

The Association between Television Sexual Content the Youth Are Exposed To and Sexual Initiation among Kenyan Youth

Sammy Yaah Baya¹, Dr. Hellen K. Mberia², Dr. Julius Bosire³

¹ PhD Candidate: Jomo Kenyatta University of Agriculture and Technology, Kenya

² Lecturer: Jomo Kenyatta University of Agriculture and Technology, Kenya

³ Lecturer: Jomo Kenyatta University of Agriculture and Technology, Kenya

Abstract: Youth in Kenya are increasing accessing television which has become more saturated with sexual content and sexual initiation is an important social and health issue in Kenya. Young people in Kenya are engaging in sexual activity at early ages. The television content rarely includes messages on safe sex or consequences of engaging in early sexual behavior. This exposure may influence the behaviour and attitudes of the youth negatively leading to early onset of sexual initiation. A recent survey indicated that unplanned pregnancies and sexually transmitted diseases are more common among those who begin sexual activity earlier. The current study mainly sought to establish the association between television sexual content the youth are exposed to and sexual initiation among the youth in Kenya. Specifically the study sought to answer the following research questions: What is the nature of TV sexual content the youth are exposed to and how is it associated with sexual initiation among the Kenyan youth, what is the frequency of television viewing among the youth and how is it associated with sexual initiation what is the association between the portrayals of consequences of sexual activity on television and sexual initiation among the Kenyan youth. This study employed a mixed-methods research design which utilizes the strengths of both qualitative and quantitative approaches. The target population of this study were both male and female students in public secondary schools in Lang'ata District, Nairobi County in Kenya. A sample size consisting of 325 respondents of 200 boys and 125 girls was determined. An additional 15 respondents were sampled in order to guard against drop out and attrition. A self-administered questionnaire was used to obtain data from the respondents. Multi-stage sampling design was used to select the sample for the survey. Focus group discussions and key informant interviews were also conducted to collect the qualitative data. The study achieved 100% response rate since 340 out of the 340 questionnaires administered were filled and returned. Both quantitative and qualitative data was collected concurrently and was triangulated to enhance the reliability and validity of the results. Statistical Package for Social Sciences (SPSS) was used to aid in the analysis of quantitative data. The themes in the qualitative data were interpreted using thematic analysis. From the study findings, it was established that majority of the youth were sexually active and study further established that the youth are exposed to sexual content on television and that they perceive the content they watch to have a negative effect on their behaviour. From the study findings, it was concluded that there exists a relationship between exposure to sexual content on television and the sexual initiation of the youth. The study therefore recommends that media literacy as a skill needs to be improved to enable the youth to interpret media content correctly in order to avoid the possible effects that are sometimes not intended by the media practitioners.

I. Introduction

Adolescence is a transitional period of physical, emotional, and social maturation that culminates in increased independence, autonomy, and a greater sense of one's personal identity (Kaaya et al., 2002; Kelly, 2001; Lema, 1990). Teenagers undergo adolescence which is viewed as a time of adjustment and is often characterised by turmoil resulting from issues regarding identity and sexual identity and orientation. (Ruane, Kassayira & Shino, 2000). Key developmental processes during adolescence include sexual maturation and definition of sexual self-concept (Haffner, 1998). A key period of sexual exploration and development occurs during adolescence (Carpenter, 1998). During this time, individuals begin to consider which sexual behaviours are enjoyable, moral, and appropriate for their age group. Many adolescents become sexually active during this period. (Haffner, 1997). As young people clarify their sexual values, it is common for them to experiment with sexual behaviors (Kelly, 2001) that may increase the risk of sexually transmitted infections (STIs) and poor reproductive health outcomes.

The television media is a powerful source of sexual information for adolescents, affecting their beliefs and behavior as well, especially in a society that is closed up on sexual matters (Steel, 1999). Kubey and Csikszentmihalyi (1990, p.58), found out that people of the world spend more than 3.5 billion hours watching television every day. According to Chapin (2000), television has become so influential that it serves as a

teacher, often providing a common source of information to young people. Johnson, Cohen, Smailes, Kasen and Brook (1999), inform that the average adolescent spends more time watching television than in the classroom.

About 3.2 million homes in Kenya have TV sets (1.4 million in urban and 1.8 in rural areas). (Steadman Group Report, 2008; Quoted in Mbeke 2008: 5). Kenyan domestic TV is dominated by foreign material such as soap operas, music and movies. (African Media Development Initiative: Kenya Context, 2007). Kenyan television music is laden with staggering sexual graphics. (Gakahu, 2010). Most songs include innuendo, partial nudity and sexual situations and behavior. The television media channels depict half-dressed women in sexually suggestive body movements and often play lyrics intended to inflame sexual feelings, (O'Toole, 1997).

Gakahu (2010) informs that Kenya's television media, through the music industry, gives a distorted outlook to sexual behavior. Songs in these media easily contribute to an overdrive in sexual passion among the youth. In essence, the intended message is completely diluted, and the youths are seemingly being encouraged to venture into casual sex. Music television programmes uses 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.

Content analyses have demonstrated that broadcast television contains a high, growing and increasingly explicit dose of sexual messages, and that a low proportion of such messages display or model either restraint or contraceptive use (Kunkel, et al. 1999; Greenberg et al. 1996). Research has also demonstrated that young people are heavy consumers of sexually - oriented media including TV. (Brown et al.1990).

Sexual content is prevalent in television programming (Cope-Farrar & Kunkel, 2002; Farrar et al., 2003; Fisher et al., 2004; Franzblau, Sprafkin, & Rubinstein, 1977; Kunkel et al., 2003). Although sexual content in the television media can affect any age group, adolescents may be particularly be vulnerable (Ward, 2003) since they are still in the impressionable developmental stages and are attempting to establish their own identity. Adolescents may be exposed to sexual content in the media during a developmental period when gender roles, sexual attitudes, and sexual behaviours are being shaped (Brown & Newcomer, 1991). Consequently, this group may be at risk because among other things cognitive skills may not allow them to critically analyze messages from the media, while the ability to make decisions based on possible future outcomes is not yet fully developed at this stage (Haferkamp, 1999).

Analyses of broadcast media content in America indicates that, on average, adolescent view (Anderson, 2004; 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 (Brown & newcomer, 1991; Chunovic, 2000; Donnerstein & Smith, 2001; Flowers-Coulson, Kushner & Bankowski, 2000).

The effects of sexual content 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 behaviour (Roberts, 1982). The reasons Roberts (1982) thinks that the media may have effects are: "(1) the adult nature of most programming adolescents watch; (2) adolescents limited access to or experience with countervailing information or ideas; (3) the 'realism' with which roles, relationships and lifestyles are portrayed, and (4) the overwhelming consistency of the messages about sexuality that are communicated" (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). The points raised by Roberts (1982) are more important now than in 1982 when the observations were made. This is because there is an overwhelming increase in the frequency and explicitness of sexual content on television.

Studies (Aubrey et al., 2003; Brown et al. 2005; Strouse et al., 1995; Ward, 2003) have assessed the associations between the degree and nature of adolescents' exposure to television sexual content and their sexual attitudes and behavior. Experimental studies (Eggermont, 2005; Fay & Yanoff, 2000; Paik, 2001; Ward, 2003) have shown that viewing sexual content can exert moderate effects on sexual knowledge or attitudes, but it is unclear whether these effects are sustained over time or result in changes in sexual intentions or behavior.

Other experimental studies show that college students exposed to sexual scenes from prime time television shows were more likely than those who had not to endorse the typical television view of sexuality: that men are sex driven and have trouble being faithful, that dating is a game or recreational sport, that women are sexual objects whose value is based on their physical appearance (Ward, 1995; Ward, 2002). Burrkel-Rothfuss and Strouse (1993), Ward (2002) and Ward and Rivadeneyra (1999) tried to investigate the relationship between television exposure and expectations about the level of activity among peers. They

established that heavy viewers of soap operas tend to overestimate the prevalence of sexual activity in real life and that more frequent TV exposure is related to greater expectations of peer sexual experiences.

The few studies of the effects of television on adolescents' sexual beliefs have found that prime-time programmes and music videos, focusing on sex outside marriage, promote more justifiable attitudes about premarital sex (Huston et al., 1998; Ward & Friedman, 2006). Ward and Friedman (2006) further state that it is credible to conclude that adolescents who were having sexual intercourse were also those most interested in sexual content in the media, rather than that exposure to sexual media was accelerating the initiation of their sexual activity.

Infact, according to Ward (2003, p. 238) TV appears to create the impression that "everyone is doing it". On the other hand greater TV exposure and greater viewing involvement have been associated with stronger support for recreational attitudes (Ward & Rivadeneyra, 1999) and acceptance of stereotypes as "men are sex driven" and women are sexual objects" (Ward, 2002). Messages with sexual content on TV can have both immediate and long term effects. The implication of this is that exposure to sexual content on television programmes may change a person's state by inducing arousal, leading to inhibition of impulses, or activating thoughts or associations (Santrock, 2001). It may contribute to enduring learned patterns of behaviour, cognitive scripts and schemas about sexual interactions, attitudes, and beliefs about the real world.

An analysis of music television indicates that 60% portray sexual feelings and impulses, while a substantial minority display provocative clothing and sexually suggestive body movements. Therefore, an analysis of media content also shows that sexual messages on television are almost universally presented in a positive light, with little discussion of potential risks of unprotected sexual intercourse and few portrayals of adverse consequences (Anderson, 2004; Donnerstein & Smith, 2001).

According to Brown *et al.* (1996), youths are heavy consumers of sexually oriented media sources including television. In addition, it has been established that television broadcast contains a high, growing and increasingly explicit dose of sexual messages which is directed towards youth (Kunkel *et al.*, 1997). The America Academy of Paediatrics recommends that children and adolescents view television no more than 2 hours each day and that parents take an active role in guiding television use (American Academy of Paediatrics, 2001).

Research has shown heavy television viewing is related to negative attitudes about remaining a virgin (Courtright & Baran, 1980). According to Strouse & Buerkel-Rothfuss (1987), both heavy regular consumption of experimental exposure to sexually-oriented genres, such as soap operas and music videos, have been related to expressing more liberal sexual attitudes (Strouse & Buerkel-Rothfuss, 1987), to being more accepting of sexual improprieties, and to more increased negative attitudes towards remaining a virgin. In a study done by Hawk, Vanwesenbeeck, de Graaf, and Bakker (2006), it was revealed that the more that either male or female adolescents were exposed to sexual media, the more likely they were to initiate sex (p. 361).

In a study done by a pediatric group, a correlation between sexual exposure through media and teen pregnancies was revealed. This group of doctors found that young girls who were exposed to a high level of sexual content in media were about twice as likely to become pregnant in their teenage years than girls who were exposed to low levels of sexual content (Chandra, Martino, Collins, Elliott, Berry, Kanouse, & Miu, 2007, p. 1052). Girls considered to be under high exposure were in the 90th percentile or higher for sexual exposure, and girls considered to be under low exposure were in the 10th percentile or lower. This correlation shows strong evidence that exposure to sexual content in media can influence the sexual attitudes and behaviors of young girls. This would suggest that not only is the sexual content in media encouraging young people to have sex, but it is encouraging unprotected sex.

Kenyan adolescents have today a ready menu of programs, reality shows and soaps rich in sexual content than never before (Gakahu, 2005). Across several studies, frequent viewing of sexually oriented genres, such as soap operas and television music, has been associated with a greater acceptance of premarital sex, common sexual stereotypes, and dysfunctional beliefs about relationships (Haferkamp, 1999; Ward, 2002). Against the above, this study investigated the association between television sexual content the youth are exposed to and sexual initiation among Kenyan youth.

II. Statement Of The Problem

A lot of people claim there is no observable impact of television on adolescents, yet parents and teachers have shown much concern about the effect of television on young people (Maduewusi, 2005). Chapin (2000) found out that television has become so influential that it serves as a teacher, often providing a common source of information to young people. There has been a growing concern over the influence that television may have on the sexual initiation of the youth. Information from research has clearly shown that the youth have access to television and that they are exposed to sexual content (Kunkel *et al.*, 1999).

Television has the potentials to generate both positive and negative effects. (Dietz and Strasburger, 1991). Kenyan television content is laden with staggering sexual graphics. (Gakuha, 2010). Most songs played in television include innuendo, partial nudity and sexual situations and behavior. The television media channels depict half-dressed women in sexually suggestive body movements and often play lyrics intended to inflame sexual feelings, (O'Toole, 1997).

Television may create the illusion that sex is more central to daily life than it truly is and may promote sexual initiation as a result, a process known as media cultivation. (Gerbner, Gross, Morgan, & Signorelli, 1994). Early sexual initiation (before age 16) is likely to involve sexual risk-taking and expose young people to unwanted sex and teenage pregnancy (Martinez, Copen, & Abma, 2011). Most sexually experienced teens wish they had waited longer to have intercourse and unplanned pregnancies are more common among those who begin sexual intercourse earlier. (Collins et al., 2004).

Previous research has failed to conclusively determine the association between exposure to television sexual content and sexual initiation making it difficult to address the problem of early sexual initiation among the youth. It is also clear that previous research is biased towards the western countries. The implication of this is that the issues concerning media influence that are peculiar to the Kenyan situation may not have been addressed by previous research, given the differences in social reality. Furthermore, little research has been conducted to address the issue among the youth in Kenya.

Fay and Yanoff (2000) state that early sexual initiation is an important health issue, and thus, raises the question of why individuals become sexually involved at young ages. What factors accelerate sexual initiation, and what factors delay its onset? There are many well-documented predictors of age of initiation into intercourse, both social and physical (Roberts, Foehr, Rideout & Brodie, 1999). However, according to several studies (Carpenter, 1998; Le Vay & Valentine, 2003; Paik, 2001; Ward, 2003), one factor commonly mentioned by parents and policy makers as promoting sex among adolescents is television. There is scientific reason to think that television may be a key contributor to early sexual activity (Chunovic, 2000, Donnerstein & Smith, 2001; Durham, 1999; Ward & Friedman, 2006). It is against this background that this study was conducted to provide relevant scientific data which can be used for decision-making or putting interventions in place when dealing with issues relating to youth sexual behavior and specifically early sexual initiation among the youth in Kenya.

III. Limitations Of The Study

First the findings were based on a sample of youths found in public secondary schools in Nairobi County, in lang'ata District, in Kenya, and therefore youth in private secondary schools and those who did not attend the schools were not part of the sample even if they were affected by the television sexual content. Secondly, the study only focused on television use though it is clear that youth have increasing sources of media available to them, such as the internet and thus the amount of television they watch and its role in their lives may be changing.

IV. Objectives Of The Study

The general objective of this study was to investigate the association between television sexual content the youth are exposed to and sexual initiation among the Kenyan youth. The specific objectives were:

1. To establish the nature of television sexual content the youth are exposed to and its association with sexual initiation among the Kenyan youth.
2. To find out the frequency of viewing television and its association with sexual initiation among the Kenyan youth.
3. To examine the portrayal of consequences of sexual activities in television and its association with sexual initiation among the Kenyan youth.

V. Research Questions

The study aimed to answer the following research questions:

1. What is the nature of television sexual content the youth are exposed to and how is it associated with sexual initiation among the Kenyan youth?
2. What is the frequency of viewing television among the youth and how is it associated with sexual initiation?
3. What consequences as a result of sexual activities are portrayed in the television and how are they associated with sexual initiation among the Kenyan youth.

VI. Literature Review

Theoretical Framework

The potential for mass media (television) to influence behaviour 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 behaviours, most posit that sexually related message content and behaviour act over time as stimuli to change consumer psychological, physiologic, and behavioural function. The study thus analysed two theories namely social-learning theory and cultivation theory to associate television sexual content the youth are exposed to and sexual initiation among the Kenyan youth.

Social learning theory

The Social learning theory is the fundamental theory that guided this research. Developed by Albert Bandura (1972), this social scientific theory posits that humans can learn vicariously through observation of actions taken by "influential others" and the associated results of those actions (either reward or punishment) without the need to experience those actions and results firsthand (Howard and Hollander, 1997). Social learning theory, predict that people will imitate behaviors of others when those models are rewarded or not punished for their behavior. Modeling will occur more readily when the model is perceived as attractive and similar and the modeled behavior is possible, salient, simple, prevalent, and has functional value (Bandura, 2001). Bandura's social-learning theory provides ample evidence that even when children and adults have not actually performed a behaviour, they can learn by imitation. (Bandura, 2001).

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviours, attitudes and emotional reactions of others. Bandura (1997) states that learning would be difficult if people had to rely on the effects of their own actions to inform them in terms of what to do. However, most human behavior is learned observationally through modeling: by observing others, one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action. Social learning theory, also called observational learning, takes place when an observer's behavior changes after viewing the behavior of a model (Prochaska & Norcross, 2007). An observer's behavior can be affected by the positive or negative consequences termed the vicarious reinforcement or vicarious punishment of a model's behavior. Social learning thus refers to all learning experiences in which social and cognitive factors play a role (Meyer, Moore & Viljoen, 2003).

Bandura identifies three main processes involved in learning: direct experience, indirect or vicarious experience from observing others (modelling), and the storing and processing of complex information through cognitive operations. This theory suggests that behaviours are learned and that they are influenced by social context: "Television is seen as an increasingly influential agent of socialization that produces its effects through children's propensity to learn by imitation." (Peterson, Moore & Furstenberg, 1991). Thus, the theory predicts that people who attend to media content that includes depictions of attractive characters who enjoy having sexual intercourse and rarely suffer any negative consequences will be likely to imitate the behavior. (Bandura, 2001). A related idea is that the media provide cognitive scripts for sexual behavior that people may not be able to see anywhere else (Gagnon & Simon, 1973).

Sexually inexperienced people especially may use the media to fill in the gaps in their understanding about how a particular sexual scenario might work (e.g., kissing goodnight at the end of a date, having sex with a new or multiple partners). Walsh-Childers et al., (2002) found that viewers' own expectations for using condoms were affected by depiction of condom use in a soap opera, for example.

What's typically missing from the media's current sexual script, however, is anything having to do with the possible negative consequences of sexual activity or ways to prevent negative outcomes, so it is unlikely that protective behavior could be imitated. Content analyses suggest that media audiences are most likely to learn that sex is consequence free, rarely planned, and more a matter of lust than love (Kunkel et al., 1999; Ward, 1995). From the most sexually explicit media content, now more readily available than ever before on the Internet, cable TV, and videocassettes, they are likely to learn patterns of aggressive sexual behavior, as well (Zillmann, 2000).

The premise of social learning theory is that it focuses on viewers' personal connections with the portrayals via identification and perceived relevance to the self. (Bandura, 2001). The dimensions here emphasize on television characters as models of behaviour. The hypothesis proposes that specific critical portrayals may exert a stronger force on impression-formation and image-building than might the sheer frequency of television characters and behaviours viewed. This notion emphasizes the power of individual performances to affect viewers, most likely portrayals that speak to the viewer in some way. (Bandura, 2001).

Cultivation theory

Gerbner's (1970) cultivation theory has long been used to explain the relationship between viewing violent media and engaging in violent behavior. This theory proposes that the consistent messages in television programming become ingrained into the viewer's pictures of the world. As viewing increases so does the number of images encountered. The increased exposure eventually leads to a change in the viewers perceptions about the real world, and this could possibly lead to a change in attitude (Gerbner, 1970). In examining cultivation theory, viewers are divided into *high*, *moderate*, and *low viewers* depending on the amount of total television they watch.

Cultivation studies have shown that *high television viewers* tend to have shared beliefs about the world regardless of demographic or cultural differences (Gerbner et al., 2002). The cultivation theory (Gerbner, Gross, & Signorielli, 1994), proposes that television's consistent images and portrayals construct a specific portrait of reality, and as viewers watch more and more television, they gradually come to cultivate or adopt attitudes and expectations about the world that coincide with this portrait. Accordingly, if content analyses indicate that sex on TV is glamorous, prevalent, recreational, and relatively risk free, the cultivation model predicts that frequent teenage television viewers will be more inclined than sporadic viewers to hold and accept this perspective of sexuality. (Gerbner, Gross, & Signorielli, 1994).

Cultivation theory was developed by Gerbner (1970), while working on the Cultural Indicators Project, as an explanation for the effects that media seem to have on the population. The Cultural Indicators Project was an examination of the themes common in the media to determine which ones were being adopted by the public. The prevalence of a theme in the media, such as violence, sex, or gender roles, is examined. It is thought that the more prevalent a theme, the more likely it is that a large portion of the viewing public will view media containing that theme.

The common themes are then ranked by their prevalence in the media, and examined to determine if they have positive or negative qualities. Researchers then observe the extent to which people have adopted these media themes into their views of the real world. Themes that are continuously common in the media for long periods of time are the themes most likely to be adopted. Content analyses have shown that television consistently shows a world in which sex is common and carries little risk or consequence; so the cultivation model would predict that frequent viewers would incorporate these characteristics into their views about sex (Farrar et al., 2003; Fisher et al., 2004; Franzblau, Sprafkin, & Rubinstein, 1977).

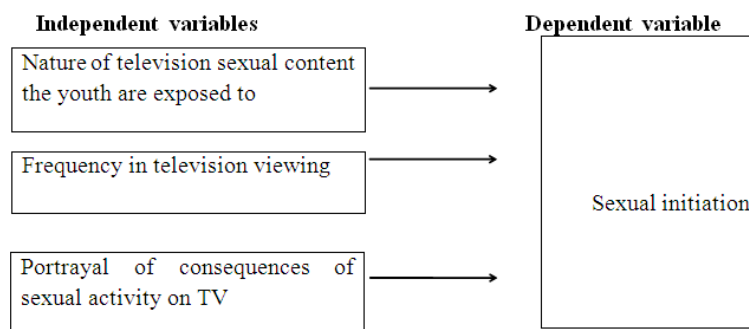
Cultivation research examines effects in two different ways. Researchers first measure a person's perceptions about the world around him or her. These are considered first-level effects and are often measured by asking about the number of people who engage in a certain activity. Researchers then measure respondents' attitudes and beliefs. These are the second level of cultivation effects. If second-level effects are found it means that the viewer has adopted the attitudes of television programming into his or her own attitudes about the world (Gerbner et al., 2002).

An important concept in the cultivation effect is the idea of mainstreaming. Mainstreaming is the idea that *high television viewing* overrides differences in views about the world and behaviors that would ordinarily come from other sources such as family, age, political affiliation, race, culture, or other demographic differences (Gerbner et al., 2002). This means that *high television viewers* are more likely to have more homogeneous views than their lighter viewing counterparts.

Most of the current cultivation research, with regard to sexual themes and attitudes, has examined soap opera viewing. Soap operas often contain situations and characters that are not consistent with the real world. These findings are especially relevant given the large amounts of sex contained in most soap operas (Heintz-Knowles, 1996; Lowry & Towles, 1989). Carveth and Alexander (1985) found that increased exposure to soap operas, looking at both the amount of time spent watching in a week and the number of years of regular viewing, was associated with a version of the real world that contained many of the themes portrayed in soap operas than those who watched little or no soap operas. Soap opera viewers were significantly more likely to provide higher estimates for the number of divorced males and females and the number of people with illegitimate children.

VII. Conceptual Framework

The analysis of the independent variables and their association with the dependent variable makes it possible to find answers to the research questions represented in form of a model known as a conceptual framework (Baya, 2015). In this study, the independent variables are: the nature of television sexual content, the frequency of television viewing, the portrayal of consequences of sexual activity. As shown in Figure 1.



VIII. Research Methodology

This study employed a mixed-methods research design which utilizes the strengths of both qualitative and quantitative approaches (Creswell, 2009). Campbell et al. (1999) inform that mixed methods are a powerful way of enhancing the validity of results. According to Consumer Insight (2006) report of January 2006, TV has more viewership ratings and coverage in urban areas, with Nairobi having the highest viewership. For this reason, the research site was Lang’ata District in Nairobi County in Kenya which was selected purposively. The study purposively targeted students (both boys and girls) in public secondary schools within Lang’ata District in Nairobi County. The District has five public mixed secondary schools, hence the purposive selection of the five schools. Furthermore, public secondary schools admit students from across the country hence they have a wide collection of Kenyan youth.

The total number of students enrolled in all the five public schools is approximately 2,163. Out of these; there are about 1,334 boys and 829 girls (MOE, 2011). The schools are Lang’ata Barracks, Raila Educational Centre, Olympic High School, Karen C and Lang’ata High Schools. Based on the target population indicated above, a sample size of 325 respondents was determined in line with the arguments advanced by Fisher *et al.* (1983). Multi-stage sampling design was used to select the sample for the survey. This sampling technique was appropriate because the study sample was selected in stages using stratified random sampling and simple random sampling technique.

The data was collected using mixed-methods approach with the aid of structured questionnaires, focus group discussions and key informant interviews. Both quantitative and qualitative data was collected concurrently and then the two databases were triangulated to determine if there were any convergence, differences or some combination (Creswell, 2009). The purpose of using this strategy was to offset the weakness inherent within one method with the strengths of the other. The results of the processed data were presented using percentages, means, standard deviations, frequencies, graphs and tables for easy understanding.

The association between the dependent variable (sexual initiation) with the independent variables (The nature of TV sexual content, the amount of time, parental co-viewing and portrayal of consequences) was determined using the Pearson’s Chi-square. OR with 95% C.I was used to measure the strength of association. Chi-square was used to test the hypotheses. The significance level of the stated hypothesis was at 0.05. The qualitative data produced from the focus group discussions and key informant interviews was transcribed and coded into common themes. The themes in qualitative data were interpreted using thematic analysis. A narrative report enriched with quotations from key informants and focus group participants was written and triangulated with quantitative responses in order to capture convergence or differences (Creswell, 2009).

IX. Results

What is the nature of television sexual content the youth are exposed to and how is it associated with sexual content?

Table 1. Distribution of respondents by where they first learnt about sex.

Where they first learnt about sex	Male		Female		Cumulative	
	n	%	n	%	n	%
Parents	24	7.1%	17	5.0%	41	12.1%
Siblings	8	2.4%	11	3.2%	19	5.6%
Books/magazines	30	8.8%	15	4.4%	45	13.2%
TV programs	82	24.1%	47	13.8%	110	37.9%
Internet	20	5.9%	13	3.8%	33	9.7%
Friends	27	7.9%	10	2.9%	37	10.8%
Teachers	19	5.6%	17	5.0%	36	10.6%
Total	210	61.8%	130	38.2%	340	100.0%

Source: Researcher 2015

Findings in Table 1 above shows that majority of the respondents at 37.9% got their information about sex first on TV programs.13.2% first learnt about sex from books and magazines.12.1% learnt about sex first from their parents.10.9% first learnt about sex from friends. 10.6% got their sex information first from teachers. 9.7% from the internet and only 5.6% of the respondents first learnt about sex from their siblings.

Table 2: Distribution of respondents by how many hours per week they view sexual content in the television.

The respondents were presented with randomly selected sexual content. Likert scale was used for the responses (1=1 hour of TV viewing, 2=2 hours of TV viewing, 3= 3 hours of TV viewing, 4=More than 3 hours of TV viewing).The response was analysed through using the mean response to rank each attribute.

Frequency of TV viewing of sexual content in hours	N	Mean	Std. Deviation	Min	Max	Rank
TV music (sexual lyrics & feelings)	340	3.56	0.813	1	4	1
Sexual seductive dressing	340	3.54	0.849	1	4	2
Intimate touching	340	3.53	0.860	1	4	3
Implied sexual intercourse	340	3.51	0.864	1	4	4
Kissing	340	2.46	1.253	1	4	5
Nudity (Partial nudity)	340	2.19	1.099	1	4	6
Actual sexual intercourse	340	2.09	1.073	1	4	7
Sexual talk and discussion	340	1.91	1.076	1	4	8
Contraceptive issues (Condoms, pills)	340	1.32	0.760	1	4	9
Sex education	340	1.22	0.625	1	4	10

Source: Researcher 2015

In reference to Table 2 above, it was established that sexual lyrics and feelings in TV music was ranked 1 meaning it was the most viewed by respondents on TV. This was evidenced by the sexual content having a mean of 3.56 which implies to ‘more than 3 hours of TV viewing’ on the Likert scale. Other sexual content which were viewed on TV for more than 3 hours include Sexual seductive dressing with a mean of 3.54, Intimate touching with a mean of 3.53 and Implied sexual intercourse with a mean of 3.51. Kissing with a mean of 2.46, Nudity with a mean 2.19, Actual sexual intercourse with a mean of 2.09, sexual talk and discussion with a mean of 1.91 are sexual contents receiving a viewership of 2 hours per week. This was evidenced by their mean which implies to ‘2 hours of TV viewing’ on the Likert scale. Contraceptive issues and sex education had the mean of 1.32 and 1.22 respectively implying to ‘1 hour of TV viewing’ on the Likert scale. This findings concurs with other findings from previous research which indicates that scenes with sexual content are prevalent in most television programs (Kunkel *et al.*, 2003).

Table: 3 Chi-square analysis: Association between Nature of TV Sexual Content and Sexual Initiation.

The respondents were asked to say how interested they were in TV programmes about dating, sex and relationships.

Variable	Total (n=340)	Sexual Initiation				Chi-square	95% C.I for Sexual Initiation	
		Delayed (n=158)		Early (n=182)			d.f	p-value
		(n)	%	(n)	%			
I'm not at all interested	14	9	64.3%	5	35.7%	13.055	9	0.011*
I'm a little bit interested	19	12	63.2%	7	36.8%			
I'm somewhat interested	46	18	39.1%	28	60.9%			
I'm quite interested	23	4	17.4%	19	82.6%			
I'm extremely interested	238	115	48.3%	123	51.7%			

Source: Researcher 2015

Pearson Chi-Square was used to test the hypotheses to find out whether there was any association between the youth being interested in TV programmes about dating, sex and relationships in television and sexual initiation. The null hypothesis stated that Ho: There is no association between Television programmes about dating, sex and relationships and sexual initiation was rejected. The findings indicated a significant result. The Chi-square statistic was 13.055.The P-value was 0.01101.The result is significant at P<0.05.Therefore we reject the null hypothesis and accept the alternate hypothesis that there is an association between Television programmes about dating, sex and relationships and sexual initiation. This implies that indeed there is an association between television sexual content the youth are exposed to and sexual initiation.

Table 4: Respondents' opinion on what time they usually watched TV

Table 4: Access and Frequency of watching TV

	Male		Female		Cumulative	
	n	%	n	%	N	%
Whether they have a TV set at home						
Yes	193	56.8%	113	33.2%	306	90.0%
No	17	5.0%	17	5.0%	34	10.0%
Total	210	61.8%	130	38.2%	340	100.0%
How many hours do you spend watching TV?						
1 hour	10	2.9%	4	1.2%	14	4.1%
2 hours	16	4.7%	7	2.1%	23	6.8%
3 hours	13	3.8%	5	1.5%	18	5.3%
4 hours	9	2.6%	5	1.5%	14	4.1%
5 hours	7	2.1%	3	0.9%	10	3.0%
6 hour	11	3.2%	4	1.2%	15	4.4%
7 hours	39	11.5%	22	6.5%	61	17.9%
More than 7 hours	105	30.9%	80	23.5%	185	54.4%
Total	210	61.8%	130	38.2%	340	100.0%
How frequently do you watch TV?						
Everyday	118	34.7%	86	25.3%	204	60.0%
Only on weekends	65	19.1%	35	10.3%	100	29.4%
3-4 times a week	27	7.9%	9	2.6%	36	10.6%
Total	210	61.8%	130	38.2%	340	100.0%

Source: Researcher 2015

Table 4 above show that majority of respondents represented by 90% have a TV set at home. 10% of the respondents do not have a TV set at home. However, from the focus group discussions, it was clear that all the youth had access to television. This therefore implied that they were familiar with what goes on in the media and that they were able to give information. A participant in one of the FGDs stated: *Everybody watches television, whether they have a TV set at home or not. TV is everywhere. There are many TV halls around Kibera where they either show movies or the popular TV programmes like soaps, soccer and weekend movies.* Table 4 above also shows that 4.1% of the respondents spend 1 hour watching TV, 6.8% spend 2 hours, 5.3% spend 3 hours, 4.1% spend 4 hours, 3.0% spend 5 hours, 4.4% spend 6 hours, 17.9% spend 7 hours and 54.4% of the respondents spend more than 8 hours. During the FGDs, participants said that they spend at least 3 to 4 hours daily watching TV. One of the key informants said that the youth spend so much time watching TV every day. Infact she added that they sleep very late watching late night movies or watching music television. The table above also shows that majority of the respondents at 60.0% watch TV every day. 10.6% of the respondents watch TV 3-4 times a week while 29.4% of the respondents watch TV only on weekends. This finding is corroborated by Ward (2003) who observed that in a national study, high school students reported an average of 2.9 television sets, while 1.3 out of 10 (13%) American children reported living in homes with two or more televisions, 75% enjoyed access to television, and more than half had a television set in their own rooms. About 3.2 million homes in Kenya have TV sets (1.4 million in urban and 1.8 in rural areas). (Steadman Group Report, 2008; Quoted in Mbeke 2008:5). According to Brown *et al.* (1996), youths are heavy consumers of sexually oriented media sources including television, videos, movies and others. In addition, it has been established that television broadcast contains a high, growing and increasingly explicit dose of sexual messages which is directed towards youth (Kunkel *et al.*, 1997).

Table 5 Chi-Square analysis: The association between the amount of Time of TV viewing and sexual Initiation

Variable	Total (n)	Sexual Initiation				Chi-square	95% C.I for Sexual Initiation	
		Delayed (n=158)		Early (n=182)			df	pvalue
		(n)	%	(n)	%			
Everyday	204	78	38.2%	126	61.8%	16.125	5	0.000*
On weekends	100	55	55%	45	45.0%			
3-4times aweek	36	25	69.4%	11	30.6%			

Pearson Chi-Square was used to test the hypotheses to find out whether there was any association between Frequency of television viewing and sexual initiation among the youth. The null hypothesis stated that Ho: There is no association between the frequency of television viewing and sexual initiation. The findings indicated a significant result. The Chi-square statistic was 16.125. The P-value was 0.000. The result is significant at $P < 0.05$. Therefore we reject the null hypothesis and accept the alternate hypothesis that there is an association between frequency of television viewing and sexual initiation. This therefore implies that indeed there is an association between television sexual content the youth are exposed to and sexual initiation.

What consequences as a result of sexual activities are portrayed in the television and how are they associated with sexual initiation among the Kenyan youth.

Table 6: Distribution of respondents by how they think sex is portrayed in TV programmes.

How is sex portrayed in TV programmes	Male		Female		Cumulative	
	n	%	n	%	n	%
Glamorous	25	7.4%	19	5.6%	44	12.9%
Exciting	133	39.1%	81	23.8%	214	62.9%
Fun	42	12.4%	28	8.2%	70	20.6%
Success	9	2.6%	2	0.6%	11	3.2%
Dangerous	0	0%	0	0%	0	0%
Bad	1	0.3%	0	0%	1	0.3%
Total	210	61.8%	130	38.2%	340	100.0%

Source: Researcher 2015

Table 6 above shows that 62.9% of respondents think that sex is portrayed as exciting. 20.6% think it's portrayed as fun, 12.9% think its portrayed as glamorous and 32% think its portrayed as success. Only 0.3% of the respondents think it's portrayed as bad. The findings further concur with previous research findings which indicate that the consequences of premarital sexual behaviour such as pregnancies are rarely portrayed on television. Kunkel *et al.* (2003) in a study conducted in the USA established that characters involved in television programmes hardly experience negative consequences. Similarly, a study by the Kaiser Family Foundation (2003) found out that only 3 out of the 200 programs depicting shows with sexual content placed emphasis on sexual risk or responsibility. The failure to show consequences of engaging in premarital sexual behaviour might contribute to influencing the sexual behaviour of the youth.

X. Discussion

The Nature of Television content the youth are exposed to:

Sexual messages are common in television programming and have been for a long time (Farrar *et al.*, 2003; Fisher *et al.*, 2004; Franzblau, Sprafkin, & Rubinstein 1977; Kunkel *et al.*, 2003). This study found out that majority of the respondents at 37.9% (Table 1) said that they first learnt about sex while watching TV. These findings were corroborated by Brown *et al.* (2005) who observed that adolescents consistently refer to the mass media, including television as the most important source of sexual information. Kunkel *et al.* (1997) established that television broadcast contains a high, growing and increasingly explicit dose of sexual messages which is directed towards youth (Kunkel *et al.*, 1997). According to Brown *et al.* (1996), youths are heavy consumers of sexually oriented media sources including television. The above findings were supported during the focus group discussions. When asked about where young people do get their sexual information, one of the participants said the following:

P3: There's a lot of depictions of sex, whether actual or implied. Sex noises, deep kissing, touches, sexual talks. These are common on TV programmes. Every time I watch music in KISS TV, I see a lot of partial nudity and a lot of sexual messages in the music expressing sexual feelings and so on. The way the musicians move their bodies seduces anyone who watches. Even the name of the TV channel is called KISS...hahaha! Insinuating lots of kisses in the programmes. Am serious...hahaha!

During the focus group discussions, in describing the kind of programmes that they liked to watch on television most of the participants indicated that they mainly enjoyed soap operas, movies and dramas. According to Kunkel *et al.* (2001), it has been reported that nearly seven in 10 television programmes contain a sexual message. The study also found out that the kind of programmes that they do watch from television affects the way they feel towards sex. This is true in that if the kind of programme watched contains sexual contents, then the consumer of the content will embrace the idea by implementing it such that if the programme contains numerous sexual activities, then consumers who are the youth in this case will see no harm in engaging in premarital sex because the way they feel that it is acceptable kind of behaviour.

Frequency of Television Viewing and Sexual initiation

According to Kunkel et al. (2001), it has been reported that those youth who watch more television will come across more sexual content bearing in mind the fact that youth prefer shows with more sexual content. The findings of this study also show that there is a relationship between the nature of TV sexual content and sexual initiation. (Table 2 and 3). The implication of this finding is that the more the youth have access to television the more they are likely to come across scenes with sexual content. Previous research concurs with this finding as they indicate that the media play a major role in the socialization of sexual knowledge, attitudes and behaviour (Roberts,1982).

Researchers discovered the number of years a person had spent watching soap operas and the amount of television sitcoms he or she viewed were both related to the likelihood that he or she would not admit virginity. (Buerkel-Rothfuss & Strouse, 1993). Years of soap opera viewing and viewing of action adventure shows was found to be related to not being a virgin at time of marriage. Music Television (MTV) has been found to be associated with premarital sexual permissiveness (Brown & Newcomer, 1991; Strouse & BuerkelRothfuss, 1987).

In a study of college students, Ward and Rivadeneyra (1999) found that more frequent viewing in terms of the nature of the show (e.g., soap operas, comedies, and dramas) indicated more frequent viewing of sexual content. Ward and Rivadeneyra (1999) also found out that television programmes that included sexual content were associated with stronger endorsement of recreational attitudes towards sex, higher expectations of the sexual activity of one's peers, and more extensive sexual experience.

This study shows that majority of the respondents at 60.0 %,(Table 4) watch TV everyday. 29.4% of the respondents watch TV only on weekends.10.6% of the respondents watch TV 3-4 times a week. This finding is corroborated by Johnson, Cohen, Smailes, Kasen and Brook (1999) who inform that the average adolescent spends more time watching television than in the classroom. According to Courtright & Baran,(1980) heavy television viewing is related to negative attitudes about remaining a virgin. Escobar-Chaves et al. (2005) concur with the above findings. He also observed that the more often youth are exposed to TV viewing, the higher their chances of encountering sexual content on TV.

Portrayal of Consequences of Sexual activity in TV

When respondents were asked how they thought sex was portrayed in TV programs, 62.9% said sex was portrayed as exciting, 20.6% said sex was portrayed as fun, and 12.9% said sex was portrayed as glamorous. Only 0.3% of the respondents said that sex was portrayed as bad and none of the respondents said that sex was portrayed as dangerous. (Table 4). These findings are corroborated by Kunkel and colleagues (1999, 2001) in their assessment of the valence of consequences to sexual intercourse, they found that whereas consequences were positive in less than one fourth of the programs, the majority showed either no consequences to sexual intercourse or consequences that were primarily negative. Similarly, Social learning theory predicts that teens who see characters having casual sex without experiencing negative consequences will be more likely to adopt the behaviours portrayed (Greenberg, Brown & Buerkel- Rothfuss, 1993). In a previous study, Baran (1976) surveyed undergraduate students about how they felt sex was portrayed on television and in film. This study found that students who viewed television and film portrayals of sexual intercourse as realistic were more likely to be dissatisfied with being virgins. Another study found that those who felt television portrayals were close to the real world expected sex sooner in a relationship and expected a greater variety of sexual acts (Aubrey et al., 2003). Greenberg & Busselle (1996) pointed out that the sexual content in much of the television these adolescents attend to is frequent, glamorized, and consequence free.

XI. Conclusion

From the study findings, it is concluded that majority of the youth engage sex. The study established that the youth have access to television and that they spend many hours within the week watching television and that majority of the programmes they watch have sexual content. The implication of this finding is that the youth who have more access to television are more likely to come across more sexual content.

Through hypothesis testing the study established that there is an association between television sexual content the youth are exposed to and sexual initiation among the youth. The findings of the study concur with the observations of the theories which were used to inform the study. Social cognitive theorists demonstrated that imitation and identification are the products of two processes. The first is the observational learning where observers can acquire new behaviour simply by seeing those behaviours performed. The second is inhibitory effects where seeing a movie character for instance being punished for a behaviour reduces the likelihood that the behaviour will be performed by the observer. The third method is disinhibitory effects where seeing a model rewarded for prohibited or threatening behaviour increases the likelihood that the observer that the behaviour will be performed. The cultivation theory by Gerbner (1973),on the other hand, presupposes that those youth

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

Acknowledgment

The successful completion of this research project was made possible with the advice, assistance and support of other people. I sincerely thank my supervisors, Dr. Hellen Mberia and Dr. Julius Bosire for their support, supervision, motivation, constructive criticism and guidance in the entire time, the teaching staff and non-teaching staff of JKUAT, all the respondents to the research instrument, the schools sampled, my colleagues and friends for their academic input and support. I am also grateful for my all my relatives and friends for their continuous encouragement and support.

Recommendation

1. This study recommends that the youth should not view television for more than two hours per day. This is corroborated by The America Academy of Paediatrics which recommends that children and adolescents view television no more than 2 hours each (American Academy of Paediatrics, 2001).
2. The study recommends that media literacy as a skill needs to be improved to enable the youth to interpret media content correctly in order to avoid the possible effects that are sometimes not intended by the media practitioners. Media literacy should be introduced at an early age since youth start consuming media content when they are still very young.
3. The study further recommends the development of a curriculum in secondary schools to train the youth on media literacy skills. This will assist in assisting the youth to interpret the content from the media appropriately.

References

- [1]. American Academy of Paediatrics (2001). Media Violence. Committee on Public Education. 141 Northwest Point Blvd., Elk Grove Village, IL, 847-434-4000.
- [2]. Aubrey, J. (2004). Sex and punishment: An examination of sexual consequences and the sexual
- [3]. double standard in teen programming. *Sex Roles*, 50, 505–514.
- [4]. Bandura, A. (1997) *Self Efficacy: The exercise of control*. W.H. Freeman &co: New York.
- [5]. Baran, S. J. (1976b). Sex on TV and AdolescentS Self-Image. *Journal of Broadcasting*, 20, 61-8.
- [6]. Baran, S. J. (2004). *Introduction to Mass Communication: Media Literacy and Culture*. McGraw-Hill, New York.
- [7]. Brown, J. D., Childers, K. W., & Waszak, C. S. (1990). Television and adolescent sexuality, *Journal of adolescent Health Care*, 11 (1), 62-70.
- [8]. Brown, J. D., Newcomer, S.F. (1991). Television viewing and adolescents' sexual behavior. *Journal of Homosexuality*, 21 (2), 77-91
- [9]. Brown J. D. (1996) *Testing in language programs*. Upper Saddle River, NJ: Prentice Hall Regents. 324 pages.[ISBN 0-13-124157-5].
- [10]. Brown, J.D., L'Engle, K. L., Pardun, C. J., Guo, G., Kenneavy, K., & Jackson, C. (2005). Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts black and white adolescents' sexual behavior. [Electronic version]. *Paediatrics*,117,1018-1027
- [11]. Burrkel-Rothfuss, N. & Strouse J. S.(1993). Media exposure and Perception of Youth sexual Behaviour: The Cultivation Hypothesis Moves the Bedroom. In: Greenberg, B.S., Brown J.D. & Buerkel-Rothfuss N. (Eds). *Media, sex and Adolescent*. Gresskill, NJ: Hampton Press: 225-247.
- [12]. Carpenter, L. M. (1998). From girls into women: scripts for sexuality and romance in *Seventeen* magazine, 174-1994. *Journal of Sex Research*,35 (2),158-168
- [13]. Chandra, A., Martino, S.C., Collins, R.L., Elliott, M.N., Berry, S.H., Kanouse, D.E., & Miu, A. (2007). Does watching sex on television predict teen pregnancy? Findings from a national longitudinal survey of youth. *American Academy of Pediatrics*, 122, 1047-1054.
- [14]. Chunovic, L. (2000). *One Foot on the floor: The curious evolution of sex on television from I love Lucy to South Park*. New York, NY: TV Books.
- [15]. Collins, Rebecca, et al. (2004). "Watching Sex on Television Predicts Adolescent Initiation of Sexual Behavior." *Pediatrics*, 114 (3), e280-e289
- [16]. Comstock, G., Chaffee, S., Katzman, N., McCombs, M., & Roberts, D. (1978). *Television and human behavior*. New York: Columbia University Press.
- [17]. Courtright, J. A. & Baran, S.J. (1980). The Acquisition of Sexual Information by Young People. *Journalism Quarterly*, 57, 107-114.
- [18]. Cresswell J.W. (2009). *Research Design: Qualitative, Quantitative and mixed Methods Approaches*.3rd edition. London: sage Publications
- [19]. Courtright, J. A. and Baran S.J (1980). The Acquisition of Sexual Information by Young People. *Journalism Quarterly*.1, 107-114
- [20]. Denzin, N.K., (1978). *Sociological Methods*. Chicago. Aldine
- [21]. Dietz WH & Strasburger VC (1991), Children, Adolescents, and Television. *Curr Probl Pediatr* 21: 8– 31,
- [22]. Donnerstein,E., & Smith, S. (2001). Sex in the media: Theory,influences, and solutions. In D. Singer & J. Singer (eds.). *Handbook of children and the media*. (pp.280-307). Thousand Oaks, CA: sage.

- [23]. Durham, M. G. (1999). Girls, media, and the negotiation of sexuality: A study of race class, and gender in adolescent peer groups. *Journalism and Mass Communication Quarterly*, 76(2), 193-216.
- [24]. Durrheim, K. (1999). Research design. In M. Terre Blanche and K. Durrheim. (Eds), *Research in practice: Applied methods for the social sciences*. Cape Town: University of Cape Town Press.
- [25]. Eggermont, S. (2005). Young adolescents' perceptions of peer sexual behaviours: The role of television viewing. *Child: Care, Health and Development*, 31 (4), 459-468.
- [26]. Exavery, A., Lutambi, A., Mubyazi, G., Kweka, K., Mbaruku, G and Masanja, H. (2011). Multiple sexual partners and condom use among 10 - 19 year-olds in four districts in Tanzania: What do we learn? *BMC Public Health*, 11(490), 519-530.
- [27]. Elkind, D. (1978). Understanding the Young Adolescent. *Adolescence*, 8(49), 127-134.
- [28]. Farrar, K., Kunkel, D., Biely, E., Eyal, K., Fandrich, R., & Donnerstein, E. (2003). Sexual Messages During Prime-time Programming. *Sexuality & Culture*, 7(3), 7-37.
- [29]. Fay, J., & Yanoff, J. M. (2000). What are teens telling us about sexual health? Results of the Second Annual Youth Conference of the Pennsylvania Coalition to Prevent Teen Pregnancy. *Journal of Sex Education and Therapy*, 25(2/3), 169-177.
- [30]. Fisher, D. A., Hill, D.L., Grube, J.W., & Gruber, E.L. (2004). Sex on American Television: An Analysis Across Program Genres and Network Types. *Journal of Broadcasting and Electronic Media*, 48(4), 529-553.
- [31]. Flowers-Coulson, P. A., Kushner, M.A., & Bankowski, S. (2000). The information is out there, but is anyone getting it? Adolescent misconceptions about sexuality education and reproductive health and the use of the Internet to get answers. *Journal of sex Education and Therapy*, 25 (2/3), 178-188.
- [32]. Franzblau, S., Sprafkin, J., & Rubinstein, E. A. (1977). Sex on TV: A Content Analysis. *Journal of Communication*, 27(2), 164-170
- [33]. Gagnon, J., & Simon, W. (1973). *Sexual conduct: The social sources of human sexuality*. Chicago: Aldine.
- [34]. Gakahu NW (2005). "The Culture of Casual Sex among the Youth: Is Electronic Media to Blame?" In Maarifa, J. *Hum. Arts Soc. Sci.*, 1:80-82.
- [35]. Gakahu N (2010). "The role of broadcast media in behavior change and HIV/AIDS communication to the youth: A focus on Kenya's music industry. *Journal Media and Communication Studies Vol.2 (7)*, pp.154-158
- [36]. Gerbner, G. (1970). Cultural Indicators: The Case of Violence in Television Drama. *Annals of the American Academy of Political and Social Science*, 388, 69-81.
- [37]. Gerbner, G., Gross, L., Morgan, M., & Signorelli, N. (1994). Growing up with television: The cultivation perspective. In J. Bryant & D. Zillmann (Eds.), *Media effects: Advances in theory and research* (pp. 17-41). Hillsdale, NJ: Lawrence Erlbaum Assoc.
- [38]. Greenberg, B.S., & Busselle, R. W. (1996). Soap operas and sexual activity: A decade later. *Journal of Communication*, 46, 153-160.
- [39]. Greeson, L. E. and Williams, R.A. (1986). Social Implications of Music Videos on Youth; an Analysis of the content and Effects of MTV Youth. *Soc.* 18(2); 177-189).
- [40]. Haferkamp, C. J. (1999). Beliefs about relationships in relation to television viewing, soap opera viewing and self-monitoring. *Current psychology*, 18, 193-205
- [41]. Haffner, D. W. (1997). What's wrong with abstinence-only sexuality education programs? *SIECUS Report*, 25, 9-13
- [42]. Haffner, D. W. (1998). Facing facts-Sexual health for American adolescents. *Journal of Adolescent Health*, 22, 453e459
- [43]. Hawk, S.T., Vanwesenbeeck, I., de Graaf, H., & Bakker, F. (Nov. 2006). Adolescents' contact with sexuality in mainstream media: A selection-based perspective. *The Journal of Sex Research*, 43, 352-363.
- [44]. Huston, A., Wartella, E., & Donnerstein, E. (1998). Measuring the effects of sexual content in the media: A report to the Kaiser Family Foundation.
- [45]. Johnson, J. G., Cohen, P., Skodol, A. E., Oldham, J. M., Kasen, S., & Brook, J. S. (1999). Personality disorders in adolescence and risk of major mental disorders and suicidality during adulthood. *Archives of General Psychiatry*, 56, 805-811.
- [46]. Kaaya, S. F., Flisher, A. J., Mbwambo, J. K., Schaalma, H., Aaro, L. E., & Klepp, K. (2002). A review of studies of sexual behaviour of school students in sub-Saharan Africa. *Scandinavian Journal of Public Health*, 30, 148e160.
- [47]. Kelly, G. F. (2001). *Sexuality today: The human perspective* (7th ed.). New York, NY: McGraw-Hill.
- [48]. Kunkel D. & Goette, U. (1997). Broadcasters Response to the Children's Television Act. *Communication Law and Policy*, 2, 289-308. Kunkel, D., Cope, K.M. & Colvin, C. (1996). Sexual Messages on Family Hour Television. Content In: Kunkel D., Cope K. M. & Colvin C. *Sexual Messages on Family Hour Television. Content and Context*. Los Angeles, CA: Children Now Context Los Angeles, CA: children Now.
- [49]. Kunkel, D., Biely E., Eyal K., Donnerstein E. & Fandrich R. (2003) *Sex on TV3: A biennial Report to the Kaiser Family Foundation*.
- [50]. Lema, V. M. (1990). The determinants of sexuality among adolescent school girls in Kenya. *East African Medical Journal*, 63, 191e200.
- [51]. LeVay, S., & Valente, S. (2003). *Human sexuality*. Sunderland, MA: Sinauer Associates.
- [52]. Lowry, D., & Towles, D.E. (1989). Soap Opera Portrayals of Sex, Contraception, and Sexually Transmitted Diseases. *Journal of Communication*, 39(2), 76-83.
- [53]. Martino S., Collins R., Elliot M., Strachman A., Kanouse D. & Berry, S. (2006) Exposure to degrading versus Non degrading music lyrics and sexual behavior among the youth. *Pediatrics* 118(2)e430-441.
- [54]. MOE (2011). *Education for All (EFA) in Kenya*. MOEST
- [55]. Paik, H. (2001). The history of children's use of electronic media. In Singer, D., & Singer, J. (eds.), *Handbook of Children and the media* (pp. 289-307). Thousand Oaks, CA: Sage.
- [56]. Peterson, J. L., Moore, K. A., & Furstenberg, F. F. (1991). Television viewing and early initiation of sexual intercourse: Is there a link? *Journal of Homosexuality*, 21(1/2), 93-118.
- [57]. Prochaska, J. O., & Norcross, J. C. (2007). *Systems of psychotherapy: A transtheoretical analysis* (6th ed). United State of America: Thompson Brooks/Cole.
- [58]. Roberts, E. J. (1982). Television and Sexual Learning in Childhood. In D. Pearl (Ed). *Television and Behavior: Ten years of Scientific Progress and Implications for the 80s* (pp. 209-223). Washington, DC: Government Printing Office.
- [59]. Roberts, D. F., Foehr, U. G., Rideout, V. J., & Brodie, M. (1999). *Kids & media at the new millennium: A Kaiser Family Foundation report: A comprehensive national analysis of children's media use: Executive summary*. Menlo Park, CA: The Henry J Kaiser Family Foundation.
- [60]. Roberts, D. F. (2000). Media and the youth: Access, exposure and privatization. *J. Adolesc Health*. Vol. 27 (suppl.): 8-14.
- [61]. Ruane, I., Kasayira, J.M. & Shino, E. (2000). Counselling people of African ancestry. Chapter 10: Counselling students at tertiary institutions. Cambridge.

- [62]. Santrock, J. W. (2001). *Adolescence* (8th Ed.). McGraw-hill Company. New York.
- [63]. Signorielli, N. & Morgan, M. (Eds) (1990). *Cultivation Analysis*, Newbury Park. CA: Sage Hawkins and Pingree
- [64]. Steadman Group Report for Kenya Advertising Research Foundation, 2008.
- [65]. Strasburger, V.C. (1993). Adolescents and the Media: Five Crucial Issues. *Adolesc Med*.4, 479-493 (medline).
- [66]. Strouse, J.S., Buerkel-Rothfuss, N., & Long, E C. (1987). Media exposure and the sexual attitudes and behaviours of college students. *Journal of Sex Education and Therapy*, 13,43-51.
- [67]. Strouse, J. S & Buerkel-Rothfuss, N.L (1993). *Media Exposure and Perceptions of Sexual behaviours*. Creskill. N.J. Hampton Press.
- [68]. Strouse, J.S., Buerkel-Rothfuss, N., & Long, E C.J. (1995). Gender and family as moderators of the relationship between music video exposure and adolescent sexual permissiveness. *Adolescence*, 30.563-578.
- [69]. Walsh-Childers, K., Gotthoffer, A., & Lepre, C. R. (2002). From "Just the Facts" to "Downright Salacious": Teen's and women's magazines' coverage of sex and sexual health. In J. D. Brown, J. R. Steele, & K. Walsh-Childers (Eds.), *Sexual teens, sexual media* (pp. 153-172). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- [70]. Ward, L. M. (2002). Does Television exposure affect emerging adults' attitudes and assumptions about sexual relationships? Correction and experimental Confirmation *Youth Adolesc*.31-35.
- [71]. Ward, L. M. (1995). Talking about sex:Common Themes about sexuality in the primetime television programmes children view most. *Youth adolescence*.595-615.
- [72]. Ward L. M., & Rivadeneyra, R. (1999) Contributions of Entertainment Television to Adolescents' Sexual Attitudes and Expectation: The Role of Viewing Amount Versus Viewer Involvement *Sex. Res.* 237-249.
- [73]. Ward, L. M., & Friedman, K.. (2006). Using TV as a Guide; Association between television viewing and adolescent sexual attitudes and behavior. *journal of research on adolescence*.16(1);133-156.
- [74]. Zillmann, D. (2000). Influence of unrestrained access to erotica on adolescents' and young adults' dispositions toward sexuality. *Journal of Adolescent Health*, 27(2), 41-45.

Authors

First Author – Sammy Yaah Baya has worked in Kenya Medical Research Institute, Corporate Affairs Department, for over 10 years. He is a graduate of Maseno University, Kenya and The university of Nairobi, Kenya. He is a PhD Candidate at Jomo Kenyatta University of Agriculture and Technology where he is awaiting the defence of his Dissertation.

Email: yaahbaya@gmail.com

Second Author – Dr. Hellen Mberia, the Dean School of Communication and Development Studies. Dr. Hellen Mberia, is also a full time lecturer in the School of Communication and Development Studies at Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenya. She is an expert in Health Communication having attained a PhD in Mass Communication from the same University.

Third Author – Dr. Julius Bosire is a part time lecturer in the School of Communication and Development Studies at Jomo Kenyatta University of Agriculture and Technology (JKUAT), Kenya. He is a Full time Lecturer in The Technical University of Kenya. He is an expert in Media Law. He worked previously as a News Editor in the Nation Media Group, Kenya. He attained his PhD in Communication and Information from the University of Nairobi.