

**THE INFLUENCE OF TELEVISION ADVERTS ON SEXUAL BEHAVIOUR AND
CONTRACEPTIVE USE AMONG THE YOUTH IN PUBLIC UNIVERSITIES IN
KENYA: A CASE STUDY OF THE UNIVERSITY OF NAIROBI STUDENTS**

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**A Research Project submitted to the School of Journalism and Mass Communication in
partial requirement for fulfillment of Masters of Arts degree in Communication Studies**

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DECLARATION

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

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

Signed: _____ **Date:** _____

DR. NDETI NDATI

DEDICATION

I dedicate this work to my loving husband Symon and my children Lenny, Lennox and Lennita for their support and understanding when I didn't have time for them during my study. My parents John and Felishina and my siblings for always encouraging me to rise above excellence. God bless you.

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ABBREVIATIONS

DHS:	Demographic and Health Survey
FM:	Frequency of modulation
GDP:	Gross Domestic Product
HIV/AIDS:	Human immunodeficiency virus/ Acquired immune deficiency syndrome
ICPD:	International Conference on Population and Development
IEC:	Information, Education and Communication
MDG:	Millennium Development Goals
MTV:	Music Television
PSI:	Population Services International
RH:	Reproductive Health
TV:	Television
STDS:	Sexually Transmitted Diseases
UN:	United Nations
UNFPA:	United Nations Population Fund
UNICEF:	United Nations for Children Fund
WHO:	World Health Organization

ABSTRACT

This study sought to examine the influence of television adverts on contraceptive use among the youth in public universities in Kenya. More specifically, the study sought to achieve the following specific objectives; to examine the extent to which TV adverts influence sexual behavior of the youth in public universities, to establish whether TV adverts influence on the use of contraceptives by the youth in public universities, and to determine the influence of contraceptive adverts on sexual behavior of the youth in public universities. Participants comprised of undergraduate students who were from The University of Nairobi School of Journalism and Mass communication. The target population in this study was 1200 youth in their productive ages (16 - 24 years). Simple random sampling was used to determine the sample size of 291 respondents. Purposive sampling technique was also used to sample the focus group discussion. The study was guided by social learning theory and cultivation theory. The study used a mixed method design. The quantitative data was analyzed using descriptive statistics and results presented in form of tables, charts, graphs, and narratives. Statistical package for social science (SPSS) was used to aid in analyzing the quantitative data. The qualitative data derived from interviews was analyzed thematically. The different responses were analyzed in relation to the research objectives and trends were established. The findings of the study with regard to those objectives shows that majority of the respondents are actively involved in sexual activity. The study findings also indicated that most of the respondents strongly agreed that television adverts influenced their sexual behavior and attitude towards sex. This was also indicated during the focus group discussion where participants indicated that as much as TV adverts influenced them to use contraceptives, peer pressure was the major influence towards sexual activity in the university. The study concluded that Television adverts do have an impact on sexual behavior and contraceptive use among the youth in public universities. TV adverts also alter the sexual behavior of most youth by predicting and/or hastening adolescent sexual initiation. Reducing the amount of sexual content in entertainment programming, reducing adolescent exposure to this content, and/or increasing references to and depictions of possible negative consequences of sexual activity could appreciably delay the initiation of early sex debut. The study recommends that more television adverts/campaigns on contraceptives should be developed to enlighten the youth on risky sexual behaviors such as masturbation, petting behavior, oral sex, anal sex and sex with multiple partners while condom advertising can be effective in increasing condom use among the youth. The youth should have more exposure to mass media campaigns on safe sex and use of contraceptives to ensure reduced incidences of early pregnancy, STIs and HIV/AIDS. The study recommends that further research should be carried out to establish whether TV adverts on contraceptives enlighten the young professionals on safe sex and HIV and AIDS prevalence among them.

CHAPTER ONE

INTRODUCTION

I.1 Background of the study

Santrock (2001) observes that adolescence is a period where life becomes wrapped up in sexuality. It is the time of sexual exploration and experimentation, sexual fantasies and realities and of incorporating sexuality into their identity. Adolescents have an almost insatiable curiosity about the mysteries of sex. They think about whether they are sexually attractive, how to do sex, and what the future holds for their sexual lives. A key period of exploration and development occurs in adolescence which continues until late adolescence/youth. It is during this period that the youth begin to find out which sexual behaviors are enjoyable, moral and appropriate for their age (Lips, 2001). It is also important to note that during this period many youth become sexually active although not always by choice. It has been observed that although sexual intercourse is common among the youth majority of them wish they had waited longer to have sex.

During this period also the youth develop sexual identity which is often coupled with mastering emerging sexual feelings (Brooks-Gunn & Graber, 1999). This process involves learning to manage sexual feelings, such as sexual arousal and attraction, developing new forms of intimacy, learning the skills to regulate sexual behavior to avoid undesirable consequences. It is important to note that developing sexual identity includes interfaces with other developing identities. Sexual identities emerge in the context of physical factors, social factors, and cultural factors with most societies putting restrictions on sexual behavior of adolescents.

Sexual orientation refers to a person's preference for partners of the same or the other sex. Heterosexual is the label used for a person who prefers partners of the other sex, homosexual is the label applied to a person who prefers partners of the same sex, and bisexual is a term used to describe a person who can be attracted to partners of either sex (Lips, 2001). This paper concentrates only on heterosexual behavior.

Santrock (2001) further observes that the youth with their developing idealism and ability to think in more abstract and hypothetical ways may get caught up in mental world that is far removed from reality and one that may involve a belief that things cannot happen to them and they are omnipotent and indestructible. Therefore, having information about contraception is not enough and whether or not adolescents will use contraceptives is determined by their acceptance of themselves and their sexuality. This acceptance requires not only cognitive maturity but also emotional maturity.

It is important to note that most programmes targeting the youth assume that they have the ability to anticipate consequences, to weigh the possible outcome of behavior, and to project into the future what will happen if they engage in certain acts, such as sexual intercourse. It is thus assumed that the youth have the cognitive ability to approach problem solving in a planned, organized and analytical manner. However, many adolescents, as studies indicate, are just beginning to develop these capacities while others have not developed them at all.

Santrock (2001) has established that late adolescents (18-19 years of age) are to some degree realistic and future oriented about sexual experiences, just as they are about career and marriage. Young people often seek contraceptives and sexual information from television content rather than their parents or other adults by being attracted to programs with sexual content, (Greeson, 2009).

The media are used as sources of information about sexuality at times more than others. One qualitative study found three patterns of sexual media use among early adolescent girls (11-15 years old) that suggested that sexual portrayals in the media were attended to more when girls were interested personally in learning about relationship norms, strategies for establishing relationships, and tips on how to get sexually attractive. Some girls still found depictions of sex in the media (e.g., nudity in advertisements) gross and disgusting, while other girls had papered their walls with images of media models they lusted after or aspired to be. Still other girls, typically those who had been involved in sexual relationships, were less enamored with the mainstream media's sexual fantasy and had turned to oppositional media (e.g., fringe music

groups, teen-produced magazines, aka 'zines) that spoke more to the kinds of relationships they wanted (Brown, White, & Nikopoulou, 2010).

The fear of the influence and impact of sexual images on the media on the behavior and attitudes of the youth has raised concerns of the parents and policy-makers (Villiani, 2001). Similarly, the sexual development of the youth has increased the society and public health concerns of all involved. This is because of the increased access to various media by the youth leading to higher consumption of television programmes and information (Braun-Courville & Rojas, 2009).

Youth are active consumers of media content and often report that the media are among the top sexual educators. It has also been established that many youth report that their parents do not give them sufficient information about sexual subjects during adolescence (Brown *et al.*, 1993). It is true that television presents to the youth a world that is different from the one they live in. This means that they are exposed to a wider variety of views and knowledge than what they can get from their parents, immediate environment, peers and teachers (Santrock, 2001). In the past, many identification figures from family or figures whose attitudes towards issues such as sexuality might have been relatively homogenous due to shared culture but this might no longer be the case due to changes in society.

Media images that portray sex as glamorous, exciting and risk free may be associated with the initiation and development of permissive sexual attitudes (Brown, Childers & Waszak, 1990). Because of these, adolescents form attitudes about sex that are unrealistic, do not mention negative outcomes, are stereotypical and potentially unhealthy (Ward & Fredman, 2006). It has been observed that because of this influence and presentation of unrealistic images and messages on the media, it is important to know how attitudes are formed and what influences them (Daugherty & Burger, 1984).

The effects of the media on behavior have been observed in many aspects of social behavior such as aggression, social stereotyping, pro-social behavior and social attitudes. Most social scientists now agree that exposure to violence on television has a causal effect on aggressive behavior

(Huston *et al.*, 1992). On the other hand the effects of sexual content and adverts on television have received relatively little attention from social researchers, though studies show that there are strong theoretical reasons to believe that media may play a major role in the socialization of sexual knowledge, attitudes and behavior (Roberts, 1982).

Many social scientists have argued that the reason why they think mass media and especially television is important source for sexual information for the youth is because parents have been known to provide very little information while schools tend to focus their attention on biological approach with little attention to romance and interpersonal relationships (Strasburger, 1993). Courtright and Baran (1980) further in their study established that family variable exerted no influence on an individuals' self evaluation and that media and peers were significant influences.

Young people also have access to a much wider range of media content including other entertainment media which they access simultaneously. Many of the portrayals in the media show glamorous, young adolescents with whom many adolescents are likely to identify and imitate. It is for this reason that young people in this age group often name media figures as the people who they would like to emulate.

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

Although risky sexual behavior does not always indicate a high-risk lifestyle, it may result in other risk behaviors, including substance use, violence involvement, and poor school performance. Adolescents who engage in sexual intercourse at young ages are at higher risk for outcomes that can compromise their health (Ward, 2003). Sexual content in entertainment messages in television strongly correlates with negative adolescent behaviors that result in

adolescent's pregnancy, and sexually transmitted diseases including AIDS. The United Nations (UN) termed Acquired Immune Deficiency Syndrome (AIDS) as one of the biggest global concern and adopted halting and reversing the spread of HIV/AIDS as one of its Millennium Development Goals. (UNAIDS, 2002).

Documented evidence has shown that a large number of adolescents begin sexual activity at a very young age in a number of countries (UNAIDS, 2002). In most sub-Saharan African countries, more than 70% of young women begin sexual activity during adolescent period – this to a large extent is as a result of exposure to media effect.

It is against this background that this study therefore sought to examine the influence of television adverts on contraceptive use among the youth in public universities in Kenya.

1.2 Statement of the problem

There has been a growing concern over the influence that television may have on the sexual behavior of the youth. Information from research has clearly shown that the youth have access to television and that they are exposed to sexual content on television (Kunkel *et al.*, 1999). The effect of this exposure has not been clearly established by previous research. Strouse and Buerkel-Rothfus (1993) observe that viewing of sexual content on television may affect attitudes towards sex and use of contraceptives. Ward (2002) also notes that endorsement of gender stereotypes was likely to promote sexual initiation and dissatisfaction with virginity as well as other perceptions regarding normative sexual behavior.

There is a claim that there is no observable impact of television on youth, yet parents and teachers have shown much concern about the effect of television on young people. In the light of which Maduewusi (2005) called for utmost caution in TV programmes and especially adverts. TV has the potentials to generate both positive and negative effects. It is therefore, unfortunate that great deals of TV content which youth have devoted their time to view are sexual.

Most studies done before in Kenya have generally concentrated on television viewership on programmes especially music and soap operas that affect adolescent sexual behavior. It is less clear, however, which sexuality outcomes are influenced by which programmes and at what level especially how the youth learn about different contraceptive methods and use without being taught by their parents or teachers.

The implication of this is that the issues concerning media influence that are peculiar to the Kenyan universities may not have been addressed by previous research, given the differences in social reality. Therefore, there was need for a study to be conducted to provide relevant scientific data which can be used for decision-making or putting interventions into place when dealing with issues relating to contraceptive use and sexual behavior among the youth in Public Universities in Kenya.

Policy advocates and cultural observers worry, in particular, about the impact of exposure to TV adverts on the sexual behaviors of youth. In some circles, the idea that adolescents respond to media content is a foregone conclusion, but determining whether the adverts in media themselves cause the behavior is a very difficult empirical task. It is against this background that this study attempted to explore whether exposure to TV adverts may have any influence on the use of contraceptives among the youth in public universities in Kenya.

1.3 Objective of the study

1.3.1 General objective

The general objective of this study was to examine the influence of television adverts on contraceptive use among the youth in public universities.

1.3.2 Specific objectives

- 1) To examine how TV adverts influence sexual behavior of the youth in public universities,
- 2) To establish whether exposure to TV adverts influence on the use of contraceptives by youth in public universities, and

- 3) To determine whether contraceptive adverts influence sexual behavior of youth in public universities.

1.4 Research questions

- 1) To what extent do TV adverts influence sexual behavior of the youth in public universities?
- 2) To what extent do exposure to TV adverts influence on the use of contraceptives by the youth in public universities?
- 3) How does contraceptive adverts influence sexual behavior of the youth in public universities?

1.5 Justification of the study

Youth are the wheels of change than other segments of the population. Hence, the future fate of the society depends on the demographic and reproductive health of this segment of the population; hence they have to be free of risky sexual behavior. Television adverts viewing does have an impact on youth sexual behavior and it can alter the sexual behavior of most youth for example watching sex in soap operas and contraceptives adverts on TV may predict and/or hasten sexual initiation. The study assessed the influence of TV adverts on contraceptive use among the youth in public universities in Kenya.

The study hopes to contribute to the body of knowledge on the influence of television adverts on contraceptive use among the youth. The findings will be used for further research on the influence of television adverts on the youth in universities and recommendations drawn will be used by other institution when developing and designing their frameworks related to sexual behavior and contraceptive use among youth in both public and private universities.

The findings will also help the government of Kenya to know the key areas to address in regard to social norms, myths and misconceptions, improving knowledge and practices of the youth in Kenya with regard to reproductive health and use of contraceptives this is in order to make progress towards achieving Millennium Development Goals (MDGs) and Vision 2030.

Ministry of health will also benefit from the findings of the research because they will get feedback on what aspect of contraceptive campaigns/adverts are working on the youth, what needs to be changed and what can be added to make it more effective. The findings will provide information base that will help Ministry of Health and the government of Kenya for future contraceptive campaigns and family planning programmes in Kenya.

The study findings may also help in determining the communication needs of the youth and therefore provide ways in which contraceptive communication interventions can be effectively packaged with the knowledge, consultation and participation of young people.

The findings of the study will also help in identifying other areas for further research in the field of health communication. It is worth noting that this study was limited to students from University of Nairobi School of Journalism and Mass Communication located in Nairobi County. There is room to study other students in public universities in other counties in Kenya.

1.6 Scope and limitation of the Study

The study was carried out on students from The University of Nairobi which is a public university in Nairobi County. The researcher's choice of University in Nairobi County is because it is a cosmopolitan city and has people from all parts of the country, thus was a good representative of the population to be sampled.

The School of Journalism and Mass Communication in the University of Nairobi main campus was the research site. The researcher assumed that students in the School of Journalism and Mass Communication had access to TV most of their free time. Students also have easy access to the City Centre where different activities happen every day for example movie theatres and Night clubs. The university has a diverse population of youth who are from all parts of the country that is both rural and urban areas.

Some of the limitations encountered during the study was getting the respondents who could be interviewed as many of them were either out for field work or in closed door studies. Students were having different classes at different times during the day. To overcome this, the researcher

had to make special appointments to meet the targeted respondents early in the morning before they left for field work or classes.

The study also acknowledges that not all information sought for this research was in the public domain and to overcome this challenge permission was sought to access the organizations documentation which would capture the required information. The major limitation of this study was that the topic of sex is quite private and some respondents felt inhibited to discuss it. Financial constraints did not allow for a broader coverage of any other school at the University of Nairobi.

1.7 Definition of Terms

For the purpose of this study the following key terms were used.

1.7.1 Advert

This project takes Advert as anything that calls attention in the course of speaking or writing (Ward 2013).

1.7.2 Communication

Communication has been used in this study to describe the process of dialogue, exchange of information and resources, and the capacity that enables understanding, negotiation and decision making around an issue (in this case use of contraceptives and exposure to sexual contents on TV)

1.7.3 Contraceptives

According to World Health Organization (WHO) Contraceptives refers to birth control by prevention of conception or impregnation by use of pills, condoms, Intrauterine Devices (IUD), Tubal ligation, vasectomy and Injectables. For the purpose of this study contraceptives will refer to birth control methods or devices used to prevent pregnancy, STIs, STDs and HIV/AIDs by the youth (Ward 2013).

1.7.4 Youth

According to Oxford dictionary, a youth is defined as the time when one is young that is the period between childhood and Maturity. For the purpose of this study a youth is a woman or man who is between the ages of 16 years to 24 years. The word youth/teenager/adolescent was used interchangeably in this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter starts to focus on scholarly works that address the influence of TV adverts on sexual behavior among the youth in public universities in Kenya. It also contains the theoretical framework.

2.2 Influence of Television adverts on Youth Sexual Behavior

Adolescence and early adulthood can be viewed as a time of adjustment and is often characterized by turmoil resulting from issues regarding identity and sexual identity and orientation. The period of adolescence is described as a trying moment for many parents because the period is characterized with a lot of experiments and role modeling by adolescence. It is also at this stage that individuals begin to consider which sexual behaviors are enjoyable, moral and appropriate for their age group (Fay & Yanoff, 2000). Many adolescents become active sexually during this period and 46% or so of high school students in America and other advanced countries of the world have had sexual intercourse (LeVay & Valente, 2003).

Sexuality is a developmental milestone of adolescence with which each generation struggle. Sexuality encompasses behavioral component with boundaries of sexual activity moving in an increasingly permissive direction. Perceptions appear to be constant through the ages while only the circumstances change (Jones & Boonstra, 2005). According to Szabo (2006), an emphasis on individual freedom and rights driven culture in societies may be influential in this apparent permissiveness. A number of factors which include media and the internet, urbanization, electronic communication (gsm), peer influence and the breakdown of traditional parental and community structures also play a part (Hall & Sherry, 2004; Szabo, 2006), but of recent, the media and especially the television has played and is still playing a tremendous role in influencing adolescents sexuality and sexual behaviors.

The sexual content in television can affect any age group, adolescents may be particularly vulnerable (Ward, 2003) since they are still in the impressionable developmental stages and are attempting to establish their own identity. Adolescents may be exposed to sexual contents in the media because they are still at their developmental stages and hence cannot decipher good from bad media programming.

Analysis of television media content in America indicate that, on average, adolescent viewers see 143 (Ward & Friedman, 2006) incidents of sexual behavior on network television at the most important times each week, with portrayals of three to four times as many sexual activities occurring between unmarried partners as between spouses. As much as 80% of all movies shown on television stations have sexual content (Chunovic, 2000). Therefore, an analysis of television media content also shows that sexual messages on television are almost universally presented in a positive light, with little discussion of the potential risks of unprotected sexual intercourse and few portrayals of adverse consequences (Anderson, 2004).

Television sexual content has a “profound real-life effect”. (Ward, 2003) Mass media can either reinforce norms or offer insights into alternative ways of thinking. Teens often seek social and sexual information from the television rather than their parents or other adults. These teens may be attracted to programs with sexual content. Recently, Music Television (MTV) has been discovered to barrage young people with sexual messages. From the beginning, MTV transformed music into television programming by using fast-paced visuals to grab the attention of a very specific youthful audience – a new generation that had been raised with television and had different ways of processing information (Sherman & Etling, 2001). For example, in order to make the aural and visual elements fit together, music video producers and directors, rather than entertainers and writers, control visual images that may have nothing to do with the musicians’ or artists’ original concepts.

Escobar-Chaves, Tortolero, Markham, Low, Eitel and Thickstun (2005) conducted a study, investigating the types of messages delivered through television, music, and computerized media. Results indicated that adolescents are exposed to both implicit and explicit sexual content from various ICT devices. Most of them engage in sexual activities by the time they reach

secondary school. Brown (2000) found that adolescents attending practically oriented upper secondary school programmes, with increased exposure generally have sex for the first time at a younger age than those who attend more theoretically oriented programmes.

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

A South African study found that television is still the most widely used technology among the adolescents (September & Savahl, 2002). Television's role as a sexual educator in our culture is one of contradictions. On one hand, its accessibility, frankness, and popular appeal make it an excellent instructor, offering a convenient way to learn about sex without embarrassment. However, on the other hand, the television's portrayals of sexuality are limited, stereotypical, and potentially harmful (Huston, Wartella & Donnerstein, 1998). Nevertheless, it is a fact that television's sexual messages are abundant and often provide information that the youth are less likely to get elsewhere. Through its dialogue, characterizations, storylines, and themes, it presents adolescents with numerous verbal and visual examples of how dating, intimacy, relationships, and sex are handled (Roberts, 2000).

In a study conducted by Brown & Newcomer (1991) a great amount of evidence indicated that increased exposure to television's sexual content is associated to viewers' sexual behavior. Even though the amount of general television viewing typically has not been related to viewers' level of sexual activity, when more sexually-oriented programming is examined, association between exposure and greater sexual experience emerge (Strouse, Buerkel-Rothfuss, 1995).

Other research has fleshed out the independent contribution that media has on individuals' sexual behaviors. L'Engle, Brown & Kenneavy (2006) reported that when compared to peer and other

interpersonal factors, media was a stronger predictor of what they called light sexual activity. The construct included five behaviors: (1) having a crush, (2) dating at least once, (3) being in a private place, (4) light kissing, and (5) French kissing. Independently of all other variables, media exposure added 1.2% of variance to the variance explained in heavy sexual activity. Teenagers' media diet also explained 2.0% of the variance explained in sexual intentions. Researchers found that media exposure did have an effect on the last factor titled sexual intentions. All these data show that not only are young viewers frequent users of media as part of their information seeking behaviors about sexuality but they are also affected by sexual content conveyed in the media.

2.3 Influence of Television adverts on the use of contraceptives among youth

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

The United States is the only Western nation that still subscribes to the dangerous myth that giving teenagers access to birth control—and media represent a form of access—will make them sexually active at a younger age. Other countries advertise birth control products widely and have a much lower rate of teen pregnancy. Although the teen birth rate had been declining in the United States up until 2005–2006, it has declined just as much or more in other countries. A recent study revealed that 86% of the recent decline in teen pregnancies could be attributed to increased contraceptive use, and only 14% was attributable to increased abstinence (Zillmann, 2000). The recent 3% increase in teen births could be a “blip,” or it could be attributable to an

increase in abstinence-only sex education and the concomitant reduction in accurate information about contraception.

Eight peer-reviewed, controlled clinical trials have revealed that giving teenagers freer access to condoms does not increase their sexual activity or encourage virgin teenagers to begin having sex, but it does increase the use of condoms among those who are already sexually active. Advertising condoms, birth control pills, and emergency contraception on TV and radio could further decrease the teen pregnancy rate. Yet, several networks refuse such advertisements (Zillmann & Bryant, 1985).

Telling teenagers, “Wait until you're older to begin having sex, but if you can't wait, use birth control” is a double message. But, it is a double message that every teenager in America can understand and benefit from, and it is consistent with normal adolescent psychology, because it acknowledges that adolescents do not always listen to their elders. In 2007, both CBS and FOX refused a condom advertisement as “inappropriate” because it mentioned preventing pregnancy rather than preventing HIV/AIDS (Chapin, 2000). Advertisements for emergency contraception are virtually nonexistent on American TV, despite the fact that every year, American women have 3 million unplanned pregnancies, which lead to 1.3 million abortions. Advertising for emergency contraceptives could be an important way to reduce the number of abortions in the United States.

The media can be powerful vehicles for sexual health education. Socially responsible messages can be embedded into mainstream programming—a practice dubbed “entertainment-education” or “edutainment.” Collaborative efforts between the Kaiser Family Foundation and the producers of the hit TV show ER resulted in successful story lines about the risks of human papilloma virus and the usefulness of emergency contraception (Brown & Schulze, 1990). In 2002, Friends aired an episode about condoms, and 27% of a national sample of teenagers saw the program; many of them reported that they talked about condom effectiveness with an adult as a direct result of the episode (Hall, and Sherry, 2004). In 2008, a study showed that viewers of a Gray's Anatomy episode learned that HIV-positive women could still have HIV-negative infants.

The Soap Opera Summit in Hollywood and international efforts to embed story lines into popular soap operas are other examples of prosocial efforts. The media giant Viacom and the Kaiser Family Foundation have launched an ambitious project to produce \$120 million worth of public service announcements and print advertisements concerning HIV/AIDS and to encourage Viacom producers to include story lines in their TV shows that will raise AIDS awareness (Szabo, 2010). Such efforts demonstrate that the entertainment industry can be receptive to outside input and that healthier content can be introduced into mainstream media without government pressure or the threat of censorship.

Mass media have also been used proactively to increase parent-child communication about sex. In North Carolina, a mass media campaign using billboards and radio and TV public service announcements delivered the message, "Talk to your kids about sex. Everyone else is." In follow-up research, exposure to the message correlated significantly with parents talking to their children about sex during the following month (Jones and Boonstra, 2005).

Empirical research suggests that the mass media can potentially influence behaviors. For example, research indicates that the more adolescents are exposed to movies with smoking the more likely they are to start smoking (Dalton et al. 2003). Furthermore, research has shown that the likeability of film actors and actresses who smoke (both on-screen and off-screen) relates to their adolescent fans' decisions to smoke (Distefan et al. 1999). Perhaps unsurprisingly, films tend to stigmatize claims that they glorify potentially addictive behavior. The popularity of media drama depicting various risky behaviors requires an examination of their themes and the potential impact on the public and, in particular, adolescents.

Griffiths (2005) on his study on media and advertising influences on adolescent risk behavior summarized that the media (television, radio, newspapers, etc.) are an important channel for portraying information and channelling communication. Knowledge about how the mass media work may influence both the promotion of potentially risky behavior (as in advertising), and for the promotion of health education (such as promoting abstinence or moderation of risky behaviors)

A study by Rich (2005) examined the influence of media (from television to text messages) on Teen Sexual Behavior and Attitudes. The study established that media are powerful sex educators for young people. Television, music, movies, magazines, the Internet, and other kinds of media are not always healthy sex educators, however, because in the media sex rarely occurs inside loving, long-term relationships, and potentially negative outcomes or contraceptives are almost never discussed or depicted. The kinds of media young people (defined here as ages 12 to 18yrs) use every day typically portray early, unprotected sexual behavior as normative, glamorous, and risk-free. Teens and young adults can monitor celebrity “baby bumps” on the Internet and their cell phones, and even movies such as “Knocked Up” and “Juno” that address teen and unintended pregnancy suggest that happy endings are to be expected.

A study by Gunsekera and colleagues (2005) analyzed the portrayal of sex and drug use in the most popular movies of the last 20 years using the Internet Movie Database list of the top 200 movies of all time. The researchers excluded a number of films including those released or set prior to the HIV era (pre-1983), animated films, films not about humans, and family films aimed at children. The top 200 films, following the exclusions, were reviewed by one of two teams of two observers using a data extraction sheet tested for inter-rater reliability. Sexual activity, sexually transmitted disease (STD) prevention, birth control measures, drug use and any consequences discussed or depicted were recorded.

Baya and Mberia (2014) did a study on the Impact of Television Viewing in Influencing Adolescents Sexual Behavior. The paper sought to investigate TV influence on the sexual behavior of adolescents by addressing the following three fundamental concerns, (1) how television influences sexual behavior of adolescents, (2) the extent to which TV viewing may determine the sexual behavior of adolescents, and (3) the potential dangers associated with exposure to sexual content on TV. The paper found that adolescents often seek sexual information from television content rather than their parents or other adults by being attracted to programs with sexual content. The paper concluded by focusing on the urgent need to address television influence on adolescents’ sexual behavior by providing them with critical interpretation and communication skills in multimedia environments.

The role of media influence is complex and does not involve simply ‘absorption’ or ‘mimicry’ (Kitzinger, 1999; Batchelor, 2003); however, several studies have shown that the media has an important part to play in shaping the knowledge and attitudes of young people, and can influence discussion around sexuality (Davis and Harris, 1982; Thomson and Scott, 1991; Kehily, 1996; Currie et al., 1997; Forrest, 1997; Millwood Hargrave, 1999).

Entertainment content depicting sexual norms, stereotypes, double standards and sexual roles may have profound influence on teens’ perception about sex, body image and social norms (Ward, 1995). Teens who watch sexual content on the media are more likely to engage in sex and tend to have negative attitudes about being a virgin (Ward, 1995). Although exposure to sexual content may not be guarantee that viewers will take irresponsible steps in their own lives, this exposure may help shape viewers’ attitudes and expectations about sexual relationships. The United States, for example, has a higher rate of teen pregnancy than any other industrialized country in the world.

Studies conducted among young people in Kenya indicate gender differences in their sexual behavior, For example, Kuta (2010) found that more girls than boys had sex with more than one partner and that there were gender differences in students’ ability to communicate about their life, body and feelings. Kimani (2005) involved 229 form three students in a study about factors influencing adolescent precocity to sexual practice in selected secondary schools in Nairobi. The self-reported data indicate that mass media, peer influence, access to drugs and alcohol and extreme sex drive were major factors responsible for adolescent precocity in sexual matters. Among the students, gender differences were also observed in terms of sources of information about sex. The most critical factor identified was peer influence followed by mass media

Other studies have also identified peer pressure as a reason for engaging in sexual activities. Contrary to popular belief, Ndayala (2005) found no relationship between adolescents’ attitudes towards sex and their sexual decisions. May be the answer to this contradiction would be an understanding of what young people think about when they hear the word sex. Moreover, the available research has rarely given young people an opportunity to describe their thoughts about

sex. We contend that the reported gender differences in sexual behavior may imply differences in the thoughts that young people have towards sex

2.4 Influence of TV contraceptives adverts on sexual behavior of the youth

It is well known that teenagers sometimes seek to resemble actors and actresses as they experiment with different facets of their newly forming identities and try on different social “masks.” In particular, the idiosyncrasies of adolescent psychology seem to combine to conspire against successful use of contraception during early and middle adolescence (Strasburger et al., 2006). Teenagers often see themselves egocentrically as being actors in their own “personal fable” (Elkind, 1993) in which the normal rules (e.g., having unprotected sexual intercourse may lead to pregnancy) are suspended—exactly as on television.

Using sex to promote one’s products in the hope to sell them is not a new phenomenon. Although sexual imagery in commercials including contraceptive advertising may vary, it often includes some content that viewers interpret as sexual (Reichert & Ramirez, 2000). Similar to entertainment TV, advertising uses either verbal or visual devices to convey sexual content. Reichert and Lambiase (2003) note that stimuli identified as sexual often refer to “physically attractive models whose alluring bodies are partially revealed by provocative apparel” (p.121). In addition to clothing, advertisers have introduced sexual content in subtle ways by using innuendos which left little to the viewers’ imagination. Past research indicates that marketers have mainly used sex as an attention-grabber to increase ads memorability (Parker & Furnham, 2007). Since viewers cannot remember content which they did not pay attention to, marketers often use sex as an effective attention grabber. These attention-grabber devices are built on three themes: (1) sexual attractiveness for the consumer; (2) likely engagement in sexual behavior (and more enjoyment from these encounters); and (3), sex esteem defined as the feeling of being sexy or sensual (Reichert & Lambiase, 2003).

The effectiveness of sex as a persuasive technique has been measured by assessing viewers’ level of involvement with the ads as well as by their ability to remember the product and eventually their intention to purchase the product (Gunter, 2000; Parker & Furnham, 2007). There is some

evidence suggesting that the use of sex as a device to promote commercial products may have some boomerang effects. Instead of increasing people's intention to purchase the product, the use of sex as a device to sell may turn people off. Experimental studies showed that people exposed to sex stimuli were less likely to remember the brand. In addition, the sex stimuli did not increase purchase intention either. In one experimental study, Dudley (1999) exposed the treatment group to an ad included in a selected episode of "Sex and the City". At the end of the experiment, those who were in the treatment group recalled fewer brand names than those who were not exposed to the content. By monopolizing viewers' cognitive resources, the presence of sexual scripts may shift viewers' attention from the product itself making it difficult for them to remember anything about brand that the ad tried to promote (Jones & Reid, 2010).

The same pattern of results was found with violent content. In experimental studies, it was reported that the treatment group's ability to recall television advertising was impaired by the presence of violent content (Parker & Furnham, 2007). Parker and Furnham (2007) suggested that all the efforts that viewers have to put into attenuating the anger that they feel in watching the violent content may decrease the likelihood that they will process the messages any deeper. Bushman and Bonaci (2002) referred to the same "Cognitive Interference Theory" to explain why and how sexual and violent content impair viewers' recall of advertising. It appears as if being exposed to sexual or violent content may demand more attention from viewers, thereby reducing cognitive space left to process the information conveyed about the product. As a result, viewers are less likely to recall the content of the advertising and recall the brand name. Eventually, it may also affect their intention to purchase the product.

In summary, empirical evidence suggests that using sex as a persuasive technique may not necessarily increase the effectiveness of ads operationalized as purchase intention. Despite the weak association between intention to buy the brand and exposure to sexual appeals, marketers increasingly rely on female sexuality, to sell condoms and other contraceptives (Jones & Reid, 2010). Even though health organizations as well as businesses can all contribute to educating viewers, it will be challenging to ask condom advertisers to abandon the use of sex as a

persuasion technique. The stakes are even higher for social scientists who need to go beyond “sex as an attention-getter” when examining the effect of sexual images in condom advertising (Reichert & Lambiase, 2003). For instance, Bushman and Bonaci (2002) suggest that not only does sex decrease the likelihood that viewers will remember the brand but it also encourages sexual thoughts. They then conclude that these continued thoughts about sex or violence reduce viewers’ ability to process the advertisement.

Other content-analytic studies revealed that advertising conveys stereotypical portrayals attitudes about men and women, in conjunction with contraceptives use especially condoms. The need for effective communication in a very short period of time may make it challenging to avoid using stereotypes. Therefore, contraceptives advertisers have developed more and more creative ads promoting beliefs and lifestyles that appeal to young people including the importance of being sexier, glamorous, and successful in their sex life. These images tap onto peoples insecurities. Viewers, especially young people who feel insecure about their looks, their social and sexual situations may feel vulnerable to these constructed and ideal situations. As Saffer (2010) put it “Advertising creates the impression that, for a relatively small expenditure, young people can psychologically connect to the positive fantasy places, lifestyle and personality characteristics that it portrays” (p.175). But what makes the depiction of sexuality in advertising fulfilling to viewers?

Those who pioneered research on sex in advertising in the 1960s conceptualized sexual stimuli as “scantly clad images of women” which could “influence advertising response” (Reichert & Lambiase, 2003, p.121). Research revealed a gender effect with women being more sexually objectified. It was also reported that more women (84.2%) than men (15.8%) were depicted in sexual ads (Reichert & Lambiase, 2003). When ads relied more on female characters, the latter were depicted as decorative objects and were more likely to be objectified. In a content-analytic study, Lin (1998) found an unequal proportion of male and female characters represented as sex object with only 9% of male characters and 23% of female characters. Female characters tend to

have less clothing on them than male characters (Jones & Reid, 2010, Lin, 1998; Reichert & Lambiase, 2003; 2004).

Majority of Kenyan music is laden with staggering sexual graphics. Most songs include innuendo, partial nudity and sexual situations and behavior. These media channels depict half-dressed women in sexually suggestive body movements and often play lyrics intended to inflame sexual feelings. The images and words in the media contain unrealistic, inaccurate and misleading information that young people accept as fact (O'Toole, 1997). Research shows that increased exposure to unrealistic portrayal of sex is associated with increased perception of sexual activity in the real world (O'Toole, 1997).

Music programmes use fast-paced visuals to grab the attention of a very specific youthful audience - a generation that has been raised with different ways of processing information (Gakahu, 2005). They use sexual images of women through short, sharp, shots of intense visual pleasure, to encourage viewers to watch closely and stay focused so that they do not miss out anything.

Kenyan songs portray a skewed relationship between clear messages about safe sex and sex for sex sake in promotion of condom use. A critical look at the language in these songs leaves a thin line between the two aspects. In "Juala" by Nonini for example, despite the fact that the artist is promoting the use of condoms, he is, on the other hand encouraging casual sex (Gakahu, 2005). He terms the bottoms of females as coming in all sizes and all prices. He says, Manyakee all sizes, Manyakee all prices... juala ndio wahitaji. The artist commercializes sex and gives an okay to casual sex as long as the individuals involved have a condom. Other songs like "Wee Kamu", "Kamata Dame", "John Nampenda John" among others primarily describe sex. In the song "Wee Kamu", the artist uses graphic language and glorifies promiscuity. The song delves into bedroom matters, describing a sexual encounter and leaves nothing to the imagination of its listeners (Chapin, 2000). It is heavily done in "sheng", which masks most of the profane language used in it. To many young listeners, dependent on the media as a source of information when they lack personal experience and interpersonal advice in the area they are seeking knowledge.

There is a general realization that the interest of the Kenyan youth towards music goes beyond just entertainment. Many youngsters look up to the musicians as their role models. According to Bandura (1971), messages in media especially advertising may be particularly powerful (to the youth) when the participants are attractive, are shown as powerful, are rewarded in some way for their actions, or represent characters with whom the young person identifies. Music celebrities, therefore, have been used by broadcast media to promote safe sex in Kenya. Phrases like “Nameless ana yake je una yako? Deux vultures wana zao je una yako”? and “Kleptomaniacs wana zao je una yako”? are common in condom ads.

In her review, Ward (2003) identified 36 studies investigating the effects of sexual content on viewers. Those studies examined a wide range of behaviors including initiation of sexual activity, condom use and attitudes about sex. Overall, research indicates that the more individuals are exposed to sexual content, the more they report liberal and stereotypical sexual attitudes. In experimental studies, male students who were exposed to magazine ads in which the female characters were shown as sex object were more likely to agree with rape-supportive statements and were also more accepting of sex role stereotyping than students in the control condition (Lanis & Covell, 1995; MacKay & Covell, 1997). The same patterns were replicated in two other experimental studies where the treatment group was exposed to music videos containing sexist comments and sexual content. After having been exposed to the videos, students were more likely to endorse casual and stereotypical attitudes about sex (e.g., Greeson & Williams, 1986; Kalof, 1999). Recent survey research (Bleakley et al., 2009) also found a positive association between exposure to sexual content in the media and beliefs which increased the likelihood of engaging in sexual activity.

Young people seem to be quite vulnerable to the effect of contraceptive advertising especially condoms. For instance, Jones and Jernigan (2010) argued that viewers, including teenagers and younger children do remember and like condom ads in TVs. Anderson, Bruijin, Angus, Gordon and Hastings (2009) have also argued that commercials constitute one of the major risk factors that may encourage young viewers to use contraceptives. This is consistent with Austin, Pinkleton and Fujioka (2000) who found that watching more primetime TV increases the likelihood that young people will find the portrayal of contraceptives desirable which then increased their desire to reproduce what they see in the ads.

2.5 Challenges faced by youth towards the use of contraceptives

As described by the World Health Organization, sex education amongst adolescents remains a global challenge due to its sensitivity and biases derived from attitudes and values that are either personal or related to religion and traditions (WHO 2013). In the last decade, despite the enormous effort to improve reproductive health programs in schools, provision of sex education has in many countries faced legal, financial, cultural and religious barriers (WHO 2008: 7).

Adolescent reproductive behavior is recognized as an important health and social concern in Kenya. In the past, studies have shown that a high percentage of young people are getting sexually active in early teenage or adolescent stages and as a result majority are in turn using contraceptives even without much knowledge about them (KNBS 2010.) Although these teenagers remain exposed to the risks associated with unprotected sexual behaviors, use of contraceptives by teenagers in the country with a very strong religious learning remains a sensitive issue. Majority especially parents are still in denial that teenagers are actually using (abusing) contraceptives and a recent debate that contraceptive education will be introduced in schools brought a wave of protest.

In Kenya, sex has been a taboo subject and it has been to the African society as a whole. Government, school's officials, religious leaders have been debating whether or not there should be formal sex education in schools. The minimum response especially from the non-governmental organizations too introduced sex education programs in schools has in the past years faced opponent and challenges especially when it comes to the choice of topics. In

addition, more than 13, 000 girls drop out of school due to pregnancy accounting to 31 percent of all dropout rates (Wanjala, 2011:1- 2)

The environment for contraceptive by young people in both school and at home is not always that favorable and mostly the perceptions of contraceptives are generally negative. Majority of parents or guardian would object contraceptive use by unmarried adolescents and have negative opinion of unmarried adolescents using contraceptives. Most parents and teachers have negative perceptions and they focus their messages on negative effects of contraceptives. Moreover, in many schools sexuality education is left to unskilled teachers who give negative messages on contraceptive use hence the information given is inadequate while as parents lack confidence to discuss sexuality issues with the young people (Kinaro, 2012.)

Religiosity which is simply defined as religious beliefs, practices, moral values and guidance and involvement in a faith community is also another factor when it comes to use of contraceptives. As part of moral guidance most religions have traditionally taught that sexual intercourse is between a man and woman who are within the context of marriage. There are those that teach that abortion and artificial means of contraceptives particularly the abortifacient types (those that are likely to cause abortion) are morally unacceptable. For instance, the Roman Catholic is clear on its opposition to both uses of contraception and abortion while as other faith systems such the Lutherans, Evangelicals, Jews and Muslims do prohibit abortions and may have limits on the use of some birth control methods that might cause an abortion as it is the case with the Lutherans. Parental religiosity has highly been linked to adolescents' behavior in the sense that adolescents whose parents are religious, they are likely to acquire the same. Research on adolescents shows

that a higher level of religiosity (which could be more frequent attendance to church and self-report of religious importance) is associated with delay in the onset of sexual activity, lower number of lifetime partners, increased conservative sexual attitudes as well as decreased likelihood of having an abortion among pregnant adolescents, (Fehring and Ohlendorf 2007, 402-405).

2.6 Research Gap

Even though research supports the important role parents play in talking to their adolescents about sex and sexuality, parents tend to avoid engaging in discussions about safe sex practices, general sexual health, or emotions related to sex (Guilamo-Romos, 2008; Warren, 1995). Parents want to play a critical role in educating their adolescent children about sex, but they doubt their ability to effectively discuss sex with their children (Rosenthal & Feldman, 1999). Parents report embarrassment or anxiety in talking about sex, particularly during their children's later adolescence (age 14-18), when many young people are engaging in sexual behavior (Jerman & Constantine, 2010). Essentially, parents struggle with their own lack of knowledge, perceived self-efficacy as communicators, situational constraints, and what information they should disclose to their children (Jaccard et al., 2002; Jerman & Constantine, 2010; Jordan, Price, & Fitzgerald, 2000) this is where television takes over as the best educator for adolescents on everything they want to know about sex more so the TV adverts on contraceptives does it best in educating the youth.

There are soo many instances of sexual behaviors on television content ranging from verbal expression, erotic touching to intercourse, masturbation, homosexuality and incest (Chapin, 2000). According to Johnson, Cohen, Smailes, Kasen and Brook (1999), the average youth spends more time watching television than in the classroom. It is a longstanding and open question how exposure to media images affects the behavior of viewers. The sexual content in television can affect any age group, adolescents may be particularly vulnerable (Ward, 2003) since they are still in the impressionable developmental stages and are attempting to establish

their own identity. Adolescents may be exposed to sexual contents in the media because they are still at their developmental stages and hence cannot decipher good from bad media programming.

Most studies done earlier investigated on the influence of TV programmes and viewership on youth sexual behavior but no particular study in Kenya has tried to analyze the influence of television adverts on contraceptive use among the youth in public universities and thus this study will try to bridge the gap by indentifying the impact of television adverts on contraceptive use and how they may influence sexual behavior of the students in University of Nairobi.

2.7 Theoretical framework

The potential for mass media to influence behavior has been supported through a number of different psychosocial theories, hypotheses, and models. Although there is considerable variation in theoretical mechanisms by which media might affect adolescents' sexual attitudes and behaviors, most posit that sexually related message content and behavior act over time as stimuli to change consumer psychological, physiologic, and behavioral function. The study thus analyses two theories namely Social-Learning Theory and Cultivation theory to relate the use of contraceptives and sexual behaviors among youth.

2. 7.1 Social Learning Theory

The Social Learning Theory was propounded by Albert Bandura who was a psychologist at Stanford University. The theory suggests that much learning takes place through observing the behavior of others (Anaeto, et al, 2008).

Social learning theory explains how people adopt and maintain recommended behaviors through observation. At its core, SLT argues that individuals will be motivated to adopt the recommended behavior to the extent that they perceive the latter will bring about positive outcomes. First-hand experience is not a necessary condition for the behavior changes to happen. Social learning theory (Bandura, 1977; 1986) posits that watching on-screen characters rewarded or punished because of their behaviors (vicarious reinforcement) may lead to behavior changes as much as first-hand

experience does. Therefore, SLT relies on the idea that the treatment of a character in the media raises viewers' awareness about what is right or wrong.

Social learning theory describes several factors that determine the people, conditions and circumstances under which behavior modelling and changes are most likely. Those factors include environmental factors such as the situations, expectations, self-efficacy or behavioral capability, emotional coping responses, and related elements. The process starts with the individual being exposed to on-screen characters engaging in some behaviors. Once they have internalized the media portrayal, individuals are expected to emulate the behavior if and only if they believe to have the necessary skills to perform the behavior (self-efficacy or behavioral capability). Positive reinforcement is applied to positive outcomes whereas negative reinforcement is applied to negative outcomes. Viewers who engage in positive reinforcement expect that they will experience the same positive outcomes portrayed onscreen if they were presented with the same situation in the real world. In the context of contraceptives and sexual content, it is expected that if the character on TV experiences negative consequences of unmarried sex (e.g., characters impregnated their partners and their own marriage ended up in divorce. Therefore, they got depressed), SLT predicts that the viewer should not want to imitate that behavior.

To summarize, behavior is a function of expectations which in turn are developed by vicarious experience, direct observation, and performance attainment. Rutger, Engels, van Baaren, Hollenstein and Bot (2009) discussed evidence from neuroscience that buttresses past research on observational learning. These researchers argue to that end: "When we observe someone perform a certain action (e.g. kiss and a girl and remove a condom), the pre-motor representation of that action (the goal and the muscles involved) is activated in our brains as if we are about to perform that action ourselves." (p. 245).

As already noted, condom advertising is depicted in a positive way. Even though condom advertising may depict condom use in intimate situations, any talk about the negative consequences of condom and sex is conspicuously left out. Moderation messages are barely present in ads, often appearing in the background (Austin & Hust, 2005). Instead, advertisers highlight the sexual benefits viewers

might aspire to. And this seems to work since participants focus more on the elements that advertisers want them to pay attention to.

Research indicates that the impact of media messages on viewers depends on several things including their own interpretations of the message, and the extent to which the media portrayal will be reinforced or contradicted by other agents of socialization such as parents or peers (Roberts, Henriksen & Christenson, 1999). Ward (2003) argued that viewers, even the youngest of children, are not mindless drones, soaking up and imitating all media images. Indeed, many viewers are exposed to the same content, but their subsequent beliefs and behaviors are not equivalent” (p. 360).

Existing media effects theories have not explained how and why media content related to sex and contraceptives effectively persuade individuals to engage in risky behaviors. That is, explanations about media effects tell us little about how viewing the content about sex and condoms/pills makes viewers more vulnerable to those risky behaviors. For example, how does seeing an attractive model using condom/pills lead viewers to reproduce the same behavior? This is a critical question for both theoretical and practical reasons. Unless they understand how and why individuals differ in their perceptions of media portrayal of contraceptives and sex, health professionals will not be able to intervene and decrease the effects of advertising on behaviors.

This theory was of great significance in this study for it helped to understand how young people learn about sexuality from others depicted in the media. For instance it makes us understand how advertising/entertainment contents, depicting sexual norms, stereotypes, double standards and sexual roles may have profound influence on teens’ perception about sex, body image and social norms influence the contraceptive use and sexual behaviors among the youth in the public universities in Kenya.

2. 7.2 Cultivation Theory

Cultivation theory (Gerbner, 1970; Gerbner et al., 1980) posits that media portrayals are constructed representations of reality that often do not coincide with what viewers may actually experience in the real world. This grossly exaggerated or simple construction of facts may gradually cultivate the

viewers' perception of the world. One of the core assumptions of cultivation theory is that the depiction of sexual benefits as a result of contraceptives use is so pervasive as to be unavoidable. In addition, cultivation assumes that there are uniform media effects. For all these reasons, cultivation researchers posit that assessing individuals' overall amount of exposure to the media is an effective way to assess their level of exposure to those different types of media content. Cultivation (Gerbner et al., 1980) would rely on chronic memory accessibility to explain why individuals who are exposed to different amounts of the same contraceptives-sex link content will be impacted differentially. Individuals who are more exposed to media are more likely to endorse the association of contraceptive use with risky sexual behaviors than light viewers. Theoretical predictions suggest that heavy viewers would have internalized that particular portrayal so much that it will be easier for them to associate contraceptives use with sex each time they are exposed to contraceptive advertising. Past empirical evidence provides support for this assumption. Adolescents who were exposed to highly sexualized content were also more likely to have engaged in sexual intercourse early (Brown & Newcomer, 1991; Peterson, Moore, & Furstenberg, 1991). More recently, Hennessy et al. (2009) found a positive relationship between exposure to sexual content and changes in sexual behavior among White adolescents.

Many scholars question cultivation theory and its conclusion. Among other things, scholars have criticized the theory's assumption that viewers are passively accumulating every depiction that the media conveys about some issue. The media experience should be viewed as an active rather than a passive, unidirectional process in which viewers passively are being cultivated into a specific portrayal. Therefore, all viewers exposed to the contraceptives-sex link may not necessarily be cultivated into that depiction. In addition, scholars question the idea of a uniform media effects and have expressed concerns regarding the small role attributed to viewers' interpretations of media messages (e.g., Harris, 2003). Critiques (Roberts & Christianson, 2000) appreciate the attention that Gerbner gives to the context in which media experiences occur. The same voices expressed concerns about relying too much on the *frequency* (e.g., how often viewers are exposed to sexual benefits as a result of contraceptives use) when explaining media effects. For instance, research in violence in the media has called this operationalization into question. Studies indicate that viewers' reactions to violent content are relevant in health behaviors. This is an important issue since interpretations of the

same media portrayal may vary across individuals (Krcmar, 1998). Therefore, Krcmar cautioned media effect scholars about concluding that the process is completely determined by the image.

Despite those criticisms, cultivation has been used to predict a wide range of behaviors including TV-induced aggression. However, what is missing, one would argue, is unequivocal evidence in support of the causal relationship between exposure to contraceptives/sexual content and contraceptive use and sexual behaviors. Proponents of cultivation theory could argue that owing to design limitations and ethical considerations, establishing causality between exposure to sexual content and sexual behaviors is very challenging if not impossible to do. However, beyond this simple causality mechanism, cultivation theory is quite limited in explaining the variations of the persuasive effects of TV content. In the context of sex as a persuasive technique, it is reasonable to argue that mere exposure to contraceptive advertising does not ensure that all viewers will be impacted in the same way by what they see. This gap has been partly compensated by Bandura's (1977; 1986; 2001) social learning theory. Social learning theory has been quite fruitful as a theory for mass media campaigns intended to produce behavior changes.

2.8 Chapter Summary

This chapter focused on discussing Television Influence on youth Sexual Behavior, Influence of TV adverts on the use of contraceptives among the youth and influence of contraceptives adverts on sexual behavior of the youth.

It also focused on theoretical framework that underlines this study. A review of social learning theory and cultivation theory with the main emphasis placed on cultivation theory was discussed in detail. The importance of observing modeling behavior, attitudes and viewing motivations of teenagers was addressed, as was the fundamental assumption of social learning theory and cultivation theory.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology describes the procedures that were followed in conducting the study (Mugenda & Mugenda, 2003). The chapter presented the research site, study population, research design, sample size and sampling procedures for the study. It also discussed the data collection procedures, data analysis and presentation, reliability and validity of research instruments and ethical consideration.

3.1 Research site

The study was conducted among undergraduate students at the University of Nairobi, School of Journalism and Mass Communication. The school is located at the University of Nairobi main campus in Nairobi Central Business District (CBD), Nairobi County.

3.2 Study population

The population refers to an entire group of individuals having a common observable characteristic, Mugenda and Mugenda (2003). The target population in this study was undergraduate students at the School of Journalism and Mass Communication University of Nairobi. The target population was 1,200 students who are enrolled in Bachelor of Arts (journalism and media studies), and Bachelor of Arts (broadcast production) who are between ages of 16 to 24yrs only.

3.3 Research Design

A research design is a framework for specifying the relationship among the study's variables and outlines procedures for every research activity (Cooper & Schindler, 2003).

Mixed methods design approach was used in this research. According to Mugenda and Mugenda (2003), the advantage of a mixed methods approach is that it balances efficient data collection and analysis with data that provides context. Quantitative data quickly and efficiently captures potentially large amounts of data from large groups of stakeholders. Qualitative data provides the contextual information and facilitates understanding and interpretation of the quantitative data. And, because qualitative data is collected from a subset of the stakeholders, costs are mitigated (Berg, 2004).

3.4 Sample size and Sampling Procedures

3.4.1 Sample size

The sampling plan describes the sampling unit, sampling frame, sampling procedures and the sample size for the study. The sampling frame describes the list of all population units from which the sample was selected (Cooper and Schindler, 2003). For the quantitative data, a sample of respondents was drawn from 1200 undergraduate students who are between ages of 16 to 24yrs only.

The sample size was given by:

$$n = \frac{p \times q \times [z/e]^2}{}$$

Where: n= is minimum sample size required

p = the proportion belonging to the specified category

q = the proportion not belonging to the specified category

z = the value corresponding to the level of confidence required (90% certain=1.65, 95% certain=1.96 and 99% certain=2.57)

e% = the margin of error required when the population is less than 10,000 the sample need to be adjusted according to minimum sample size formula as shown below:

$$n' = n / (1 + n/N) \text{ where}$$

n.' = the adjusted minimum sample size

n. = the minimum sample size (as calculated)

N = the total population

p=50%, q=50%, z=1.96 (95% certain) e= 5% (i.e. within plus or minus 5% of the true percentage, the margin of error that can be tolerated), N=1200

$$n. = 50 \times 50 \times [1.96/5]^2$$

$$= 2500 \times 0.153664$$

$$= 384$$

Adjusted sample size

$$n.' = 384 / [1 + (384/1200)]$$

$$= 384 / 1.048$$

$$= 290.9 \quad \text{Approx} = 291$$

According to Krejcie and Morgan (1970)'s Table of Sample Size Determination, it suggests that this target population should have minimum sample size of 291.

SECTION	POPULATION (Frequency)	SAMPLE SIZE
Bachelor of Arts (journalism and media studies)	700	187
Bachelor of Arts (broadcast production)	500	104
TOTAL	1200	291

Source: Krejcie and Morgan, 1970

3.4.2 Sampling Procedure

Simple random sampling was used to draw the individual samples for the quantitative data. To ensure an unbiased sample, every student of School of Journalism and Mass Communication population had an equal opportunity to be selected in the sample. One of the best things about simple random sampling is the ease of assembling the sample. It is also considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected. Simple random sampling is representativeness of the population and one is selected by mere luck.

Further 24 students were purposively sampled who were divided into four (4) groups who formed focus group discussion. Purposive sampling technique is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research.

3.5 Data collection methods

Data was collected using two instruments, the questionnaire for quantitative data and an interview guide for qualitative data. A pre-test questionnaire was done with a selected number of students at the School of Journalism and Mass Communication; to check for general content, context, validity and thoroughness. Their advice and opinions were incorporated in the final instrument. This helped minimize ambiguity and make questions answerable.

3.5.1 Quantitative data

The study used quantitative data which was obtained through survey method by use of questionnaires. The questionnaires were delivered and collected after a few days. Both open-ended and close-ended questions were asked. Questions were clearly phrased in order to make clear dimension along which respondent to analyze. In open ended questions, space was provided for respondents to express their feelings. Close ended questions were used to ensure that the given answers were relevant. The questionnaires were used because they allow the

respondents to give their responses in a free environment and help the researcher get information that would not have been given out had interviews been used (Bryman, 2008).

3.5.2 Qualitative data

Focus group discussion was used where 4 groups were formed comprising 6 students each to make a total of 24 students. The interview for focus group discussion was done through interview guide schedule with the groups.

FGD can be used to study several realms of communication by probing people's attitudes, values and behaviors (Rubin et al 2005). FGDs are also considered an effective way of collecting data on people's deep feelings and motivations (Hocking, Stacks, McDermott 2003: 204). They are particularly useful in helping a researcher gain an in-depth understanding of an issue.

Krueger (1988:47) lists five advantages associated with FGDs:

- The method is socially oriented and captures real-life data in a social environment.
- It is flexible.
- It has high face validity.
- It has speedy results.
- It is inexpensive.

3.6 Data Analysis and presentation

3.6.1 Quantitative data

Data that was collected through questionnaires were checked for completeness and comprehensiveness. Quantitative data was edited, summarized and coded for easy classification in order to facilitate tabulation and interpretation. Data was analyzed through descriptive and inferential statistics was used to analyze the data. Statistical Package for Social sciences (SPSS) tool was used to aid in presentation of data.

3.6.2 Qualitative data

Qualitative data was organized according to answers for the open ended questions in the Interview guide schedule for FGD. This was analyzed thematically - the analysis of verbal or written communications in a systematic way to measure variables qualitatively. The researcher developed a coding system based on the data that was collected. This was grouped according to major themes under the study and their association was identified. The data was presented in form of narrative notes that clearly showed the influence of television adverts on contraceptive use among the youth in public universities in Kenya.

3.7 Reliability and validity

The researcher obtained authority from relevant management to circulate questionnaire as well as conduct face to face interviews with the youths. The researcher did a pre-test questionnaire before the final distribution.

Reliability is the measure of the extent to which a research instrument gives consistent results or data after repeated trials. Reliability in research is influenced by random error. Random error is the deviation from a true measurement due to factors that have not been effectively dealt with by the researcher such as inaccurate coding, ambiguous instructions to the respondents, interviewer and or interviewee's fatigue, interviewer's bias (Berg, 2004).

Random error is inevitable. However, the higher the random error, the lower the reliability will be. Conversely, the smaller the deviation, the more reliable the data would be. The data collected through research tools have two components, namely the true value or score and an error component. The error component is a result of the limitations of the instrument used. The questionnaire is well structured to ensure validity and reliability. The research instrument will be pretested and refined.

According to Mugenda and Mugenda (2003) reliability relates to accuracy and precision of a measurement procedure. It is a measure of degree to which a research instrument yields

consistent results or data after repeated trials, said the same authors. The researcher will ensure reliability by being thorough accurate and honest in carrying out the research.

Validity is the extent to which the measurement measures what you want it to measure. It is the accuracy and meaningfulness of inferences that are based on the research results. Validity is the degree to which results obtained from the analysis of the data accurately represent the variables being studied. If the data is a true reflection of the variables, then inferences based on the data will be accurate and meaningful (Rubin & Babbie, 2010).

Validity is determined by the presence or absence of systematic or non-random error in data. Validity, according to Mugenda and Mugenda (2003, p. 99), “is the degree to which results obtained from the analysis of data actually represent the phenomena under study”. Validity is made more likely by mitigating threats such as inaccuracy or incompleteness of data, erroneous interpretation of respondents meaning, or bias on the researcher’s and/or respondent’s part.

The researcher planned to reduce the perceived threats. To achieve that, the researcher sought to find supplementary data by conducting the interviews which the researcher personally conducted. In the process the researcher hoped to observe the emotional state of the respondents and any personality trait that could further enrich the research.

3.8 Ethical Considerations

The research was conducted in accordance with ethical guidelines of research. The identities of respondents filling the questionnaires and those who were interviewed were kept anonymous by not requiring them to indicate their names on the questionnaires. The names were kept secretly and were asked to mention them for dialogue purposes during the interview. For good and fair research, a letter from the Universities research office was carried by the researcher.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

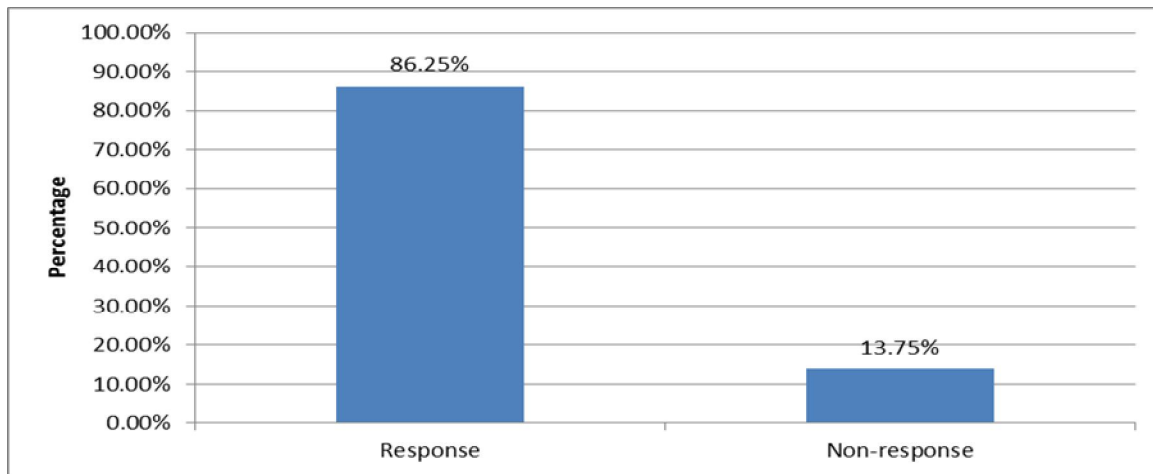
4.1 Introduction

This chapter covers data presentation and analysis. The main objective of the study was to examine the influence of television adverts on contraceptive use among the youth in public universities. The study has provided tables and figures that summarize the collective reactions and views of the respondents.

4.2 Response Rate

The sample size for quantitative data was 291 respondents. Those filled and returned questionnaires were 251 respondents making a response rate of 86.25%. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This means that the response rate for this study was excellent and therefore enough for data analysis and interpretation. The figure 4.1 below shows the response rate.

Figure 4.1: Response rate



Source: Researcher 2015

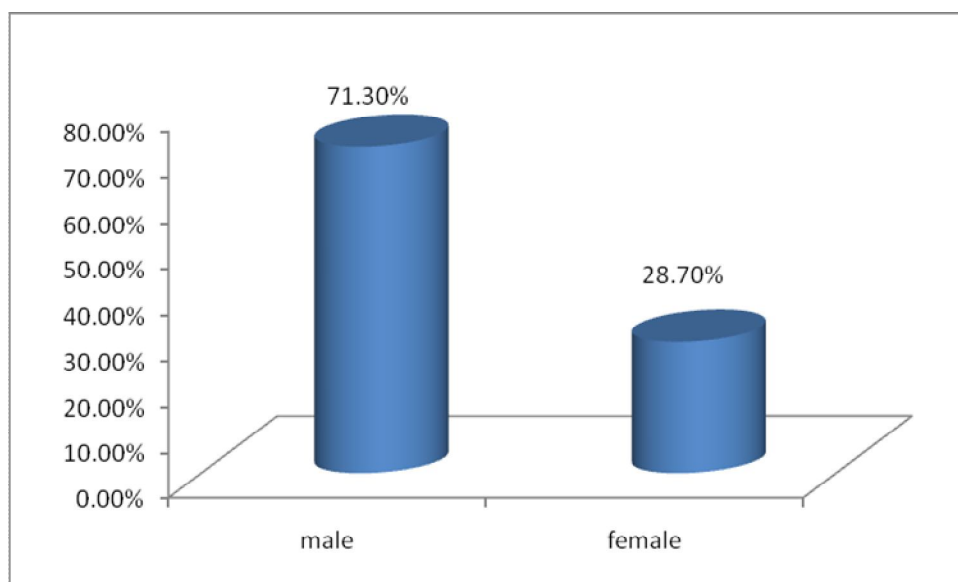
4.3 Demographic Information

The study sought to establish the demographic information in order to examine the influence of television adverts on contraceptive use among the youth in public universities. This information included age, gender and education levels of the respondents.

4.3.1 Gender of respondents

The figure 4.2 displays demographic information according to gender.

Figure 4.2: Gender of the respondents



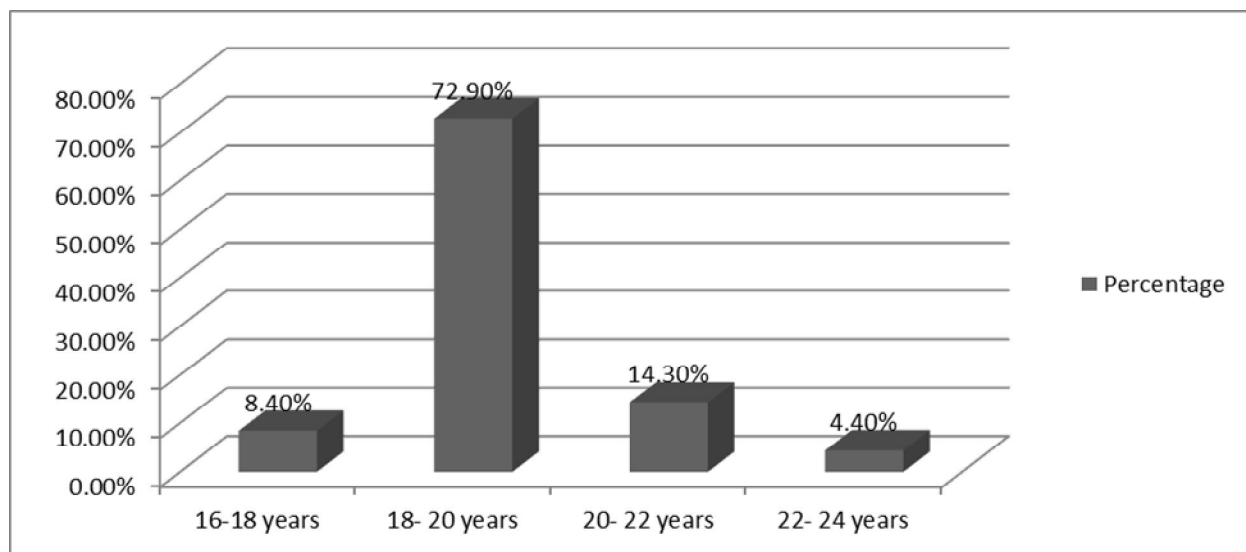
Source: Researcher 2015

The study found it paramount to determine the respondents' gender in order to ascertain whether there was gender parity in the positions indicated by the respondents. The findings of the study are as shown in figure 4.2 above. According to the analysis it was evident that majority of the respondents were male which represented 71.3% while 28.7% were female. It can therefore be deduced that males were the most dominant gender in public universities.

4.3.2 Age Bracket of the respondents

The study sought to determine if the respondents were old enough to provide valuable responses that pertain to the influence of television adverts on contraceptive use among the youth in public universities. The figure 4.3 below shows distribution of age bracket of the respondent

Figure 4.3: Age Bracket of the respondents



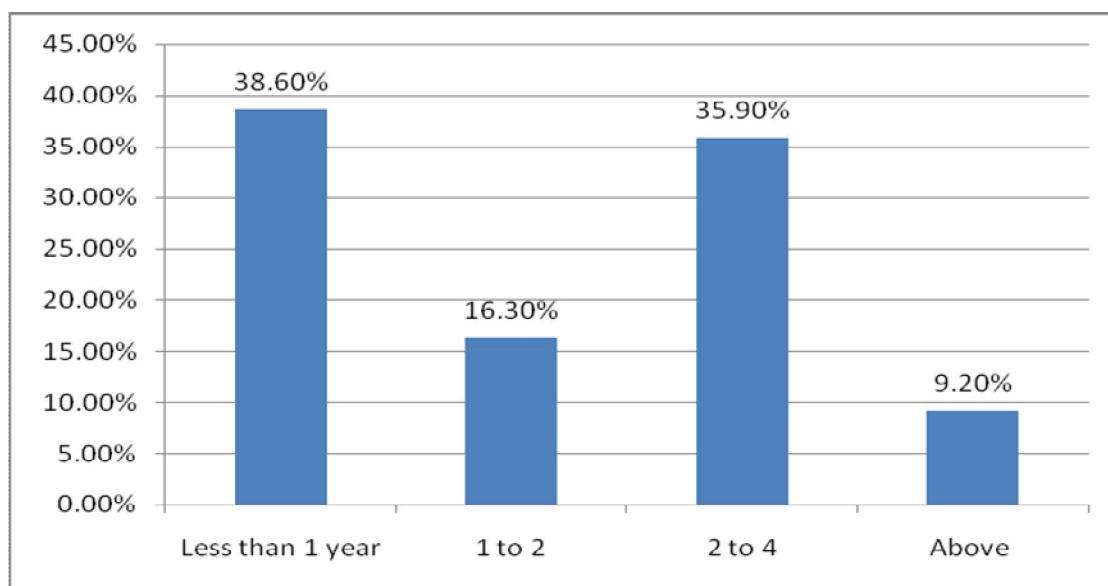
Source: Researcher 2015

The study findings showed that majority (72.9%) were between 18-20 years age bracket. Analysis of findings also indicated that 14.3% of the respondents were between 20-22 years of age. The findings further indicated that 8.4% were between 16-18 years while the remaining 4.4% indicated that they were between 22- 24 years. The findings therefore imply that the respondents were old enough to provide valuable responses that pertain to the influence of television adverts on contraceptive use among the youth.

4.3.3 Duration in the institution

The study sought to find out for how long the respondents had studied in the university. Results of the findings were as indicated in figure 4.4 below;

Figure 4.4: Duration in the institution



Source: Researcher 2015

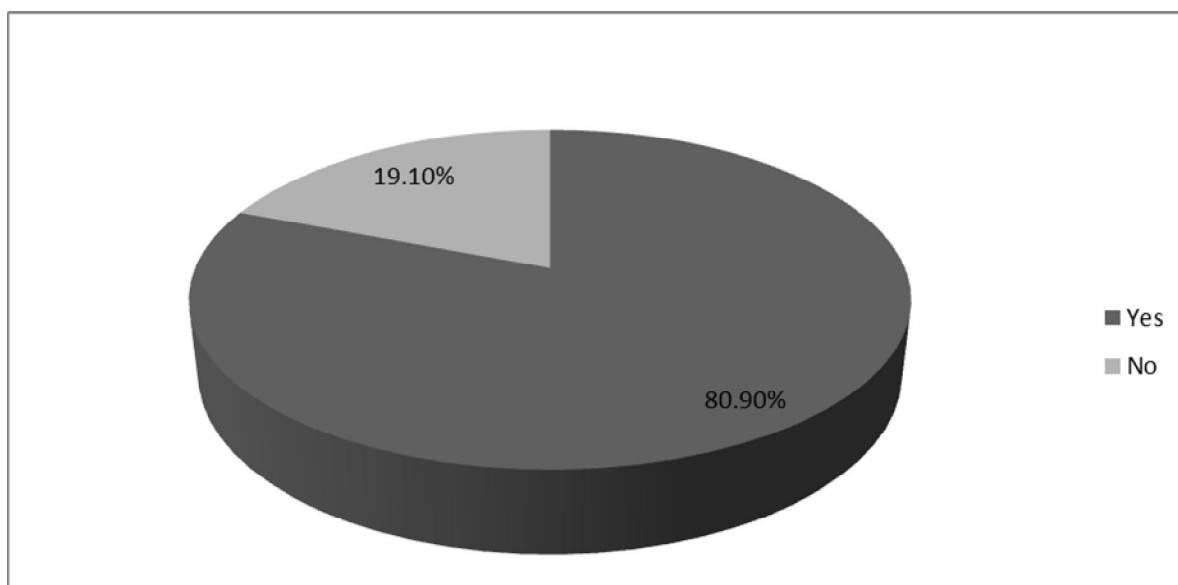
The respondents were asked to indicate for how long they have been studying in the institution. The study findings indicated that majority (38.6%) had been in the institution for less than 1 year. Analysis of findings also indicated that 35.9% of the respondents had studied in the institution for between 2-4 years. The findings further indicated that 16.3% had been studying in the institutions for between 1-2 years. While the remaining 9.2% indicated that they had been in the institution for above four years. This implies that majority of the respondents had been in the institution for less than 1 year.

4.4 Influence of television adverts on youth sexual behavior

The first objective of this study was to examine the extent to which television adverts influence youth sexual behavior in public universities. It was important to understand their common-sense knowledge on how TV adverts influence their behavior pertaining sexual activities. Most of the youth learn about sex from television, new media and especially the internet. They also learn from discussions with their peers on various adverts thus parents and teachers has no room to tell them what is right or wrong about sex because they have their own way of interpretation.

When the respondents were asked if they were sexually active, the study found out that most of them were sexually active and even have had sex act with more than one individual. Majority of them said they were actively involved in sexual activity as indicated by 80.9% while the remaining 19.1 % were not sexually active as shown in *Figure 4.5 below*. Studies have found that many adolescents become sexually active when in high school and when they join college due to peer pressure and 46% or so of high school students in America and other advanced countries of the world have had sexual intercourse (LeVay & Valente, 2003).

Figure 4.5: Sexual activity



Source: Researcher 2015

Information from focus group discussions indicated that respondents were personally actively engaging in sex. Most of them were doing it on their own will while their friends were doing it because they thought it was a good thing to experience so as to fit among their peers. Others it was simply for the fear of losing their “boy/girl friends”. Below is an example of how the conversations went

- Q: Are you sexually active?
- P2: Most of the time we engage in sex due to peer pressure, personally I had my first encounter due to peer pressure while or after attending a friend's birthday party.
- P1: Yes, I engage in sexual activity (laughter) even though I am always very careful to use contraceptives (condom) so as not to contract STDs. There is always a lot of pressure in that you can't survive in a group of friends without engaging in sex.
- P5: You know mmmmmh.... most of the time huwezi epuka (you can't avoid it) since all your friends are doing it. So if you don't have sex with your boyfriend you don't fit in this group hata anaweza kukudamp (he/she can end the love affair)
- P6: My boyfriend will leave me if I don't agree to have sex with him because there are many beautiful girls in the university he can have affair with and so I do it because I love him na sitaki aniwache I will be lonely.
- P4: You know sex is the order of the day in the campus so if you are not doing it you feel out of place. Yaani huna swag.
- Q: So you guys engage in sexual relations, don't you?
- P3: Certainly yes, many times.
- P4: The pressure is irresistible
- P1: If I don't have sex with my girl friend another person will do it because she will also want to have sex and there many men around here.
- P2: I even do it with different partners but I make sure I use protection always. Sitaki kupata mimba my parents will kill me.
- Q: Don't you fear getting sick or pregnant?

P4: You use condom so that you don't get HIV and STIs.

P2: I use morning after pill if am not safe. My boyfriend will take off if I became pregnant.

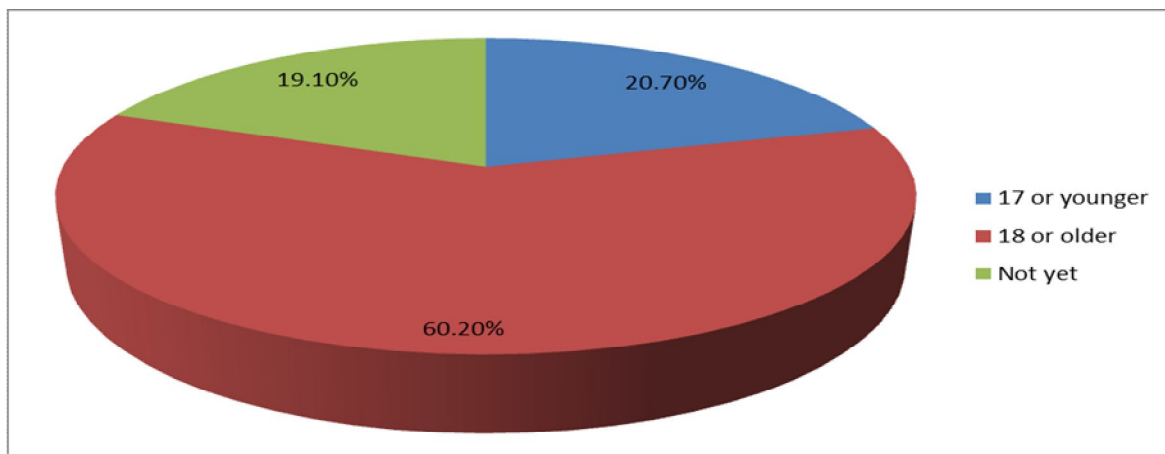
P1: If I get pregnant, I abort simple.

From the focus group discussion it was clear most of the youth indulged in sex because other students were doing it and so they wanted to fit in the group. Most of the female students don't fear getting pregnant since they can use protection, infact they would rather have sex and use morning after pill than loose their boyfriends who pressure them for sex.

The findings collaborate with studies done by Hall & Sherry, (2004) and Szabo, (2006) who indicate that a number of factors which include media and the internet, urbanization, electronic communication, peer influence and the breakdown of traditional parental and community structures also play a part, but of recent, the media and especially the television has played and is still playing a tremendous role in influencing adolescents sexuality and sexual behaviors.

The study also sought to find out at what age the respondents first indulged in a sexual relationship. The answers were also outlined during Focus Group Discussions.

Figure 4.6: Age of first sexual relationship



Source: Researcher 2015

The results as per the figure 4.6 above, majority (60.2%) of the respondents indicated that they started indulging in sexual activity at 18 years or older, 20.7% of the respondents indicated that they started indulging in sexual activity at 17 years or younger while the remaining 19.1% were not indulging in sexual behavior at all.

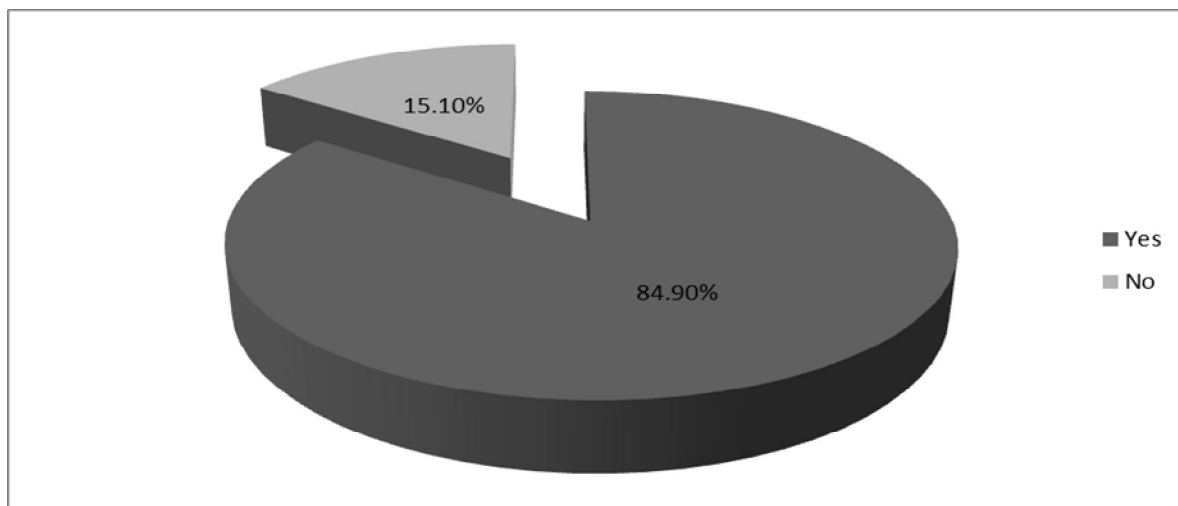
When asked whether TV adverts on contraceptives influenced the youth to indulge in sex earlier, the students unanimously agreed TV adverts influence the youth to early sex. students' stated that they are heavy consumers of sexually- oriented media including TV, both broadcast and cable channels, videos, movies, magazines, and, more recently, the internet. Below is a section of the conversation with the participants in FGD.

- Q: In your opinion, do TV adverts on contraceptives influence the youth to indulge in sex earlier in this university?
- P6: TV adverts on contraceptives is a mirror of acceptable social behavior about sexuality and thus forcing one to engage in early sex.
- P1: TV adverts on contraceptives foster teenage sexuality. Most adverts tell the youth that if you can't abstain then use condoms. Soo inakuwa ni sawa kufanya sex bora unatumia kinga usipate mimba ama maugonjwa (laughing)..... (It's right to indulge in sex so long as you are taking precautions not to get pregnant or sick)
- P5: Manze hizo adverts hufanya mzee aone ni kama sex ni kitu poa na mhimu (those adverts make someone feel like sex is a very important thing since you feel full satisfaction when loved).
- P3: Most of the TV adverts always involve a handsome guy and a cute lady having close moments. The feeling is irresistible after watching those adverts a good example is the trust condom advert "nakufeel mpenzi wangu" the guys seems to be very close and caring to the chick.

The general feeling shared by participants of focus group discussion was that TV adverts influence the youth to early sex. This concerns correlates with observations made by Brown (2000) where he found that adolescents attending practically oriented upper secondary school programmes, with increased exposure generally have sex for the first time at a younger age than those who attend more theoretically oriented programmes. Furthermore, Forsberg (2005) noted that for an adolescent trying to make a choice on whether or not to engage in sexual activity, the media can be a very powerful influence on their decision. Cooper (1998) further added that when an adolescent only sees sex as being passionate and fun, with no negative consequences, they can easily be swayed to believe that is the way things really are. Moreover, when adolescent views sexual images which tend to persistently preoccupy their thoughts, they are probably more likely to give in to their hormonal urges (Eschobar-Chaves, *et.al.* 2005).

Respondents were further asked to indicate if the television adverts influenced their sexual behavior.

Figure 4.7: Sexual behavior



Source: Researcher 2015

According to the study findings on figure 4.7 above, majority of the respondents as indicated by 84.90% indicated that the television adverts influenced their sexual behavior. 15.1% of the respondents however denied the influence of television adverts on their sexual behavior.

During focus group discussion it was also observed that TV adverts on contraceptives influenced youth sexual behavior in the university.

- (Q) How does exposure to TV adverts on contraceptives influence you to engage in unsafe sexual behavior as well as safe sexual behavior?
- P2: Tv adverts *husaidia msee kujua kutumia* hizi matembe na mipira (pills and condoms) and thus promoting safe sexual behavior
- P3: The use of sexual appeals in TV adverts produces potentially negative side effects, e.g. sexual obsession and gratuitous sex, portraying women as sex objects. Unaona kila advert lazima dame awe ndiye ako almost naked and chali huwa anamuwahi in everything (in most adverts women expose their body almost nude and they are always the target of men)
- P6: Some Adverts promotes *Mpango wa Kando* (extra marital affairs) and promiscuity in a relationship provided you use a condom! It should be stopped from running!! Period! *Watu Waache Mpango wa Kando ama Wakufe* Period!" eti ata kama umeolewa ama umeoa ni sawa(People should stop promiscuity or they die even those married or not married should not have illicit sex)
- P4: "The youth are getting the message that it's OK to go out and have fun and illicit sex because you won't get pregnant,"
- P2: E-pills have changed the attitude of the youth even shifted them from thinking about STDs and HIV/Aids - to thinking about getting pregnant. So it's better to be sick than be pregnant in the university.

The study further sought to establish the types of TV adverts which influence Sexual Behavior. The participants of the focus group discussion indicated that there are various contraceptive adverts on TV for example;

- P5: Nakufel mpenzi wangu (laughing)
- P6: Trust condom “Kuwa true” show your true colours.
- P4: Nimechill
- P3: Weka condom mpangoni

Similarly in a study conducted by Brown & Newcomer (1991) a great amount of evidence indicated that increased exposure to television’s sexual content is associated to viewers' sexual behavior. Even though the amount of general television viewing typically has not been related to viewers' level of sexual activity, when more sexually-oriented programming is examined, association between exposure and greater sexual experience emerge (Strouse, Buerkel-Rothfuss, 1995).

Lastly the study sought to establish the extent to which TV adverts affect certain sexual behavior of the respondents.

Table 4.1: Extent to which TV adverts affects certain sexual behavior

	Strongly disagree (Frequency & percent)		Less moderate agree (Frequency & percent)		Neutral (Frequency & percent)		Moderately agree (Frequency & Percent)		Strongly agree (Frequency & percent)	
	F	%	F	%	F	%	F	%	F	%
Abstinence	13	5.1	14	5.6	31	12.4	37	14.7	156	62.2
Masturbation	38	15.1	10	4.0	29	11.6	43	17.1	131	52.2
Petting behaviors	11	4.4	31	12.4	38	15.1	39	15.5	132	52.6
Oral sex	10	4.0	16	6.4	36	14.3	40	15.9	149	59.4
Anal sex	19	7.6	11	4.4	27	10.8	51	20.3	143	57.0
Sex with an unknown partners	22	8.8	41	16.3	25	10.0	52	20.7	111	44.2

Source: Researcher 2015

The research findings as indicated on the table 4.1 above shows that most of the respondents strongly agreed that televisions adverts influence abstinence as indicated by (62.2%), masturbation (52.2%), petting behavior (52.6%), oral sex (59.4%), anal sex (57.0%) and lastly sex with unknown partners (44.2%).

During the focus group discussions, participants indicated that TV adverts influence the sexual behavior of the youth adversely.

Q: Do TV adverts influence the sexual behavior of the youth?

P4: To an extent I agree “Teenagers sometimes seek to resemble actors and actresses as they experiment with different facets of their newly forming identities and try on different social “masks.” In particular, the idiosyncrasies of adolescent

psychology seem to combine to conspire against successful use of contraception during early and middle adolescence.

- P7: “Teenagers often see themselves as being actors in their own lives in which the normal rules (e.g., having unprotected sexual intercourse may lead to pregnancy) are suspended exactly as on television.”
- P4: I disagree since the mass media especially TV have been used as tools to promote sexual health almost since their invention especially through the adverts on contraceptives where they campaign against unprotected sex.
- P3: I strongly agree since most of us have multiple sex partners and have learnt about sex from the media especially the soap operas and the movies where it shows it is ok to have several boyfriends/girlfriends.
- P2: Most of us don't use condom during our first sexual exposure and those who get pregnant or got someone pregnant terminate the pregnancy just like it happens on some TV programmes.

The participants also stated that low level of utilization of contraceptives has been associated with high rates of unwanted pregnancies and unsafe abortions among the youth. The onset of sexual activity is early and contraceptive use is fairly low and both the timing of first sex and contraceptive use are affected by a variety of factors. Despite engaging in unsafe sex practices, the majority of the adolescents do not view themselves as being at the risk of contracting HIV/AIDS.

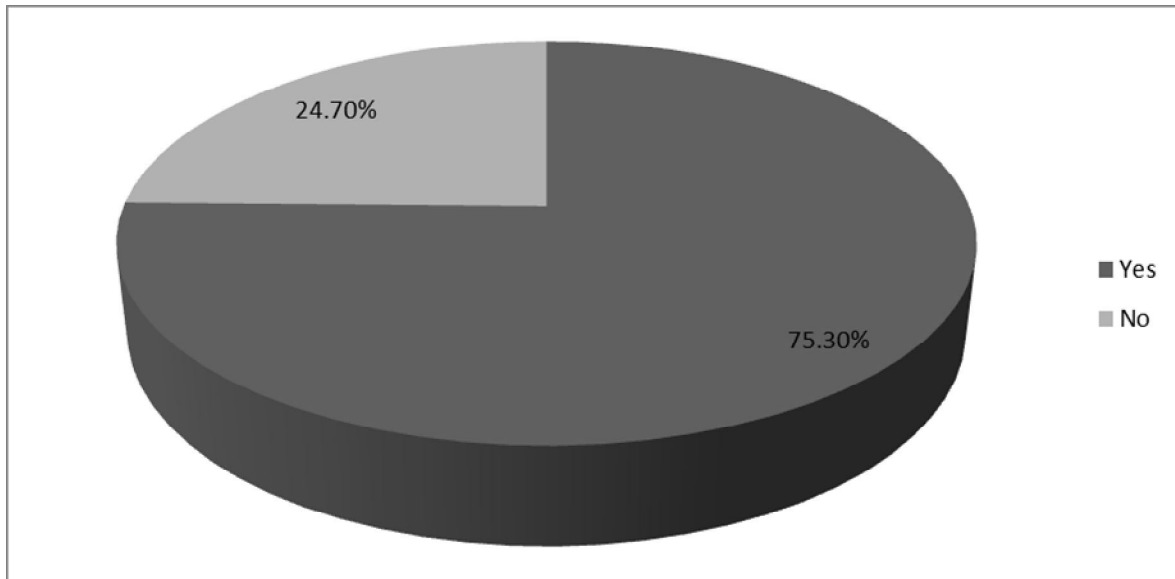
The findings concur with the statement that sexual content in television can affect any age group, adolescents may be particularly vulnerable (Ward, 2003) since they are still in the impressionable developmental stages and are attempting to establish their own identity. Adolescents may be exposed to sexual contents in the media because they are still at their developmental stages and hence cannot decipher good from bad media programming.

4. 5 Influence of Television adverts on the use of contraceptives among the youth

Mass media and especially Television has a great impact on educating the youth on sex and contraceptives. Further more most of teenagers learn about sex and contraceptives from television even before their parents gets to know they are aware of sex and even using contraceptives.

The study sought to find out the influence of television adverts on the use of contraceptives among the youth. Also the study further sought to find out if the respondents had heard of contraceptives from television adverts in which all the respondents agreed that they heard of contraceptive adverts on television.

Figure 4.8: contraceptives use among the respondents



Source: Researcher 2015

The findings of the study in figure 4.8 above indicated that majority of the respondents (75.3%) used contraceptives, 24.7% of the respondents indicated that they never used contraceptives. Among the respondents who used contraceptives the study also found out that majority of them

almost always used condoms and e-pills. The respondents however indicated knowing several contraceptive eg, the patch, vaginal ring, injections and implants among others.

During the focus group discussion it was indicated that contraceptive pills were being widely used apart from condoms by the youth in universities since they can easily be bought over the counter.

Q: Do you use contraceptives when you indulge in sex?

P1: Sex is very sweet (laughter). You cannot go having sex with a condom - so why go for the condom when I know the e-pills are there? I know I won't get pregnant with the morning after pill.

P5: Mimi hubuy pills sanasana (I usually buy pills mostly) because a condom does not give me the satisfaction I want.

P6: Bona ukule sweet na karatasi (laughter) mimi huambia dame yangu atumie e-pill kama hayuko safe tukihave sex (I usually tell my girlfriend to use e-pill if she is not safe when we have sex) hahahaha.... but condom apana hutasikia utamu (with condom you will not feel the sweetness of sex).

P4: Condoms are the best in avoiding all the STDs if it is a must to engage in sex.

P3: I find condom very involving coz you must wait when the thing is on so that you can fix it (laughing) by the time you finish ata masteam simereduce.

P6: I don't like using condom, they smell bad "na hiyo kuteleza ni yackish". I prefer my girl taking precautions herself.

In general the study established that media adverts fosters usage of contraceptives among the youths, similarly Griffiths (2005) on his study on media and advertising influences on adolescent risk behavior summarized that the media (television, radio, newspapers, etc.) are an important channel for portraying information and channeling communication. Knowledge about how the

mass media works is to influence both the promotion of potentially risky behavior (as in advertising), and for the promotion of health education (such as promoting abstinence or moderation of risky behaviors)

The study sought to find out the extent to which the respondents agreed with the following statements regarding to television adverts and the use of contraceptives among the youth.

Table 4.2: Extent to which television adverts influence use of contraceptives among the youth.

Statements	Least Extent (%)	Low extent (%)	Neutral (%)	Moderate extent (%)	Great Extent (%)
Abstinence advertising can lead to reduced risk sexual behaviors	4.1	6.6	10.4	16.1	62.8
condom advertising can be effective in increasing condom use among youths	12.1	6.0	12.6	11.1	58.2
TV adverts Influence the use of contraceptives among the youth	7.3	9.5	11.2	15.4	56.6
TV adverts on contraceptives have led to reduced incidences of STIs and HIV/AIDS among youths	5.1	5.5	13.3	16.9	59.4

Source: Researcher 2015

The findings of the study as shown on table 4.2 above indicated that majority of the respondents agreed to a great extent that Abstinence advertising can lead to reduced risk sexual behaviors as indicated by 62.8%, condom advertising can be effective in increasing condom use among youths (58.2%), that TV adverts Influence the use of contraceptives among the youth (56.6%) and lastly that TV adverts on contraceptives have led to reduced incidences of STIs and HIV/AIDS among youths (59.4%).

These findings are supported by Rich (2005) who examined the influence of media (from television to text messages) on Teen Sexual Behavior and Attitudes. The study established that

media are powerful sex educators for young people. Television, music, movies, magazines, the Internet, and other kinds of media are not always healthy sex educators, however, because in the media sex rarely occurs inside loving, long-term relationships, and potentially negative outcomes or contraceptives are almost never discussed or depicted. The kinds of media young people (defined here as ages 12 to 18yrs) use every day typically portray early, unprotected sexual behavior as normative, glamorous, and risk-free. Teens and young adults can monitor celebrity “baby bumps” on the Internet and their cell phones, and even movies such as “Knocked Up” and “Juno” that address teen and unintended pregnancy suggest that happy endings are to be expected.

The respondents were further probed to indicate the extent to which they agreed with the following statements concerning contraceptive adverts and sexual behavior of the youth.

Table 4.3: Extent to which contraceptive adverts influence sexual behavior of the youth

Statements	Least Extent (%)	Low extent (%)	Neutral (%)	Moderate extent (%)	Great Extent (%)
Electronic and print media like magazines do little to encourage the practice of safe sex among the youth	3.8	4.6	11.4	16.1	64.1
Content from choose Life curriculum (taught within club) is educative and empowers the youth to safe sex practice.	10.2	8.0	9.6	11.1	61.1
Am able to access available media that impacts on the choices that youth make regarding safe sex practice	4.8	12.5	11.2	12.4	59.1
Media coverage is critical to the dissemination of information relating to safe sex practice among youth	4.1	6.5	13.0	16.9	59.7
Sex education ought to be taught to the youth through the media	3.0	3.3	7.1	16.9	69.7

Source: Researcher 2015

The study findings on table 4.3 above indicated that majority of the respondents agreed to a great extent with the statement that Electronic and print media like magazines do little to encourage the practice of safe sex among the youth as indicated by 64.1%. Also majority they agreed to a great extent that Media coverage is critical to the dissemination of information relating to safe sex practice among youth (61.1%), that Sex education ought to be taught to the youth through the media (59.1%), that Content from choose Life curriculum (taught within club) is educative and empowers the youth to safe sex practice (59.7%) and lastly that they are able to access available media that impacts on the choices that youth make regarding safe sex practice (69.7%).

Participants in the FGDs said that young people are heavy consumers of sexually- oriented media including TV, both broadcast and cable channels, videos, movies, magazines and more recently, the internet. They also said that “televised programmes do carry sexual content across board.”

- Q: Does exposure to TV adverts contribute to contraceptive use among the youth in public universities?
- P3: Yes to a great extent TV adverts contribute to contraceptive use with majority using condoms and pills.
- P1: “Broadcast television contains a high, growing and increasingly explicit dose of sexual messages, and that a proportion of such messages display or model either restraint or contraceptive use.
- P2: Despite this being so, scientific evidence has not yet established a causal relationship between exposure to sexual content in the media and teenagers’ attitudes concerning sexuality and their own sexual behaviors.
- P5: In most instances I have observed that other countries advertise birth control products widely and have a much lower rate of teen pregnancy.
- P4: But you realize that most of those countries that advertise birth control products have very high rate of teenagers engaging in sex and substance use. So

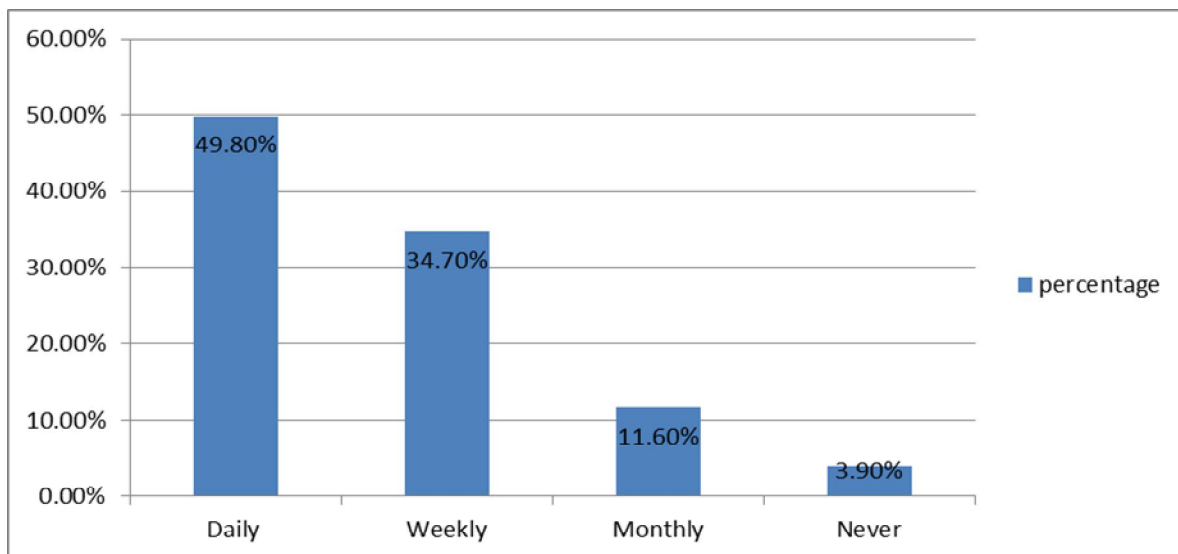
sometimes it's not good when exposed to very young people because they don't know what is good or bad to them its just fun.

This concurs with a study done by Baya and Mberia (2014) on the Impact of Television Viewing in Influencing Adolescents Sexual Behavior. The study sought to investigate TV influence on the sexual behavior of adolescents. The study found that adolescents often seek sexual information from television content rather than their parents or other adults by being attracted to programs with sexual content. The study concluded by focusing on the urgent need to address television influence on adolescents' sexual behavior by providing them with critical interpretation and communication skills in multimedia environments.

4.6 Influence of contraceptives adverts on sexual behavior of the youth

The study sought to find out if the respondents were watching Television adverts on contraceptives. All the respondents indicated that they have watched TV adverts on contraceptives. It was also necessary to know how often the respondents watched the TV adverts on contraceptives.

Figure 4.9: Television adverts on contraceptives



Source: Researcher 2015

The findings of the study on the figure 4.9 above indicated that majority of the respondents (49.8%) watched TV adverts on contraceptives on a daily basis, 34.7% of the respondents watched on a weekly basis, 11.60% watched on a monthly basis while the remaining 3.9% never watched TV adverts on contraceptives at all.

The respondents in focus group discussion agreed with seeing the adverts daily in televisions especially in the evening during and after news on daily basis.

Q: How often do you watch contraceptive adverts on television?

P1: Everyday since they are mostly brought before and during news.

P3: Once every week when am watching soap operas

P5: Almost daily since advertising generate income for the media houses.

P6: You see trust condom being their advert daily in most local channels so you cannot miss to see.

P2: Manze hizi adverts hucome daily even when you are sitted with maperos its embarrassing sometimes.

P4: hahaha I love the kuwa na trust condom I watch it daily and mostly jioni.

Oindo (2002) analyzed Contraception and sexuality among the youth in Kisumu, Kenya. The study established that the majority of the youth are sexually experienced (73.5%) with most of the first sexual experiences occurring within the 15–19 years age group. There is a high level of knowledge (99.2%) of contraceptive methods and a positive attitude towards contraception. However, the level of contraceptive use is relatively lower (57.5%) even for the sexually active. Factors influencing this practice are associated with the individual's background as well as media influence.

The study further sought to find out the extent to which the respondents agreed with the following statements regarding contraceptive adverts and sexual behavior of the youth.

Table 4.4: Extent to which contraceptive adverts influence sexual behavior of the youth

Statements	Least Extent (%)	Low extent (%)	Neutral (%)	Moderate extent (%)	Great Extent (%)
contraceptives adverts have led to improved sexual morals among the youths	5.8	9.6	17.4	13.1	53.1
contraceptives adverts can be effective in increasing healthy sexual behaviors among youths	9.1	9.0	11.2	11.0	59.7
TV adverts on contraceptives enhances safe sexual relations among the students	3.3	4.5	10.5	15.6	66.1
contraceptives adverts have led to reduced incidences of unwanted pregnancies among youths	4.4	5.2	14.8	19.8	56.0

Source: Researcher 2015

The findings of the study as shown on the table 4.4 above indicated that majority of the respondents agreed to a great extent that contraceptives adverts have led to improved sexual morals among the youths (53.1%), secondly contraceptives adverts can be effective in increasing healthy sexual behaviors among youths (59.7%), thirdly TV adverts on contraceptives enhances safe sexual relations among the students (66.1%) and lastly that contraceptives adverts have led to reduced incidences of unwanted pregnancies among youths to a great extent (56.0%).

The participants of the focus group discussion also indicated that the role of media influence is complex and does not involve simply ‘absorption’ or ‘mimicry’, media has an important part to play in shaping the knowledge and attitudes of young people, and can influence discussion around sexuality

Q: Do sexual content on TV adverts promote more risky sexual behavior among youth in public universities?

- P1: Entertainment content in Kenya and all over the world depicts sexual norms, stereotypes, double standards and sexual roles that have profound influence on teens' perception about sex, body image and social norms.
- P2: Teens who watch sexual content on the media are more likely to engage in sex and tend to have negative attitudes about being a virgin. Even when you look at the way they dress almost naked.
- P3: Although exposure to sexual content may not be guarantee that viewers will take irresponsible steps in their own lives, this exposure may help shape viewers' attitudes and expectations about sexual relationships.

The mass media have been used as tools to promote sexual health almost since their invention. During the World Wars, for example, GIs were warned about the dangers of STIs by colorful posters and in pamphlets distributed especially in port towns where the young men were sent for "rest and relaxation". During and after World War II, however, communication researchers began to find that effective health communication was not as simple as creating a compelling poster. Some researchers even began to describe an "obstinate audience" because recipients did not always get the message or act on it as communicators had intended. Since those early days, a great deal of work has been devoted to learning more about what makes for effective mass media campaigns for public health (Rogers & Storey, 2007).

The images and words in the media contain unrealistic, inaccurate and misleading information that young people accept as fact (O'Toole, 1997). Research shows that increased exposure to unrealistic portrayal of sex is associated with increased perception of sexual activity in the real world (O'Toole, 1997).

4.8 Discussion of the results

The study findings have indicated that TV adverts influences the sexual behaviors of the youth to a great extent. Content analyses can determine what is being shown on television, but they do not reveal what teenagers actually learn from these portrayals. Apart from its pervasiveness,

accessibility, and content, television is an effective sex educator for many reasons. Alternative sex educators, such as parents, may supply only restricted or biased information (Pearl, Bouthilet, & Lazar, 1982). Parents rarely discuss sexual activity or birth control, making a majority of teenagers dissatisfied with parents' educational attempts (Strasburger, 2005). In a 2004 national survey of 519 teens, ages 15 to 19, the media far outranked parents or schools as a source of information about birth control, for example (Kaiser Family Foundation/Seventeen Magazine, 2004). Sex education programs in school may also have a limited impact on adolescents: Only 10% to 30% of schools offer comprehensive, high-quality programs; gains in knowledge may be small; and many curricula begin after teenagers have already begun having sexual intercourse (Kirby, 2012, 2007; Landry, Kaeser, & Richards, 2009).

The study found out that majority of the students indulged in sexual activity at the age of 18 years (60.2%) with most of them having already had sex while in high school. Most of the students confessed to have had sex without protection and even with multiple partners just as they see it happen on most television adverts the mpango wa kando(condom advert).

When teenagers or youth are asked about the influence of television, they acknowledged its role as an important source of sexual information but are equally quick to point out that the media have no influence on their behavior compared to their friends in the university who educate and influence them almost in everything pertaining contraceptives and sexual activities.

The findings show that through television adverts on contraceptives, majority of the respondents agreed to a great extent that contraceptives adverts have led to improved sexual morals among the youths (53.1%), it was also noted that contraceptives adverts can be effective in increasing healthy sexual behaviors among youths (59.7%), also TV adverts on contraceptives enhances safe sexual relations among the students (66.1%) and lastly that contraceptives adverts have led to reduced incidences of unwanted pregnancies among youths to a great extent (56.0%) and HIV/AIDS and STIs infections.

The study findings indicate that majority of respondents (75.3 %) used contraceptives when they indulge in sexual activity so they did not perceive themselves to be at risk of becoming pregnant

or contracting HIV/AIDS and other infections. Those who did not use protection argued that they trusted and believed their partners were health and did not have “mpango wa kando” so they didn’t find any need to use condoms especially.

In another study, one in five teens said that they learned the most about sex from the media (J. D. Brown & Steele, 2012). Many older studies found media ranked highly as well (L. Harris & Associates, 2010, 2007; Pearl et al., 2013; Thornburg, 2011). A 2007 Harris Report, which surveyed 1,250 adults nationwide, found that more than 80% of adults felt that TV was a major influence on teenagers’ values and behavior (L. Harris & Associates, 2007). Again, when one hypothesizes that friends and even parents may all be greatly influenced themselves by television, the cumulative effects of television may outweigh all other influences.

The study shows that even though television adverts on contraceptives influence on youth sexual behavior and use of contraceptives by giving them a wide range to choose from, the youth are more influenced by their peers in the university who have been using the contraceptives. University students should therefore be encouraged to watch contraceptives adverts and other TV programmes on safe sex campaigns with a clear and positive mind as a learning process since contraceptives adverts have led to improved sexual morals among the youths. Contraceptives adverts can be effective in increasing healthy sexual behaviors among the youth, also TV adverts on contraceptives enhances safe sexual relations among the students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary, conclusions and recommendations have been offered in line with the findings of the study and they are based on the objectives of the study. Recommendations for proposed policy action and further research have also been made.

The main objective of the study was to examine the influence of television adverts on contraceptive use among the youth in public universities in Kenya.

5.2 Summary

5.2.1 Influence of television adverts on youth sexual behavior

The findings of the study with regard to this objective show that majority of the respondents are actively involved in sexual activity but very few were not. The answers were also outlined during Focus Group Discussions. Also majority of the respondents indicated that they started indulging in sexual activity at the age of 18 years or older, some of the respondents indicated that they started indulging in sexual activity at the age of 17 years or younger while some of the respondents indicated that they were not indulging in sexual behavior at all.

The study found out that television adverts influenced youth sexual activity and sexual behavior, even though some of the respondents denied the influence of television adverts on their sexual behavior and blamed it on peer pressure. The students said that they found it quite difficult to resist temptation to engage in casual sex with their friends, the dangers of these behaviors notwithstanding. Majority of the respondents seemed to enjoy sexual activity by stating that so long as you are using protection it is very hard to become pregnant or get infections.

The study findings indicated that most of the respondents strongly agreed that televisions adverts influence abstinence, masturbation, petting behavior, oral sex, anal sex and sex with unknown partners. This was also indicated during the focus group discussion where the participants

indicated that most of them have had sex with multiple partners because it felt normal so as long as you used contraceptives.

The findings of study concur with the statement that sexual content in television can affect any age group, adolescents may be particularly vulnerable (Ward, 2003) since they are still in the impressionable developmental stages and are attempting to establish their own identity. The study further established that TV adverts play a great role in influencing the youth to early sex.

The findings of the study indicates that sexual content in entertainment messages in television strongly correlates with negative adolescent behaviors that result in adolescents pregnancy, and sexually transmitted diseases including HIV/AIDS. The United Nations (UN) termed Acquired Immune Deficiency Syndrome (AIDS) as one of the biggest global concern and adopted halting and reversing the spread of HIV/AIDS as one of its Millennium Development Goals. (UNAIDS, 2002). Documented evidence has shown that a large number of adolescents begin sexual activity at a very young age in a number of countries (UNAIDS, 2002). In most sub-Saharan African countries, more than 70 percent of young women begin sexual activity during adolescent period – this to a large extent is as a result of exposure to media effect.

The study found out that Mass media can either reinforce norms or offer insights into alternative ways of thinking. Teens often seek social and sexual information from the television rather than their parents or other adults. These teens may be attracted to programs with sexual content. Recently, Music Television (MTV) has been discovered to barrages young people with sexual messages. From the beginning, MTV transformed music into television programming by using fast-paced visuals to grab the attention of a very specific youthful audience – a new generation that had been raised with television and had different ways of processing information (Sherman & Etling, 2001). For example, in order to make the aural and visual elements fit together, music video producers and directors, rather than entertainers and writers, control visual images that may have nothing to do with the musicians' or artists 'original concepts.

The study found out that many adolescents become active sexually during adolescence and early adulthood period, TV being the most influencer. Adolescence and early adulthood can be viewed

as a time of adjustment and is often characterized by turmoil resulting from issues regarding identity and sexual identity and orientation. The period of adolescence is described as a trying moment for many parents because the period is characterized with a lot of experiments and role modeling by adolescence. It is also at this stage that individuals begin to consider which sexual behaviors are enjoyable, moral and appropriate for their age group (Fay & Yanoff, 2000). Many adolescents become active sexually during this period and 46% or so of high school students in America and other advanced countries of the world have had sexual intercourse (LeVay & Valente, 2003).

MTV uses sexual images of women through “short, sharp, shots of intense visual pleasure” to encourage viewers to watch closely and stay focused so that they do not miss anything. They further depict women in violent scenes and showing women giving ambiguous sexual signals. Even when lyrics are sexually inclined, visual images in such videos are usually sexual. This is as a result of the selling potentiality of sex in media contents. (Sherman & Etling, 2001).

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

5.2.2 Influence of Television adverts on the use of contraceptives among the youth

The study findings showed that majority of the respondents used condoms during their first sexual encounter while some of the respondents indicated that they didn't use condoms during their first sexual encounter. Those who didn't use condoms indicated that they had only one partner and they trusted them. Among the respondents who used condoms the researcher also found out that majority of them almost always use condoms for fear of infection from their partners.

The findings of the study indicated that majority of the respondents strongly agreed that abstinence advertising can lead to reduced risk sexual behaviors, condom advertising can be effective in increasing condom use among youths, that TV adverts influence the use of contraceptives among the youth and that TV adverts on contraceptives have led to reduced incidences of STIs and HIV/AIDS among youths.

Griffiths (2005) on his study on media and advertising influences on adolescent risk behavior summarized that the media (television, radio, newspapers, etc.) are an important channel for portraying information and channeling communication. Majority of the respondents disagreed with the statement that Electronic and print media like magazines do little to encourage the practice of safe sex among the youth. However they strongly agreed that Media coverage is critical to the dissemination of information relating to safe sex practice among youth, that Sex education ought to be taught to the youth through the media, that Content from choose Life curriculum (taught within club) is educative and empowers the youth to safe sex practice and lastly that they are able to access available media that impacts on the choices that youth make regarding safe sex practice.

The study established that young people have learnt the use of contraceptives from TV's and media mostly adverts. The study found out that most of the youth used condoms and pills since the adverts on television showed that so long as one is using the contraceptives you are protected from early pregnancy, HIV/AIDS and STIs. This has led to most of the youth indulging in sex activity without fearing the consequences and also having sex with multiple partners.

The study found out that Television influences viewers' perception of social behavior and social reality. Television may offer teenagers "scripts" for sexual behavior that they might not be able to observe anywhere else (Gagnon & Simon, 1987; Kim et al., 2007; Kunkel et al., 1999). In one experiment, exposing teens to programming with a lot of sexual content led them to rate casual sex less negatively than teens who did not view the programs (Bryant & Rockwell, 1994). In other studies, adolescents who view a lot of media are more likely to accept stereotypical sex roles (Walsh Childers & Brown, 1993) and to believe that the unusual sexual behavior presented on talk shows is realistic (Greenberg & Smith, 2002; Strasburger & Furno-Lamude, 1997). One

national survey actually found that 40% of teenagers said they have learned ideas about how to talk with their boyfriends or girlfriends about sex directly from media portrayals (Kaiser Family Foundation, 1998).

The study found out that Abstinence advertising can lead to reduced risk sexual behaviors, second condom advertising can be effective in increasing condom use among youths, third TV adverts influence the use of contraceptives among the youth and last TV adverts on contraceptives have led to reduced incidences of early pregnancies, STIs and HIV/AIDS among youths. In social learning theory (Bandura, 1971), young people can learn about sexuality from others depicted in the media. With this in mind, television in Kenya has utilized the use of musicians to advertise contraceptives especially condoms. Influence and the breakdown of traditional parental and community structures also play a part (Hall & Sherry, 2004; Szabo, 2006), but of recent, the media and especially the television has played and is still playing a tremendous role in influencing adolescents sexuality and sexual behaviors.

5.2.3 Influence of contraceptives adverts on sexual behavior of the youth

The study found out majority of the respondents watched contraceptive adverts on daily basis, even though some of the respondents watched on a weekly basis while others never watched those contraceptive adverts at all. Those who never watched said that some of those adverts suggest that you can have sex with whoever and whenever you want so long as you are using the protection. The findings of the study indicated that majority of the respondents strongly agreed that contraceptives adverts have led to improved sexual morals among the youths and can be effective in increasing healthy sexual behaviors among youths.

The study further established that TV adverts on contraceptives enhances safe sexual relations among the students and have led to reduced incidences of unwanted pregnancies among youths. The participants of the focus group discussion also indicated that the role of media influence is complex and does not involve simply ‘absorption’ or ‘mimicry’, media has an important part to play in shaping the knowledge and attitudes of young people, and can influence discussion

around sexuality. Research shows that increased exposure to unrealistic portrayal of sex is associated with increased perception of sexual activity.

The findings also indicated that most students use the emergency pills and condom. This was because they are cheap to buy and one can get them over the counter without prescription from a medical practitioner. However, there is need to educate them that the emergency pills should be taken within 72 hours after indulging in unprotected sex something TV adverts may not highlight because their aim is to market or the youth may take it for granted. Some also use the injection which is a long term method. Findings from 2008/9 KDHS also suggest that the injection is one of the most popular modern methods among the youth. This is because when one gets the jab it last for three months without going for another and its very hard for the parents to realize their daughters are using family planning.

Oindo (2002) analyzed Contraception and sexuality among the youth in Kisumu, Kenya. The study established that the majority of the youth are sexually experienced (73.5%) with most of the first sexual experiences occurring within the 15–19 years age group. There is a high level of knowledge (99.2%) of contraceptive methods and a positive attitude towards contraception. However, the level of contraceptive use is relatively lower (57.5%) even for the sexually active. Factors influencing this practice are associated with the individual's background as well as media influence. Majority of Kenyan music is laden with staggering sexual graphics. Most songs include innuendo, partial nudity and sexual situations and behavior. These media channels depict half-dressed women in sexually suggestive body movements and often play lyrics intended to inflame sexual feelings. The images and words in the media contain unrealistic, inaccurate and misleading information that young people accept as fact (O'Toole, 1997).

5.3 Conclusion

The study concludes that Television viewing does have an impact on adolescents' sexual behavior and it can alter the sexual behavior of most adolescents for example watching sex on TV may predict and/or hasten adolescent sexual initiation. Reducing the amount of sexual content in entertainment programming, reducing adolescent exposure to this content, and/or

increasing references to and depictions of possible negative consequences of sexual activity could appreciably delay the initiation of early sex debut. Alternatively, parents may be able to reduce the effects of sexual content by watching TV with their teenage children and discussing their own beliefs about sexual issues. There is need for the education of students, parents, media organizations, government and the entire society on the negative effects TV has on adolescents' sexual behavior. This awareness will help in understanding of the problems as it affects the adolescents.

The study concludes that the sexual content in television can affect any age group; adolescents may be particularly vulnerable since they are still in the impressionable developmental stages and are attempting to establish their own identity. Adolescents may be exposed to sexual contents in the media because they are still at their developmental stages and hence cannot decipher good from bad media programming.

The study further concludes that although exposure to sexual content may not guarantee that viewers will take irresponsible steps in their own lives, this exposure may help shape viewers' attitudes and expectations about sexual relationships. According to Albert Bandura's cross-species and cultural studies, human sexuality is governed primarily by social conditioning, rather than endocrinal stimulation (Chapin, 2000). The cultivation theorists say that television's consistent images and portrayals construct a specific portrait of reality. Gradually, viewers come to cultivate or adopt attitudes and expectations about the world that coincides with this portrait. In this regard, profane lyrics have an impact on youth's sexual attitude. In a country where parents and schools remain reluctant to discuss sexual topics, adolescents turn to the media (television) to find out about the world, in their own language and from their own point of view. They generally accept what they see on the television as real because they have nothing to tell them otherwise. Garner et al. (1998) underscores this observation by stressing that young people are most dependent on the media as a source of information when they lack personal experience and interpersonal advice in the area they are seeking knowledge.

The songs in our music industry form a mindset that is later put into action when an opportunity arises. This is in consonant with the theory of modeling, which states that individuals perceive a

form of behavior portrayed by a mass media character. They find this behavior attractive for imitation in some personal situation. The perceived behavior is reproduced by individuals when situation arises. Entertainment content depicting sexual norms, stereotypes, double standards and sexual roles may have profound influence on teens' perception about sex, body image and social norms (Ward, 1995). Teens who watch sexual content on the media are more likely to engage in sex and tend to have negative attitudes about being a virgin (Ward, 1995).

5.4 Recommendations

Based on the findings of this study, a number of recommendations can be made. First, the study recommends that more television adverts/campaigns on contraceptives should be developed to enlighten the youth on risky sexual behaviors such as masturbation, petting behavior, oral sex, anal sex and sex with multiple partners.

Second, there should be reduced amount of sexual content in entertainment programmes and adverts. Reducing adolescent's exposure to this content has the possibility of reducing sexual indulgence when they include depiction of sexual risk (such as the possibility of contracting sexually transmitted diseases or becoming pregnant). Abstinence or the need for sexual safety should be depicted. Writers and directors in terms of programming should portray realistic highlights of both positive and negative effects of the adverts/programmes.

Third, the school guidance and counseling units should hold workshops and seminars for the adolescents explaining the pros and cons of certain contraceptives and sexual behaviors they imitate from the TV programmes/adverts they view. The introduction of dress code in most institutions of higher learning should be encouraged by all.

Fourth, there is need for edutainment programmes. The success of entertainment-education in mixing production soap opera formats with subject matter based on the realities, needs and passions of audiences early pregnancies and HIV/AIDS are evident in Africa and the rest of the world (Singhal & Rogers, 2006). Since young people love movies as form of entertainment, contraceptive messages should be incorporated in these movies (Ndeti, 2013).

Fifth, a lot of abstinence advertising should be emphasized more on TV adverts and programmes which can enhance reduced sexual activities while condom advertising can be effective in increasing condom use among youth. The youth should have more exposure to mass media campaigns on safe sex and use of contraceptives to ensure reduced incidences of early pregnancy, STIs and HIV/AIDS.

Sixth, university students should be encouraged to watch contraceptives adverts/campaigns and other TV programmes on safe sex campaigns with a clear and positive mind as a learning process since contraceptives adverts have led to improved sexual morals among the youths. Contraceptives adverts can be effective in increasing healthy sexual behaviors among the youth, also TV adverts on contraceptives enhances safe sexual relations among the students.

Lastly, Adolescents should be equipped with the necessary communication skills about sexuality issues in particular; concerned bodies especially those working on adolescents, should help both parents and adolescents in providing the necessary knowledge and skills. In order to protect adolescents from risky sexual behavior, school clubs should recruit, train, promote peer educators and pave the way for peer discussion so that adolescents freely discuss with their peers and might solve their negative sexual behaviors instead of allowing the media to influence them and shape their attitudes and behaviors.

5.5 Recommendations for further research

The study had a limited scope. More research needs to be done to enlighten youth on some outstanding concerns and address new beliefs on contraceptive use and safe sex among young people in Kenya through the mass media and especially the TV.

First, it is worth noting that this study was limited to students from The University of Nairobi School of Journalism and Mass Communication. There is need to carry out further research for a comparative study to establish how extensive TV adverts influence on contraceptive use and sexual behavior of youth in other public and private universities in Kenya.

Second, the study focused mostly on influence of TV adverts on contraceptive use among the youth in public universities. The study recommends that further research should be carried out to establish whether TV adverts on contraceptives enlighten the young professionals on safe sex and HIV and AIDS prevalence among them.

Third, the study focused on TV adverts and how they influence use of contraceptives among the youth. Further studies should be carried on other mass media adverts/campaigns to establish whether they influence youth sexual behavior and whether they provide alternative message on contraception. Finally further studies should be carried to find out whether TV contraceptive adverts especially condom advertising influence the male students to indulge in premarital sex in the Public Universities.

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LIST OF APPENDICES

APPENDIX 1: INTRODUCTION LETTER

University of Nairobi,

P.O Box 30197,

Nairobi.

Date.....

Dear Sir/Madam/

RE: LETTER OF INTRODUCCION

I am a student at The University of Nairobi taking a Master of Arts communication studies. As a requirement for the fulfillment of the master's degree, I intend to carry out research on the influence of exposure to TV adverts on contraceptive use among the youth in public universities in Kenya. Kindly spare some of your time to complete the questionnaire attached herein. The information given will be handled with utmost confidentiality.

Yours faithfully

Jennifer Nyambura Thuita

APPENDIX II: QUESTIONNAIRE

THE INFLUENCE OF TV ADVERTS ON CONTRACEPTIVE USE AMONG THE YOUTH IN PUBLIC UNIVERSITIES IN KENYA: A CASE STUDY OF THE UNIVERSITY OF NAIROBI

Please take a few minutes to complete this questionnaire. Your honest answers will be completely anonymous, but your views, in combination with those of others are extremely important in building knowledge on the Influence of exposure TV adverts on sexual behavior among the Youth in Public Universities in Kenya- A Case Study of the University of Nairobi. Kindly answer all questions.

Part A: Background information.

By the means of tick (√) kindly indicate an option that best describes you where appropriate. Also fill in the blanks where necessary.

1. Gender (a). Female

(b). Male

2. Age Bracket

a) 16 - 18 years

b) 18 – 20 years

c) 20 -22 years

d) 22- 24 years

3. For how long have you studied in the institution?

Less than 1 year Above 4 years

1-2 years

2-4 years

Part B: Influence of Television adverts on youth Sexual Behavior

1. Are you sexually active?

a) Yes []

b) No []

2. If yes, at what age was your first indulge in a sexual relationship?

a) 17 or younger

b) 18 or older

c) Not yet

3. Do Television adverts influence your Sexual Behavior?

a) Yes

b) No

4. If yes, kindly note three TV adverts which influence your Sexual Behavior

.....
.....
.....
.....

5. To what extent do TV adverts affect the following sexual behaviors? Use 1-5 , where 1 is to strongly disagree and 5 is to strongly agree

	1	2	3	4	5
Abstinence					
Masturbation					
Petting behaviors					
Oral sex					
Anal sex					
Sex with an unknown partner					

Part C: Influence of TV adverts on the use of contraceptives among the youth

6. Have you ever heard of contraceptives from TV adverts

a) yes

b) No

7. If yes, which contraceptives methods do you know/ use

.....

.....

.....

8. Did you or your partner use a condom during your first sexual intercourse

a) yes

b) No

9. How often do you use condoms

a) always

b) almost always

c) occasionally

d) never

10. To what extent do you agree with the following statements with regard to TV adverts and the use of contraceptives among the youth? Use 1-5 , where 1 is to least extent and 5 is to a great extent

Statements	1	2	3	4	5
Abstinence advertising can lead to reduced risk sexual behaviors					
Condom advertising can be effective in increasing condom use among youths					
TV adverts Influence on the use of contraceptives among the youth					
TV adverts on contraceptives have led to reduced incidences of STIs and HIV/AIDS among youths					

11. To what extent do you agree with the following statements with regard to contraceptives adverts and sexual behavior of the youth? Use 1-5 , where 1 is to least extent and 5 is to a great extent

Statements	1	2	3	4	5
Electronic and print media like magazines do little to encourage the practice of safe sex among the youth					
Content from choose Life curriculum (taught within club) is educative and empowers the youth to safe sex practice.					
Am able to access available media that impacts on the choices that youth make regarding safe sex practice					
Media coverage is critical to the dissemination of information relating to safe sex practice among youth					
Sex education ought to be taught to the youth through the media					

Section D: Influence of contraceptive adverts on sexual behavior of the youth

12. Have you ever watched contraceptive adverts on TV?

1. Yes []

2. No []

13. How often do you watch them?

1. Daily []

2. Weekly []

3. Monthly []

4. Never []

14. What kind of information do you get from contraceptives adverts?

.....

15. Do contraceptives adverts encourage you to engage in safe sex?

1. Yes []

2. No []

16. If yes, how?

.....

17. In your own opinion, how do contraceptives adverts influence sexual behavior among the youths in public universities

.....

.....

.....

18. To what extent do you agree with the following statements with regard to contraceptives adverts and sexual behavior of the youth? Use 1-5 , where 1 is to least extent and 5 is to a great extent

Statements	1	2	3	4	5
contraceptives adverts have led to improved sexual morals among the youths					
contraceptives adverts can be effective in increasing healthy sexual behaviors among youths					
TV adverts on contraceptives enhances safe sexual relations among the students					
contraceptives adverts have led to reduced incidences of unwanted pregnancies among youths					

APPENDIX IV: FOCUS GROUP DISCUSSION

1. Explain the extent to which exposure to TV adverts on contraceptives influences youth in this University to engage in risky sexual behavior as well as safe sexual behavior?
2. In your own opinion, do TV adverts on contraceptives influence the youth to indulge in sex earlier in this university?
3. Do contraceptive adverts contribute to healthy sexual behavior of youths in public universities?
4. Does exposure to TV adverts contribute to contraceptive use among the youth in public universities?
5. Do sexual content on TV adverts promote more risky sexual behavior among youth in public universities?
6. In your own opinion, do you think exposure to TV adverts influence the use of contraceptives among the youth in public universities?
7. What kind of information do you get from TV contraceptives adverts?
8. Explain to what extent exposure to TV adverts influences the following sexual behaviors among the youth in public universities.
 - a) Abstinence
 - b) Masturbation
 - c) Oral sex
 - d) Anal sex
 - e) Sex with multiple partners

Thank you very much for your participation.