya.....incomplete

Steen, R. M (2012) "Changes in Sexual Risk Perception and Risk Taking Among Urban African American Adolescents" (2012). *Public Health Theses*. Paper 201

Kamaara, E.K. (2005). *Gender, Youth Sexuality, and HIV/AIDS: A Kenyan Experience*. Gaba Publications, Limuru, Kenya

Maticka-Tyndale, E et al (2005) The sexual scripts of Kenyan young people and HIV Prevention. *Culture, Health & Sexuality*, January 7 (1): 27–41

Koniak-Griffin, D & Judith, A. S (2006) Predictors of sexual risk behaviors among adolescent mothers in a human immunodeficiency virus prevention program. *Journal of Adolescent Health* 38 (2006) 297–297

Fako, T. T, Kangara, L.W & Forcheh, N (2010) Predictors of knowledge about HIV/AIDS among young people: Lessons from Botswana. *Journal of AIDS and HIV Research* Vol. 2(6), pp. 116-130

Kangara, L (2004) *Youth, Church and Sexuality in Kenya*. Post-Sexuality Leadership Development Fellowship Report Series No. 7.

Bukovic, D et al (2000) Attitudes, Behaviour and Knowledge on Sexuality among Female Adolescents in Zagreb, Croatia. *Coll. Antropol.* 24 (2000) 1: 53–60

Oindo, M. L (2002) Contraception and sexuality among the youth in Kisumu, Kenya. *Afr Health Sci.* 2(1): 33–39.

Omotunde, E & Ekanem, I. B (2008) Attitude of Nigerian Secondary School Adolescents Toward Sexual Practices: Implications For Counselling Practices. *European Journal of Scientific Research*. Vol.22 No.2 pp.177-183

Toroitich-Ruto, C (1997) the Determinants of Teenage Sexuality and their Understanding of STDs/HIV/AIDS in Kenya. *African Population Studies*, Vol. 12, No. 2

Alemu H, Mariam D. H, Belay K. A, Davey G (2007) Factors Predisposing Out of School Youths to HIV/AIDS-related Risky Sexual Behaviour in Northwest Ethiopia. *J Health Popul Nutr.* vol 25(3): pp 344–350

Oindo, M. L (2002) Contraception and sexuality among the youth in Kisumu, Kenya. *Afr Health Sci.* 2(1): 33–39.

Wong, L. P (2012) An exploration of knowledge, attitudes and behaviours of young multiethnic Muslim majority society in Malaysia in relation to reproductive and premarital sexual practices. *MC Public Health*, 12: 865

Wild, L. G (2004) Associations among adolescent risk behaviours and self-esteem in six domains. *Journal of Child Psychology and Psychiatry*, Vol 45( 8)1454–1467, November

Kopele, B & Shumba, A (2011) Sexual Behaviours and Attitudes towards Safer Sex of Psychology Students at a South African University Campus. *Anthropologist*, 13(4): 257-264

Borzekowski D.L, Rickert V.I. Adolescent cybersurfing for health information: A new resource that crosses barriers. *Arch Pediatr Adolesc Med.* 155:813–7.

Roberts D. F, Foehr U. G, Rideout, V. (2005) *Generation M: Media in the lives of 8–18 year olds.* Menlo Park, CA: The Henry J. Kaiser Family Foundation. Available at: <http://www.kff.org/entmedia/upload/>

Ajayi A A, Marangu L. T, Miller J, Paxman J. M (1991) Adolescent sexuality and fertility in Kenya: a survey of knowledge, perceptions, and practices. *Stud Fam Plann.* 22(4):205-16.

Kim Mi, Y (2001) Promoting Sexual Responsibility Among Young People in Zimbabwe. *International Family Planning Perspectives*. Vol 27(1):11-19

Annabel, S (2004) Behavior Change Evaluation of a Culturally Consistent Reproductive Health Program for Young Kenyans. *International Family Planning Perspectives*. vol 30(2):58-67

Erulkar, A. S (2004) The Experience of Sexual Coercion Among Young People in Kenya. *International Family Planning Perspectives*, vol 30(4):182-189

Maharaj, P (2006) Reasons for Condom Use Among Young People in KwaZulu-Natal: Prevention of HIV, Pregnancy or Both?. *International Family Planning Perspectives*, vol 32(1):28-34

Kalmuss, D (2003) Preventing Sexual Risk Behaviors and Pregnancy Among Teenagers: Linking Research and Programs. *Perspectives on Sexual and Reproductive Health*, vol 35 No. 2

Lou, C (2012) Media's contribution to sexual knowledge, attitudes, and behaviors for adolescents and young adults in three Asian cities. *J Adolesc Health*. Vol 50(3)

Liu, A (2006) Sexual Initiation, Substance Use, and Sexual Behavior and Knowledge Among Vocational Students in Northern Thailand. *International Family Planning Perspectives*. Vol 32 No. 3

Michelle, J. H & Fatusi, A. O (2009) Adolescent Sexual and Reproductive Health in Developing Countries: An Overview of Trends and Interventions. *International Perspectives on Sexual and Reproductive Health*. Vol 35, No 2

Ajayi A.A , Marangu, Miller J, L.T & Paxman J.M (1991) Adolescent sexuality and fertility in Kenya: a survey of knowledge, perceptions, and practices. *Stud Fam Plann.* 22(4):205-16.

Njue, C., Askew I., & Chege J (2005). "Non-consensual sexual experiences of young people in Kenya: boys as perpetrators and victims", in: Jejeebhoy, S, I. Shah & S. Thapa (editors) *Sex Without Consent: Young People in Developing Countries.* New York, Zed Books: 9; 139-157

Okanlawon, K, Reeves, M & Agbaje, O, F (2010) *Contraceptive Use: Knowledge, Perceptions and Attitudes of: Refugee Youths in Oru Refugee Camp, Nigeria* and Opeyemi F Agbaje *African Journal of Reproductive Health*, 14(4): 17

Sambisa, W et al (2008) Predictors of premarital sexual experience among adolescents in a rural setting in Zimbabwe, Paper for presented at the 2008 Population Association of America Annual Meeting.

Njue C, Voeten HACM & Remes P (2011) "Porn video shows, local brew, and transactional sex: HIV risk among youth in Kisumu, Kenya." *BMC Public Health*, 11:635

Kirby D, et al (2004) The 'Safer Choices' intervention: Its impact on the sexual behaviours of different subgroups of high school students. *Journal of Adolescent Health* 35, no. 6: 442-52

Njue C., Ahlberg BM & Voeten HACM (2011) 'Youth in a void': Sexuality, HIV/AIDS and communication among school youth in Kenya.' *Sex Education*, 11(4):459-470

Njue, C.W (2010) 'Youth in a void': Sexuality, HIV/AIDS and communication in 19 Kenyan public schools *Sex Education* 2011; 11(4):459-470

Ajzen I, Fishbein M (1980) Understanding attitudes and predicting social behaviour. Englewood Cliffs: Prentice Hall

Friedman SR, O'Reilly K (1997) Sociocultural interventions at community level. AIDS, 11(Suppl A):S201-8

Fishbein M, Middlestadt SE (1987) Using the theory of reasoned action to develop educational interventions: applications to illicit drug use. Health Educ Res. 2:361-71

Debra, K, Braun-Courville, M.D & Rojas, M (2009) Exposure to Sexually Explicit Web Sites and Adolescent Sexual Attitudes and Behaviors. Journal of Adolescent Health 45 156–162

Bana A, et al (2009) Knowledge, attitudes and behaviours of adolescents in relation to STIs, pregnancy, contraceptive utilization and substance abuse in the Mhlakulo region, Eastern Cape. SA Fam Pract, 154 Vol 52 No 2

Kapamadzija, A et al (2010) Sexual Knowledge, Attitudes and Practice of Adolescents in Northern Serbia – Are We Making any Progress? Follow-up Study 2000–2008. J Reproduktionsmed Endokrinol, 7 (Special Issue 1): 106–11

Jahanfar, S, Lye, S.M & Rampal, L (2010). Sexual Behavior, Knowledge and Attitude of Non-Medical University Students Towards HIV/AIDS in Malaysia. Shiraz E-Medical Journal Vol. 11, No. 3

Temin, M.J (1999) Perceptions of Sexual Behavior and Knowledge About Sexually Transmitted Diseases Among Adolescents in Benin City, Nigeria. International Family Planning Perspectives, Vol 25, No 4.

Strebe, A et al (2006) Social constructions of gender roles, gender-based violence and

HIV/AIDS in two communities of the Western Cape, South Africa. *Journal of Social Aspects of HIV/AIDS* Vol. 3 No. 3

Shamsuddin X. K et al (2010) Knowledge, Attitude and Practice Regarding HIV/AIDS among University Students in Xinjiang. *Global Journal of Health Science* Vol. 2, No. 2

Munodawafa D and Gwede C (1996) Patterns of HIV/AIDS in Zimbabwe: implications for health education, *AIDS Education and Prevention*, vol 8(1):1-10

Mi Kim Y, et al (2001) Promoting Sexual Responsibility Among Young People in Zimbabwe. *International Family Planning Perspectives*. Vo27, 1,

Khan, S, Khan & Hollerbach, P, E (2005) The Formulation of Sexual and Health-related Behaviour Among Young Men in Bangladesh, USAID

Levy, A. (2005). *Female chauvinist pigs: Women and the rise of raunch culture*. Melbourne: Schwartz.

Brown, J. D., & Witherspoon, E. M. (2002). The mass media and American adolescents' health. *Journal of Adolescent Health*, 31(6), 153-170.

Gokengin, D. et al (2003). Sexual knowledge, attitudes and risk behaviours of students in Turkey. *Journal of School Health*, 73(7), 258-263.

Impett, E. A., Schooler, D., & Tolman, D. L. (2006). To be seen and not heard: Femininity ideology and adolescent girls' sexual health. *Archives of Sexual Behavior*, 35(2), 129-142.

Sarigiani, P. A., Ryan, L., & Petersen, A. C. (1999). Prevention of high-risk behaviors in adolescent women. *Journal of Adolescent Health*, 25(2), 109-119.

Carmel, S (2011) Factors influencing young women's sexual and reproductive health: Contemporary Nurse : a Journal for the Australian Nursing Profession. Vol 37(2):124-36

Engels, R. C et al (2007) Substance Use in Adolescence. In Coleman, J., Hendry, L.B. and Kloep, M. (Eds.) *Adolescence and Health* (pp.177-198). Chichester, UK: Wiley & Sons.

Morrow, V. (2002) Children's experience of community. In Swann, C. and Morgan, A. (Eds.) *Social Capital for Health: Insights from Qualitative Research*, (pp.11-30). London: Health Development Agency.

Gordon, P. A. et al (2004) Addressing issues of sexuality with adolescents with disabilities. *Child and Adolescent Social Work Journal*, **21**, 513-527.

Cole, S. S. and Cole, T. M. (1993) Sexuality, disability, and reproductive issues through the lifespan. *Sexuality and Disability*, 11, 189-205.

Pavis, S. et al (1998) Health-related behavioural change in context: young people in transition. *Social Science and Medicine*, 47, 1407-1418.

Coleman, L. M & Testa, A (2008) Sexual health knowledge, attitudes and behaviours: variations among a religiously diverse sample of young people in London, UK *Ethn Health*. Jan;13(1):55-72

Kirby D. B, Laris B.A, Roller L.A (2007) Sex and HIV education programs: their impact on sexual behaviors of young people throughout the world. *J Adolesc Health* vol 40(3):206-217

Taris T.W & Semin G.R (2006) Sexual Efficacy of Adolescents, Permissiveness, and the Transition Toward Nonvirginity: From Intention to Behavior. *Journal Appl Soc Psychol*. 29(5):903-917

Williamson L.M et al (2009) Limits to modern contraceptive use among young women in developing countries: a systematic review of qualitative research. *Reprod Health*. 6:3.

Wong, P (2012) An exploration of knowledge, attitudes and behaviours of young multiethnic Muslim-majority society in Malaysia in relation to reproductive and premarital sexual practices, *BMC Public Health*, vol 12:865

Centers for Disease Control and Prevention(2003)Sexually Transmitted Disease Surveillance, 2003. Atlanta, GA: Centers for Disease Control and Prevention, US Department of Health and Human Services;

Strasburge, V.C (2004) Children, adolescents and the media. *Curr Prob Pediatr Adolesc Health Care*.34:54– 113

Brown, J. D, Halpern, C. T, L'Engle, K. L(2005) Mass media as a sexual super peer for early maturing girls. *J Adolesc Health*. 36 :420– 427

Roberts, D.F, Foehr, U & Rideout, V (2004) *Kids and Media in America*. New York, NY: Cambridge University Press.

Brown, J. D, Steele, J. R, Walsh-Childers, K (2001)*Sexual Teens, Sexual Media: Investigating Media's Influence on Adolescent Sexuality*. Mahwah, NJ: Lawrence Erlbaum Assoc.

Kunkel, D et al (2003) *Sex on TV 3: A Biennial Report of the Kaiser Family Foundation*. Menlo Park, CA: Kaiser Family Foundation.

Collins, R. L et al (2004) Watching sex on television predicts adolescent initiation of sexual behavior. *Pediatrics*.2004; 114 (3)

Pardun C. J, L'Engle K. L, Brown J. D (2005) Linking exposure to outcomes: early adolescents' consumption of sexual content in six media. *Mass Comm Soc.* Vol 8 :75– 91

Shrum LJ (1999) The relationship of television viewing with attitude strength and extremity: implications for the cultivation effect. *Media Psychol.* 1 :3– 25

Brown, J.B et al (2006) Sexy Media Matter: Exposure to Sexual Content in Music, Movies, Television, and Magazines Predicts Black and White Adolescents' Sexual Behavior. *Pediatrics* Vol. 117 No. 4, pp. 1018 -1027

Tang, J et al (2011) Sexual Knowledge, attitudes and behaviors among unmarried migrant female workers in China: a comparative analysis. *BMC Public Health*, 11:917

Rideout, V.J, Foehr, U. G & Roberts, D.F (2010) *Generation M2: Media in the Lives of 8- to 18-Year-Olds.* Menlo Park, CA: Kaiser Family Foundation;

Strasburger, V. C(2005) Adolescents, sex, and the media: oooo, baby, baby—a Q&A. *Adolesc Med Clin.*16(2):269–288, vii

Zurbriggen EL & Morgan EM (2006) Who wants to marry a millionaire? Reality dating television programs, attitudes toward sex, and sexual behaviors. *Sex Roles* 54(1–2):1–17

Primack B. A et al (2008) Degrading and non-degrading sex in popular music: a content analysis. *Public Health Rep.* 123(5):593–600

Kelly, J & Smith, S. L (2006) *Where the Girls Aren't: Gender Disparity Saturates G-Rated Films.* Duluth, MN: Dads & Daughters.

Spitzer, A. R (2004) The Internet: a new medical problem or invaluable ally? *Pediatrics.*114(3):817–819

Brown, J. D & Strasburger V. C(2007) From Calvin Klein to Paris Hilton and MySpace: adolescents, sex, and the media. *Adolesc Med State Art Rev.* 18(3):484–507

Ybarra, M. L & Mitchell K. J (2008). How risky are social networking sites? A comparison of places online where youth sexual solicitation and harassment occurs. *Pediatrics.* 121(2).

Braun-Courville D. K & Rojas, M (2009).Exposure to sexually explicit Web sites and adolescent sexual attitudes and behaviors. *J Adolesc Health.* 45 (2):156–162

Parks M. R et al (2009) Display of health risk behavior on MySpace by adolescents. *Arch Pediatr Adolesc Med.* 163 (1):27–34

Stern S (2002) *Sexual selves on the World Wide Web: adolescent girls' home pages as sites for sexual self-expression.* : Lawrence Erlbaum

Reichert, T & Carpenter, C (2004). An update on sex in magazine advertising: 1983 to 2003. *Journal of Mass Communication.* 81(4):823–837

Bleakley, A et al (2009) How sources of sexual information relate to adolescents' beliefs about sex. *Am J Health Behav.* 33(1):37–48

Chia, S. C(2006) How peers mediate media influence on adolescents' sexual attitudes and sexual behavior. *Journal of Communication.* 56(3):585–606

JD Brown, J.D (2002). *Sexual Teens, Sexual Media.* Hillsdale, NJ: Lawrence Erlbaum.

Martino, S. C et al (2009) It's better on TV: does television set teenagers up for regret following sexual initiation? *Perspect Sex Reprod Health.* 41(2):92–100

Corder-Bolz, C (1981) Television and adolescents' sexual behavior. *Sex Educ Coalition News*. Vol 3:40

Primack, B. A et al (2009). Exposure to sexual lyrics and sexual experience among urban adolescents. *Am J Prev Med*. 36(4):317–323

Collins, R. L et al (2006). Exposure to degrading versus nondegrading music lyrics and sexual behavior among youth. *Pediatrics*. 118(2)

Fisher, D. A et al (2009) Televised sexual content and parental mediation: influences on adolescent sexuality. *Media Psychol*. 12(2):121–147

L'Engle, K. L et al (2006). The mass media are an important context for adolescents' sexual behavior. *J Adolesc Health*. 38(3):186–192

America Academy of Pediatrics (2010) Sexuality, Contraception, and the Media. *Pediatrics Vol. 126 No. 3, pp. 576 -582*

Weinstock H, Berman S, & Cates W (200). Sexually transmitted diseases among American youth: incidence and prevalence estimates. *Perspect Sex Reprod Health*. 2004; 36(1):6–10

Centers for Disease Control and Prevention. National representative CDC study finds 1 in 4 teenage girls has a sexually transmitted disease. March 11, 2008. Available at: [www.cdc.gov/stdconference/2008/press/release-11march2008.pdf](http://www.cdc.gov/stdconference/2008/press/release-11march2008.pdf). Accessed January 23, 2013

Hofer, B. K., and Pintrich, P. R. (1997). The Development of Epistemological Theories: Beliefs About Knowledge and Knowing and Their Relation to learning. *Review of Educational Research*, 67(1), 88-140.

Siti, N et al (2010) Factors related to sexual knowledge among Malaysian adolescents. *Jurnal Kemanusiaan bil.16, Dis 2010*.

Pintrich, P. R., and Groot, E. V. D. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40.

Farideh Khalaj Abadi, F, Mehryar, J & Hooshang, A (2012). Correlates and Determinants of Reproductive Behavior among Female University Students in Tehran. *Journal of Reproduction & Infertility*, Vol. 13 Issue 1, p39

Potsonen, R & Kontula, O(1990) How are attitudes towards condoms related to gender and sexual experiences among adolescents in Finland?. *Oxford Journals Medicine Health Promotion International* Volume 14., Issue 3 Pp. 211-220

Shtarkshall, R. A., John S, S., and Hirsch, J. S. (2007). Sex education and sex socialization roles for educators and parents. *Perspectives on Sexual and Reproductive Health*, 39(2), 116-119.

Robinson, B et al (2002). The sexual health model: application of a sexological approach to HIV prevention. *Health Educ. Res.*, 17(1), 43-57.

Nonoyama, M., Tsurugi, Y., Shirai, C., Ishikawa, Y., and Horiguchi, M. (2005). Influences of sex-related information for STD prevention. *Journal of Adolescent Health*, 36(5), 442-445.

Fatusi, O. A & Blum, R.W (2008) Predictors of early sexual initiation among a nationally representative sample of Nigerian adolescents. *BMC Public Health* 2008, 8:136 doi:10.1186/1471-2458-8-136

Bankole A et al (2006) *Unwanted pregnancy and induced abortion in Nigeria: causes and consequences*. New York: Guttmacher Institute.

Lammers C, Ireland M, Resnick M, Blum R: Influences on adolescents' decision to postpone sexual intercourse: a survival analysis of virginity among youths aged 13 to 18 years. *J Adolesc Health* 2000, 26:42-48

Lammers C, Ireland M, Resnick M, Blum R, Kaiser J, Hirsch L, Radosh A, Simkin L, Middlestadt S: Initiation of sexual intercourse among middle school adolescents: the influence of psychosocial factors. *J Adolesc Health* 2004, 34:200-208

Nonnemaker JM, McNeely CA, Blum RW: Public and private domains of religiosity and adolescent health risk behaviors: evidence from the national longitudinal study of adolescent health. *Soc Sci Med* 2003, 57:2049-54

Rew L, Wong YJ: A systematic review of associations among religiosity/spirituality and adolescent health attitudes and behaviors. *J Adolesc Health* 2006, 38:433-42.

Kaufman, et al (2002) *How Community Structures of Time and Opportunity Shape Adolescent Sexual Behavior in South Africa*(2002), Policy Research Division, South Africa

Maswanya, E. S et al (1999). Knowledge, risk perception of AIDS and reported sexual behaviour among students in secondary schools and colleges in Tanzania. *Health Education Research* vol.14 no.2

AAP (2001) *Sexuality, Contraception, and the Media*. American Academy of Pediatrics: Committee on Public Education

Macintyre, K (2003) *Understanding Perceptions of HIV Risk among Adolescents in KwaZulu-Natal*, MEASURE Evaluation

Gakahu, N, Joyce, R & Kaguta, N (2011). Communicating HIV &AIDS among Students in Kenya's Institutions of Higher Learning: A Challenge for the 21st Century. *Journal of Economics and Sustainable Development*. Vol.2, No.4, 2011, 171

Lou, J.H., and Chen, S.H. (2009). Relationships among sexual knowledge, sexual attitudes, and safe sex behaviour among adolescents: A structural equation model. *International Journal of Nursing Studies*.

Ryan, S et al (2007). Knowledge, perceptions, and motivations for contraception: influence on teens' contraceptive consistency. *Youth Society*, 39(2), 182-208.

## **APPENDIXES**

- **QUESTIONNAIRE**
- **FOCUS GROUP DISCUSSION GUIDE**

# QUESTIONNAIRE

This is an academic survey questionnaire on social media and effects on youth sexual knowledge and attitudes. The answers you give will be kept confidential and will be used for the purposes of this study only. **DO NOT** write your name on this questionnaire survey. Please tick the box which best represents your answer to each question or fill in your response in the space provided.

## SECTION A: DEMOGRAPHICS

**A.1.** Please indicate your age bracket (in years)

Below 12	12-15	16-19	20-23	24-27
28-31	24-27	28-31	Over 32	

**A.2** What is your gender?

Male	Female
------	--------

## SECTION B: POPULARITY OF SOCIAL MEDIA

**B.1.** Have you ever created an account (profile) for a social networking site (examples include Facebook, MySpace, LinkedIn, Twitter)?

Yes	No
-----	----

**B.2.** Indicate all the social networking sites that you are currently using

LinkedIn	Picasa	Friendster	You tube	Google+
Facebook	MySpace	Twitter	Flickr	Badoo

Others (specify).....

**B.3.** Which social networking site account (profile) do you update most often?

LinkedIn	Picasa	Friendster	You tube	Google+
Facebook	MySpace	Twitter	Flickr	Badoo

Others (specify).....

**B.4** For past **three months** how often have you visited your account (profile) with the social networking sites that you are using?

Daily	Weekly	Three times a Week
Fortnightly	Monthly	Never

**B.5.** How much time do you spend on your social networking site account every day?

0-1 hr	1-2hrs	2-3 hrs
3-4 hrs	More than 4 hrs	Never

**B.5.** When you typically log into your social networking site account, how many hours and minutes on average do you spend online?

0-1 hr	1-2hrs	2-3 hrs
3-4 hrs	More than 4 hrs	Never

**B.6.** How often do you access social networking sites on your smart phone/mobile phone/mobile device?

More than once a day	Once a day	Three times a week
Once a week	Three times a month	Once a month
Never		

**B.7** How important is the ability to access your social media networking site account every day?

Very Important	important	Somewhat important
Unimportant		

## SECTION C: INTERACTIVITY

**C.1.** Do you have online friendship through SNS with people you have **NOT** met in real world?

Yes	No
-----	----

**C.2.** Have you ever met someone through social media networking that you later met in real world?

Yes	No
-----	----

**C.3.** What do you use social networking sites for? (Please tick all which apply)

Communicate with friends	<input type="checkbox"/>	Keep up with events in my friends lives	<input type="checkbox"/>
Find new friends	<input type="checkbox"/>	Make plans with friends/social groups	<input type="checkbox"/>
For dating	<input type="checkbox"/>	Post interesting links for the people in my life	<input type="checkbox"/>
Keep up with news events	<input type="checkbox"/>	Interact with professional/work related	<input type="checkbox"/>
Keep up with trending topics	<input type="checkbox"/>	Interact with celebrities	<input type="checkbox"/>
To chat with other individuals online	<input type="checkbox"/>	Share interests that are similar to mine	<input type="checkbox"/>

Others (specify).....

**C.3.** On average per day how, how many **hours** do you spend in SNS interacting with

	0-1	1-2	2-3	More than 3	Never
a. Family members	<input type="checkbox"/>				
b. Friends met online	<input type="checkbox"/>				
c. Class mates/course mates	<input type="checkbox"/>				
	0-1	1-2	2-3	More than 3	0-1
d. Friends met offline	<input type="checkbox"/>				
e. Boyfriend/girlfriend/lover	<input type="checkbox"/>				
f. Partner/spouse	<input type="checkbox"/>				
g. Romantic interests	<input type="checkbox"/>				
h. Teachers/lectures	<input type="checkbox"/>				
j. Job recruiters	<input type="checkbox"/>				

Others (specify).....

**SECTION D: PEERS AND SEXUAL KNOWLEDGE**

**D.1.** During the past **4 months**, how often did you talk with your friends (peers) about dating, sexuality, pregnancy and sexual relationships?

Quite often	<input type="checkbox"/>	Often	<input type="checkbox"/>	somewhat often	<input type="checkbox"/>	somewhat rarely	<input type="checkbox"/>	rarely	<input type="checkbox"/>
-------------	--------------------------	-------	--------------------------	----------------	--------------------------	-----------------	--------------------------	--------	--------------------------

often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	often	<input type="checkbox"/>	rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------	--------------------------	--------------------------	--------------------------	-------	--------------------------	--------	--------------------------	--------------------------	--------------------------

**D.2.** During the past **4 months**, how often did you talk with your parents, siblings or other adults in your family about dating, sexuality, pregnancy and sexual relationships?

Quite often	<input type="checkbox"/>	Often	<input type="checkbox"/>	somewhat often	<input type="checkbox"/>	somewhat rarely	<input type="checkbox"/>	rarely	<input type="checkbox"/>
-------------	--------------------------	-------	--------------------------	----------------	--------------------------	-----------------	--------------------------	--------	--------------------------

**D.3.** How often do you talk about dating, sexuality, pregnancy and sexual relationships with friends on Social Networking Sites?

Quite often	<input type="checkbox"/>	Often	<input type="checkbox"/>	somewhat often	<input type="checkbox"/>	somewhat rarely	<input type="checkbox"/>	rarely	<input type="checkbox"/>
-------------	--------------------------	-------	--------------------------	----------------	--------------------------	-----------------	--------------------------	--------	--------------------------

**D.5.** When you see something about dating, sex and relationships on Social Networking Sites, how interested are you in reading/commenting/sharing it?

Not interested at all	<input type="checkbox"/>	A little interested	<input type="checkbox"/>	Somewhat interested	<input type="checkbox"/>
Interested	<input type="checkbox"/>	Very interested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION E: CONTENT GENERATION AND CONSUMPTION**

**E.1.** How often do you post status updates?

Daily	<input type="checkbox"/>	Three times a Week	<input type="checkbox"/>	Once a week	<input type="checkbox"/>	Fortnightly	<input type="checkbox"/>
Once a month	<input type="checkbox"/>	Never	<input type="checkbox"/>				

**E.2.** What sort of status updates do you post frequently?

Videos	<input type="checkbox"/>	Images	<input type="checkbox"/>	Comments	<input type="checkbox"/>	Poems	<input type="checkbox"/>
Songs	<input type="checkbox"/>	Quotable quotes	<input type="checkbox"/>				

Others (specify).....

**E.3.** Please indicate how much you agree or disagree with each. Use a response scale in which  
**5=Strongly Agree** 4=Agree  
**3=Neither Agree nor Disagree**  
 2=Disagree **1=Strongly Disagree**

	5	4	3	2	1
a. I use my real names in all the accounts I have created on Social Networking Sites					
b. I use my real photo in all the accounts I have created on Social Networking Sites					
c. Most of my friends on Social Networking Sites are almost of the same age with me					
d. I have seen my friends engage in discussions on sexual matters on					
e. I like sharing personal experiences on dating, sex and relationships on Social Networking Sites					
f. I am willing to voice anything about my personal life on Social Networking Sites					
e. I spend a lot of my time on social media reading posts and comments on sexual matters under discussion by my friends					
f. I enjoy using social networking sites to voice my opinions on sexual matters being discussed by friends					
g. I have used Social Networking Sites to look for others with whom I can develop a romantic relationship					
h. I have used SNSs to look for others with whom I can have a sexual relationship					
g. If I had the availability I would always be on social media reading the posts and comments friends post about their sexual experiences					
h. I don't mind people I respect accessing my wall/update status					

Please indicate your experience with using social networking sites. Use a response scale in which

1= **Quite often** 2=**Often** 3= **somewhat often**  
 4= somewhat rarely 5=rarely

**E.4** For the past four months how often have you come across sexual information through Social Networking Sites interactions with friends?

	1	2	3	4	5
a. On how to date					
b. On how to kiss					
c. On how to hook up					
d. On how to form sexual relationship					
e. Write sexual messages, poems, songs etc					
f. Make love/sex/ask for sex					

**E.5** For the **past four months** how often through Social Networking Sites interactions have you come across photos and/or videos of

	1	2	3	4	5
a. exposed women genitals					
b. exposed men genitals					
c. oral sex					
d. Sexual intercourse with the opposite sex					
e. Sexual relationship with the same sex					
f. nude or semi-nude women					
g. nude or semi-nude men					
h. oral sex with same sex					
i. oral sex with opposite sex					

E.6 For the PAST FOUR MONTHS how often have

	1	2	3	4	5
a. your friends on SNSs posted sexy or provocative self-photos and/or videos of themselves with an aim appear sexually appealing?					
b. you posted a sexy or provocative self-photos and/or videos on SNS to sexually appeal to your friends					
c. you posted nude or semi-nude photos and/or videos on SNSs					
d. you posted nude or semi-nude photos and/or videos on SNSs of yourself					
e. you liked and/or commented on nude or semi-nude photos and/or videos posted by friends on SNS					
f. you liked and/or commented on sexy or provocative photos and videos posted by friends about themselves on SNS					
g. friends on Social Networking Sites tagged you to posts with sexy or provocative, nude and semi-nude photos and/or videos					

**SECTION F: CONTENT SOLICITATION**

Use a response scale in which

1= Quite often 2=Often 3= somewhat often  
4= somewhat rarely 5=rarely

E.7 For the PAST FOUR MONTHS

	1	2	3	4	5
a. How often do you use Social media to look for nude and semi-nude photos and/or videos posted on SNS?					
b. How often do you use Social Networking Sites to look for sexy or provocative photos and/or videos posted by friends on social networking sites?					
c. How often do you anticipate coming across sexy or provocative, nude and semi-nude photos and videos posted by friends on social networking sites?					
d. How often have friends on Social Networking Sites tagged you to posts with sexy or provocative photos, videos and comments?					

e. How often do you feel preoccupied with sexy or provocative, nude and semi-nude photos and/or videos posted by friends on social networking sites when you are offline?					
f. How often do you stop viewing posts with sexy or provocative photos, videos and comments because you consider such too embarrassing?					
g. How often do you engage in sexual chat and/or messaging in Social Networking Sites					

**SECTION G: SOCIAL EVENTS**

**G1.** Have you ever invited friends for a social event through Social Networking Sites?

Yes		No	
-----	--	----	--

**G.2** Have you ever received invitations through Social Networking Sites to attended social events?

Yes		No	
-----	--	----	--

**G.3** Have you ever attended social events invited through Social Networking Sites that any of these happened? (Circle one answer to each part of the question)

- |                                   |     |    |
|-----------------------------------|-----|----|
| a. kissing                        | Yes | No |
| a. sexual intercourse             | Yes | No |
| b. dancing                        | Yes | No |
| c. drinking alcohol/ taking drugs | Yes | No |
| d. sleeping out                   | Yes | No |

Others (specify).....

**SECTION H: SOCIAL MEDIA GROUP ACTIVITIES/COMMUNITIES**

**H1.** Are you a member or liked any Community/ Page/ Group in Social Networking Sites

**H.2** On Facebook are you a member or 'liked' any of these groups?

Nairobi club exposed stories and pictures you won't believe	
Naughty stories you will wet your self laughing	
Hottest Dudes N Chics in Campus	
Kenyan Lungula and Bedrum Affairs	
Campus Divas For Rich Men. Season 2	
Nairobi club exposed stories and pictures you won't believe	

Naughty stories you will wet your self laughing	
Hottest Dudes N Chics in Campus	
Mathare University of Insane Creativity	
Haga Za Mothers Union	
Campus divas for Safaras	
Campus Divas for Rich Men	
Mbare university of the wise	
Nairobi Exposed-Criminal investigation department & undercover police	
Haga Za Mothers Union	
Campus divas for Safaras	
Mathare University of Insane Creativity	

Others (specify).....

**H.3** How often do you participate in posts, discussions/ comments through Communities/ Pages/ Groups you have chosen above (H.2)?

Often		Sometimes		Rarely		Never	
-------	--	-----------	--	--------	--	-------	--

**SECTION J:**

Indicate how you agree or disagree with the following

Yes		No	
-----	--	----	--

Use a response scale in which

Yes		No	
-----	--	----	--

**5=Strongly Agree 4=Agree 3=Neither**

**Agree nor Disagree 2=Disagree 1=Strongly Disagree**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Sex is very important to me					
Dating more than one person is OK					
I can accept to have sex with many partners					
Pre-marital sex is helpful in adapting to future marriage life					
I would like to sex with many partners					
Life would have fewer problems if we could have sex more freely					
Sex as simple exchange of favors is OK if both people agree					
I don't need to be committed to a person to have sex with him/her					
Sex without strings attached is the best					
I frequently fantasize or think about sex					
I frequently attend night clubs					

Sexual intercourse is the most enjoyable thing I have experienced				
Sexual intercourse is important as early possible in a relationship				
For a woman to attract and retain a man she must use her body and looks				

**SECTION K:**

**K.1** In the **LAST FOUR MONTHS**

	<b>Yes</b>	<b>No</b>
<b>a.</b> Have you kissed		
<b>b.</b> have you made out (kissed for a long time)		
<b>c.</b> Have you touched breasts/have your breasts touched		
<b>d.</b> touched genitals/have your genitals touched		

**K.2** Have you ever had sexual intercourse?

**H.3** Have you ever given oral or received oral sex

**K.4** During your life, with how many people have you had sexual intercourse?

I have never had sexual intercourse		1 person		2 people	3 people	
4 people		5 people		6 people	More than 7 people	

**K.5** During the **past six months**, with how many people did you have sexual intercourse?

I have not had sexual intercourse		1 person		2 people	3 people	
4 people		5 people		6 people	More than 7 people	

## **FOUCUS GROUP DISCUSSION GUIDE**

### **FOCUS GROUP METHODOLOGY**

Good [time of the day]. My name is [moderator name] [reason for the study]

We are very pleased you have agreed to join us today. We are here to discuss the influence of social networking sites (e.g. Face book, YouTube, Twitter, MySpace) on sexual knowledge, attitude and behavior of college students in Nairobi. The discussion we are going to have here is called a Focus Group Discussion. [Explain what a focus group discussion is]

In focus groups there is no right or wrong answers, only differing points of view. We wish to hear opinions from everyone. We are pleased to have you as part of this group because we believe that you brilliant ideas regarding the use of social media and its influence on sexual knowledge, attitudes and behavior of college students. You don't need to agree with others, but you must listen respectfully to others as they share their views. Don't hesitate to speak up when you have a point you would like to make even if it differs from what others have said.

I will moderate the session and guide you through the discussion so that we can touch on all of the key subject areas of our agenda. My responsibility in the group is to guide the discussion to see that we have a successful discussion and summarize the group feelings

I will not refer to any participant by name in the reports I will prepare. The information given by each participant will kept confidential and used only for the purposes of the study.

Rules for cellular phones and pagers if applicable [Agree on the rules of use of mobile phones and papers if need be]

Rules on the language of communication [agree on the language of communication]

[Communicate to the group on the intention to have the tape recorder]

We are tape recording the session because we don't want to miss any of your comments. I'm sure you are going to say very important things in this discussion and I can't write fast enough to get them all down. I will follow what is being conveyed and then later I will review what you said again so that I can accurately convey your ideas and opinions. I will not use any names in the reports

### **BEGIN THE DISCUSSION**

[Give each respondent a chance to introduce himself/herself, give name, age][The researcher will thereafter use name cards that will be placed on the table to help remember each participant's name]

### **QUESTION ONE**

Let's begin the discussion by talking about how, when and why you use SNS?

### **Follow up questions**

- Which social networking are using and why?
- What do you use social networking sites for?
- Who do you interact with on social networking sites?
- What kinds of information do you share on social networking sites?
- Tell us the positive and negative experiences you have with SNS?

### **Question One: Probes for Discussion**

- *Which SNS they use/update frequently and why?*
- *Do they interact with siblings, parents, older family members, people they respect?*
- *Whether they use real names/photo on all SNS accounts they use?*
- *How often do they post comments, videos, images, songs on SNS?*
- *What sort of posts do they post? images, videos, poems etc.?*
- *What kind of information they would like to get on SNS?*
- *Whether they ever experienced sexual solicitation sexting on SNS?*
- *Whether they have experienced hook up/ dating/ request for hook up on SNS?*
- *Whether they have experienced use SNS to post/share things about a night out, sleeping out, dancing, taking alcohol, sexual escapades?*
- *Whether they have experienced expression of sexual interest/sexual orientation through SNS?*

- *Whether they have used SNS to express sexual interest/sexual orientation and why?*
- *Whether have experienced/shared posts on sexuality, dating, relationships, pregnancy, sexual experiences etc. on SNS and why?*
- *Whether they would like to come across/share post about sexuality, dating, relationships, pregnancy, sexual experiences, why and why not?*
- *Whether they would trust information share on SNS about sexuality, dating, relationships, pregnancy, sexual experiences, why and why not?*
- *Whether have ever attended/invited/been invited to social events through SNS? Did this happen in the event(s), kissing, taking alcohol etc?*

### **QUESTION TWO**

Have you come across posts (images, videos, comments, poems, text) that you may consider/others may consider pornographic/obscene/suggestive/sexy/explicit sex? Will please tell us more about the posts? (What would you say about the posts?)

### **Follow up questions**

- If you have never come across pornographic posts, how informed are you about the presence of pornography in SNS?
- Have you ever heard your offline friends talk about encounter of pornography on SNS? (Have you heard your friends say that they constantly come across pornographic posts on SNS?)
- Do your friends post/share provocative/sexy/nude/semi-nude/beautiful photos and/or videos on SNS?

- Do you participate in activities of groups/communities on SNS? Which groups have you liked or joined? Do these groups discuss, post pornographic materials?
- If you had your blog/ SNS group would you share information on sexuality, pregnancy, and dating? Why and why not?

**Question One: Probes for Discussion**

- *Whether they have ever posted/shared pornographic/obscene/suggestive/sexy/explicit sex/nude/semi-nude photos and/or videos?*
- *Whether they have ever posted/shared pornographic/obscene/suggestive/sexy/explicit sex/nude/semi-nude self photos and/or videos?*
- *Whether they have ever posted/shared pornographic/obscene/suggestive/sexy/explicit sex/nude/semi-nude photos and/or videos of their friends?*
- *Whether they have ever come across pornographic/obscene/suggestive/sexy/explicit sex/nude/semi-nude photos and/or videos of their friends posted by them (friends), or by others on SNS?*
- *Whether they have liked/share/commented pornographic/obscene/suggestive/sexy/explicit sex/nude/semi-nude self photos and/or videos posted by friends?*
- *Whether they would like to participate on online discussions forums/groups that discuss or engage in*

*activities about sex, dating and relationships? Why and why not?*

- *Whether they have come across images/videos on explicit sex, kissing, masturbation, nude, semi-nude, sexual intercourse of opposite sex, sexual intercourse of same sex, oral sex on same sex, oral sex of opposite sex and whether they shared/commented/liked this or not and why and why not?*
- *Whether they liked groups/communities known to post/share explicit sex content e.g. Haga Za Mothers Union, Campus Divas for Rich Men etc*
- *What information on SNS that you hate and would like to be eliminated?*
- *Whether should pornography be eliminated on SNS? Why and why not?*

**QUESTION THREE**

What form of sexual information would you say communicates so strongly to your sexual feelings and desires? Are they songs, poems, messages, videos, images etc?

**Follow up questions**

- What sort of messages/poems/songs/videos/images etc., do you like reading/seeing and why? Is it the ones showing/describing kissing, masturbation, nude, semi-nude, sexual intercourse of opposite sex, sexual intercourse of same sex, oral sex on same sex, oral sex of opposite sex?
- How do you think SNS can help you get and use this sexual information?

- Do you use SNS to look for this kind of sexual information?
- Do your friends tag you or link you to sites where you can get this information?

**Question Three: Probes for Discussion**

- *Whether they anticipate coming across materials showing/describing kissing, masturbation, nude, semi-nude, sexual intercourse of opposite sex, sexual intercourse of same sex, oral sex on same sex, oral sex of opposite sex when online SNS?*
- *Whether SNS sites are used to share/tag/recommend/recommended sites where to get materials showing/describing kissing, masturbation, nude, semi-nude, sexual intercourse of opposite sex, sexual intercourse of same sex, oral sex on same sex, oral sex of opposite sex?*
- *Whether they feel preoccupied with images/videos/materials showing/describing kissing, masturbation, nude, semi-nude, sexual intercourse of opposite sex, sexual intercourse of same sex, oral sex on same sex, oral sex of opposite sex? When offline*

**QUESTION THREE**

Have ever thought of whether exposure to explicit sexual materials could influence ones sexual behavior, knowledge and attitudes? If so, how? What factors/what influences ones

decision regarding sexual behaviors, attitudes, perceptions. For example the decision to engage in sexual intercourse or not?

**Follow up questions**

- Do peers influence your sexual behavior, knowledge and attitudes?
- Do you think premarital sex is OK?
- If your friends found out that you were having sex, how do you think they would feel?

How would you feel if you found out that your friend was