MOTIVATION, SOCIAL CONTEXT AND PARENTAL MEDIATION OF NAIROBI ADOLESCENTS' SEEKING SEXUAL MEDIA CONTENT

KYALO WA NGULA

DOCTOR OF PHILOSOPHY

(Mass Communication)

JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

2015

Motivation, Social Context and Parental Mediation of Nairobi Adolescents' Seeking Sexual Media Content

Kyalo Wa Ngula

A thesis Submitted in Partial Fulfillment for the Degree of Doctor of Philosophy in Mass Communication in the Jomo Kenyatta University of Agriculture and Technology

2015

DECLARATION

This thesis is my original work and has not been presented for a degree in any other University

Signature……Date……

Kyalo Wa Ngula

This thesis has been submitted for examination with our approval as University supervisors

Signature……Date……..

Dr. Hellen Mberia

JKUAT, Kenya

Signature……Date……..

Prof. Ann Neville Miller

University of Central Florida, USA.

DEDICATION

I whole heartedly dedicate my dissertation work posthumously to my mother, the late Mrs. Serah Mutethya Ngula who did not live to see its completion, for her unceasing faith, prayers and goodwill without which it would have been very difficult to produce this piece of work. May her soul rest in eternal peace.

And to millions of Kenyan adolescents who struggle every day to find identity, space and definition. Some of them though still in secondary schools, are already living beyond their time; acting as parents to their younger siblings, breadwinners to their families after a hard day in school, grappling with all manner of social-economic problems and still managing to soldier on with their studies with the hope that one day they will get a good education and live stable lives in their adulthood.

ACKNOWLEDGEMENT

Writing a dissertation is hard stuff. It requires a mental space and preparedness to crack. Hassles of life can sometimes deplete that mental space. It took me a supra natural being, to stay sane within the period of this project. Yes, it would not have been possible for me to complete this assignment without God's help. Like Prophet Samuel, I would say, thus far the LORD has enabled me.

I must also appreciate the travail and support of two very kind scholars around me, whose efforts made this work a success. In particular, this thesis would not have been possible without the sharp mind, support, advice, prodding and patience of my first supervisor, Dr. Hellen Mberia, to whom I am very thankful. I have no words to express my gratitude to my second supervisor, Prof. Ann Miller for her thoroughness, resourcefulness, commitment to excellence, and a decade- long research and academic mentorship.

I am very fortunate to have defended my proposal before a very able panel of scholars and professors whom I must appreciate. I deeply thank my committee members: Dr. Maurice Sakwa, Dr. Agnes Njeru, Prof. Lawrence Njoroge, Dr. Florence Memba, Dr. Oloko, Dr. J. Ndavula and Dr. Kinoti Kaburu. Without their worthy critique, probity and eye to detail I could have got lost to my readings and lost focus of my work.

I would like to extend my appreciation to my very competent research assistants—Elizabeth Maina for her diligence and enthusiasm with SPSS, Nduta M'Mbogori for her excellent interpersonal skills and expertise in dealing with urbanite youth and Sawa Atar, the master 'transcriber.' Each of them had a significant impact on my project that I will not forget.

Much gratitude to my entire family; my siblings and my parents, Mr. Fred Mwendwa and the late Mrs. Serah N. Mwendwa for their prayers and for inculcating in me the value for

hard work. Last but by no means the least, I am grateful to my colleagues at JKUAT, Mass Communication Class of 2012 for their collaboration and cheerfulness during this time. They fostered a wonderful learning experience.

Finally, I would like to thank a legion of my colleagues, friends and relatives for their faith in me, moral support and assistance. There are a few that I must mention. I would like to recognize many of my students, 'mass com' faculty at ANU, my professors at JKUAT, my pastor, Apostle Francis Musilli, Evans Langat, Jennifer Kimathi, James Kanyolo Mwendwa, Patrick Mbengele, Mbugua Rurimo, Mary Wachira, Prof. John Kihoro, Dr. Kariuki Ngare, Ben Musyoka and Prof. Michael Bowen. Their unwavering support, admiration on what I was doing, success wishes and conviction in my ability to pull this 'thing' through gave me impetus to continue even when I was down. Truly, they all helped me in one way or the other and as such we can together say *giniwasekawo.* Completing this journey is indeed a true blessing and to God be the glory.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ACRONYMS & ABBREVIATIONS

ANOVA	Analysis Of Variance
ANU	Africa Nazarene University
ACOG	America Congress of Obstetricians and Gynecologists
CCK	Communication Commission of Kenya
EDC	Education Development Centre
FM	Frequency Modulation
FGD	Focus Group Discussions
HIV/AID	Human Immunodeficiency Virus/Acquired Immuno deficiency Syndrome
IEA	Institute of Economic Affairs
JKUAT	Jomo Kenyatta University of agriculture & Technology
KARHP	Kenya Adolescent Reproductive Health Project
KDHS	Kenya Demographic and Health Survey
NGOs	Non-Governmental Organizations
SES	Social Economic Status
SPSS	Statistical Package for Social Sciences
SSA	Sub-Sahara Africa
STIs	Sexually Transmitted Diseases
TV	Television
UNAIDS	United Nations Aids Organizations
U & G	Uses and Gratification theory

OPERATIONAL DEFINITION OF KEY TERMS

Exposure to sexual content: Refers to two variables: the time spent with a specific medium (i.e., exposure to both radio and television) and the amount of sexual content present in that medium AMERG (2008).

Sexual content: Refers to radio and television content that includes depictions of talking about, showing or implying sex i.e. hooking-up,, sexy clothes, nudity, sexual intercourse,, safe sex adverts (condoms, birth control, etc.), and sex crimes such as rape.,. It could also refer to homosexuality, touching, kissing, sexually suggestive dancing or fondling a partner (Bryant & Oliver, 2009).

Sexual socialization: This is the gradual process by which young people acquire knowledge, attitudes, and values about sexuality through the integration of information from multiple sources. Foremost among these sources are youths' parents, peers, teachers, media and relatives (L'Engle & Jackson, 2008).

Social context of media use. Refers to co-viewing media content with peers of same sex, and peers of different sex or alone. It also refers to the time and the place of experiencing sexual media content (Parkes, Wight, Hunt, Henderson, & Sergent (2013).

Parental mediation: Refers to parents' interactions with their children about television and radio content. It could also mean the frequency with which parents discuss whether and how radio and television represents the real world, make critical comments about television and radio messages and restrict content consumed (Nathanson, 2002).

Viewer motivation: Viewer motivation refers to either ritualized media viewing i.e. listening or watching media programs to pass time, for, relaxation, companionship and for escape or instrumental viewing which is purposive and includes viewing or listening to media to learn about events, to be aroused, and to facilitate social interaction with others (Rubin, 1984).

ABSTRACT

The Kenyan media is awash with sexual content. This media diet mostly sought after by young people permeates TV and radio music shows, soaps, radio breakfast and afternoon drives. This study investigated motivational, contextual and parental mediation factors predicating Nairobi City County public secondary school students' use of sexual radio and TV content. Its objectives were 1) to find out the association of Nairobi adolescents' motivations for seeking out sexual media content with extent of exposure to sexual radio and TV content. 2) to investigate the association of the social context of Nairobi adolescents' intake of sexual radio and TV content with the extent of exposure to that content and 3) to explore the association of parental monitoring of Nairobi adolescents' media use and the extent of exposure to sexual radio and TV content. The study used Users and Gratification theory as a theoretical framework. The theory explains how people use media to gratify their needs, their motives for media behavior and functions or consequences that follow from needs, motives, and behavior. The study used a mixed method design which incorporated both quantitative and qualitative methods of data collection. Quantitative data were collected using self-administered questionnaires through cluster sampling procedure. FGDs were facilitated in the five clusters of secondary schools in Nairobi City County through convenient sampling. Data was collected amongst Nairobi City County secondary school students who include boarders and day scholars of both genders in form one to form four. A sample of 546, 13-20 year old secondary students was drawn. Quantitative data was posted through SPSS and associations between variables statistically assessed using t-tests, ANOVAs, bivariate correlations and regression analysis. FGDs were transcribed, key themes and emerging patterns coded, analyzed and interpreted. Results revealed that Nairobi adolescents sought both sexual radio and TV mostly for fun and companionship. Frequent attendance of religious services and attending mixed-gender schools were associated with taking in less sexual content. The bedroom was the context most associated with higher levels of sexual

media content exposure. The most effective parental media restrictions were forbidding certain programming and limiting time used. Respondents indicated the best way to keep them away from sexual content was to empower them with media literacy, friendly tutelage and discouraging use of sexual media in their bedrooms. Findings are beneficial to parents and educators, policy makers, scholars, media owners and teenagers. Both parents and teachers should facilitate media literacy to teenagers and encourage the habit of attending religious events to act as a filter and moral compass for media consumption and facilitate a media literacy curriculum in schools. The cross-sectional nature of the study was its key limitation. However, the mixed method design allowed for a representative sampling and triangulation thus results could be replicated. The study calls for creation of African culture - sensitive motivational scales and for further research to explore the association of exposure to sexual media content with early initiation to sex and casual sexual relationships amongst young people. .

CHAPTER ONE

INTRODUCTION

1.1Background to the study

In Kenya, as in many countries in sub-Saharan Africa (SSA), teaching young people about sex is culturally censored. Although adolescence is the period when many young people begin to explore their sexuality (Path, 2013), sex is still a taboo subject among many Kenyans (Thomson Reuters Foundation, 2013). Despite social liberalization as a result of increased urbanization (Bastien, Kajula, &Muhwezi, 2011), sex education programs are few and controversy surrounds provision of health services to sexually active teens. The belief that education about sex and contraceptives leads to promiscuity is still pervasive (Path, 2013).

The Kenya Demographic and Health Survey 2008-2009 indicates that more than one out of four young women is married by age 18, increasing their likelihood of having children at an early age. Nearly one-half of births to young women under age 18 are the result of unintended pregnancy. Nearly one out of three young women has an unmet need for family planning, meaning they wish to delay childbearing, but are not using any method of contraception, and are at risk for having an unintended pregnancy. Furthermore, among youth aged between 15 to 19 who had sexual intercourse in the last 12 months, nearly 60 percent of young women and nearly 100 percent of young men engaged in higher-risk sex; they had sexual intercourse with a partner who was neither their spouse nor lived with them. Among these youth aged 15 to 19 who had higher-risk sexual intercourse in the last 12 months, only 40 percent of the young women and 55 percent of the young men reported using a condom during their last higher-risk intercourse. Finally, the National Aids Control Council (2012), UNAIDS, (2010) reports that the epidemic continues to exert a disproportionate effect on adolescents and young adults. Young people between ages 15–35 represent 38% of the national

population but are believed to make up more than 60% of new HIV infections. Understanding sexual socialization, or the process by which adolescents acquire sexual knowledge and values, is therefore critical.

In a fact-book tracking different youth indicators in Kenya, the Institute of Economic Affairs (2010) posited that the role of family is crucial in the development of young people. Their findings reported that parents' influence over their children is highest when they are younger and that influence diminishes as they grow older as media and peers takeover. This is confirmed by fact that when asked about their source of information about sexual and reproductive health, the largest proportion of young people (24%) pointed to the media (television, radio, and the internet). An even larger group, however –33% of 7 to19 year olds—say they have no source of sexual and reproductive health information. To compound the problem further, increasing modernization has separated young people from their elders who were traditionally responsible for conveying information to them (Wangeri & Otanga, 2013).

At the same time, evidence suggests that the level of sexual content in Kenyan media has increased in recent years (Abuto, 2013). As a result of liberalization of media policy in the country, both the number of outlets and range of content in Kenyan media have dramatically expanded in recent years. The current media landscape is dominated by popular vernacular FM radio stations which are available everywhere as people can listen to them on their cell phones, cars, and computers (Synovate Kenya, 2007). By 2007, there were 107 vernacular, FM and community radio stations in Kenya and over 15 television stations in the country (Brown, 2010). Approximately 60% of this expanded media content especially on television is imported, much of it from the U.S., where studies indicate the amount of sexual content has steadily increased over the past two decades (Kunkel, Eyal, Finnerty, Biely, and Donnerstein, 2005).

Among few studies conducted in Kenya on locally produced sexual media content is Gakahu's (2011) examination of sexual content of music popular among youth. The study found that radio programming is basically music. Many times, lyrics of Kenyan songs express graphic portrayals of sexual relationships with little attention to safer sexual messages. Music videos were found to be replete with sexually suggestive clothing and body movements. It appears that Kenya's urban youth are caught up in the increasing globalization of information and media which is characterized by a high level of violence, individualism, and lack of any clear set of social values (Education Development Center, 2009).

The reasons adolescents search for sexual content may vary, ranging from information-gathering to seeking normative validation for their behavior. Sexually active youth may equally be more interested in media sex due to other social or environmental factors such as communication with friends or family members about sex. Actively seeking out sexual content may therefore be related to an adolescent's sexual behavior through its relationship to exposure. Youth exposed to sexual content because they sought it out may be different than others who were exposed to media sex without purposely seeking it out (Bleakley, Hennessy & Fishbein, 2011). The latter are those who may accidentally stumble upon sexual content while searching for entertaining dramas or following up on friends' suggestions for good programming.

In an investigation of American students' motivations for watching TV Ward & Friedman (2006) found three main categories of motives: a) a learning motive (e.g. to gather information about self and others) b) a fun habit motive (e.g. to enjoy and for entertainment) and c) a friend/companion motive (e.g. for company and to forget one's problems). Among other variables they tested, viewing motives emerged as the most consistent correlate of their sexual belief systems, demonstrating the power of individual needs in shaping media influence. Both girls and boys who reported watching TV for companionship were also more likely to agree that sex is recreational, that men are

sexually driven, and that women are sexual objects. These findings suggest that American teens who turn to TV as a friend are also more accepting of its dominant messages and may by relying more heavily on media for social norms and values.

Contextual factors such as where youths take in media and with whom may influence both the selection and response to sexual media content (Parkes, Wight, Hunt, Henderson & Sargent, 2013). Currently there is no research on this issue in Kenya. However, studies in the western world indicate that having media in the bedroom leads youth to use media more (Kaiser Family Foundation, 2010). Parkes and colleagues (2013) found out that teenagers who co-viewed TV/DVDs with friends more often than with parents were more likely to report sexual intercourse, and the minority of teenagers who reported parental restrictions on sexual content were less likely to report intercourse than their peers.

Finally, studies in the western world (e.g. Amanda, Madden, Smith, Purcell, Zickuhr, Raini, 2011; Kaiser Family Foundation, 2010; Parkes, Wight, Hunt, Henderson & Sargent, 2013) suggest that parental monitoring is important in guiding teens on the proper media content to watch and specifically in lessening exposure to sexual TV content.

No studies in the Kenyan context that the researcher is aware of have investigated motivational and contextual factors associated with Nairobi adolescents' seeking out media content, or the influence of parental mediation of adolescents' media use. The current study explored this issue, adapting Bleakley, Hennessy, and Fishbein's (2011) definition of sexual content exposure with slight modifications to mean being exposed to: talking about sex or portrayal of sexual actions such as hooking-up partners making out, wearing sexy clothes including very short and transparent-see through attire, nudity, oral, anal, or vaginal sex; safe sex talk or depictions of usage of condoms or other birth control measures, homosexuality, kissing and fondling.

1.2 Statement of the problem

Among the greatest challenges facing young people across the globe today is developing a healthy understanding about sex. Such understanding forms the foundation for their attitudes toward sex and relationships and subsequent sexual behavior. Media serve as a major contributing factor to such sexual socialization as youth are immersed in them on daily basis (Roberts & Foehr, 2004). In Kenya, youths are exposed to much sex in the media — magazines, television, and the Internet (Abuto, 2013). Due to the proliferation of over 15 TV stations and 100 FM radio stations in Kenya Ipsos Synovate, (2007) and the pervasive nature of today's media, Kenyan adolescents have a ready menu of music programs, videos, reality shows and soaps richer in sexual content than ever before (Gakahu, 2011). EIA (2010) posited that about 60% of Kenyan adolescents either do not have any credible source of sex and health information or rely on media for it. It thus increases the likelihood of adolescents getting into unprotected pre-marital sex, unplanned pregnancies, unsafe abortions or infection with STIs such as HIV/AIDS (KDHS, 2008-2009).

The paucity of credible sources of sexual and reproductive health information in Kenya and increasing modernization that has separated adolescents from their elders who were traditionally responsible for helping them navigate adolescence period responsibly makes the problem more acute (IEA, 2010).Substantial empirical research exists in Europe and North America on the motivations youth have for seeking out sexual media content (for example, Carverth & Alexander, 1985; Rubin, 1984;Ward, Corvine, & Cytron-Walker, 2002; Ward &Friedman, 2006; Ward & Kim, 2004). However, little if any research has explored the motivations and context of adolescent's seeking out sexual media content in Kenya, even though the limited evidence available suggests that youth's exposure to sexual content of Kenyan media has dramatically increased in recent years (Gakahu, 2011; Kanjama, 2011; Abuto, 2013). Nor has research investigated how parental mediation of adolescents' media use is related to these issues. There is therefore

need to understand the motivations, social contexts and parental mediation strategies associated with Nairobi adolescent's seeking sexual media content in order to come up with interventions and guide parents protect them from harmful sexual media content.

1.3 General objective:

To examine the motivational, contextual and parental mediation factors associated with Nairobi adolescents' use of sexual media content.

1.3.1 Specific objectives:

1. To find out the association of Nairobi adolescents' motivations for seeking sexual media content with extent of exposure to sexual media content.

2. To establish the association of the social context of Nairobi adolescents' intake of sexual media content with the extent of exposure to that content.

3. To explore the association of parental monitoring of Nairobi adolescents' media use and the extent of exposure to sexual media content.

1.4 Null hypotheses

$H_{0.1a.}$ There is no significant relationship between the motivations of Nairobi adolescent's listening to sexual radio content and the extent of exposure to that content.

$H_{0.1b.}$ There is no significant relationship between the motivations of Nairobi adolescent's watching of sexual TV content and the extent of exposure to that content.

$H_{0.2a.}$ There is no significant association between the contexts of Nairobi adolescent's intake of sexual radio content and the extent of exposure to that content.

$H_{0.2b.}$ There is no significant association between the contexts of Nairobi adolescent's intake of sexual TV content and the extent of exposure to that content.

$H_{0.3a.}$ There is no significant difference in intake of sexual radio content between those adolescents whose parents monitor their media consumption and those whose parents don't.

$H_{0\ 3b.}$ There is no significant difference on intake of sexual TV content between those adolescents whose parents monitor their media consumption and those whose parents don't.

1.5 Justification of the study

This study was justified by the fact that in Kenya there is a dearth of empirical knowledge on motivations, social context and parental monitoring factors of adolescent's seeking out sexual media content. Most research on this area has been conducted in the developed world which has a different cultural context from the Kenyan one for example, Rideout, Foehrand Roberts, 2010; Hennessy, Bleakley, Fishbein (2011), Kaiser Family Foundation, 2005; Ward & Friendman, 2006). Additionally, the current investigation seeks to find out the social contexts in which adolescents take in radio and television content, a phenomenon which has handily been examined both locally and in the United States (Parkes, et al, 2013).

The media outlets this study examined are television and radio. This is because in the last ten years Kenya has experienced exponential growth in both FM radio stations and televisions stations (Ipsos Synovate, 2010). Research shows these radio stations' popularity straddle social classes and age groups. Many of these FM radio stations not only play music with sexual content but also air breakfast shows laded with sexual talk (Media Council of Kenya, 2014). The average television viewer in Kenya watches up to three stations on a weekly basis.

Popular genres include soap operas and the news (Ipsos Synovate, 2011). These mostly Latin American soaps are screened early in the evening after school when children and adolescents are watching TV. They portray scantily dressed women and half naked men kiss and fondle each other leaving nothing to the imagination. Creators of such content, will of course defend them saying it helps keep their ratings up (Palaver, 2013).Additionally, major TV stations such as NTV,KTN, Citizen and K24 majority of which are concentrated in urban centers air music videos with sexual content in the late afternoons from Wednesday to Fridays specifically targeting adolescents. Again, due to increasing accessibility of Internet in Kenya's major towns (CCK, 2013) students easily access radio online. Moreover, many students have access to sex-laden music videos in public transport.

The researcher examined Nairobi adolescents because, as Atieno (2010) found out, with all these opportunities to access sexual media content and fast paced city life, many Nairobi parents had no quality time with their children hence were likely to offer them little or no guidance on sexual issues. Additionally, many Nairobi adolescents have little contact with their relatives such as aunties and uncles, who are the traditional sexual information sources. Again, in some Nairobi secondary schools there is a TV set and many youths have smart phones.

1.6 Significance of study

Understanding Nairobi adolescents' motivations for seeking out sexual media content is significant because of several reasons. Exposure to sexual content in mass media is a largely unexplored factor that may contribute to sexual activity among Kenyan adolescents. Research findings from America and the rest of the western world are not necessarily valid for Kenyan youths, as the Kenyan context is different in many ways. Kenyan adolescents spent most of their time in boarding schools Kabiruand Orpinas (2008); they have different media habits from those of US adolescents; they live in a more collectivist cultural environment (Mbiti, 1970) and they are more vulnerable to the HIV pandemic than their US counterparts (Mkandawire, Tenkorangand Luginaah, 2012). This study represents a breaking of ground for these issues in the Kenyan cultural context.

Knowledge of motivations and context of Kenyan youths' exposure to sexual media content can benefit parents and educators, policy makers, scholars, media owners and individual teenagers themselves. Results of the proposed study can assist parents in understanding the motivations of their adolescents in seeking sexual information, hence equip them to monitor what their adolescents watch and listen to and advise them accordingly. Similarly, because many adolescents spend more time in high schools than at home, results can equip teachers to offer them guidance. Results can also have implications for policy makers and educators by informing creation of media literacy curricula that help inform youths about media influence on their lives. Findings can also inform policy decisions about programming targeting youth. For media researchers and scholars, study findings can help narrow the gap of knowledge on adolescents' motivations and social contexts for seeking sexual media content exposure in Kenya and in sub-Saharan Africa.

1.7 Scope of the study

The present study was conducted in Nairobi City County in Kenya. Respondents were students in Nairobi secondary schools. The study examined male and female adolescents aged between 14 to 19 years in both boarding and day secondary schools. This population was ideal for this study as Nairobi city being the capital city of Kenya, is a 'melting pot' where Kenyan students of all walks of life are found. The researcher chose to study factors related to seeking out sexual media content because as Brown and L'Engle, (2009) posit, sexual media content designed to arouse sexual feelings is increasingly available and may now be more likely to serve as a source of sexual information and norms for young people. The present study used mixed method design. Data was collected and analyzed through both qualitative and quantitative data collection methods that is, it used both questionnaires and focus group discussions. The population of the study was the 42,422 Nairobi City County public secondary school students out which a sample of 506 respondents was drawn. Questionnaires were distributed through a cluster sampling method while focus group participants were conveniently sourced from the five clusters of secondary schools in Nairobi City County. Five focus group discussions with 40 students were facilitated while 600 questionnaires were distributed out of which 506 were collected.

The study was informed by uses and gratification theory (U& G). The U & G theory was ideal for this study as it provides a structure within which to examine the reasons, needs and gratifications adolescents want to fulfill for selecting sexual media content. It also focuses on mass media consumers and provides critical analyses of how they experience media content and differentiates between active and passive media users. Study variables were motivations for seeking out sexual media content, contextual of media use, and parental mediation techniques. The study reviewed literature on adolescents' demographics, sexual socialization, motivational, contextual, exposure to sexual content and parental media monitoring factors of adolescents' media consumption.

1.8 Limitations

This study had a few limitations that had the potential to impact the findings. First, the present study relied on self-reported data whose nature is sensitive hence the possibility of dishonesty in responding to questionnaires or simply reporting what the respondents thought the researcher wanted to hear. To overcome this limitation, the research conducted a mixed-method (used both questionnaires and focus group discussions) design for triangulation purposes. Secondly, the study was cross- sectional, hence the researcher could not draw conclusions on long term causes and effects. However, it used mixed-method to triangulate data collected hence it can be replicated to similar populations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews empirical literature related to motivations, motivation, social context and parental mediation in adolescents' use of sexual media content by adolescents. The specific objectives for the study were:1) to examine the association of Nairobi adolescents' motivations for seeking out sexual media content with extent of exposure to sexual radio and TV content; 2) to investigate the association of the social context of Nairobi adolescents' intake of sexual media content with the extent of exposure to that content; 3) to find out the association of parental monitoring of Nairobi adolescents' media use and the extent of exposure to sexual radio and TV content; 4) to investigate the influence of motivations for seeking out sexual media content on the effectiveness of parental mediation.

In order to bring study variables to perspective, this chapter analysis the theoretical framework, that is uses and gratification theory and literature that informs the study .It also elucidates and critiques what other scholars have said about its suitability and how it can be applied. It also presents the conceptual framework and critiques the existing literature on the subject under investigation .Lastly the chapter identifies the research gaps that the study seeks to close.

2.2. Theoretical review of literature

2.2.1 Uses and gratifications theory

The present study draws from the uses and gratification theory (U & G). The theory was initially propounded by Elihu Katz in 1959 when he posed the question 'what do people do with media.' In the early 1970's Katz, together with his two colleagues, Jay Blumler

and Micheal Gurevitch expanded the idea exploring the functions of media and the role of the audience needs and expectations.

Uses and gratification theory (Katz, Blumler & Gurevitch, 1974) was ideal as a theoretical framework for this study investigating motivation, social context and parental mediation of adolescents' media use because of several reasons. First, the theory postulates that audiences are active and their media use is goal oriented, purposive, and motivated. It therefore assumes that people deliberately seek out specific media channels and programs for certain needs and gratifications satisfaction. Secondly, it elucidates the reasons that people use media which is a key aim for this study as the following :a) diversion (escaping from problems, filing time and emotional release); b)personal relationships (connecting with friends, family and society, carrying out societal roles and of behaviour and reinforcement for personal values)**;** and d) surveillance (learning, satisfying curiosity, seeking advice on practical matters or opinion and decision choices and finding out about events and happenings**;** McQuail, 2001; Chandler, 1994).Furthermore, U and G suggests that the context in which adolescents seek out such material is influential (Parkes, et al., 2013), because media compete with other sources of need satisfaction such as significant others for selection, attention, and use to gratify our needs or wants. There are definitive relationships between mass and interpersonal communication in this process

They theory outlines three basic goals of uses and gratifications as a) to explain how people use media to gratify their needs, b) to understand motives for media behavior, and c) to identify functions or consequences that follow from needs, motives, and behavior. Accordingly, U & G focuses on the social and psychological origins of needs which generate expectations of the mass media or other sources and which lead to differential patterns of media exposure (Rossi, 2002). This therefore corresponds with the current study objectives.

The original framework of the theory described five basic assumptions. First, the audience is active and its media use is goal oriented, purposive, and motivated. This behavior is functional and has consequences for people and societies. Second, the initiative in linking need gratification to a specific media choice rests with the audience member. That is, instead of being used by the media, Nairobi adolescents can select and use media to gratify their needs or wants such as entertainment or learning. Third, the media compete with other sources of need satisfaction such as significant others for selection, attention, and use to gratify our needs or wants. There are definitive relationships between mass and interpersonal communication in this process. How well media satisfy our motives or desires varies among individuals based on their social and psychological circumstances. Fourth, people are aware of their own media use, interests and motives. Lastly, social and psychological factors mediate people's communication behavior. These factors could be personal predispositions, interaction, and environment such as religious background, which can mold their expectations about the media(Katz, Blumler & Gurevitch, 1974).

Rubin (1983) further categorized television viewership into ritualized and instrumental. Ritualized viewers make avid habitual use of television for diversionary reasons such as relaxation, entertainment, companionship, time-consumption and view considerable amounts of a perceived realistic medium with which they feel a particular affinity. Instrumental viewers are goal-oriented in their use of television and watch “to learn about people, places and events and to use this information in interpersonal interaction.

Key strengths of U & G as a theory include its focus on mass media consumers, its respect for media consumers’ intellectual choices and the fact that it provides critical analyses of how consumers experience media content. It also differentiates between active and passive media users and provides insight into usage of new media (Baran & Davis, 2011). Despite these strengths, Ruggiero (2000) presented four weaknesses of the theory. First, he argued that the theory is too individualistic and it rarely considers

societal implications of media use. Secondly, the theory does not offer adequate clarity in its central concepts such as social and psychological backgrounds, needs, motives, behavior, and consequences. Third U and G attaches different meanings to concepts such as motives, uses, gratifications, and functional alternatives, hence contributing to fuzzy thinking and inquiry. Fourth, the theory is simplistic as it assumes the notion of an active audience and the validity of self-report data to determine motives.

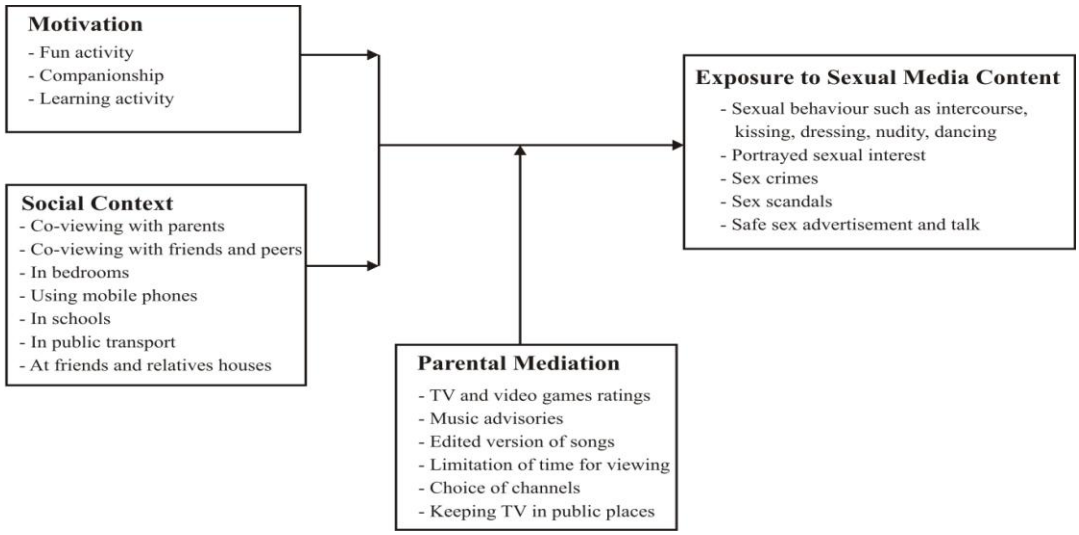
According to McQuail, (2001) & Chandler (1994) U and G proposes four primary reasons people use media. The first is diversion. For Nairobi adolescents diversion can mean seeking relief from rigorous academic work, filling time and emotional release. The second reason is for personal relationships, for example connecting with friends, family and society, carrying out societal roles and finding basis for conversation and social interaction. Third is personal identity, which could entail finding reinforcement for personal values and models of behaviour as they are depicted on various media products such as reality shows, soap operas or music videos. As Steel & Brown (1995) explained, observing television's attractive characters enjoying sexual intercourse, or watching pop stars receive peer approval for sexual infidelity could lead adolescents to perceive these behaviors as appropriate and to store this information for later use. Lastly is surveillance. For Nairobi adolescents, surveillance would mean using the media for satisfying their curiosity about sex as their bodies develop or finding out about events and happenings.

The U & G approach involves a shift of focus from the purpose of the communication to the purposes of receiver. It attempts to determine which functions mass communication is serving for the audience members (Severin & Tankard, 2009). With respect to the proposed study, U & G provides an appropriate framework for understanding how sexual activity and/or experience affects exposure to sexual content and how seeking sex in media choices affect adolescent behavior. This is because one of the assumptions of U& G is that media use is purposive and motivated. That is, people are active audience

members who select specific media and use it to satisfy their needs, interests, and preferences (Bleakley, Hennessy & Fishbein, 2011). It provides a structure within which to examine the reasons, needs and gratifications adolescents want to fulfill for selecting these media outlets and contents there in.

2.3 Conceptual framework

The independent variables for proposed study are users and gratifications motivations as elucidated by Rubin (1984). Others are: contextual factors such as time or place of media intake, parental media monitoring. The dependent variables in this study are exposure to sexual media content (radio and television) as Figure 2.1 shows. Demographic factors such as age and gender of respondents, religion, school type and family structure are treated as co-variates of the study. Parental mediation moderates the relationship between adolescents motivation and social contexts on one hand and exposure to sexual media content on the other.



Independent Variables Moderating Variable Dependent Variable Figure

2.1 Conceptual Framework

2.3.1 Motivations for seeking sexual media content

The reasons adolescents search for sexual content vary, ranging from information-gathering to seeking normative validation for their behavior (Bleakley, et al., 2011). Sexually active youth may equally be more interested in media sex due to other social or environmental factors such as communication with friends or family members about sex. Males and females may have different motivations for seeking sex content. For example, males' seeking of sexual content from Internet pornography sites suggests that they are interested in more explicit media. Current study adopts Ward & Friedman's three motivations for consuming media content namely, fun activity, learning and companionship.

In Woods & Ebersole (2009) five primary motives for watching Reality TV were identified. The primary use, "personal identification with real characters," was comprised of six use statements and explained the greatest amount of variance (34.16 %). Many individuals in this study used Reality TV to clarify personal commitments and reinforce notions of self-identity through identification with characters in a kind of interactive (participatory) environment. The idea of emotional contagion may help to explain this use. In personal identification, viewers develop empathy, or emotional contagion, for characters they admire by putting themselves in the place of the characters and imagining how they would respond in similar scenarios. The use statements that loaded on this factor support this description; "Because I admire the characters" and "To empathize with the contestants. One person even commented that she enjoyed watching because "It's fun to put myself in their shoes."

According to Aronfreed (1968) personal identification thus goes beyond merely "pretending I am a contestant" to include "pretending I am like, similar to, or

identifiable with one of the contestants actually performing." "I can relate easily," "I can relate to a loser boyfriend," "relates to my age group," and "has to do with relationships I can relate to" were common ideas in the open-ended responses. The characters on reality programs are ordinary, everyday people with whom viewers can relate in "weird ways," as one participant said. The "weird" may likely be the degree of perceived similarity that the viewer has with the character or character type (e.g., the jock/athlete, the blue-collar worker, the class clown, the religious one, etc.). The character's failures, and corresponding successes, are internalized as the viewers' successes and failures in a way that reinforces conceptions about self.

A viewer's emotional contagion may be enhanced or facilitated in the case of Reality TV since the characters purport to be "real" people. Indeed, the use statements that loaded on this factor capture this possibility; "To empathize with the contestants", "Because it's real", "Because it is true drama", "Because I can really connect on a personal level with the characters." One respondent watched MTV's Newlyweds because she wanted to "see what other relationships are reallylike." Another person enjoyed watching because "It looks like someone's real life that is being taped." Future research might examine one's capacity to demonstrate empathy as a predictor of enjoyment and use of reality programming. Ability to demonstrate empathic concern may also be shown to influence individual viewer's susceptibility to the messages contained in the programs (Aronfreed, 1968).

Teao (2001) found out 12 possible reasons for adolescents listening to popular music. He came up with three categories three categories that is, (a) atmosphere creation and mood control (e.g. relaxing and not thinking about things, getting into the right mood, setting a social atmosphere, and dancing), (b) silence filling and passing the time when there is nothing else to do, and (c) attention to lyrics (e.g. listening to the words when they express one's feelings). Of these three, atmosphere creation and mood control was ranked the most important, followed by silence filling, and then attention to lyrics.

In Pattino, Kaltchera and Smith (2011) the entertainment/excitement viewer was located in the center of the two-dimensional space, and it was approximately central from all age and gender groups, suggesting that watching reality programs for entertainment was an equally important motivation for all adolescents. The authors also found out that both male and female adolescents in the 16 to 18 age range (older teens) seek reality programs that incorporate dramatic situations and relationships among the program participants. Gender differences were found for the younger adolescents (the 13 to 15 age range) such that whereas younger males prefer reality programs that involve humorous and/ or inspirational elements, females of the same age watch a reality program because of one or more of the participants/characters featured in the program and the program's realism (real people placed in real-life situations).

2. 3. 2. Adolescence media viewing social context

According to Rubin (1983) the theoretical framework for this study, that is, use and gratification theory stresses the importance of the social context for shaping audience orientation and involvement. Sharing media exposure with peers of the same, mixed or opposite sex or with parents may influence adolescent's selection, processing of and response to sexual media content. In fact the extent of a teenager's exposure to sexual content could turn out to be less important for sexual behaviour than the social context of this exposure. Factors, including parental mediation (discussed elsewhere in this study) of media use and sharing media exposure with friends, may influence both the selection of sexual media content and how teenagers process and respond to this content. The time and place where adolescents consume sexual media content is also critical.

The place where adolescents' access media content is equally important. Though there may be no universal prevalence of bedroom TV in Kenya as in US,there is increased accessibility to Internet and music in the bedroom for Nairobi teenagers in which they can access sexual content especially at night. As Adriaens, Van Damme, & Courtois

(2011) argued that although bedroom TV, Internet and music players are commonly accessible for teenagers in developed countries, most of them still prefer to watch TV in the living room with others. Subsequently, De Leeuw, Sargent, Stoolmiller, Scholte, Engels & Tanski (2011) noted that without clear expression of parental disapproval, co-viewing may signal parental endorsement of programs that parents and children view together. However, parental TV co-viewing and restrictions on media use both decline through adolescence while lone viewing and peer co-viewing become more important, and the latter can strengthen peer relationships and group identity as Suess, Suoninen, Garitaonandia, Juaristi, Koikkalainen & Oleaga (1998) noted. The time for radio and TV use, place of consumption and co-viewing media content with peers of same sex, and different sex or with parents.

Survey research by Bleakley and colleagues (2009) of a nationally representative sample of U.S. American youth aged 13 to 18 revealed that on average, respondents reported learning about sex from 4.19 sources (SD = 2.48, range from 0 to 11). The most frequent were friends (74.9%), teachers (62.2%), mothers (60.9%), the media (57.0%) and doctors (41.5%). Grandparents (13.5%) and religious leaders (12.0%) were the least utilized sources of information about sex. There were significant differences on reporting media as a source of sexual information by age, race, and gender with females reporting using media as a source more than males, Whites more than African-Americans, and older adolescents more than younger youth.

Forty-three percent of Bleakley and colleagues' sample did not use media as a source of sexual information. Fifty percent of adolescents surveyed reported actively seeking sexual content in their media choices, which included movies, television, music, Internet pornography sites, and magazines. Those youths who did turn to media for knowledge about sex reported actively seeking sexual content from a variety of media sources. Males sought sexual content more than females and gender differences were greatest for seeking from Internet pornography sites, movies, and television. The source cited with

the most frequency was movies, followed by television, music, pornography websites, magazines, sexual health Internet websites, magazines like Playgirl/Playboy, online chat rooms, and podcasts. Males were more likely to seek from any source than females (63.4% and 39.5% respectively) and males sought from a significantly higher average number of sources. There were no significant age differences in seeking from any source or in the mean number of sources used to seek sexual content (Bleakley et. al, 2009).

According to Suess et al. (1998) co-viewing of sexual media content in mixed-sex groups may encourage risk behaviours more generally, by strengthening relationships with high-risk friends and a sense of identification with their activities. This is suggested by a study of smoking initiation, which found effects of film depictions of smoking appeared to be partly mediated by greater affiliation with peers who smoked.

Wills, Sargent, Stoolmiller, Gibbons, Worth, Dal Cin seem to contrast Suess et al. (1998) argument that same sex co-viewership had negative effects on adolescents. They point out that associations between mixed-sex peer co-viewing and sexual intercourse might reflect reverse causation, with mixed-sex co-viewing being simply a marker for groups of teens also comfortable with discussing and engaging in sexual behaviour. This interpretation is bolstered by the finding that teens that tend to watch television in same-sex groups have lower adjusted risk of engaging in sexual intercourse.

2.3.3 Parental media monitoring

Parental monitoring of teenagers' media exposure involves any of three different behaviours that occur before, during and after media use. It may involve setting rules on how much, when and what media content teenagers can use, discussing content with the teenager besides using media together (Parkes, Wight, Hunt, Henderson & Sargent, 2013). Studies conducted in the U.S. indicate that parental monitoring of adolescents' media use is associated with less time spent using media in general.

A study by the Kaiser Family Foundation (2010) conducted in the U.S. reported that only approximately a third of youth said their parents limit how much time they are allowed to watch TV (28%), play video games (30%), or use the computer (36%), despite the effectiveness of such limits. Similarly, Rogers, Taylor, Cunning, Jones & Taylor (2006) found that although students reported spending a significant portion of their day using media, very few reported having any parental restrictions on media use. Twenty percent reported restrictions on television use, and 15% reported restrictions on Internet, instant-messaging, computer, or cell-phone use. There are no studies recording parental media monitoring in Kenya which is one of the objectives of this study.

A study investigating the effect of parental monitoring by Parkes, Wight, Hunt, Henderson & Sargent (2013) reported that teenagers who had watched TV/DVDs with friends more often than with parents were more likely to report sexual intercourse. Conversely co-viewing of TV and DVDs with same-sex friends was associated with lower risk for sexual intercourse while frequent co-viewing with mixed-sex friends was a particularly strong risk factor. The authors also reported that the minority of teenagers who reported parental restrictions on sexual content were less likely to report intercourse than their peers while frequency of parental co-viewing TV/DVDs and sexual film content were not associated with sexual intercourse after controlling for how television was watched.

Fisher, Hill, Grube, Bersamin, Walker & Gruber (2011) postulate that parental mediation of children's television viewing is a significant factor in countering potential media influences. In particular, parents' imposition of limits on program content and hours of viewing produced the greatest number of prosocial effects. Restrictive mediation was related to a reduced likelihood that a child had engaged in either oral sex or vaginal intercourse. These effects were surprisingly large. Similarly, restrictive mediation was negatively related to intentions to engage in vaginal intercourse in the future. Parental limitation was also related to increased expectations that sexual

intercourse would lead to negative and health consequences and reduced expectations regarding pleasure. The relations between parental limitation of viewing and youths' sexual beliefs and behaviors may represent the effects of such mediation, or they may reflect that parents who set limits or otherwise mediate in the viewing process are generally more disapproving of adolescent involvement in sexual behaviors and communicate this disapproval to their children. These parents may also set and enforce more rules in general for their children.

Likewise Austin, Pinkleton and Fujioka (2000)postulate these two dimensions of active discussion can be distinguished, called negative mediation and positive mediation . Positive mediation refers to parental endorsement of television messages or portrayals, whereas negative mediation refers to parental counterarguments or contextualization of television messages. Family Communication engage in negative mediation when strongly concerned with media influence on their child and/or when skeptical about media messages. In contrast, parents tend to use positive mediation when they possess a low level of skepticism and when they have positive attitudes toward television in general. Positive mediators are more likely to watch more television and co-view with the child but are less likely to discuss television content than negative mediators.

According to Austin et al, (2000)if the goal of parental mediation is to teach children critical skills to help a child cope with media messages, it seems that this can be best achieved when (a) parents engage in mediation that encourages reflection; (b) a child interprets the messages as the parents intend, which also requires open discussion; and (c) a child willingly accepts the messages given by the parents or model examples endorsed by the parents. The data from this study suggest that concept-oriented parenting leads to mediation strategies that accomplish these objectives. The results further suggest that socio-oriented parenting does not prevent parents from engaging in beneficial mediation strategies, but it may in some cases lead to counterproductive

results. Socio-oriented parents, therefore, may have more need for media literacy interventions.

What comes out clearly in these findings is that despite differences in parents' and children's perspectives, all of these studies point to the critical place of parental media monitoring in guiding teens on the proper media content to watch and specifically in lessening exposure to sexual TV content Parkes, et al. (2013). However despite there being a plethora of research in this area in the western world, in the Kenyan context the researcher has not found a study that investigates the association of parental mediation of adolescents' media use and the extent of reported exposure to that content which is one of the proposed study objectives. The next section discusses the place of schools and religion in adolescents' sexual development.

2.4 Empirical literature review

2.4.1 Motivations for seeking sexual media content

According to Rubin (1981) research inquiries into the reasons why people use the mass media and the gratifications derived from various media use date back to many decades ago. In exploring the functions of the media and the intervening role of audience members' needs and expectations in mass communication behavior, earlier investigations formulated typologies of radio and newspaper media use.

As early as 1940 Herzog (1940) posited four appeals of radio quiz programs--competitive, educational, self-rating, and sporting, and three radio serial listener gratifications--emotional release, wishful thinking, and advice. A few years later, Mendelsohn (1964) identified six generalized functions of radio listening--companionship, bracketing the day, changing mood, counteracting loneliness orboredom, providing useful news and information, participation in events, and aiding social interaction.

Rubin (1981) identified nine motivations for TV viewership amongst adolescents. These are: to pass time, for companionship, arousal, content, relaxation, informational, escape, entertainment, and social viewing motivation. In his study no significant relationships were noted between social viewing and viewing levels, content viewing and attachment, or relaxation viewing and reality. Remaining motivations were significant positive correlations of viewing levels, attachment and reality. The most significant association between informational viewing and program preferences were positive corelations between informational viewing and talk shows, arousal viewing and sports programs. Negative correlations were registered between pass time viewing and news programs, social viewing and talk shows.

Ward & Friedman (2006) examined students' motivations for watching TV. Results revealed three major motives, that is, learning, fun habit, and for friendship/companionship. Viewing motives emerged as the most consistent correlate of youths' sexual belief systems, demonstrating the power of individual needs in shaping media influence. Both girls and boys who reported watching TV for companionship were also more likely to agree that sex is recreational, that men are sexually driven, and that women are sexual objects. These findings suggest that teens who turn to TV as a friend are also more accepting of its stereotyping and may be relying more heavily on media for social norms and values.

In an investigation of personality and viewing-motivation correlates of reality television exposure, Aubrey et al. 2005 found that the ritualized viewing motivations were positively associated with surveillance and romantic reality programs, suggesting that the needs for entertainment and relaxation were satisfied by these particular types of reality programming. The instrumental viewing motivations were also positively associated with all types of reality television exposure, with the exception of romantic reality programming. These findings counter the assumption that people motivated to view television for instrumental reasons would not be attracted to reality programming

because other types of television viewing, such as current events and news programming, would more likely satisfy those needs.

Drawing from both uses and gratification and cultivation theories, Kim & Ward (2004) examined associations between young women's frequency and motivation for magazine reading had significant correlation with their beliefs about femininity and sexual roles. Results revealed that both levels of exposure and motivations behind this exposure shared significant associations with women's sexual attitudes and feminine ideologies, even when various background factors were controlled. Individual motivations for reading women's magazines also correlated significantly with their sexual attitudes and ideologies about femininity, even when demographics and reading levels were constant. Thirdly, reading the magazines for advice about sex and relationships was associated with holding stronger beliefs that men are driven by sexual urges and were fearful of commitment. Specifically, reading magazines for sex advice or for appearance advice was each associated with stronger endorsement of the submissive/ alluring female sexual role and the objectification of one's body. Being motivated to read for sex advice was further associated with stronger support of a recreational view of sex. Reading for entertainment reasons was associated with women's stronger endorsement of a recreational view of sex. In summation, all these motivations studies Aubrey et al., Ward & Friedman 2006, Kim and Ward (2004) and Rubin 1981, 84, find that instrumental motivations for viewing sexual content has greater effect of sexual media exposure.

2. 4. 2. Adolescence media viewing social context

The context that adolescents experience sexual content is important. A study by

Parkes, Wight, Hunt, Henderson & Sargent (2013) reported that teenagers who had watched TV/DVDs with friends more often than with parents were more likely to report sexual intercourse. Conversely, co-viewing of TV and DVDs with same-sex friends was

associated with lower risk for sexual intercourse while frequent co-viewing with mixed-sex friends was a particularly strong risk factor. The authors also reported that the minority of teenagers who reported parental restrictions on sexual content were less likely to report intercourse than their peers while frequency of parental co-viewing TV/DVDs and sexual film content were not associated with sexual intercourse after controlling how television was watched. The gender factor in viewing context is also critical. Co-viewing with mixed-sex friends might mediate associations between exposure to sexual media content and sexual intercourse, since exposure to such content may increase sensation-seeking (O'Hara, Gibbons, Gerrard & Sargent,2012).

There is hardly any research on adolescents' media viewing social context in Kenya. However the local press carries concerns about adolescents accessing sexual content in their bedrooms (Mwangi, 2015). The Kenya National Association of Parents (Knap) Secretary General, Musau Ndunda says that children who have their own rooms at home conveniently watch sexual content regularly as parents assume they are busy studying. They access the content through mobile phones, laptops or DVD players. "We have visited many schools in and outside Nairobi and the script is just the same, when we win their trust they confess that they engage in orgies after watching pornographic videos sneaked into school," he says. He however said most schools and parents were not aware of these happenings. On his part, Kenya Primary Schools association chairman, Joseph Karuga says that city students who use public transport daily were exposed to lurid content while some have affairs with *matatu* crew who help them access blue movies which they in turn share with school mates.

According to Mwangi (2015) having an own bedroom at home can exacerbate consumption of sexual content including pornography. He says that problem is now so big that students who are hooked on porn end up getting addicted to masturbation both at school and at home, or engage in sex with multiple partners. According to the author, all this happen right beneath their unsuspecting parents:

We have visited many schools in and outside Nairobi and the script is the same. When we win their trust they confess that they engage in orgies after watching pornographic videos sneaked into school. They masturbate, perform oral sex and engage in homosexuality," Ndunda revealed, adding that in some cases, the schools and parents are in the dark but in other instances, the school management is aware but fears that taking action would spoil the name of the school. They are forced to bear with it or expel the kids over unrelated allegations.

What comes out clearly in these findings is that despite differences in parents' and children's perspectives, all of these studies point to the critical place of the media viewing and listening context and parental media monitoring in guiding teens on the proper media content to watch and specifically in lessening exposure to sexual TV content (Parkes, et al. 2013).

In summation, as Steele (1999) posits, just like adults, teens look for contexts in the media that resonate and identify with them. However, despite there being a plethora of research in this area in the western world, in the Kenyan context the researcher has not found a study that investigates the association of sex content viewing context factors and the extent of reported exposure to that content.

2. 4.3 Parental media monitoring

Interviews of parents on restricting their children media use by the Kaiser Family Foundation (2005) indicated that most parents in the U.S. were confident that they already do enough to monitor their children's media use**.** Two-thirds (65%) said they "closely monitor" their children's media use. Only 18% say they feel they should do more (16% say it's not necessary for them to closely monitor their children's media use). Among those parents who say they should do more, the main reasons given for not doing more were that it's just too difficult because the media are everywhere (36%), they're just too busy (19%), or there are too many other things to fight with their kids

about (13%). Parents of children ages 9–14 discussed a variety of strategies that they used for monitoring their kids' media use including setting rules about when kids can use media and what channels they can watch, to keeping the TV and/or computer in a public space in the home, to using parental controls and monitoring software. Some parents said they took away cable or premium channels or high-speed Internet access to restrict what their kids had access to.

The study revealed that parents' use of the TV and video game ratings had stayed the same over the past several years, while use of music advisories has gone up and use of movie ratings had declined**.** Half of parents said they had used the TV ratings, fairly consistent with prior years. About one in four parents (28%) said they often used the TV ratings to help make decisions about what their children could watch. However, most parents said they had heard of the TV ratings (81%) and the V-Chip (70%). Even among those who said they had heard of the ratings, however, most did not understand them. With regards to video games, several parents mentioned relying on advice from store personnel rather than the ratings. Many parents mentioned making use of the edited versions of songs.

Amanda, Madden, Smith, Purcell, Zickuhr, Raini, (2011) reported that 54% of parents use parental controls to manage teens' Internet access; another third use parental controls on teens' mobile phones. Parents said they used hardware and software-based tools to monitor their teens' online activities or block them from accessing certain content. These tools can be standalone software that is purchased or downloaded, or can be built into a browser or a computer operating system. At the same time, only 39% of online teens report that their parents use this type of software or feature in a browser or operating system to manage their computer-based Internet experience. However despite reported success story on parental media monitoring in reducing adolescents' consumption of harmful media content, there are pitfalls. Nathanson (2002) pointed out that though protecting children from bad content was helpful for their upbringing, it

could also lead to negative effects such as rebellion and disobeying parental restrictions. Consequently, the chances of children exposure to offensive media may be much higher when parents are away. In summary, however, parental supervision and control is likely to reduce adolescents' association with high-risk peers thereby decreasing their indulgence with sexual media content.

Parents can be an important source of information and support to their children on sexual issues. Talking with children about sex and relationships at home enhances their confidence in dealing with challenges that come with adolescence. A study drawing students and parents respondents from Mukuru kwa Njenga area in Nairobi found that parents who did provide sexual information to their children were constrained by various challenges including limited knowledge on the scope of sex education and the struggle to meet basic needs, which impacted the amount of time they spent with their children. The implications of a fast changing world, and breakdown of the social support structures brought about by modernization also weighed heavily on sex education provision at family level. The author recommended that parents should find time to build healthy relationships with their children, and to ensure sex education is nurtured from a young age. Institutions dealing with sex education should also partner with local churches and other stakeholders to implement evidence-based and sustainable programs that focus on empowering parents to integrate sex education within the ongoing, supportive parent-child communication (Mwakulemu, 2012).

Other research studies, however, indicate that parents are less involved in educating their children about sex. In a study investigating damaging effects of media on sexual perception and behaviour of teenagers aged between 13 and 17 from high schools in Nairobi (Atieno, 2010), the majority of teenagers surveyed described parents who were busy in their careers. The study concluded that parents had no quality time with children. Instead, gifts were substituted for quality time. Teenagers had no guidance on usage of pocket money or gifts received. This view was reinforced by local press as Tanui (2013)

observed that rich absent parents often assumed that because they had provided for their secondary school going children's financial needs their presence was not required. Consequently, they would rather spend time in hair salons, gyms and clubs. Unfortunately, their children coveted their poor colleagues whose parents could spare time to be with them.

Tanui (2013) made the following observations on the scenario:

The kids from rich families were envious of the 'poor' parents they saw bringing their schoolmates every morning right up to the gate in rickety Japanese imports. They would then hold their children's hands up to class. They would embrace their children and in the evening they would be there to pick them up. This was the opposite of the 'mechanical' life they themselves had been 'condemned' to. This is because a driver would drop and pick them from school. At home, on the fridge was a list of what was to be eaten when and where. Over the weekends, the driver would know where to take them to kick ball and swim. There were also marked out days for pizza deliveries and succulent KFC chicken cuts (p. 15).

The Standard Group, managing director for county editions says that the children of the rich often indulged into risky sexual behavior, poor academic performance and laziness because of lack of parental supervision.

2.4.4 Adolescents' demographic factors

Apart from the main variables of interest to this study, evidence is available from the Kenyan context regarding the relationship of demographic variables to adolescents' sexual attitudes and behavior, and from western contexts regarding the relationship of a range of demographic variables with exposure to sexual media content. No information is available that the researcher could locate regarding the association between

demographic variables and exposure to sexual media content in Kenya. The available evidence on these topics is presented below.

a). Gender. High perceptions that the society supports separate male and female gender roles are associated with a greater likelihood of reporting sexual activity. In keeping with previous studies Brown and L'Engle (2009) found out that males were more likely than females to have seen sexually explicit media. By age 14, two-thirds (66%) of males and more than one-third (39%) of females reported having seen at least one form of sexually explicit media in the past year. Additionally, boys were more likely to engage in risky behaviours than girls or/and that girls are either less revealing of the sexual behaviours they engage in or that fewer girls than boys engage in them (Kabiru&Orpinus,2009). These findings echo the African traditional double standards that allow boys sexual exploration while virginity in girls is highly valued (Wangeri & Otanga, 2013).

Tolman, Kim, Schooler & Sorsoli, (2007) averred that sexuality carries different meanings and consequences for boys and girls, and is comprised of three major elements i.e. first, asexual double standard, stating that it is more desirable, appropriate, and normal for boys to accumulate sexual experience than it is for girls. Secondly that boys use active and powerful ways to attract women while girls use submissive and alluring ways to attract men, and lastly, attitudes toward commitment which suggest that men avoid but women seek out greater commitment in romantic and sexual relation-ships.

Gruber and Gruber (2000) posited that adolescent girls choose network television programs with sexual content more often than do adolescent boys and spend more time watching it, often in the company of parents. Older adolescent boys, however, are more oriented to the hardcore sexual content found in explicit music lyrics and X-rated films. They are also more drawn to new media choices such as mobile phones, the Internet, and

computer games. Adolescents of both sexes who consume a lot of media are more likely to accept stereotypes of sex roles on television more realistic than less frequent viewers

b) Age. Age also influences comprehension and interpretation of sexual content. In a survey of sexual innuendo on television, 12-year-old youths were less likely to understand suggestive material than 14- and 16-year-olds. Similarly, in a qualitative study of adolescent girls aged 11 to 15, those who were at an earlier stage of physiological development were less interested in sex portrayed in the media whereas more mature young women actively sought out sexual content in the media as a means of learning the rules, rituals, and skills of relationships. They reported that the media provided models for achieving the right look to become popular and attract boys, portrayed teen characters with problems similar to their own, showed how they solved those problems, and gave examples of how to behave in sexual situations(Gruber & Gruber, 2000).

According to the Institute of Economic Affairs (2010) in Kenya, parents' influence over their children is highest when they are younger and that influence reduces as they grow older and is replaced by media and peers. This is confirmed by the fact that media (television, radio, and the internet) is still the most prominent source of information on sexual & reproductive health (24%). L'Engle, Jackson and Brown, (2007)suggested that health programs are most effective among adolescents (12-14 years) who have not yet initiated intercourse, and it is difficult to persuade adolescents who have initiated coitus to discontinue intercourse. The authors stated that though majority of 12–14-year-olds have not had intercourse, the proportion who have done so, especially among females, is rising. The present study took into account that younger adolescents (13-15 years) and older adolescents (16-19 years) of different gender could have different motivations for seeking out sexual media content.

c). Religiosity**.** In a study conducted amongst Kenyan secondary schools, among males, professing low religiosity was associated with significantly greater odds of sexual activity than those professing high religiosity (Kabiru & Orpinas, 2009). On the other hand, Miller, Ngula & Musambira (2012) found out that besides an individual's faith other church socialization variables such as the adolescents' relationship with church mates and church leadership could influence their sexual behaviours and attitudes. Miller (2002) found a nexus between religion and gender in adolescent's sexual socialization. This relationship is seen as recursive, with traditional gender roles leading to greater religious sensitivity and teaching supporting traditional gender roles. All in all, it is commonly accepted within many contexts that females are socialized to be submissive, passive, and nurturing, thus predisposing them to greater levels of religiosity than males.

Similarly, Sherkat (2002) found a strong relationship between gender orientation and religiosity. Although evidence is fairly consistent that highly religious youths are less likely to engage in higher-risk sexual behavior than less religious youths (Kabiru & Orpinas, 2009), the protective effect of church membership in general is stronger for Pentecostal/evangelical (P/E) church members than mainline church adherents. Members of P/E types of churches are less likely than adherents of other denominations to engage in premarital or extramarital sex. This indicates that Pentecostal/evangelical (P/E) churchgoing youths are less likely than those attending mainline churches to engage in pre-marital sex (Dilger, 2007, Miller, Ngula, & Musambira, 2012).

The researcher could find no information about the influence of religiosity on adolescents' use of sexual media. However, in Ward & Kim (2004) religiosity emerged a significant correlate of women's magazine use and sexual attitudes. Higher levels of religiosity were associated with weaker endorsement of both the sexually assertive female role and a view of sex as recreation, and with stronger endorsement of a view of sex as risk. Overall, religion as a demographic factor opposes both sex education and

sexual media content because of the belief that such information will influence early initiation of sexual intercourse (Izugbara, 2008; Kinaro, 2013)**.**

d). Schools. Kirby (2002) has offered a few reasons which suggest that being in school reduces sexual risk-taking behavior. One, schools structure students' time and limit the amount of time that students can be alone and engage in sex. Two, schools increase interaction with and attachment to adults who discourage risk-taking behavior thus creating an environment which discourages risk-taking. Three, schools affect selection of friends and peer groups that are important to them. Four, schools can increase students' self-esteem, sense of competence, and communication and refusal skills.

Sex education is a major component of comprehensive health education, which is intended to help adolescent's become healthy adults with responsible health behaviors. Sex education encompasses varied topics that prepare young people for marriage, parenthood, and family responsibilities. The subject is often approached with great unease and addressed in little detail in schools, community programs and at homes even in developed world. Hust, Brown, & L'Engle (2008) says that both parents and schools still find it difficult to talk to children about sex, and are increasingly limited in what they may say about the topic, except giving abstinence only education. The American Congress of Obstetricians and Gynecologists (ACOG, 2014; Irvine, 2004) has stated that there is a lingering fear in the United States that sex education will promote adolescent sexual activity and increase the risk of pregnancy, STI's and HIV infection among teenagers. Consequently the media has become an important source of sexual information as well as norms about inappropriate and appropriate behavior and what other teens are doing sexually Brown, Steele, & Walsh-Childers, 2002). However research during the last two decades has shown that sex education neither increases knowledge about sexual behavior and its outcomes nor rates of sexual activity among teenagers. Conversely, it increases prevention behaviors among those who are sexually active. Teaching correct information about sexuality or any other topic in school does

not prevent any parent from teaching and modeling values and expectations in the home, rather it should assist parents in providing opportunities for family communication.

The same cautious approach that greets sex education in the U.S. seems to be prevalent in Kenya. Path (2013) has reported that sex education programs in Kenya are few and that controversy surrounds the provision of health services to sexually active teens because of the belief that education about sex and contraceptives leads to promiscuity. However, it also noted that the consequences of ignoring adolescents' need for accurate information are severe as young people in Kenya are at greatest risk of being infected with HIV. To provide that information, the Kenya Adolescent Reproductive Health Project (KARHP) mobilized teachers, parents, religious, community leaders and peer educators to engage young people in conversations about sexual behavior and reproductive health. Results were so encouraging that the Kenyan government and donors have adopted the program.

The initial project carried out in 2008 had three main goals, namely, to improve knowledge about reproductive health and encourage responsible attitudes toward sexuality, to delay the onset of sexual activity among younger adolescents and lastly to decrease risky behaviors among young people who are already sexually active. Peer educators tackled the same topics with more than 10,000 young people. In the end, the project proved popular throughout its trial region with both parents and the youth participating (KARHP, 2008). Sexual and reproductive health information provided through the life skills curriculum increased knowledge, consciousness, and communication of adolescent sexual and reproductive health issues. Final survey findings showed increased levels of delayed onset of sexual activity, reduced number of sexual partners, reduced incidences of sexual violence, reduced levels of unplanned pregnancies and school drop-out among school going adolescents (KARHP, 2008).

Beyond the print and multi-media sexual education materials used in schools, no information is available regarding how characteristics of schools is related to youths' intake of sexual media content. This is likely because the differences between schools in western nations—other than religious versus non-religious schools—are not noteworthy. However, in Kenya, the difference between boarding and day schools may be large. According to Kabiru & Orpinas (2009), the fact of being either a day scholar or boarder may also have some influence on sexual behavior. Boarding school students in Kenya usually spend an entire school term away from their homes. Therefore, the influence of the school environment may be greater for youth attending boarding schools. In their study, boarders were less likely to report sexual activity. Most boarding schools are single-gender, thus students in these schools may be less likely to have opportunities to have sexual contacts. Further, while fewer adults may be responsible for a large group of students in boarding schools, this adult-to-child ratio may represent greater supervision if day students live in homes where parents are working all day and have less time to monitor their children's activities. In their study, female day scholars were over five times more likely to report that they had ever had sexual intercourse than female boarders. In addition, while living in a two- or a single-parent home was protective against sexual intercourse compared to living with non-relatives, such as friends. Thus, the type of school an adolescent attends may have major impact on their intake of sexual media content.

e). Family. In Kenya, the role of family is crucial in the development of young people. Parents' influence over their children is highest when they are younger and that influence reduces as they grow older and is replaced by media and peers. In many African cultures, however, sexual issues are not freely discussed at home and premarital sex is disallowed. For example, in Nigeria, only 39 percent of parents discuss sexual issues with their children (Izugbara, 2008; Kinaro, 2013).

From the youth perspective, Mbugua (2004) found that teens were extremely uncomfortable talking with parents about sex. The major adult figures from whom they gathered information about HIV/AIDS were teachers, and the primary adults to whom they turned for personal discussion of sexual issues were same-sex relatives. Indeed, because of modernization, many young Kenyans in general and Nairobi adolescents specifically spent most of their times away from their relatives such as aunties and uncles, who are the traditional sex information sources.

The findings of these studies support those of the Institute of Economic Affairs (2010) report that many young people in Kenya (an average of 33% of 7-19 year olds) have no source of sexual and reproductive health information. The report posited that even though seven- to ten-year-olds trust their parents, parents are not giving the relevant information to this age group. The study identified fathers as particularly important and showed direct correlations between a father's absence in a child's life with poverty, maternal and child health, incarceration, crime, teen pregnancy, child abuse, drug and alcohol abuse, education, and childhood obesity**.**

Family structure is critical in general adolescent development. For example, Kabiru & Orpinas (2009) in a survey done amongst secondary school students in Nairobi found that living apart from parents or guardians was a risk factor for sexual initiation. One common theme running through their research was that father's absence or family disruption increased the likelihood of adolescent sexual activity while the presence of parents was a protective factor against adolescents' adverse sexual health outcomes. For girls, the authors asserted that living with both parents is protective for sexual activity when compared to living with non-relatives. Likewise, Pearson, Muller & Frisco (2006) affirmed that the connection between family structure and adolescents' sexual initiation is well established as young people who live with two biological parents initiate sexual intercourse at an older age than do adolescents in other family types.

Pa**r**ents can be an important source of information and support to their children on sexual issues. Talking with children about sex and relationships at home enhances their confidence in dealing with challenges that come with adolescence. In a study drawing students and parents' respondents from Mukuru kwa Njenga area in Nairobi, 95% of parents indicated they recognized the need to provide children with sex education. However, the study found out that only 68% of parents actually provided sex education while 32% did not provide sex education for the fear that their children would go out and try to have sex. Most parents had a limited understanding of what sex education entails. Thirty seven percent described sex education as educating children on sexual relationships, 24% as educating children about sexual identity and sexual intercourse, and 12% said they did not know what it stood for. Only 8% of respondents provided a broader understanding of sex education as to mean educating children on sexual relationships, sexual identity, sexual intercourse and developing children skills to make informed choices (Mwakulemu, 2012). The fact that previous studies have shown a correlation between exposure and sexual behavior, makes it important to find out also whether family structure influences adolescents motivations for seeking out sexual content in media.

In summary, school, family, community and religious contexts are critical to the upbringing hence development of adolescents. These factors are likely to influence adolescent's personality and identity as well as the way they interact with the media in what Steele and Brown (1995) branded 'lived experience.'

2.4.5 Exposure to sexual TV and radio content

Exposure to television content. Sexually explicit media content designed to arouse sexual feelings is increasingly available and may now be more likely to serve as a source of sexual information and norms for young people (Brown & L'Engle, 2009). The mass media—television, music, magazines, movies and the Internet—are thus important sex

educators. In the United States, exposure to sexual content in television, movies and music has been linked to teen sexual activity (Bleakley, Hennessy, Fishbein and Jordan 2011). Sex in media is not limited to explicit portrayals of intercourse or nudity, but may include any representation that portrays or implies sexual behavior, interest, or motivation. In addition, many news stories, including reports of sex crimes, sex scandals, celebrity gossip, involve sexual content. Additionally, sex is rampant in advertising, particularly for products like perfume, cologne, and after-shave, but also for tires, automobiles, and beer (Bryant and Oliver, 2009).

Although little is known about adolescent media usage patterns in Kenya, in the U.S, adolescents spend on average more than 8.5 hours per day with media and throughout this period they are likely to be exposed to sexual content (Rideout, Foehr, and Roberts, 2010). Similarly, the Kaiser Family Foundation (2010) reported that youth of ages 8-18 use media for approximately seven hours and half a day in which case sexual images, sexual talk, and sexual behaviour are frequently depicted. When concurrent exposure to more than one medium is considered, the figure reaches 10.45 hours.

Television is the medium with which American youth spend the largest amount of time daily, and a majority of American parents say they are very concerned about the amount of sex (60%) and violence (53%) their children are exposed to on TV. More than half (53%) of all American parents say they believe that exposure to sexual content in TV shows contributes much to children becoming involved in sexual situations before they're ready. Nearly two-thirds of parents (63%) say they favor new regulations to limit the amount of sex and violence in TV shows during the early evening hours, when children are most likely to be watching (Kaiser Family Foundation, 2004).

As Strasburger (2010) observed, in addition to TV, other media provide frequent messages about sexual behavior. These include music, which continues to be a major source of sexual suggestiveness. Forty percent of lyric lines contained sexual material,

and only 6% contained healthy sexual messages. An analysis of the 279 most popular songs in 2005 revealed that 37% contained sexual references and that degrading sexual references were common (Pardun, L'Engle & Brown, 2005). With respect to popular films, virtually every R-rated teen movie since the 1980s has contained at least one nude scene and, often, several instances of sexual intercourse (Reichert & Carpenter, 2004). Teen magazines are popular with preadolescent and adolescent girls and devote an average of 2.5 pages per issue to sexual topics (Brown & Strasburger, 2007). Coverage of sex as a health issue in magazines is more common than on TV, but the overarching focus seems to be on deciding when to lose one's virginity.

Survey research by Bleakley and colleagues (2009) of a nationally representative sample of U.S. American youth aged 13 to 18 revealed that on average, respondents reported learning about sex from 4.19 sources (SD = 2.48, range from 0 to 11). The most frequent were friends (74.9%), teachers (62.2%), mothers (60.9%), the media (57.0%) and doctors (41.5%). Grandparents (13.5%) and religious leaders (12.0%) were the least utilized sources of information about sex. There were significant differences on reporting media as a source of sexual information by age, race, and gender with females reporting using media as a source more than males, Whites more than African-Americans, and older adolescents more than younger youth.

Forty-three percent of Bleakley and colleagues' sample did not use media as a source of sexual information. Fifty percent of adolescents surveyed reported actively seeking sexual content in their media choices, which included movies, television, music, Internet pornography sites, and magazines. Those youths who did turn to media for knowledge about sex reported actively seeking sexual content from a variety of media sources. Males sought sexual content more than females and gender differences were greatest for seeking from Internet pornography sites, movies, and television. The source cited with the most frequency was movies, followed by television, music, pornography websites, magazines, sexual health Internet websites, magazines like Playgirl/Playboy, online chat

rooms, and podcasts. Males were more likely to seek from any source than females (63.4% and 39.5% respectively) and males sought from a significantly higher average number of sources. There were no significant age differences in seeking from any source or in the mean number of sources used to seek sexual content (Bleakley et. al, 2009).

The media environment in Kenya has changed rapidly in recent years, with government restrictions relaxing and media outlets proliferating. Many of the adolescents in Nairobi high schools also have easy access to media such as radio, Internet and TV via their mobile phones and laptops. At the end of the second quarter of the 2012/2013 financial year, a total 30.7 million subscribers were registered on the Kenyan mobile telephony network. This is 78% penetration in the country. The number of estimated Internet users was 16.2 million, a penetration of 41.1% (CCK, 2012).

There were over 15 television stations in Kenya in 2007 (Synovate, 2010), majority of which were concentrated in urban centers where electricity is widely available. Just like in most urban homes and offices in Kenya, almost all Nairobi high schools have a TV set in a common room or the dining room. The average television viewer in Kenya watches up to three stations on a weekly basis and spends an average of 26 hours doing so. During prime time (6pm – 10 pm), most time is spent watching soap operas and the news (Ipsos Synovate, 2011). Furthermore, many students have access to videos even in public transport to and from school. Almost all *matatus* (vans used for public transportation) are fitted with either LCDs which screen movies and graphic music videos or are equipped with powerful music systems.

Radio sexual content. Radio remains the most popular news source for most Kenyans including adolescents (Synovate, 2010; Bowen, 2010; Open Society, 2013). The rising numbers of radio stations, especially community and FM stations have changed news consumption patterns. Ipsos-Synovate (2011) indicated that 93 percent of Kenyans in 2010 had listened to the radio in the previous seven days. Overall, an average Kenyan

weekly radio listener listens to up to three stations a week, for approximately 37 hours. Local-language radio audiences spend at least three hours per day listening to the broadcasts. The popularity of vernacular radio stations, which cuts across all social classes and age groups, can be explained by the fact that 81% of Kenyans aged 15 years and above use vernacular as main language while at home. Additionally, radio is available everywhere and people can listen to it in their cars, phones and computers (Open Society, 2013).

Gakahu (2011) investigated specific sexual content in Kenyan media. In a study that set out to examine the role of broadcast media on behaviour change amongst the youth, the author found that radio programming is basically music. A critical look at the language in these songs reveals a thin line between the two aspects. The study takes a few examples of content of some of the popular lyrics in an average FM radio station in Kenya. In "Juala," despite the fact that the artist is promoting the use of contraceptives, he seems, on the other hand to be encouraging casual sex. He terms the buttocks of females as coming in all sizes and all prices. He says, Manyakee (women) of all sizes, Manyakee of all prices… juala ndio wahitaji (it is just a condom you need). 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", and "John Nampenda John" among others are heavy on sexual content. For example, in the song "Wee Kamu" (just come to my room), 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. The song is done in "sheng", which masks most of the profane language used in it (Gakahu, 2011) to those unfamiliar with the lingo.

Sexual media content in Kenyan radio permeates most electronic media sources including news content, FM radio breakfast shows and afternoon shows, radio drama and music shows. Kanjama (2011) observed for example, that Kenyan radio presenters generally do a great job, but some publicly struggle through their own adolescent crises.

He criticizes the giggles of presenters that in his view carry an adolescent, not adult, personality laced with talk from the gutter. The author admits that a respectful discussion of sexuality and relationships at the right time and place can contribute to the health of society, and agrees that some societal taboos should even be exposed by the sober lights of reason and faith to reflect changing culture. However, he objects to what he characterizes as gleeful imposition upon the public by these presenters; their obsession with sex and infidelity, especially on the captive audiences commuting daily in public transport.

According to Abuto (2013) the extent of saturation of sexual content on Kenyan media as summarized by media research firm, Consumer Insight managing director Ndirangu wa Maina that, "There is obviously too much sex in the media — magazines, television, and the Internet." Local media also carries expressions of concern about sexual content on media.

Palaver (2013) observed the following about the Kenyan media scene:

Kenyan TV stations are helping destroy whatever is left of this country's moral compass, all in the name of ratings. First are the telenovas that have flooded our screens. These Latin American soaps hit our screens early in the evening when children are very much awake and watching TV. The scantily clad women and half naked men kiss, grope and fondle each other leaving nothing to the imagination. Prior to this is the 5-6 pm slot when all channels are competing with each other to screen the most sexually explicit videos, local African and American all lumped together. Producers of these shows, will defend them saying it helps keep their ratings up. They claim their shows reflect reality of the Kenyan family as it is today. If that is true then we are sunk. Seriously, these guys are targeting 13 year-olds with their sexually charged shows (p.15).

2.5 Critique of the existing literature relevant to the study

A close examination of existing literature on motivations of adolescents seeking out sexual TV and radio content reviews that there is a lot of scientific literature in the area in the US and developed world in general(e.g. Ward &Friedman, 2006, Brown, 2008; Brown, Halpern and L'Engle, 2005; Brown & Keller, 2000; Hennessy, Bleakley, Fishbein, Brown, DiClemente, Romer& Salazar, 2000). For example, Ward &Friedman (2006) who were examining students' viewing motivations for watching TV found out that students viewed TV with sexual content for learning, fun, entertainment, and for company motives in order of importance. However, despite the promise of these findings, conclusions drawn about the impact of TV viewing on adolescents' sexual socialization are still problematic because most studies in this area have tested undergraduates and not teens. Secondly, these studies did not interrogate the motivations and the context in which adolescents consume sexual TV and radio context in the Kenyan context.

There is therefore very little empirical knowledge about the same in Africa and Kenya in particular. Among scanty general literature on consumption of sexual content is Gakahu (2011) who examined the role of broadcast media on behaviour change amongst the youth. The author found that radio programming is basically music whereby Kenyan songs portray a skewed relationship between clear messages about safe sex and sex for sex's sake.

Gakahu examined the role of broadcast media on behaviour change amongst the youth. It examined content of some of the popular lyrics in an average FM radio station in Kenya. She found out that most of the sexually laden songs were done in local slang, "sheng", which masks most of the profane language used in it. The author concluded that many music videos in Kenya portray half-nude women in sexually suggestive performances and play lyrics intended to arouse sexual urges (Gakahu, 2011).However,

this study does not attempt to find out the motivations that the Kenyan youth have for seeking out this graphic radio content.

In yet another study which investigated damaging effects of media on sexual perception and behaviour of teenagers aged between 13 and 17 from high schools in Nairobi, Atieno (2010) found out that techno savvy teenagers could access whatever information they needed from the Internet. Additionally, the study reported that parents were not available to guide their adolescents on their sexual behaviour amongst other things. Similarly, this study did not give insight into the reason why teenagers in the first place were seeking sexual media content.

Findings by research firm Consumer Insight (2013)indicate that although friends were the main and most trusted source of sexual information for the youth, there was too much negative sexual content in the media. The study revealed that boys and girls as young as 13 are engaging in unprotected sex, raising the risk of teenage pregnancy and contracting HIV/Aids. It showed that some of the teenagers engaged in multiple sexual relationships, further raising the risk of contracting and spreading sexually transmitted diseases. According to the report, four in every 10 youth aged between 13 and 19 interviewed had engaged in sex, with the incidences of multiple sexual partners higher among boys than girls.

Gakahu (2011), Atieno, 2010) and Consumer Insight (2013) are the few studies in Kenya which have attempted to investigate sexual media content. However, they do not investigate the motives, social content and parental mediation in adolescents consumption of TV and radio content which is the aim of the current study.

2. 6 Research gaps

Present study addressed the following gaps in research. First, in Africa and particularly in Kenya, few if any studies have examined motivations and social context of Nairobi

adolescent's seeking out sexual media content. Most research on adolescents' motivations for seeking out sexual media content has been conducted within the United States. However, it cannot be assumed that findings will be equivalent in countries with generally more collectivist cultures such as Kenya's compared to U.S. individualistic culture.

Secondly, even within empirical research in other cultural contexts on the association between seeking out sexual content in media and forming of sexual beliefs and behaviours of adolescents (e.g. Bleakley, Hennessy, Fishbein & Jordan, 2008, 2011, 2013; Rideout, Foehr& Roberts, 2010; Brown, 2008; Brown, Halpern & L'Engle, 2005; Brown & Keller, 2000; Hennessy, Bleakley, Fishbein, Brown, DiClemente, Romer& Salazar, 2000; Kaiser Family Foundation, 2005; Ward &Friedman, 2006; Ward & Kim, 2004), fewer studies have examined adolescents motivations for seeking out that content.

Thirdly, the study seeks to investigate the social contexts in which adolescents take in sexual media content, a phenomenon which is least examined by researchers of sexual content (Parkes, et al, 2013). Present study enquires on the subject of parental monitoring of Nairobi adolescents media consumption a subject which has not been scientifically examined in the Kenyan context.

Lastly present study examined teenagers' sexual media exposure to both radio and TV media and straddled different media genres such as reality, comedies, music and talent shows. Consequently, research findings are important both for theoretical extensions and for practice.

2. 7. Summary of literature review

Review of literature confirms that there is little known about Kenyan adolescents' motivations and context of radio and television intake of sexual content. However what

is known is the fact that sex in magazines, television, and the Internet in Kenya is increasing (Abuto, 2013, p. 3).Additionally, not much is available about adolescent general media usage context in Kenya although in the U.S, adolescents spend between 7.5 to 8.5 hours per day with media.

Throughout adolescence, just like their US counterparts, Kenyan teenagers are likely to be exposed to sexual content in which case, sexual images, talk, and behaviour are frequently depicted. When concurrent exposure to more than one medium is considered, the figure reaches 10.45 hours (Rideout, Foehr, & Roberts, 2010; Kaiser Family Foundation, 2010).

Although no data are available about parental media monitoring in Kenya, with the rapid changes that have taken place in the media environment, it is altogether possible that Kenyan parents are even less likely to restrict youth media intake than parents in the U.S. With media as with peers, adolescents have substantial control over their own socialization, as they make choices with only limited influence from their parents and other adult socializers. Sometimes they make choices that are not beneficial to them. Indeed, scholars have branded the media a super peer for adolescents as they often look to them for information (L' Engle & Jackson, 2008). The aim of this study was to find out the association between Nairobi adolescents' motivations and contexts for seeking out sexual media content and their exposure to sexual media content, and to investigate the relationship of these factors with the effectiveness of parental monitoring.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides information on the research methodology of this study. It is presented into different sections. It starts by explaining the research design used to explore the motivational, contextual and parental mediation factors of Nairobi adolescents intake of sexual media content. It explains the site of data collection, study population, sample and sampling frame. It also describes sampling procedures, research instruments, data collection procedures, pretest, data processing and lastly analysis.

3.2 Research design

According to Creswell (2003) a research design provides a framework for the collection and analysis of data. This inquiry used a cross-sectional design. This research design was ideal for this study as Bryman (2007) explains a cross-sectional design as one in which both qualitative and qualitative data are collected at a single point in time in connection to two or more variables to assess patterns of association. In terms of methodology and data collection techniques and procedures, the study used a mixed method design. Bryman (2007) described mixed methods as the type of research in which a researcher combines elements of qualitative and quantitative research approaches. An example of mixed method design is the one that uses qualitative and quantitative viewpoints, data collection, analysis, inference techniques for the purpose of breadth and depth of understanding and corroboration.

Current study though done concurrently separated quantitative and qualitative research questions and was done in different settings and times. At the end of the exercise, findings were compared and integrated.

Creswell (2003) says mixed designs are advantageous as in the case for this study as they allowed the researcher to view research problems from multiple perspectives, contextualize information, develop a more complete understanding and triangulate results. It is therefore a more comprehensive research design. The primary design for current study was quantitative. Both the quantitative and qualitative parts of the study were carried out concurrently. Quantitative research enabled the research to understand the relationship amongst variables and determine which one group performs better on an outcome than the others. On the other hand, qualitative research enabled in-depth exploration of the phenomenon under investigation, interaction with study participants and hearing their multiple perspectives, opinions and ideas about the issues. Qualitative data were therefore used for triangulation purposes. That is, for enhancing the study as it seeks convergence, corroboration, and correspondence of data from the first method and clarification of the results from one method with the results from the other method as (Cresswell, 2003) envisioned.

3.3. Study population

The population of the study included all the 42,422 public secondary school students of Nairobi City County. The respondents were both male and female students aged between 13-19 years who attend public secondary school in Nairobi. These students are both boarders and day scholars in form one to four. Above all, the researcher chose this wide age range (13-19 years) because as Brown and L'Engle (2009) observed, adolescents typically grow more curious about sex as their own bodies sexually develop within this period. According to Ministry of Education (2013)the Nairobi City County has 42,422 public secondary school students 54% of whom were male and the rest 46%,female.

3.4 Sampling frame

Table 3.1. Clusters of Public Secondary Schools of Nairobi County

Six Clusters of Schools	No of Schools
1. Day Boys Secondary	7
2. Day Girls Secondary	5
3. Boarding Boys Secondary	13
4. Boarding Girls Secondary	15
5. Mixed Boarding	9
6. Mixed Day	28
Total	77

Source: Nairobi City County Director of Education (2013)

The sampling frame for the study was envisioned as consisting of six clusters, as indicated in Table 3.1. However, the researcher was not able to access a pure girls' day school. Consequently data were collected from five clusters: girls' boarding, boys' boarding, girls' day and boarding, boys' day and mixed day and boarding. Respondents were sampled randomly using class registers, hence the quantitative sampling was representative of the public secondary school students of the city county. On the other hand, because qualitative research does not attempt to make representative statements about populations, qualitative samples are typically drawn purposively. For this study, participants were purposively selected in the sampled schools from form one to form four.

3.5 Sample and sampling technique

3.5.1 Focus group discussions sampling technique

The study used a mixed method data collection design. The qualitative part of the proposed study used focus group discussions (FGDs) to collect data through convenient sampling. Five focus group discussions out of the six envisioned were carried out. This is because the researcher did not find a 'girls only' day school in Nairobi City County as envisioned. Each of the five FGDs had eight students, hence 40 students participated in the qualitative part of the study.

As Morgan (1997) explained, FGDS are not conducted through rigorous probability sampling as they are not expected to statistically represent the population. Therefore the researcher selected FGDs respondents purposively but made sure age, gender, class form were considered from the sampled schools. This sampling procedure is appropriate as FGDs only seek an in-depth understanding of the perspective of study respondents within their natural context about a certain matter (Obwatho, 2014). The researcher selected respondents from each of the five clusters of school types, i.e. boys' boarding, girls' boarding, boys' day, girls' day and boarding and mixed day and boarding schools. Half of the FGDs respondents were between 12-15 years and the other half between 16-20 years.

With permission from schools' administration and teachers, the researcher was helped by two research assistants (one male and one female) to facilitate FGDS. The research assistants were undergraduate students from Africa Nazarene University. They were briefed on what was expected of them during the focus group discussions. Among things they were briefed about were: creating rapport with students, seeking assent/consent from the participants, handling electronic recorders and taking notes during proceedings.

All the city schools sampled had at least 3-4 streams of each class therefore the researcher and assistants conveniently sampled students from one stream to another. They were supplied with class lists which they used to pick participants. They picked by ticking two students each from forms one to four. In two schools where form fours were not available because they were doing exams, they picked three form fours and three form twos or form ones. The names of the picked students were given to the teachers who in turn used class prefects to coordinate them in to dining halls, theatre halls or in a classroom, for the exercise. Four FGDs were done after 4:00 p.m. classes and one during lunch time.

At the discussion room, respondents were told the purpose of the study (Refer appendix II) and their assent/consent to participate obtained. Before the commencement of the exercise, respondents were briefed on the purpose of the study and how to conduct themselves during the exercise. Consequently, the discussions started with ice breaking questions before delving into the core study questions (Refer to appendix II). Four focus groups took between 45 minutes to one hour and one took 30 minutes. All the FGDS were electronically recorded and transcribed later for analysis. FGDS schedules(Refer to appendix II) were formulated in open-ended questions with probes and prompts to provide follow up areas of inquiry and clarity and stimulate further discussions. They were prepared and facilitated in English, one of the instruction languages at Kenyan secondary schools. After the FGDs the researcher would ask the respondents to ask any question they had regarding the study before thanking them and ending the session.

3. 5.2 Questionnaires sampling technique

Participants were selected through multiple cluster sampling. In each cluster, one school was randomly selected through simple random sampling. Secondary schools in each of the five clusters were given a number. The numbers were placed in a container and then picked at random. The five picked formed the sample of schools from which

respondents were further sampled. Only one out of the five schools randomly sampled, a boy's boarding school (Moi Forces Academy), did not allow the researcher to collect data. Consequently the researcher did further random sampling in that cluster. In another school, mixed day, the researcher was only allowed to administer questionnaires. Consequently, the study ended up collecting

The researcher and research assistants got permission from school principals and class teachers to administer questionnaires in the seven sampled schools. A total of 506 respondents were randomly picked using class lists hence the sampling was representative of the secondary students of the city county. These schools have an average of three to four streams per class hence sampling considered each of those streams. In these schools either the Principal's secretary or the Deputy Principal produced class lists for the researcher and research assistants to sample respondents. The sampling was done by ticking the 4^{th} or 5^{th} student depending on the number of students in the class. This was done to capture the younger adolescents (13-15 years) and the older ones (16-19 years),class and gender.

Questionnaires were distributed by research assistants, who are currently undergraduate students at Africa Nazarene University, a local university. These particular research assistants were used because they themselves did their secondary school in Nairobi and they understand Nairobi high school students. They distributed questionnaires and monitored students' progress in case they needed assistance or had questions. This was done to reduce cases of incompleteness and other flaws..

Data were collected from the school premises in theatre rooms, dining halls and class rooms provided by the school administration. Sampled students were gathered together in the rooms to fill in the questionnaires. The researcher and research assistants explained the general purpose of the study and obtained assent from those under 18 (consent from those over 18) before commencing the exercise. After distributing the

self-administered tools research assistants were on standby to assist participants in case of queries. The exercise took about 30 minutes for the respondents to fill in the questionnaires. After the endeavor, the respondents were debriefed and thanked for taking part in the study.

3.5.3. Focus group sample

The researcher conducted five focus group discussions. Each of the five focus groups had eight members, which is within the six to twelve members recommended by Morgan (1997). The total number of FGD participants was 40. Sampling involved three strata i.e. age, gender and school type. The researcher sampled a wide range of ages (between 13-20 years) as well as both gender, boys and girls for each focus group in mixed schools. Finally, school type stratum is important because, as Kabiru & Orpinas (2009) posited, that either a day scholar or boarder may also have some influence on sexual behavior. In addition, day school students were likely to have more access to media than boarders.

3.5.4 Questionnaire sample

Nairobi County Education Directorate records indicate that Nairobi County has 42,422 public secondary school students. Out of these, 54% are male. The sample responding to questionnaires was determined according to Daniel (1999), Fischer et al. (1991) and Cochran's (1977) formulae designed for large populations. In Fischer's, samples for infinite populations such as of the current study (of 42,422) is calculated using the formula: $n = Z^2 . p . q/d^2$. In this case, n = sample size, z = the value at the chosen confidence interval (1.96 for a confidence interval of 95%), p = estimated population with attributes of interest which if infinite p = 0.5, q = 1- p, and d = degree of desired precision (0.05 will be used in this study). Therefore, the sample size *n* needed for the proposed study was: $(1.96^2) \times 0.5 \times (1- 0. 5)/ (0.05)^2 = 385$. Previous experience of the author with research among high school students indicated that a high proportion of incomplete questionnaires could be anticipated. Therefore, in order to allow for

incomplete questionnaires, additional questionnaires were added, making the desired sample size of 506.

A total of 69 questionnaires were rejected because of incompleteness culminating in437 usable questionnaires for quantitative part of current study. Among the 69 questionnaires rejected, 43 were specifically excluded from analysis because students filled out less than 90% of the sexual media exposure index, the dependent variable for this project. Independent sample t-tests indicated there were no statistically significant differences between the excluded questionnaires and those used for analysis with respect to demographic variables. Mean age for respondents was 15.5 years. Over half of the respondents (55.1%) were male while the rest were females. Respondents for current study straddle all the secondary school classes. Form ones were 34 %, form twos, 33 %, form threes, 20 % and form fours 13 %.

For the entire study, the total sample for analysis in the current study was therefore 437 + 40 = 477 respondents. The study also used 65 raters to judge the level of content on both TV and radio programs.

Table 3.2 Qualitative and Quantitative Samples

Nairobi City County Secondary Schools	**School Type**	**Male**	**%**	**Female**	**%**	**Totals**	**No of FGDS**
1.Kenya High School	Girls Board.	0		82	18.8	82	1
2.EastLeighSec.	Boys Day	60	13.7	0		60	1
3.Upper Hill Sec.	Boys Board.	73	16.7	0		73	1
4.HighRidge Sec.	Mixed D& B	59	13.5			59	1
5.St. Teresa Sec.	Girls D&B	0		66	15.1	66	1
6.Langatta Baracks	Mixed Day					97	
7.Kamukuji Sec.	Mixed Day	97	22.2				0
Totals		289		148		437	5

3.6 Data collection instruments

3.6.1 Questionnaire

The questionnaire asked respondents to describe their demographic data such as gender and age, family structure (e.g. if they had one or both parents and their type of school), religious affiliation, and frequency of attending religious services.(Refer to Appendix 1 for the questionnaire.)

Respondents' parental media monitoring was measured with an item on a 5-point (almost never, seldom, sometimes, often, very often)on which respondents indicated how often their parents restricted their media. This is in line with the suggestion of several authors that it is especially important to assess mediation from the child's perspective (Gentile, Rasmussen, Reimer, & Walsh, 2012; Nathanson, 2001). Additionally participants were required to indicate whether there were any rules in their homes on when to use media, viewing duration and what channels to watch or not to watch and so on(see Parkes et. al., 2013). For these items respondents indicated "yes" or "no" regarding whether their parents monitored media in that way.

Sexual viewing context was measured by the time, place of viewership, and how often they did it as in Parkes and colleagues (2013). All items were on 5-point Liker-type scales, with 1 = seldom to 5 = very often.

Viewing motives for sexual media content examined for this study were adopted from Ward & Friedman's (2006) 21-item viewing motive scales based on Rubin (1983). The scale is comprised of three subscales: fun, companionship, and information motivations. Participants responded to statements using a five-point scale ranging from 1 (very unimportant) to 5 (very important). Items asked them to indicate how important each of the several reasons were for watching TV or radio programs with sexual content. Past reliabilities of the scale were: learning motive (11 items, alpha= .80; e.g., ''because it helps me learn about myself and others''), fun habit motive (six items, alpha= .69;e.g., ''because they are entertaining" and "because they are enjoyable'') and friend/companion motive(three items, alpha=.61; e.g., ''because they help me forget my problems;'' ''because they keep me company'').

Exposure to Media Sexual Content. Exposure to sexual media content was measured in line with the recommendation of the Annenberg Media Exposure Research Group-AMERG (2008), that independent variables should entail specific assessment of sexual

content rather than the overall amount of media viewing/watching or using exposure to certain genres as a proxy for exposure to sexual content. In the group's review of peer reviewed articles on media exposure for the period 1976-2006, sexual content measures (42.8%); were the most prevalent measure as the relative use of general (17.9%) and genre (39.3%) measures declined in recent research. The use of these specific sex content exposure measures, in comparison to general or genre exposure measures, have increased the likelihood of finding a significant association between exposure and behavioral outcomes. Given that adolescents use many media and that sexual content varies both within and across media, a rigorous assessment of adolescent's exposure to sexual content in the media requires consideration of the frequency of using different media and the sexual content contained in those media (Brown, L'Engle, Pardun, Guo, Kenneavy, Jackson, 2006**).** Consequently, this study measured both sexual TV and radio content. In both TV and radio program categories, exposure used a specific qualifier to define a particular context of media use.

Respondents were provided with a list of adolescent popular TV and radio programs to rate their frequency of watching and listening. The use of lists is an added advantage as it aids the respondents' recall of their media exposure. Above all, in past research, exposure measures based on lists resulted in a higher proportion (40.4%) of significant results than those that were not (26%; AMERG, 2008). Exposure measure weights were not based on content analysis but on a more recent methodology of rating by 'expert judges' or independent coders (Ward, 2009, AMERG, 2008, Hennessy et al.,2011). Frequency was measured using a 5-point scale from 0 to 4, with 0 =never, 1 = rarely, 2 = sometimes,3 = often and 4 = extremely often.

Level of sexual content calculation. After getting the frequency of listenership and viewership of radio and TV popular programs, the researcher used students in a local university as independent coders to rate the level of sexual content in all of the programs. These 'expert judges' were sourced students from mass communication

classes from three University campuses in Kenya; Africa Nazarene University, Nairobi Campus, Rongai Campus and JKUAT- Karen Campus. These independent coders rated sexual content by using indicators such as sexual talk, sexual behavior and innuendo as envisioned in (Kunkel, Cope & Biely, 1999 & Henessy, et al. 2009). Coders responded to on a scale of 1 to 5 (1 = very little sexual content; 5 = very much sexual content) (Refer to Appendix 4). They were instructed not to rate any programming that they had not personally seen/heard. The researcher used one of the methods prescribed by Bleakley, Fishbein, Hennessy, Jordan, Chernin & Stevens (2009) to calculate exposure i.e. multiplying the sex rating (as determined by independent coders) by the adolescents' self-reported frequency of exposure to each program, and then summing up or averaging the cross-products**.**

3.6.2. Focus group discussions

The qualitative part of the proposed study used focus group discussions (FGDs) to collect data through convenient sampling. A total of five focus group discussions were facilitated through live recordings. The researcher conducted five focus group discussions. Each of the five focus groups had eight members, which is within the six to twelve members recommended by Morgan (1997). The FGDs schedule enquired and measured the same things as the questionnaire, that is, adolescents demographics, motivation for both radio and TV program consumption, their media use social context, parental mediation of media use and exposure to sexual media content.

3.6.3 Ethical considerations and permissions

Before commencing data collection, the researcher obtained a research permit from the Ministry of Education, a letter of introduction from JKUAT, a letter from JKUAT Board of Postgraduate Studies, all showing that the researcher has been cleared to collect data and an authorization from the Teachers Service Commission allowing the researcher to

collect data from Nairobi City County secondary schools. The researcher was also authorized by the Nairobi City County Commissioners' office and heads of the sampled schools to conduct research, and finally sought assent and consent from the respondents at every phase of data collection.

3.7 Pilot testing

Research tools for this study were pre-tested before data collection. Dillman (1978) posited that there were many purposes for pretesting research tools and that investigators maximize results by specifying clear and precise pretest objectives. Some of the reasons posted by the author include finding out if respondents understand the terms and concepts used, the task asked of them to perform, the choices from which they are to select and most importantly if the respondents interpretation of what the question is enquiring coincide with what the researcher wants the question to measure. A pretest also evaluates ambiguity of questions and correctness of instruments. Similarly current study pretest had the same motives.

The two research instruments were pilot tested before final data collection. Two slight corrections were made on questionnaire after pre-test. First, the pre-test helped in correcting some names of music programs students were evaluating and secondly it helped in solidifying sentences for flow, clarity hence understanding by respondents. No corrections were deemed necessary on the focus group schedule. The pre-tests therefore helped the researcher make some adjustments to the questionnaire hence making the instrument more appropriate (Van Teijlingen & Hundley, 2001). Piloting of the two research instruments was done at a Nairobi high school that was not be part of the final study. Thirty questionnaires and a focus group were done for a pre-test in agreement with Michael & Isaac (1995) postulation that 30 participants were adequate for pilot testing a survey.

3.7.1Validity of research instruments

According to Kimberly and. Winterstein (2008) & Robinson (2002) key indicators of the quality of a measuring instrument are the reliability and validity of the measures. The authors posit that validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid. For example, a scale that is incorrectly calibrated may yield exactly the same, albeit inaccurate, weight values. A multiple-choice test intended to evaluate the counseling skills of pharmacy students may yield reliable scores, but it may actually evaluate drug knowledge rather than the ability to communicate effectively with patients in making a recommendation.

Nachmias, and Nachmias, (1996) posits that there are three types of validity which include; construct, content validity and criterion-related validity. Content validity addresses how well the items developed to operationalize a construct provide an adequate and representative sample of all the items that might measure the construct of interest. Construct validity is a judgment based on the accumulation of evidence from numerous studies using a specific measuring instrument. Evaluation of construct validity requires examining the relationship of the measure being evaluated with variables known to be related or theoretically related to the construct measured by the instrument. On the other hand, criterion validity provides evidence about how well scores on the new measure correlate with other measures of the same construct or very similar underlying constructs that theoretically should be related. It is crucial that these criterion measures are valid themselves. With one type of criterion-related validity—predictive validity—the criterion measurement is obtained at some time after the administration of the test, and the ability of the test to accurately predict the criterion is evaluated.

Study tools were pretested for correctness and accuracy with a sample of 42 respondents of similar characteristics to the ones of the study. The pretest made sure that both questionnaire and FGD schedule assessed what the research intended to be measured .It also guaranteed validity by use of a random sampling which means that results could be replicated to similar populations.

3.7.2 Reliability of research instruments

According to Frankel and Wallen (2003) reliability of research instruments as the consistency of data obtained by different researchers from the administration of the same research instrument(s) to the respondents who are in comparable settings. The reliability of a research instrument such as the questionnaire, is difficult to predict because it is determined statistically after the participants have completed the questionnaires Brink (1987) posted that the method chosen to determine the reliability of the research instrument depends on the nature of the instrument, and the aspect of the instrument which is of great interest to the researcher.

A pilot study was carried out on the two study instruments, that is, the questionnaire and focus group schedule to ascertain correctness of concepts and whether respondents will interpret meanings of the questions appropriately. On the questionnaire slight adjustments were made on questionnaire after pre-test. First, the pre-test helped in correcting some names of music programs students were evaluating and secondly it helped in solidifying sentences for flow, clarity hence understanding by respondents. No corrections were deemed necessary on the focus group schedule. The pre- tests therefore helped the researcher make some adjustments to the questionnaire hence making the instrument more appropriate (Van Teijlingen & Hundley, 2001). Piloting of the two research instruments was done at a Nairobi high school that was not be part of the final study. Thirty questionnaires and a focus group were done for a pre-test in

The pretest-was done with students from Nairobi public secondary students who were not part of the actual study. Thirty questionnaires were administered and one focus group discussion of twelve students facilitated hence a total of 42 students participated in the pretest. This is in line with what Michael and Isaac (1995) for a pretest that is, 30 questioners and Baker (1994) suggested 10-20 percent of the sample size for the actual study which in this case was 437 participants.

For the determination of internal consistency, Cronbach's alpha was used to asses reliability of scales used for both radio and TV viewing motivations. Initial reliabilities as assessed by Cronbach's alpha of the subscales for both radio listening and TV viewing motivations were unacceptable in this Kenyan sample because of low loadings. Therefore an exploratory factor analysis was run on each sub-scale. Principles components analysis was carried out with Varimax rotation and Kaiser normalization. A fixed number of three factors was extracted with values under .35 suppressed. Rotated components matrix items were used that loaded .55 or higher. In the TV viewing motivation scale, four items—"because it is a good way to rest," "to unwind," "because I have no one else to talk to" and "so I can talk to other people about it," were not used at all because of low loadings as table 4.3 shows.

For the radio motivation scale, 7 items were not used at all because of low loadings. These items were: "to un wind, "to occupy my time, "to pass the time, "so I can talk to people about what I hear," because I have no one else to talk," to feel less lonely" and "to be stimulated" as Table 4.4 shows.

3.8 Data processing and analysis

After completion of qualitative data collection through focus group discussions a data analysis process commenced. Data was transcribed and then coded. Key themes and patterns emerging were coded, analyzed and interpreted using U & G model and the study objectives and hypothesis. As Bradley, Curry and Devers (2007) suggested,

themes provided general propositions that emerged from diverse and detail-rich experiences of participants and recurrent and unifying ideas regarding the subject of inquiry. Transcription of data was carried out by research assistants.

Quantitative data were analyzed using Statistical Package for Social Sciences computer software package (SPSS statistics version 22). Various analysis were conducted including descriptive, bivariate, t-tests, ANOVA and hierarchical multiple regression analysis. The level of statistical significance was considered as $p< 0.05$ for the rejection of null hypothesis. Bivariate analyses were done to look at the relationship between two variables at a time, using Pearson's correlation for continuous variables and t-tests for grouping variables. Hierarchical multiple regression analyses were then performed with variables entered in two blocks: demographic variables and theoretical variables of interest. Results of analysis and discussion of findings are done in Chapter four. The regression model is hereby presented.

Exposure to sexual TV content $E_R$or Radio content E_R is dependent on m, p and s i.e.

$E_T/E_R = (m, p, s)$.

1) Exposure to sexual TV content $\boldsymbol{E_T}$ is defined by the linear model;

$$E_T = \beta_1 m + \beta_2 p + \beta_3 s$$

Where;

$$m = \beta_i f_i + \beta_j f_j + \beta_k f_k;$$

$$p = \alpha_i n_i + \alpha_j n_j + \alpha_k n_k;$$

$$s = \gamma_i w_i + \gamma_j w_j$$

Hence the model to use is;

$$\boxed{E_T = \beta_i f_i + \beta_j f_j + \beta_k f_k + \alpha_i n_i + \alpha_j n_j + \alpha_k n_k + \gamma_i w_i + \gamma_j w_j}$$

where;

$f_j -$ Learning motivation

$f_k -$ Companionship motivation

$n_i -$ Some programming not allowed

$w_i -$ Watch TV in bedroom

2) Exposure to sexual Radio content E_R is defined by the linear model;

$$E_R = \beta_1 m + \beta_2 p + \beta_3 s$$

Where;

$$p = \alpha_i r_i + \alpha_j r_j$$

$$s = \gamma_i m_i + \gamma_j m_j$$

Hence the model to use is;

$$\boxed{E_R = \beta_1 m + \alpha_i r_i + \alpha_j r_j + \gamma_i m_i + \gamma_j m_j}$$

f_i – Fun activity with motivation

r_i – Special time to listen to radio

r_j – Not allowed to listen to some music

m_i – Listening to radio in bedroom

m_j – Listening radio in personal car

Result

1) Exposure to sexual TV content $\boldsymbol{E_T}$ is defined by the linear model;

The main effects can be referred to as significant at an individual 0.05 significant level and hence the terms/variables f_j, f_k, n_i and w_i significantly contribute to the response model.

Hence the final model is;

$$E_T = -0.11f_j + 0.26f_k + 0.14n_i + 0.19w_i$$

2) Exposure to sexual Radio content $\boldsymbol{E_R}$ is defined by the linear model;

The main effects can be referred to as significant at an individual 0.05 significant level and hence the terms/variables f_i, r_i, m_i and m_j significantly contribute to the response model.

Hence the final model is; $\mathbf{E_R = 0.13f_i + 0.13r_i + 0.21m_i + 0.22m_j + \varepsilon, w}$

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings and discussions of the current study. As a start, to put the study to perspective, the chapter restates the objectives and purpose of the study. The aim of this study was to find out the association between Nairobi adolescents' motivation, social contexts and parental mediation factors for seeking out sexual media content and their exposure to sexual media content. The specific objectives for the study were:1) to examine the association of Nairobi adolescents' motivations for seeking out sexual media content with extent of exposure to sexual radio and TV content; 2) to investigate the association of the social context of Nairobi adolescents' intake of sexual media content with the extent of exposure to that content; 3) to find out the association of parental monitoring of Nairobi adolescents' media use and the extent of exposure to sexual radio and TV content; 4) to investigate the influence of motivations for seeking out sexual media content on the effectiveness of parental mediation.

Quantitative and qualitative results are integrated by topic (Bryman, 2007), with topics organized by research objectives and hypothesis. Hypotheses of the study are derived from the four objectives this study investigated. Results of hypothesis testing are presented as per the statistical analysis of the questionnaire scales.

Quantitative data were analyzed using SPSS computer software package (SPSS statistics version 22). The level of statistical significance was considered as $p< 0.05$ for the rejection of null hypothesis. Bivariate analyses were done to look at the relationship between two variables at a time, using Pearson's correlation for continuous variables and t-tests for grouping variables. Hierarchical multiple regression analyses were then performed with variables entered in two blocks: demographic variables and theoretical

variables of interest. Qualitative data were transcribed and then coded and analyzed to key themes and emerging patterns.

As noted in the methods section, frequency of listening was measured using a 5-point scale from 0 to 4, with 0 = never, 1 = rarely, 2 = sometimes,3 = often and 4 = extremely often. The researcher was aware that "extremely often" for a boarder, who only had access to media during holidays, was likely to mean something different than to a day scholar, who had access to media year round. Therefore, tests of hypotheses were first performed on the entire group, then separately on day scholars and boarders. This ensured that no findings were distinct to either group. Although most findings were common to both groups, a few differences did emerge. Where results differed between groups, differences are noted in the text. All statistics for day scholars vs. boarders are included in Appendix VIII. Both findings and conclusions are presented according to study objectives and hypothesis but first demographics of the study are presented.

4.2 Reliability of scales

Initial reliabilities as assessed by Cronbach's alpha of the subscales for both radio listening and TV viewing motivations were unacceptable in this Kenyan sample. Therefore an exploratory factor analysis was run on each sub-scale. Principles components analysis was carried out with Varimax rotation and Kaiser normalization. A fixed number of three factors was extracted with values under .35 suppressed. Rotated components matrix items were used that loaded .55 or higher. In the TV viewing motivation scale, four items—"because it is a good way to rest," "to unwind," "because I have no one else to talk to" and "so I can talk to other people about it," were not used at all because of low loadings as table 4.3 shows.

Table 4.3 Factor Analytic Results for TV Motivation Scale

Reasons for Watching TV programs	Component Factor		
Item	1	2	3
Because it is enjoyable	.762*		
To be entertained	.726*		
Because it is exciting	.721*		
Because they cheer me up	.670*		
Because it is funny	.662*		
To relax	.648*		
Because it is a good way to rest	.543		
To unwind	.472		
So I can be with friends		.619*	
So I can be with people who are watching		.605*	
To pass time		.560*	
To occupy my time		.557*	
Because I have nothing to do		.551*	
Because I have no one else to talk to		.498	
So I can talk with other people about it		.491	
To learn things about myself and others			.754*
To learn what could happen to me			.730*
To learn how to do things			.687*

Final reliabilities for the TV viewing motivation subscales were as follows: learning motivation (3 items, $\alpha = .64$), fun activity motivation (6 items, $\alpha = .81$), companionship motivation (5 items, $\alpha = .64$). Reliabilities for companionship and learning motivations were low, and results associated with those subscales should be taken with caution.

For the radio motivation scale, 7 items were not used at all because of low loadings. These items were: “to unwind,” “to occupy my time,” “to pass the time,” “so I can talk to people about what I hear,” “because I have no one else to talk,” “to feel less lonely” and “to be stimulated” as Table 4.3 shows

Table 4.4. Factor Analytic Results for Radio Motivation Scale

Reasons for listening to radio programs	Component Factor		
Item	1	2	3
Because it is enjoyable	.791*		
Because it is a good way to rest	.706*		
Because it cheers me up	.705*		
To be entertained	.702*		
To relax	.699*		
Because it is exciting	.697*		
Because it is funny	.681*		
To unwind	.438		
So I can be with people who are listening		.686*	
So I can be with my friends		.624*	
Because I have nothing to do		.586*	
So I can talk to people about what I hear		.542	
To pass the time		.516	
To occupy my time	.368	.509	
Because I have no one else to talk to		.500	
To feel less lonely		.490	
To be stimulated		.415	
To learn things about myself and others			.798*
To learn what could happen to me			.761*
To learn how to do things			.671*

Final reliabilities for the radio motivation sub-scales were: learning motivation (3 items, $\alpha = .72$), fun activity motivation (7 items, $\alpha = .85$), companionship motivation (3 items, $\alpha = .58$). A reliability of .58 is not acceptable according to APA standards, so the companionship motivation subscale for radio was not used in further analyses.

4.3 Response rate

The researcher distributed 600 questionnaires out of which he received back 507, translating to a response rate of 84.5%.Out of the 507 questionnaires collected back from respondents, 69 were rejected because of incompleteness culminating in 437 usable questionnaires for quantitative part of the study. On the other hand, out of the

envisioned six focus group discussions, the researcher managed to conduct five as a day only girl's secondary school was not accessible.

4.4. Demographic and programming characteristics of the sample

Respondents for current study were between 13-20 years. Mean age for the students was 15.33 years with slightly over half of them being between 15-16 years of age. Over half of the respondents (55.1%). Respondents for the current study straddled all the secondary school classes: form ones were 34 %, form twos, 33 %, form threes, 20 % and lastly form fours were 13%. They were sampled from five categories of secondary schools in Nairobi City County as table 4.5 below shows.

Table 4.5. School Type 1

Type of School	Number of schools	Percentage
Girls' Day & Boarding	66	15.1
Girls' Boarding	82	18.8
Boys' Day	60	13.7
Boys' Boarding	73	16.7
Mixed Day	97	22.2
Mixed Day & Boarding	59	13.5

A majority of the respondents (63.6 %) were day scholars who live with both parents, 22 % were parented by a single mother, 4.5 % by single father, 5.9 % lived with relatives and 0.7 % lived with friends. On religion, slightly above one third (33.8%) of the respondents were Protestants, 28.8 % were Catholics, 14.4 % Muslims, 11 % Adventists and 10.6% Pentecostals. About a third (30.4%) of the respondents paid between 20,100-

30,000 shillings in school fees, about 30 % pay between 60,100 – 80,000 shillings, about 14% paid90-100,000 per year shillings.

The demographics of focus group discussions members were not very different from quantitative one as their ages ranged between13-20 years. About80% were Christians. The study sampled students from the same categorization as quantitative part of the study except mixed day as table 3.2 shows; Respondents included 20 boys and 20 girls. About 70% of Christian respondents reported that they were born again Christians. Respondents reported to have been moderately involved with religious activities. Majority of respondents reported to pay annual school fees of between 20,100 – 90,100. Of these respondents, 10 (24%)were form ones, 15 (36%) form twos, 10 (24%) form threes, and 7(16%) form fours. The study could not get the desired numbers for form fours because data collection coincided with the national exams period when they were engaged in exams.

4.4.1. Radio programming popular with adolescents

In order to measure respondents' motivations for listening to radio programs, participants were presented with a list of 17 radio programs. The radio programs are listed in table 4.6. Each program had been rated by a team of independent raters from 1 to 5 in terms of level of sexual content. Participants indicated on a scale of 0 (never) to 4 (very often) how often they listened to each. Total sexual content exposure was calculated by multiplying the frequency of listening indicated by participants with the sexual content score of the specific program that had been assigned by the independent raters. Possible scores ranged from 0 to 196.48. Actual scores ranged from 0.00 to 183.96. Mean score was 62.81 (SD = 34.13). Table 4.6 also presents the program popularity means and standard deviations on a 0 (not at all) to 4 (very often) scale. KISS FM Rush Hour, followed by KISS FM Top Ten Hits and Dance Republic also of KISS FM led as most listened programs.

On sexual content, Classic FM Morning show (it is replayed in the evening) was rated highest followed by Ghetto Radio, Friday Night Live and KISS FM, Rush Hour.

Table 4.6. Means for Listening to Specific Radio Programs

Radio programs	M freq. of watching scale: 0 – 4	Sd	M Sexual Content Rating scale: 1 - 5	Sd
Hits not Homework – Capital FM	.96	1.30	2.75	0.96
Goteana – Gheto Radio	1.50	1.51	3.13	1.05
Rush Hour – KISS FM	2.54	1.44	3.29	1.20
Friday Night Live – Gheto Radio	1.42	1.59	3.38	1.13
The Heat – Capital FM	1.06	1.34	2.71	1.07
Club H2O – Homeboyz Radio	1.59	1.56	2.60	0.96
Coco Sobo Moto – Hot 96	.78	1.27	2.71	1.24
Top Ten Hits on KISS FM	2.47	1.50	2.98	1.11
Sports Bay with Ghost – Jambo FM	.79	1.26	2.14	0.95
Classical Old School -	.89	1.29	2.49	1.12
Classic Room – HomeBoyz Radio	1.17	1.45	2.49	0.76
Dance Republic – KISS FM	2.11	1.57	2.98	1.29
MainaKageni – Classic FM Morning	1.37	1.53	4.13	1.07
Rickdeez- Capital FM	.81	1.28	2.64	0.96
The Jump Off – KISS FM	1.32	1.56	2.70	0.99
Morning Drive - XFM	1.04	1.46	2.93	1.13
Caroline Mutoko – KISS FM Morning Big Breakfast Show	1.25	1.51	3.07	1.29

4.4.2 TV Programs popular with adolescents

Participants were presented with a list of 29 popular television programs. Each program was rated from 1 to 5 in terms of level of sexual content. Each program had been rated by a team of independent raters from 1 to 5 in terms of level of sexual content. Participants indicated on a scale of 0 (never) to 4 (very often) how often they watched

each. Total sexual content exposure was calculated by multiplying the frequency of watching indicated by participants with the sexual content score of the specific program that had been assigned by the independent raters. Possible scores ranged from 0 to 405.4. Actual scores ranged from 2.90 to 336.31. Mean score was 126.30 (SD = 59.71).

Table 4.7 Means for Watching Specific TV Programs

TV programs	M freq. of watching scale: 0 – 4	sd	M Sexual Content Rating scale: 1 - 5	Sd
Straight Up	2.71	1.22	2.90	1.05
Museto	.40	1.22	2.32	.96
Kim Kardashians Show	1.44	1.55	2.32	.96
Hollywood Brothers	.82	1.32	3.92	1.22
Tia and Tamara	.99	1.37	2.96	1.19
The Beat	2.20	1.26	2.64	1.16
Live on Blast	2.15	1.42	2.13	1.30
Tahidi High	2.29	1.33	2.26	1.10
MTV Base	1.80	1.66	3.66	1.12
Vampire Diaries	1.92	1.66	3.56	1.13
Sound City	.66	1.15	3.11	1.21
Churchill Raw	2.68	1.26	2.04	1.12
BBC Discovery	.87	1.28	2.04	1.07
National Geographic	1.35	1.49	1.90	.96
1000 Ways to Die	2.06	1.60	1.74	1.09
Trace	1.32	1.62	3.73	1.27
Arrow	1.53	1.66	3.11	1.11
Top Gear	1.01	1.47	2.09	1.03
Dysebel	1.65	1.61	2.78	1.18
Man versus Food	1.10	1.37	2.17	1.12
WWF	1.01	1.36	2.89	1.23
Pretty Little Liars	1.42	1.56	3.41	1.12
True Blood	1.22	1.51	3.90	1.29
The Simpsons	1.44	1.61	3.07	1.36
Sixteen and Pregnant	1.08	1.49	3.81	1.14
The Cube	.83	1.23	2.78	.99
Teen Republic	2.08	1.46	2.68	1.09
The Suite Life of Zack and Cody	.98	1.45	2.36	1.03
Yolo	1.44	1.54	2.80	1.06

In terms of popularity, local programs such as Straight UP, Churchill Raw, Tahidi High, The Beat and Live on Blast were more popular than foreign programs accessed via DSTV, ZUKU and other pay TV channels such as 1000 Ways to Die, Vampire Diaries and MTV. However, foreign programs were rated higher in sexual content rating than local ones. These programs include; Holly Wood Brothers, True Blood, Sixteen and Pregnant, Trace, MTV Base, Vampire Diaries, as compared to local programming such as Straight- Up, Yolo, the Beat and Churchill .

4.5Analyses of study variables

4.5.1Descriptive statistics for motivations for radio listenership

As noted in chapter 3, because of measurement problems only two of the motivations (fun and learning) for radio listening were assessed. On a scale of 1 to 5, the mean "fun activity" motivation was 3.05 (SD = .84). The mean for listening to radio to learn was 2.64 (SD = 1.01).Descriptive analysis were done separately on day scholars and boarders on motivations for radio listenership. The mean for "fun activity" motivation was 3. (SD =.86) for day scholars and 3.42(SD=.60) for boarders. For the learning motivation mean was 2.85 (SD=.97) for day scholars and 2.24 (SD= .95) for boarders.

4.5.2 Descriptive analyses for motivations for TV viewership

On a scale of 1 to 5, the mean "fun activity" motivation for watching TV 3.18 (SD = .75). The mean for watching TV to learn was 2.34 (SD = .91). The mean for watching for companionship was 1.94 (SD = .67). Descriptive analyses were done separately on day scholars and boarders on motivations for TV viewership. The mean for "fun activity" motivation was 3.05 (SD =.78) for day scholars and 3.42(SD=.60) for boarders. For the learning motivation, mean was 3.02 (SD=.85) for day scholars and 2.53 (SD=

.92) for boarders both results for the two motivations are similar to radio motivations for day scholars and boarders. The mean for companionship motivation was 1.93 (SD=.69) for day scholars and 1.92 (SD=.63) for boarders which much lower than that of the other two motivations.

4.5.3 Descriptive analyses for social context variables for radio listenership

Means for listening to sexual content on radio in each of the social contexts are listed in Table 4.8below. Means are on a scale from 1 to 5, with 1 being very seldom to 5being very often. Students reported listening to sexual radio content most often in the sitting room at home, the bedroom, and in public transport.

Table 4.8. Descriptive Statistics for Listening to Sexual Radio Content in Social Contexts

Radio listening context	M	SD
In personal car	2.70	1.66
In public transport	3.33	1.47
From sitting room at home	3.87	1.41
In bathroom	1.84	1.32
In dormitory	1.31	.84
In common room at school	1.96	1.44
In bedroom	3.52	1.54

4.5.4 Descriptive analyses for social context variables for TV viewership

Means for watching sexual content on TV in each of the social contexts are listed in Table 4.9. Means are on a scale from 1 to 5, with 1 being very seldom to 5 being very often.

Table 4.9. Descriptive Statistics for Watching Sexual TV Content in Social Contexts

Sexual TV content watching context	M	SD
In personal car	1.77	1.23
In public transport	1.94	1.16
From sitting room at home	4.27	1.10
In bathroom	1.35	.86
In dormitory	1.31	.87
In common room at school	1.96	1.38
In bedroom	2.51	1.59

4.5.5 Descriptive analyses for parental mediation

Fifty-three percent of the participants stated that their parents or guardians somehow restricted the amount and type of media they were exposed to. Among these, 84.3% said that their parents sometimes, often, or very often ensured that they followed these guidelines. Over half (55.8%) of participants said they thought their parents had been successful in restricting their media use. Only 33.3% said they had a specific time they listened to or viewed sexual media content. Among that one-third of the sample, 39.5% said they accessed such content late at night; 24.5% evening; 15% morning; and 17.7% afternoon. Descriptive statistics regarding participants' reports of specific parental media monitoring are presented in table 4.10

Table 4.10. Descriptive Statistics for Parental Media Monitoring

	Yes (%)	No (%)
Parents restrict amount and type of media	53.8	46.1
Rules about when to use media in house	29.5	70.5
Watching TV and listening to radio time is limited	29.1	70.9
I am not allowed to watch some channels, DVDs, and listen to some music	33.6	66.4
TV and computers are used in sitting room	27.9	72.1
Watch TV together with parents	32.0	68.0
Listen to radio programs with parents	21.1	78.9
Not allowed to go with laptop/ phone/tablet to school	76.7	23.3
Parents use remote to skip over content	28.8	71.2
DSTV passwords	11.7	88.3
TV sometimes kept in parents' bedroom	3.4	96.6
Parents advise on what to watch	51.5	48.5
Monitoring software in home	11.4	88.6
Do you think parents have been successful in restricting your media use	58.8	41.2

4.6 Bivariate correlations

Bivariate correlations between study variables are listed in Appendix VIII and Appendix IX**.** Because of the large number of variables, only variables with a statistically significant relationship to exposure to sexual radio and TV content are included in each.

4.6.1. Demographic factors associated with exposure to sexual radio content

Bivariate correlations (Table 4.11) between amount of sexual radio content exposure and demographic variables such as age, class and frequency of religious service attendance showed that frequent attendance of religious services was associated with lower levels of exposure to sexual radio content. Descriptive analyses done separately on day scholars and boarders on age, class, frequency of religious attendance show frequency of attending to religious services was associated with lower levels of sexual TV content exposure for both students at day and boarding schools.

Boarding school students reported higher levels of sexual radio content exposure than students at day or mixed day and boarding schools. Students with high social economic status (SES) as indicated by payment of over Ksh 40,000 in school fees also reported higher exposure to sexual radio content. No statistically significant difference was found for school gender mix, participant gender, religious affiliation or family structure. The effect of religious affiliation was tested via a one-way ANOVA. No significant difference emerged between religious groups ($F(4, 412) = 1.07$, $p = 377$).

Previous research in both US and Kenya reveals that religion influences adolescents' sexual behaviour (e.g. Kabiru & Orpinas, 2009, Miller, Ngula & Musambira, 2012, Miller, 2002, Ward & Kim, 2004, Izugbara, 2008; Kinaro, 2013). Though the present study was not designed to assess influence on sexual behavior, it is important to note that it did find religiosity to be equally influential. That frequency of religious service attendance was associated with lower levels of exposure to sexual TV content suggests that religious grounding is an influencer and protective factor in reducing intake of adolescents sexual media content. Consequently, inculcation of values that teach against listening to or watching sexual content during religious services on a consistent basis may be effective as a restrictive strategy.

The positive association between attending a boarding school and living with two biological parents and consumption of more sexual radio content as compared to students at day or mixed day schools were unexpected results. They could be explained severally thus: 1) As Nathanson (2002) found out, over regulation of adolescent media as it is likely to be the case with two biological parents may lead to their rebellion. Whenever out of their parents view, teenagers may go overdrive to seek sexual content as they overhear being discussed by their peers. 2) There is a possibility that two parents may end up not regulating their children's media use at all as either expects the other is doing it while in actuality none is doing it. 3) Modern parents' lifestyle and mannerisms for instance, holding hands or kissing in the house in the presence of their children could

precipitate curiosity on their teenagers who also see it occasionally on TV to want to watch sexual TV content where such depictions are commonplace. Above all, in many contexts, adolescents find fun in breaking rules and are likely to get more attention from their peers when they stand up against authorities including their parents' instructions.

Results indicate that students at boarding schools in comparison to those at day schools had more exposure to radio sexual content. This may not mean overall that boarding school students were more exposed to radio sexual content. It may suggest that boarding school students reported on frequency of listening to radio out of the times available to them. In other words, when they reported that they watched a particular program "very frequently," they may have been thinking in the context of the holidays when they access the facility out of school. Thus, the possibility that boarding school students actually take in more sexual radio content than day students is not necessarily indicated. It could also be that during holidays, students at boarding schools are eager to hang out with friends they haven't seen for about three months and therefore would find themselves spending more time co-listening to sexual content. Indeed, although day scholars and boarding students were similar in most of the analyses in this paper, a few differences did emerge.

4.6.2. Demographic factors and exposure to sexual TV content

Bivariate correlations between amount of sexual TV content exposure and demographic variables; age, class and frequency of religious service attendance show that just as with radio, frequent attendance of religious services was associated with lower levels of exposure to sexual TV content as Appendix IX shows. Students who attended a boarding school or a single gender school, and who lived with both biological parents reported more exposure to sexual TV content than those who did not. Also, students of high socio-economic status reported higher exposure to sexual TV content than those of lower status. Because no mixed gender boarding schools were sampled, the effect for

school gender mix was entirely located among students at day schools. Similarly, only two students at boarding schools reported pay Ksh 40,000 or less, so the effect for socio-economic status was located among day scholars.

Further examination revealed that the effect for family status was located among students at day schools only, and the effect for religious service attendance was located among students at boarding schools. Also, a small effect for class emerged among students at day schools, such that students in higher classes reported being exposed to more sexual content as table 4.11shows.

As it turned out for radio, frequency of attendance of religious activities attendance was also highly associated with lower levels of exposure to sexual TV. These findings concur with Ward and Kim (2004) & Kabiru and Orpinas, (2009) that low religiosity was associated with significantly greater odds of sexual activity than those professing high religiosity, In many secondary schools in Kenya, abound various religious associations such as Christian Union and Young Christians Society which give members an opportunity to meet routinely and in some cases even on daily basis for prayers especially after afternoon classes. Having religious activities in the same community in which they also study could intensify the impact of that fellowship. Consequently both parents and schools can harness the power of religion by making sure teenagers attend religious activities frequently for inculcation of values that will help their children to avoid sexual TV content. Secondly, contrary to expectations that boarders would report less exposure to sexual TV content, present study reports that students attending a boarding school had more exposure to sexual content.

We thus could infer several reasons for this unusual finding. One, that boarding students would report more exposure to sexual TV content as they try to compensate for lost time after being locked up in boarding facilities for a three-month term with no media. Secondly, and just as it was explained for radio, when they get out for holidays or recess

they try to catch up hence end up consuming more because of craving what they had missed for a long period. Thirdly, it is also likely, though, that boarding school students reported on frequency of watching to media out of the times available to them. In other words, when they reported that they watched a particular program "very frequently," they may have been thinking in the context of the holidays. Thus, the possibility that boarding school students actually take in more sexual media content than day students is not necessarily indicated. The fact that students in higher classes reported being exposed to more sexual content demonstrates the possibility that students in higher classes who are more mature adolescents (from 16 years and above) are also likely to expose themselves more to sexual content than younger adolescents.

Three reasons could be advanced for the eventuality that adolescents who lived with both biological parents reported more exposure to sexual TV content than students who did not have. First, that parents were too busy to monitor their children media therefore leaving them to their designs. However, 93% of respondents indicated their parents did some type of media monitoring, so this explanation may not be the most likely. Secondly, that two parents of adolescents can both be very intrusive and restrictive in regulating their children media such that when teenagers find that rare opportunity to watch TV in the absence of their parents, they tend to "over eat the forbidden fruit." They could do this to disobey the parental restrictions as respondents reported elsewhere in this report and as asserted by (Parkes, 2002). Additionally, natural curiosity to find out what they are being denied could overwhelm adolescents into seeking sexual TV content when they get an opportunity. Finally, it is also possible that some single parents over-compensate for the lack of support from a spouse and actually impose more strict rules than two-parent families.

Further influence of demographics was demonstrated by the fact that adolescents who attended a single gender school also had more exposure to sexual content than students who did not. It appears that single gender school students who did not have closeness of

spending time with adolescents of the opposite sex were influenced by curiosity to want to access sexual content as confirmed by qualitative findings. Unlike for radio, it seems that adolescents' demographics for TV viewership have more influence in the level of their exposure to sexual TV content. Probably this is because TV is a visual medium which enhances oral messages with images therefore leaving more impact to its users. Unlike radio, TV highlights facial and other non-verbal expressions of those on set hence intensifying effects and desire to watch. Above all, respondents in all clusters reported to viewing more of TV than listening to radio.

Results that students of high socio-economic status reported higher exposure to sexual TV content than those of lower status could mean several things: One, it seems to support findings of a study that was investigating the negative effects of media on sexual perception and behaviour among teenagers aged between 13 and 17 from high socio-economic backgrounds in Nairobi. Atieno (2010) found out that Nairobi secondary school students' parents were almost always away from home as they were very busy with their jobs. These findings therefore could mean that, rich parents have pay TV channels and other multi-media facilities such as smart phones at home hence facilitating more exposure to TV sexual content to their teenagers unknowingly. Secondly, it could be that these parents give their teenagers more pocket money which they (teenagers) use to buy technology which in turn enable them to access TV easily compared to others hence expose themselves to more sexual content. Lastly, parents of high socio-economic status are rarely home to monitor their teenagers media as they are engrossed with economic activities away from home. It is therefore incumbent upon these parents to pay attention to their teenagers' TV consumption and also try to regulate the amount of pocket money they allocate to them.

Table 4.11. Bivariate Correlations Between Sexual TV Content Exposure Versus Age, Class and Religion Variables

	Day scholars			Boarders		
	r	P	N	r	p	n
Age	.07	.231	275	.01	.868	154
Class	,13	.030*	276	.04	.666	154
Frequency of religious service attendance	-.12	.051	270	-.25**	.002	153

*p<.05; **p<.001

The effect of religious affiliation was tested via a one-way ANOVA. No significant difference emerged between religious groups (F (4, 406) = .47, p = .760).

4.6.3 Effect for motivation on sexual radio content exposure

The first objective for the study was to examine the association of Nairobi adolescents' motivations for seeking out sexual media content with extent of exposure to sexual radio and TV content. The null hypothesis H0.1a looked at adolescents' motivations for radio listenership. The null hypothesis stated that there would be no significant difference in the motivations of Nairobi adolescent's listening to sexual radio content and the extent of exposure to that content.

As indicated on Appendix VIII, a small-to-moderate correlation with fun activity motivation emerged. No correlation was found with learning. Thus the null hypothesis that there would be no significant difference in the motivations of Nairobi adolescent's listening to sexual radio content and the extent of exposure to that content was rejected. Adolescents who said they listened to sexual radio content because it was a fun activity also took in more sexual radio content than those for whom that was less of a motivation. Patterns for day scholars and boarders on this hypothesis did not notably differ.

Across all FGD groups listening to learn was the most prominent reason mentioned for radio listening. However, respondents from all groups also said they watched radio programs for fun and very few mentioned doing so for companionship. Respondents opined that some programs offered more fun listening while others where for learning as this respondent said, "In radio, I listen to shows where people complain so I can learn." Another learning motive oriented respondent explained that he listened to learn about things ranging from the mundane such as traffic jam and road accidents updates and marital and relationship counseling, a domain of local FM stations' morning and evening shows. Yet another respondent who listened for learning argued that:

I mostly listen to Dr. Love on KISS FM so that I can learn about relationships that in the future when I get heartbroken I can know how to deal with it. The reason why I listen to Dr. Love is to learn from the show. For instance, somebody calls and says my boyfriend does not respond to my calls. So I can listen to hear what his response will be to such a question and how one can handle relationships.

Findings show listening to radio content for fun had higher association with more exposure to sexual content. This is contrary to studies done in the western world such as Aubrey et al., Ward and Friedman 2006, Kim and Ward (2004) and Rubin 1981, and 84, that indicate instrumental motivations for viewing sexual content has greater association with sexual media exposure.

Secondly, evidence that fun activity was the more prominent motivation for listening to radio with Nairobi adolescents implies that teenagers tuned into radio to enjoy and get entertained by sexual radio content more than to learn. Consequently it is apparent that adolescents who listened to radio as a fun habit also took in more sexual radio content than those for whom that was less of a motivation. Additionally, emergence of new motivations including such as listening for trending and to be soothed suggest that Ward

and Friedman's (2006) scale may not wholly be relevant scale for Kenyan context. There is therefore the need to develop more Kenyan context appropriate measures.

4.6.4Effect of motivation on sexual TV content exposure

The null hypothesis H01b looked at adolescents motivations for TV viewership. The hypothesis stated that there would be no significant difference in the motivations of Nairobi adolescent's watching of sexual TV content and the extent of exposure to that content. Positive correlations emerged between all motivations and the amount of sexual TV content taken in as Table 4.12 indicates. Results indicated that the strongest association was with watching for fun, which was associated with higher intake of sexual TV content. However, adolescents who reported that they used TV to learn took in less sexual content, presumably suggesting they were not trying to learn about sex, but other issues. Effects sizes were small as per Cohen's (1965) guidelines. Thus, the null hypothesis 1a that there would be no significant difference in the motivations of Nairobi adolescent's watching of sexual TV content and the extent of exposure to that content was rejected. That is, the more adolescents watched TV for fun activity and companionship reasons, the more sexual content they took in. The more they watched for learning or informational reasons, the less sexual content they took in.

When day scholars and boarders were analyzed separately, it became clear that the effect for companionship motive was located entirely among boarders, and that the effect for fun activity was also located more strongly among boarders than day scholars as Appendix IX shows.

Table 4.12. Correlations between Motivations for TV Viewing and Exposure to Sexual TV Content

	Day scholars			Boarders		
	r	P	N	r	p	N
Fun activity motive	.18**	.003	274	.31***	.000	152
Learning motive	-.06	.309	274	-.13	.108	154
Companionship motive	.07	.240	270	.44***	.000	154

**p<.01; ***p<.001

Just like quantitative findings show, FGDs data results confirm that adolescents watched TV for all the three motives but fun activity motives was more prominent as teenagers also reported learning and companionship motivations. In the category of fun motivations, respondents spoke of watching for fantasy, as an addiction and relaxation, to talk about with peers, for curiosity, to catch up to latest celebrity gossip and to see talent. They watched TV to learn among other things more about what is happening around them, to learn new dance moves, to learn about culture and to keep up to with trends. They also said they watched to win awards in the various competitions or quizzes offered by different program presenters to boost audiences, for comparison purposes (comparing different genres and artists) and for spiritual nourishment. Companionship motive was recorded in all groups as respondents went to play stations accompanied by their estate peers and classmates especially during weekends to watch and discuss TV programs together in mixed gender groupings. In some schools, some respondents reported that visiting groups also facilitated music shows where students could watch music together.

When asked what he would want to learn, a respondent who watched TV for learning cultural issues said, “for example how the Luhya communities go about with circumcision ceremonies.” One who watched to learn social issues said, “and then on shows like Live on Blast they play music but at the same time they address some

issues." Asked by the interviewer, "Can you remember specifically a previous program on Live on Blast where you learnt something?" the respondent said, "The last time I watched Live on Blast, they were addressing some issues on contraceptives. And they were asking if it has some impacts on the youths and some of its benefits."

Female respondents in both boarding girls and mixed boarding mentioned repeatedly to watching for romantic fantasy. "I watch for ideas about love and romance, to feel comfortable, to enjoy romance." Another respondent in the group who watches for fantasy had this to say:

I watch movies because of the sexuality. I want to know about sexuality." Another expanded:

> That is a very good question. You know we are teenagers and there is something called adolescence and that is something everyone goes through. You find that in adolescence we are being told about hormones… these hormonal activities. You start getting attracted to the opposite sex. So if you know in your mind that you cannot go straight ahead and start touching a girl, I will satisfy my urge by watching it on TV. That is basically the main reason why people find themselves watching these things. You can't do it practically so you satisfy your urge with your eyes. You see sometimes that it can be a girl getting attracted to a boy and she cannot go and tell him so she ends up watching TV. You look at this girl, you look at this boy and you begin to think "How I wish it was me." That is basically the main reason.

Respondents in a boys' day group said watching for fantasy was a female obsession "… and then the other bit about these soaps, I don't know… they give especially ladies ideas about love and romance. So it occupies them and provides them with fantasy (sic)…"

Findings indicate companionship and fun had higher association with adolescents' use of sexual content is converse to earlier studies such as Aubrey et al. (2005)&Kim and Ward (2004). These studies found viewing for learning (instrumental viewing) being more highly associated with adolescents. The implication for companionship being a more prominent reason for watching TV programs with Nairobi adolescents is that they tuned into TV to keep company or to avoid being lonely rather that to learn and to have fun contrary to what was found of radio. However, the fact that the effect for companionship motive was located entirely among students in boarding schools, and that the effect for fun activity was also located more strongly among students in boarding as compared to day schools may indicate that when students in boarding schools are released for holidays they are eager to compensate for time lost when they were locked up in school hence they go on overdrive to view sexual content. Secondly, it could be that during holidays, students in boarding schools are eager to hang out with friends they haven't seen for about three months and therefore would find themselves spending more time co-viewing sexual content.

On the other hand, students in day schools can view TV content on a daily basis and also see their friends any time, so they don't need to find sexual media as a reason to do so. Again, evidence of new motivational items that is, watching TV for addiction, fantasy, curiosity and to win awards demonstrates that Wards & Friedman's (2006) scale may not be wholly appropriate for investigating TV viewership motivations for the Kenyan context. There is, therefore, the need to develop appropriate measures for the Kenyan context.

Findings indicate that companionship and fun had higher association with adolescents' use of sexual content. This is converse to earlier studies such as Aubrey et al. (2005) & Kim and Ward (2004) that found viewing for learning (instrumental viewing) being more highly associated with adolescents. The implication for companionship being a more prominent reason for watching TV programs with Nairobi adolescents is that they

tuned into TV to keep company or to avoid being lonely rather that to learn and to have fun contrary to what was found of radio. However, the fact that the effect for companionship motive was located entirely among students in boarding schools, and that the effect for fun activity was also located more strongly among students in boarding as compared to day schools may indicate that when students in boarding schools are released for holidays they are eager to compensate for time lost when they were locked up in school hence they go on overdrive to view sexual content. Secondly, it could be that during holidays, students in boarding schools are eager to hang out with friends they haven't seen for about three months and therefore would find themselves spending more time co-viewing sexual content.

On the other hand, students in day schools can view TV content on a daily basis and also see their friends any time, so they don't need to find sexual media as a reason to do so. Again, evidence of new motivational items that is, watching TV for addiction, fantasy, curiosity and to win awards demonstrates that Wards & Friedman's (2006) scale may not be wholly appropriate for investigating TV viewership motivations for the Kenyan context. There is, therefore, the need to develop appropriate measures for the Kenyan context.

4.6.5 Effect of social context on sexual radio content exposure

The second objective was to investigate the association of the social context of Nairobi adolescents' intake of sexual radio and TV content with the extent of exposure to that content. Hypothesis 2a concerned the social contexts of Nairobi adolescent's intake of sexual radio content. The null hypothesis H02a stated that there would be no effect of contexts of Nairobi adolescent's sexual media usage and the extent of exposure to sexual content. This hypothesis was tested by means of bivariate correlations between amount of sexual radio content exposure and frequency of listening to sexual content in the bedroom, class, personal car, public transport, sitting room at home and bathroom.

Results in Appendix VIII show that all contexts had significant positive associations with sexual radio content exposure. Listening from the bedroom had the highest association followed by listening in personal car and in public transport among others. Because listening to sexual radio content in any context could easily be associated with more exposure overall, it was important to distinguish between effects. Fisher's r to z transformation was applied which indicated that listening in the bedroom and personal car were significantly more associated with the amount of sexual content than all the others at p less than .05 level. In addition, effects for these variables would be considered moderate sized effects according to Cohen's (1965) guidelines for social scientific research. Other effects are minute to small.

The only difference between students in boarding and day schools with regard to these variables was that among students at boarding schools there was no association between listening to sexual radio content in the sitting room at home and the amount of exposure to sexual radio content. The null hypothesis H02a that there would be no significant difference in the social contexts of Nairobi adolescents' intake of sexual radio content and the extent of exposure to that content was, therefore, rejected and the alternative hypothesis that there will be significant difference in the social contexts of Nairobi adolescents' intake of sexual radio content and the extent of exposure to that content accepted.

Although qualitative findings show that radio was less popular than TV, respondents reported to listening to radio from everywhere, anytime and in the morning while going to school. As for day scholars, in the morning, afternoon drives, evenings and late at night. Unlike TV, radio had the advantage of being attended to while respondents carried out other chores.

Qualitative findings therefore concur with survey results as respondents similarly reported listening to radio from the bedroom more than other places. Others listened in

public transport, the barber shops/salon, play stations, video houses and 'anywhere'. They listened mostly via mobile phone on ear phones and in play stations in groups of peers. Respondents did not mention listening in class, in personal car, in bathroom, in the dormitory and in the school common room as was reported in the quantitative section of the study. Asked by the interviewer whether they owned a radio set so that they can listen 'everywhere,' most respondents said they had radio in their mobile phone. Some respondents did not listen to radio at all. Apart from listening with peers and friends at the play station in all groups radio listening was an activity carried out alone almost always.

Results of the present study confirm the important place of context on intake of sexual media content Parkes, Wight, Hunt, Henderson & Sargent (2013). That listening from the bedroom and personal car had more positive association with sexual radio content exposure than other contexts may indicate that many teenagers find a lot of comfort and convenience in consuming sexual content in the privacy of their bedrooms unlike in such places as sitting room where they actually do most listening. Moreover these results that point out the bedroom as the main place for listening to sexual content support Mwangi (2015) assertion that having an own bedroom at home can exacerbate consumption of sexual content including pornography.

Additionally, among boarders there was no association between listening to sexual radio content in the sitting room at home and the amount of exposure to sexual radio content; because boarding students spent minimal time at home, about three months in a year. To the contrary, day scholars are at home and have the chance to listen to sexual content in the sitting room when their parents are away. Though most secondary schools in Nairobi forbid media technology such as mobile phones and radio, it is still possible that a number of students listen to radio from their dormitories and school common room as results show.

4.6.6 Effect of social context on sexual TV content exposure

Hypothesis 2b looked at the social contexts of Nairobi adolescents′ intake of sexual TV content. The null hypothesis H02b stated that there would be no significant difference in the social contexts of Nairobi adolescent's intake of sexual TV content and the extent of exposure to that content. This hypothesis was tested by means of a series of bivariate correlations between amount of sexual TV content and frequency of viewing TV in the bedroom, class, personal car, public transport, sitting room at home, and bathroom. Bivariate correlations between amount of sexual TV content exposure and frequency of viewing TV in the various contexts are presented in Appendix IX. The only difference between students at day and boarding schools that emerged in separate analyses was that among students at boarding schools watching sexual TV content in the sitting room at home was not associated with total exposure to sexual TV content.

Watching TV in class, in the bedroom, in a personal car, in the sitting room at home, and in the bathroom were all positively associated with the level of exposure to sexual content on TV. Only watching in the school common room and in public transport were not associated.

As with radio, almost any context in which participants were exposed to sexual TV increased their exposure to sexual content. Therefore, to distinguish between effects, Fisher's r to z transformation was applied, which indicated that watching in the bedroom was more significantly associated with amount of sexual content than all the others at p less than .001 level. It would be considered a moderate sized effect. Other effects are minute to small, all according to Cohen's (1965) guidelines. The null hypothesis that there would be no significant difference in the social contexts of Nairobi adolescent's intake of sexual TV content and the extent of exposure to that content was rejected.

Only a few difference in context emerged between FGD data and quantitative data with regard to TV viewing context. FGD respondents didn't report watching TV from personal car, bathroom, in the dormitory and in school common rooms. However, qualitative results for social context variables for intake of TV viewership review uniformity across all clusters and in all areas of context investigated except a few variations as highlighted here. For the time context, the period between 2.00 p.m. and 5.00 p.m. and from 9.00.p.m. to 11. p.m. were two most popular time segments for watching TV. Boys' boarders watched TV music programs between 2.00 p.m. to late afternoon, 11.30 p.m. A few watched TV programs in the morning at around 9.00 a.m. and a few in the evening.

There was a slight difference on gender in the time of viewership as girls at mixed boarding schools reported that they joined boys at the 'play station' only in the afternoon after doing house chores, which their male counterparts did not have. Some FGD respondents reported to watching TV the 'whole day' especially during weekends.

Similar to quantitative results respondents also watched TV programs from both public and private settings**.** Privately they watched mostly from the bedroom while in public they watched from the sitting room, play stations, at parties and in organized school functions. A boys' boarding respondent mentioned that they watched educational programs in class. Play station was only addition of places where TV was watched from which was not in the questionnaire. However, respondents didn't report watching from personal car, bathroom, in the dormitory and in school common rooms as it was minimally reported with the quantitative section.

As Parkes, Wight, Hunt, Henderson & Sargent (2013) observed, the context that adolescents experience sexual content is important. As it turned out, watching TV in more private places i.e. in the bedroom and in a personal car had more significant positive associations with exposure to sexual content than other contexts. This is

probably because private contexts allow individual TV viewers to watch what they want with very little censorship. Again, these results concur with Mwangi (2015) that children who have their own rooms at home conveniently watch sexual content regularly through laptops, smartphones, DVD players and movies as parents assume they are busy studying. More open spaces such as sitting room (which had the highest viewership mean)and public transport and other contexts are more public. It is not surprising, then, that watching sexual TV content in the sitting room at home was not associated with total exposure to sexual TV content for boarders. Above all, since boarders spend most time of the year in schools, the sitting room at home would obviously record low association not only with sexual content consumption but even in total viewership.

4.6.7 Effect of parental mediation on sexual radio content exposure

The third objective of the study was find out the association of parental monitoring of Nairobi adolescents' media use and the extent of exposure to sexual radio and TV content. Hypothesis 3a considered the intake of sexual radio content against parental media monitoring. The null hypothesis H03a stated that there would be no significant difference on intake of sexual radio content between those adolescents whose parents monitor their media consumption and those their parents didn't. The hypothesis was examined by entering mediation variables as dichotomous variables in the correlations. Analysis show that only participants whose parents disallowed certain programs had less intake of sexual radio content as table 4.10shows.On separate analyses, there was no difference between amount of sexual radio content exposure and parental monitoring among students at day and boarding schools. Thus the null hypothesis for H3athat there would be no significant difference on intake of sexual radio content between those adolescents whose parents monitor their media consumption and those their parents didn't was rejected while the alternate hypothesis that there will be significant difference on intake of sexual radio content between those adolescents whose parents monitor their media consumption and those their parents didn't was accepted.

Unlike quantitative results that recorded some minimal parental monitoring on radio, FGD results did not record any rules that parents enacted to restrictive their teenagers. This is not surprising as many respondents reported low radio listenership and in some cases none at all.

Findings indicate students whose parents put some restrictions on listening to certain programs had less intake of sexual radio content support previous research that parental restrictions of media use was a limiting factor in intake of sexual media content (Parkes, Wight, Hunt, Henderson & Sargent, 2013). However, what is surprising in the present study is the fact that past studies depicted Kenyan parents as not keen at all in monitoring their adolescents media consumption (Atieno, 2010; Mwakulemu, 2012) when compared to U S parents. Of the latter, the Kaiser Family Foundation (2005) indicated that 65% closely monitored their children's media use. Results also concur with Fisher, Hill, Grube, Bersamin, Walker & Gruber (2011) who argued that that parental mediation of children's television viewing is a significant factor in countering potential media influences. In particular, parents' imposition of limits on program content and hours of viewing produced the greatest number of prosocial effects. Other regulations such as limiting time on radio, enacting rules about when to use media in the house, listening to radio with parents, not allowing teenagers to go with mobile phones to school had not much effect on adolescents' consumption of sexual radio content.

This minimal regulation of radio by parents could be a result of the nature of radio which allows it to be used in almost total obscurity. Secondly, the channel was not very popular with Nairobi adolescents in the first place. Thirdly, findings may point to the fact that parents erected fewer radio regulations as compared to TV rules with the assumption that TV may be more destructive because it carries both images(which could be graphic) and audio compared to radio-audio only. However, the fact that some respondents said they listened to radio 'everywhere' reinforced its invasive nature especially when it is accessed via smartphones. This notion is validated by the fact that

radio recorded a surprisingly high level of listenership in school dormitories where it is forbidden by school authorities. This means therefore that with radio, it could be easier to violate restrictions without attracting parental attention and wrath. Likewise, FGD findings confirmed parents' disinterest with regulating radio as participants did not report any parental control.

4.6.8 Effects of parental monitoring on sexual TV content exposure

Hypothesis 3b considered the intake of sexual TV content against parental media monitoring of the same. The null hypothesis H03b stated that there would be no significant difference on intake of sexual TV content between those adolescents whose parents monitor their media consumption and those whose their parents don't.

Bi-variate correlations (see Table 4.10) showed that students whose parents limited their time on media, disallowed certain programs, were not allowed to take electronics to school and watched TV together with them had a lower exposure to sexual TV content than students whose parents did not do so. Those whose parents used DSTV passwords watched more sexual TV content than those whose parents did not. Separate analyses by school residential status revealed that the effects for limited time on media and keeping TVs and computers in the sitting room was found among students at boarding schools only. Therefore the null hypothesis H04b that there would be no significant difference on intake of sexual TV content between those adolescents whose parents monitor their media consumption and those whose their parents don't was rejected while the alternate hypothesis that there will be significant difference on intake of sexual TV content between those adolescents whose parents monitor their media consumption and those whose their parents don't was accepted.

Parental regulatory measures cut across all FGDS categories just as it was reported for the quantitative section of present study. However, similar to quantitative results,

disallowing their teenagers from watching some particular stations and programs was a prominent measure of regulating media that parents applied. This fact validates quantitative results which reported the same. Again FGDs results concur with quantitative results that some parents did not regulate their teenagers' media consumption at all. Most of the other measures reported in the qualitative part of study contend such parents insisting that adolescents use TV guideline on parental guidance, limiting media use for a certain time, giving the teenagers basic advice on what content to watch or not to watch were either minimally mentioned or did not feature at all in the quantitative study.

Frowning by a parent when they caught their children watching 'bad' content, getting a dressing down or just yelling to show their disgust were reported. One respondent caught by her mother watching *Shuga*, a local semi-edutainment soap, high on sexual content said, "She never listened to the message. She only saw the image and she screamed and said, "If I ever catch you watching this thing, you'll see." Disallowing some programs when younger children are present, disconnecting power when leaving and use of parental control pin were also reported by a few respondents.

Other measures qualitative study respondents mentioned included mother-daughter co-watching, locking up media technology and accessories and use of the remote control to flip over when offensive content such as condom adverts showed up. A respondent reported that her parents only insisted that she performs her homework first, "If you are through with your school work you are free to watch TV but not on particular stations or programs, watch until it reaches a certain time." An example of regulating by the remote control was explained by this respondent, "Most of the time when we are watching with my dad and they start showing things like condom adverts, he goes like, "Where's the remote?" he switches it off and says, "It's 8.00 today we have to sleep early."

Respondents whose parents did not regulate their media content reported three reasons: that they did not have the time to be home to check what content their teenagers were consuming; trusted that their children were watching the right media content; or just believed their teenagers were mature enough to select appropriate content. A further narrative emerging from qualitative data was that of punishments for disobeying parental rules on media consumption. These penalties ranged from being grounded, locking up media technology and stoppage from watching TV for some time. As one respondent said, "there was a time she stopped me from watching TV for one week because she caught me watching until 12 O'clock." Another respondent was punished for her brother's iniquity of watching forbidden content:

As for me I am not really a problem but I have a younger brother so we watch what we watch because of him. Many a times my mum buys CDs and the ones she doesn't want him to watch she locks them. But we don't know how he finally finds them so my mum gets angry just picks the DVD and lock it up in her room.

Results indicate that many Nairobi parents are very much involved in trying to regulate what TV content their teenagers view in one way or the other. This contradicts earlier held anecdotal evidence and scant research available on this subject in Kenya such as Atieno (2010) and Mwakulemu (2012). These authors assert that most parents of Nairobi teenagers were very busy with their careers to check the kind of media their children were consuming.

Probably this notion is pervasive as unlike research in the US which has released reports and statistics on parental media monitoring year after year (Amanda, Madden, Smith, Purcell, Zickuhr, &Raini, 2011; Kaiser Family Foundation, 2005, Rogers, Taylor, Cunning, Jones & Taylor, 2006, Kaiser Family Foundation, 2010), there is dearth of research on the subject in Kenya.

Indeed descriptive results show that the overwhelming majority of respondents reported that their parents sometimes, often, or very often followed to make sure that their teenagers adhere to the media restrictions they have put in place. Over half of respondents said their parents had been successful in controlling their (teenagers) sexual media consumption. It was only usage of DSTV passwords which was associated with higher viewing of sexual TV content.

Mostly, parents of Nairobi adolescents tried to regulate their teenagers TV consumption by not allowing their teenagers to go to school with laptops and smartphones. Effects for limited time on media and keeping TVs and computers in the sitting room were found among boarders only because as it was noted in the previous chapter, secondary schools don't allow students an opportunity to watch TV content except in some schools and only when it is done for academic purposes in class.

Additionally, boarders spent very little time at home hence keeping TV and computers in the sitting room as a restrictive strategy seem to have registered noteworthy effect. This may not necessary mean that parents were stopping their children to go to school with media associated technology as a regulatory measure but it could be because it was against school regulations. Again it could be that parents did not want the items to get lost or be stolen on the way to school. However both quantitative data and FGDs reported that some parents did not monitor their teenagers' media consumption at all. Possibly, these parents, did not have the time to be home to check what content their teenagers were consuming as Mwakulemu (2012); Mbugua (2004) suggested. In addition, parents may have believed their teenagers were mature enough to select appropriate content or were simply ignorant of their mediation role.

When asked to offer advice to parents of teens regarding sexual content of media, focus group participants said parents should give their children a free hand to choose what they want to watch and listen to, advise or counsel/guide their teenagers on what media

contents to consume, give them media literacy on sexual content, engage them in other activities such as in church to keep them busy and generally be involved in their lives more closely. They urged parents to cultivate good and friendly relationship with their children even after they reach puberty**.** Some called upon their parents to change with the evolving world and even pray for their children so that they don't fall in the trap of watching offending content. One youth said:

> I'll say the first thing is education. The second thing is strictness. The parents should be strict with the children because without that the children will take the cases for granted. I was raised by a strict father so when he is at home there are things I cannot watch.

A respondent who asked parents to engage adolescents in other activities to keep them busy said:

> Like for me my parents make me busy such that I don't have time for such stuff. For instance I love violin so my mum bought me violin and got me a teacher even though it's expensive. So we plan and I go for lessons from this time to this time. Then she keeps looking for seminars and church stuff so that when it is holiday we all have things to do. There is a stage a child reaches and he wouldn't like to be so close to the parents so may be getting him involved in activities in the church would help. Parents can make their children get involved in some activities like swimming or something like that. So that anytime you think of doing something bad, you can be involved in some useful activities.

A boarding and day mixed respondent who advocated for a close relationship between teenagers and parents a protective measure said:

> Okay, it is good for parents to keep in touch with teenagers. You know sometimes teenagers watch these things to look for solace. Because may be you

> lack the parental care and attention that you need so you want to keep your mind busy with other things. So they need to be talked to so that if I am your daughter and I come to tell you I have a problem in this and this then you can tell me what to do. If parents have this kind of relationships with their children, it will save us the disaster of watching such programs. Probably when they keep in touch with their children they would protect their children from bad company.

Another respondent who advocated for close relationship between parents and their teenagers offered that:

> The reason why parents are complaining is because they are the only ones talking. When they are the only ones talking, there is no communication there. Yes advise them but also allow the children to tell you there is a problem. If you are always the one talking even when the children have problems, they will not talk to you, they will just keep to themselves and find out for themselves. Parents need to stop this *kitambo* (medieval) mentality, *ati* (which says), don't associate with boys. As a girl, you can have friends who are boys. Just know the limit, set the boundaries. Let them not be like they are bad. They are bad how? Si (but) also, you married my dad. I just don't get the point.

Parents were also advised that the world has since changed especially the ever- evolving media technology hence they should appreciate the changing nature of their adolescent's media diet as this respondent advised:

> Parents should also accept that this is a changing generation. This is not their time so some things that happened during their time, they should not expect it to happen during our time. Because us we can access the Internet and stuff while they could not. So it is not our fault that they did not have those things.

Asked by the interviewer to get into the shoes of their parents currently grappling with the problems of their teenagers watching content such as pornography, a respondent offered that, "Maybe you advise him on what to do. It is his life so if he wants to be spoilt that is his problem. I will try and talk to him and give him advice."

Adolescents' suggestion that their parents should facilitate them with media literacy especially on sex and sexuality issues is surprising. Even though Kenya has undergone massive modernization, sex talk between adult and children is still considered a taboo subject among many Kenyans (Thomson Reuters Foundation, 2013, Bastien, Kajula, & Muhwezi, 2011, Path, 2013).However, this indicates that perhaps the younger generation and especially those living in major cities are more assertive outgoing about sex because of the massive saturation of the subject in media outlets as argued by (Palaver, 2013, Ipsos Synovate (2011).

Respondents recommendations that their parents should get more involved with their teenagers lives, build trust and rapport support Nathanson, (2002) who suggested that caution was required while controlling adolescents' media content, as mere restrictions in the absence of trust and deliberations may not yield results.

FGD respondents also stated that parents should understand that the world has changed and should stop treating their teenagers the same way parents of the past generation did. This recommendation could be a result of the fact that most children think that their parents don't understand the things they are going through hence feel that their parents are not in tune with times to understand the new challenges of today. Finally, respondents advised parents to make sure that their children are productively engaged after school and during holidays. They can involve them in faith related, charity and recreational activities in order to dissuade them from trying to access sexual media content.

The associations registered for this study do not indicate causal direction. For example, although, watching TV in the bedroom is highly associated with taking in more sexual content, it is not necessarily the case that refusing to allow youth to watch TV in bedroom will decrease the amount of sexual content they take in from TV programming. That may well be the case, but the cross-sectional research design of present study does not allow for inferences about cause. It could be, for example, that those students who are inclined to watching sexual content retreat to their bedrooms to do so. If they don't have that option they may find other venues.

4.7. Multiple regression analyses

Multiple regression analysis enabled identification of the relative predicative value of the statistically significant results reported earlier. Two analyses were run, with exposure to sexual radio content and exposure to sexual TV content respectively as outcome variables. Variables related to demographic, context, and motivation characteristics were selected based on statistically significant bivariate correlation with the predictor variables. Limiting the number of predictors increased statistical power to detect effects. With respect to frequency of watching/listening to sexual content in social contexts, because frequency of watching/listening in any context would likely be positively related to total exposure to sexual content, variables with the strongest correlation as identified by Fisher's r to z transformation were used.

Data were entered in two blocks. Block one included demographic variables, block two included study predictor variables. Thus, demographic variables were first controlled for, then variables of interest were entered.

4.7.1 Multiple regression analysis for exposure to sexual radio content results

As indicated in table4.13, demographic variables explained little (4%) of the variation with respect to exposure to sexual radio content. Study variables contributed an

additional 20% to variance explained. Total variance explained by the model was 24%. Statistically significant individual predictors were class, fun activity motivation, listening to sexual radio content in bedroom and personal car, and having a special time to listen as table 13 shows.

Table 4.13. Multiple Regression Analysis for Exposure to Sexual Radio Content.

Multiple regression analysis	Beta	T	p	Df 1	Df2	Adjusted R square	Sig.F change
Model 1				4	391	.04	.000
Class	.12	2.34	.020*				
Frequency of religious service attendance	-.10	-1.91	.057				
School residential type	.08	1.23	.220				
School fees high-low	.11	1.58	.115				
Model 2				7	384	.24	.000
Class	.09	2.00	.046*				
Frequency of religious service attendance	.00	-.10	.918				
School residential type	-.01	-.01	.828				
School fees high-low	.04	.62	.537				
Fun activity motivation	.13	2.02	.044*				
Listen radio in bedroom	.21	4.04	.000***				
Listen radio personal car	.22	4.26	.000***				
Special time listen	.13	2.88	.004**				
Not allowed to listen to some music	.05	.31	.758				
Fun motive * not allowed	-.16	-.98	.330				
Parents successful	-.09	-1.87	.060				

* p<.05; ***p<.001

4.7.2 Multiple regression analysis for exposure to sexual TV content results

In contrast to listening to sexual radio content analysis, demographic variables explained 12 % of variance in exposure to sexual TV content(See Table 4.13.) Specifically,

attending a day school and not living with both biological parents were both associated with lower intake of sexual TV content at the $p < .05$ level.

Study variables predicted an additional 18% of variance. Statistically significant individual predictors were all three motivations, watching sexual TV content in the bedroom, having DSTV passwords, and whether adolescents believed parents had been successful in mediation. Fun activity, companionship motives, watching sexual TV content in the bedroom, having DSTV passwords were positively associated with exposure to sexual TV content. Learning motive was negatively associated with exposure to sexual TV content.

Table 4.14. Multiple Regression Analysis for Exposure to Sexual TV Content.

Multiple regression analysis	Beta	T	p	Df1	Df2	Adjusted R square	R square change
Model 1				4	399	.12	
Residential status of school	.22	3.84	.000***				
Single or mixed gender school	-.12	-2.04	.042*				
Living with both biological parents or not	-.12	-2.42	.016*				
Frequency religious service attendance	-.14	-2.98	.003**				
Model 2				13	386	.22	.10
Residential status of school	.10	1.74	.083				
Single or mixed gender school	-.12	-2.40	.017*				
Living with both biological parents or not	-.09	-2.14	.033**				
Frequency religious service attendance	-.07	-1.59	.113				
Fun activity motivation	.11	1.73	.085				
Learning motivation	-.11	-2.06	.041*				
Companionship motivation	.26	4.63	.000***				
Watch TV in bedroom	.19	4.32	.000***				
Some programming not allowed	-.24	1.14	.256				
DSTV passwords	.14	3.36	.001**				
TV sitting room	-.04	-.87	.386				
Watch at certain times	-.07	-1.66	.098				
Fun motive * not allowed	.08	.43	.669				
Learning * not allowed	-.08	-.56	.574				
Companion * disallowed	-.33	-2.37	.018*				
Parents successful	-.12	-2.60	.010*				

*p<.05;p<.01;***p<.001

4.8. Implications of results for users & gratifications theory

This study draws from the uses and gratification theory (U & G) as a theoretical framework. It used the theory because of its user/audience centeredness which is the core of the research. In several ways, present study found the theory valuable. It helped current study interrogate and elucidate how Nairobi adolescents use media to gratify their media needs hence answering the question as was posed by the models' originator Elihu Katz in 1959, what do the people do with the media? Consequently, it was useful in understanding Nairobi adolescents' motives for listening to sexual radio and TV content. However, present study did not predict consequences that may follow motives of both viewership and listenership as the theory postulates.

The theoretical framework was also helpful in interrogating the initial conceptualizing of four of its five basic assumptions as they related to present investigation. To start with, it found respondents proactive and goal oriented users of media with well defined reasons. Secondly, the theory guided the linkage of respondents' media consumption needs to specific radio and TV programs. Indeed some respondents did confirm that when they want fun, they tuned in to certain programs while when they wanted companionships, they could go to play stations consume media programs as a group.

The study, however, did not investigate the alternative competition and alternatives for respondents need satisfaction such as significant others for selection, attention, and use to gratify their needs or wants. However, some boarding girls' respondents did state that they directly relied on their Christian values and parental tutelage in selecting what media to consume. Moreover, results confirmed that parental media monitoring was the usual rather than the exception. Among the strategies respondents mentioned were interpersonal such as parental advice and co-watching therefore reinforcing U & G linkage of the mass and interpersonal communication in the process of selection and media needs gratifications. Respondents reported that they were aware of their own

media, both radio and TV programs, they deliberately tuned in at different places and in different times for different reasons.

Application of U & G theory for current study in the quantitative portion of the research was in the use of Ward & Freidman's 21 motivational items. These motivational items were largely effective in interrogating adolescents' motivations for both TV viewership and radio listenership. However, a few of those items realized very poor reliabilities hence were not useful. These items for radio are: "to unwind," "to occupy my time," "to pass the time," "so I can talk to people about what I hear," "because I have no one else to talk," "to feel less lonely" and "to be stimulated" .TV viewing items not used because of low loadings were: "because it is a good way to rest," "to unwind," "because I have no one else to talk to" and "so I can talk to other people about it. Above all, seven new items emerged. to be soothed, to win awards and for curiosity for radio and watching TV for fantasy, to track what news was trending, to compare various media genres and as result of addiction. Most of the emerging items fell within the gratifications that U & G consider people have for consuming media content.

Results of the study supports Rossi's (2002) argument that social and psychological origins of needs could generate expectations of the mass media or other sources and could lead to different patterns of media exposure. Thus, a high "fun activity" motivation resulted in different seeking out of sexual radio and TV content, as did "companionship" motivation among boarding school students.

This study was therefore able to piggyback on the theory's critical strengths including its focus on mass media consumers, its respect for their deliberate content choosing intellectual capacity. However, this study did not examine usage of new media as Baran and Davis (2006) said it was capable of although it did find the respondents used new media technology to access radio. The study also gleaned on past critiquing of the theory by scholars such as Ruggiero (2009) who presented four weaknesses of the theory.

It is true that the theory is too individualistic and rarely considers societal implications of media use as we found some demographics influence such as attendance of religious activities influential in consumption of sexual content. This study appreciates Ruggiero's assertion that the theory' advances an all active and intelligent audience and the validity of self-report data to determine motives could be a weakness. However, this researcher feels that this weakness is also one of its key strengths as it allows respondents to tell their own story. The researcher assumed the respondents offered honest reflections of their demographics, motivations and social contexts of seeking out sexual TV and radio content. Additionally, the present study was multi-method hence able to triangulate some of its findings.

On application, the theory ably guided current study as many of its assumptions were found practical. Likewise emerging motivations for listening to radio and viewing TV also fit among the four primary reasons for using media according to the theoretical framework that is, diversion, personal relationships, personal identity and surveillance. Viewing for fantasy, as an addiction and to be soothed fits within the diversion category while going to the play stations with peers to co-watch programs for personal relationships.

For identification with a character who reinforces a users' values such as respondents who said they liked listening to complaints on FM radio stations or another one who said she envied a girl who was in love in a certain program she was watching. Lastly, is surveillance, of which, Nairobi adolescents reported using TV and radio programs for curiosity purposes and to check what was trending such as latest talent (e.g. dancing), fashion and design. However, listening to radio to win awards on promotions and watching TV to compare various genres did not fit in the U & G motivations and Ward & Friedman motivational items.

Social context and demographics of the respondents for both radio and TV had significant association with exposure to sexual content unlike U & G. This emphasizes the importance of social, environmental and cultural context in communication research. However U & G does not recognize the influence of the cultural context of the phenomenon under investigation. It lacks in its core assumptions the context; environmental and social factors as critical influencers of users motives for seeking out TV and radio content. This lack of appreciating the social context and generally the cultural influence of media consumption in theorizing is not a new phenomenon in most US and western originated media and communication theories which seem to assume all cultures are the same. There is therefore need to rethink revising the theory to make cultural consideration part of its core assumptions.

This study adapted Ward and Friedman's (2006) 21 item scales for motivations used to study US adolescents motivations for viewing TV and young US women's motivations for reading magazines (Ward, 2004). The scale was largely successful in investigating motivations for Nairobi adolescents seeking out of sexual media content. However the scales need to be updated and expanded to include more locally generated motivational items in order to enhance their reliability.

4.9 Revised conceptual model

4.9.1 Revised conceptual model for sexual TV and radio content exposure

The conceptual framework was slightly revised after data analysis. The alteration was necessitated by the fact that motivations for radio were mainly found in fun activity while listening social context was mainly the bedroom, personal cars, using mobile anytime of the day. For TV all motivations namely; fun, learning and for companionship remained the same. The social context for listening to both sexual TV and radio context remained as envisioned as it found bedroom has the highest association with consuming sexual content followed by in car and sitting rooms. Viewing was mainly done in the

mornings during weekends and in the morning and afternoon and night during weekdays. On parental mediation, disallowing teenagers from listening to certain programs was more effective in helping adolescents take less sexual radio content. To the converse, teenagers of parents who used DSTV passwords in a bid to stop them from consuming more sexual content watched more sexual TV unlike what was earlier envisioned. Disallowing certain programs, co-viewing TV with parents and stopping teenagers from going to school with electronic and media technology were equally effective restrictive strategies. Demographic factors such attending single gender schools, living with two biological parents and attending boarding schools were found to have higher associations with consumption of both TV and radio sexual content.

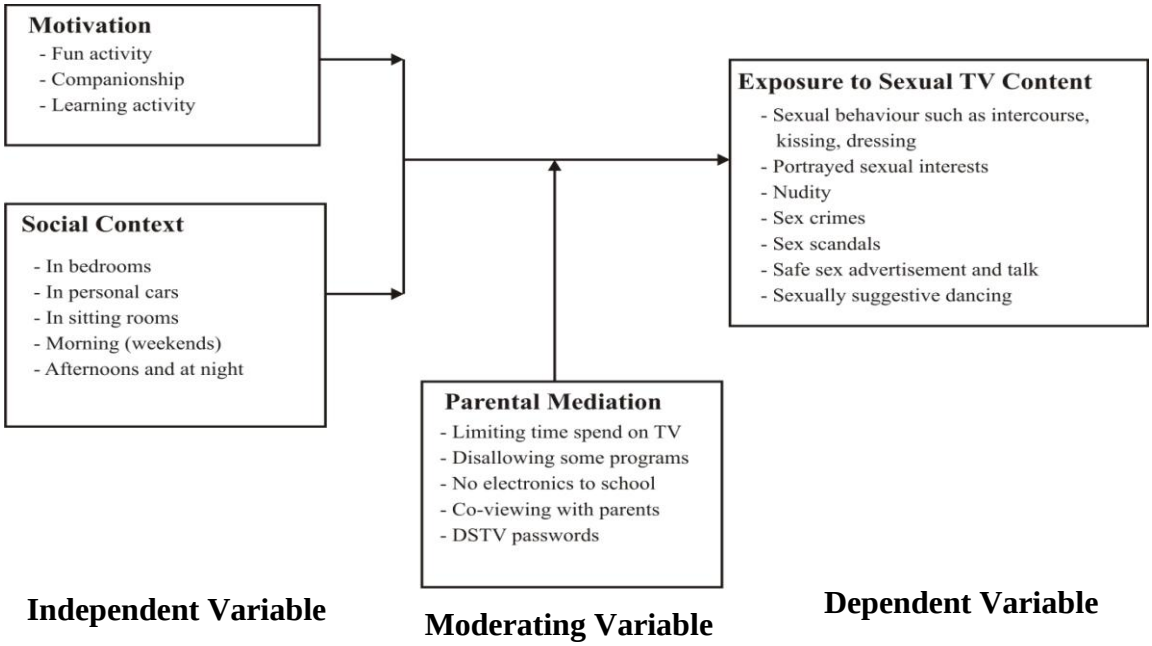
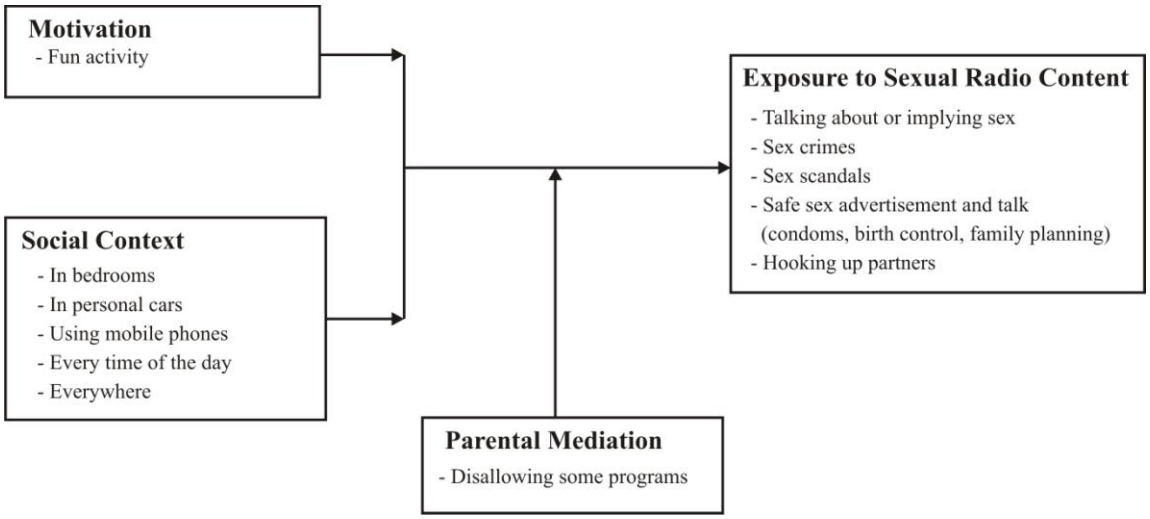


Figure 4.2: Revised Conceptual Model for Sexual TV Content Exposure



Independent Variables **Moderating Variable** **Dependent Variable**

Figure 4: 3 Revised Conceptual Model for Radio Content Exposure

4.10 Summary of the chapter.

All research hypotheses in the study were either fully or partially supported. Results regarding rejection of the null hypothesis for specific hypotheses are recapped below.

H0. 1a. There is no significant relationship between the motivations of Nairobi adolescent's listening to sexual radio content and the extent of exposure to that content.

Null hypothesis rejected and alternative hypothesis accepted.

H0. 1b. There is no significant relationship between the motivations of Nairobi adolescent's watching of sexual TV content and the extent of exposure to that content.

Null hypothesis rejected and alternative hypothesis accepted

H0.2a. There is no significant association between the contexts of Nairobi adolescent's intake of sexual radio content and the extent of exposure to that content.

Null hypothesis rejected and alternative hypothesis accepted

H0 2b. There is no significant association between the contexts of Nairobi adolescent's intake of sexual TV content and the extent of exposure to that content.

Null hypothesis rejected and alternative hypothesis accepted

H0.3a. There is no significant difference on intake of sexual radio content between those adolescents whose parents monitor their media consumption and those whose parents don't.

Null hypothesis rejected and alternative hypothesis accepted

H0 3b. There is no significant difference on intake of sexual TV content between those adolescents whose parents monitor their media consumption and those whose their parents don't.

Null hypothesis rejected and alternative hypothesis accepted

FGDs results concurred with most of the motivations for Ward and Friedman's (2006) motivations items adapted by the quantitative section of present study. However FGDs added more items such as spiritual nourishment, curiosity, to be soothed, addiction and for comparison purposes as reasons for consuming media content. Just like in the quantitative part of this study, most sexual TV and radio content was consumed in the privacy and comfort of the bedroom either at night or late afternoon. However, many FGD respondents reported to having lesser preference for radio as compared to TV programming. Moderate consumption of sexual TV and radio content was reported to be happening in groups. Most Nairobi adolescents' parents tried to regulate their teenagers' media consumption variedly. They disallowed their teenagers from watching some programs in the presence of younger siblings, insisting on TV parental guidelines, and

advising teenagers on what media content to or not to take in, allowed consumption of content from some channels and banned others. Some of these measures were not as successful as others. Consequently, violations of prescribed restrictions were often met with various sanctions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. 1 Introduction

Chapter five presents the summary of findings in relation to previous research and makes conclusions and recommendations as drawn from results and analysis elucidated in the previous chapter. The main purpose of this study was to examine factors predicating Nairobi adolescent's seeking out sexual radio and TV content. Specifically, it focused attention on four main areas: 1) motivations for listening to radio and viewing TV programs, 2) social contexts of sexual media consumption, 3) parental radio and TV monitoring and 4) influence of motivations for seeking out radio and TV content on the effectiveness of parental mediation. Findings have implications for adolescent media literacy, parental media monitoring, schools, adolescents' demographics, and motivations and for sexual media consumption research and practice.

The chapter is organized according to the objectives and hypothesis of the study but it starts by highlighting the salient findings. The global media scene is spiced with sexual media content and Kenyan is no exception. Although a plethora of research has addressed the factors predicating adolescents' seeking out sexual radio and TV content in developed world, this researcher has found none that addresses these factors in the Kenyan context. Drawing from uses and gratification theory, the study found out that listening and watching sexual content for fun had the strongest association with higher intake of sexual radio and TV content for Nairobi adolescents. New motivational items such as taking in sexual content for fantasy, as an addiction, for curiosity and to talk about with peers show the need to create Kenyan context measures for motivations. Frequent attendance of religious services was associated with taking in lesser sexual media content while teenagers who had two biological parents reported higher exposure

to sexual radio and TV content. The bedroom was most associated with higher levels of sexual radio and TV content exposure.

School type and gender mix has implications for adolescent's intake of sexual content. Students attending day schools were associated with taking in lesser sexual media content while boarders reported higher exposure to sexual radio and TV content. Likewise, those attending mixed gender-schools were associated with taking lesser sexual content compared to those learners attending single–gender schools. It is thus plausible to suggest that forming the habit of attending frequently to religious services, removing media technology from bedroom and provision of media literacy by both parents and teachers can give teenagers the desired filtering mechanism for selection and consumption of sexual media content. Consequently, both teachers and parents are influential mediators in the motivations and contexts of Nairobi adolescents sexual TV and radio content.

5.2 Summary of research findings

Summary of findings is organized according to objectives of the study. The study was guided by four objectives and the summary of findings is presented as per the objectives.

5.2.1. Effect of motivation on sexual TV content exposure

The first objective was to examine the association of Nairobi adolescents' motivations for seeking out sexual media content with extent of exposure to sexual radio and TV content. The main instrument used to obtain findings was a questionnaire that had been designed as per study objectives. The second tool used was focus group schedule that was also designed as per study objectives. Various analyses were used to arrive at the findings. These include descriptive statistics, bivariate correlations and one-way ANOVA.

5.2.2 Effect for Motivation on sexual radio media content exposure

The first objective of the study was to examine the association of Nairobi adolescents' motivations for seeking out sexual media content with extent of exposure to sexual radio and TV content. The study found a small-to-moderate correlation with fun activity motivation on sexual radio media content exposure. No correlation was found with learning. Adolescents who said they listened to sexual radio content because it was a fun activity also took in more sexual radio content than those for whom it was less of a motivation. Patterns for day scholars and boarders on this hypothesis did not differ notably. To the contrary, qualitative study found listening to learn was the most prominent reason mentioned for radio listening. However, respondents from all groups also said they listened to radio programs for fun and a very few mentioned doing so for companionship. Respondents offered that some programs offered more fun listening while others where for learning.

5.2.3 Effect for motivation on sexual TV content exposure

Results indicated that the strongest association here was with watching for fun, which was associated with higher intake of sexual TV content. On the other hand, adolescents who reported that they used TV to learn took in less sexual content. That is, the more adolescents watched TV for fun activity and companionship, the more sexual content they took in. Effects for both companionship and fun activity motives were located almost entirely among boarders as compared to day scholars. Qualitative findings confirm that adolescents watched TV in general more for fun motives, but they also reported learning and companionship motivations. Additionally, respondents reported watching TV for extra motivational items from the ones adopted from Ward & Friedman. These include watching for fantasy, as an addiction and relaxation, for curiosity, to catch up to latest celebrity gossip and to see talent, to win awards in various quizzes and for comparison purposes (comparing different genres and artists).

5.2.4. Effect of social context on sexual radio content exposure

The second objective was to investigate the association of the social context of Nairobi adolescents' intake of sexual radio and TV content with the extent of exposure to that content. Bivariate correlations and Fisher's r to z transformation were used to analyze this objective. Listening from the bedroom had the highest association followed by listening in personal car. Qualitative findings revealed that though radio was easily accessible, portable and was a more flexible medium to use since it could easily piggyback on mobile telephony it was a less popular medium for consuming sexual content than TV.

5.2.5 Effect of social context on sexual TV content exposure

Watching in the bedroom was more significantly associated with amount of sexual content than all the other contexts such as in a personal car or in the sitting room at home. Watching TV in the school common room and in public transport were not associated with sexual content exposure at all. Similarly FGDs results revealed respondents watched TV mostly from the bedroom while in public they watched from the sitting room, play stations, at parties and in organized school functions.

5.2.6 Effect of parental mediation on sexual radio content exposure

The third objective of the study was to find out the association of parental monitoring of Nairobi adolescents' media use and the extent of exposure to sexual radio and TV content. Both day scholars and boarding teenagers whose parents disallowed certain radio programs had less intake of sexual radio content. However, FGD results did not record any rules that parents enacted to regulate their teenagers radio use as many respondents reported very low radio listenership.

5.2.7 Effect of parental monitoring on sexual TV content exposure

For TV, students whose parents limited their time on media, disallowed certain programs, were not allowed to take electronics to school and watched TV together with them had a lower exposure to sexual TV content than students whose parents did not. Respondents whose parents used DSTV passwords watched more sexual TV content than those whose parents did not. Effects for limited time on media and keeping TVs and computers in the sitting room was found among students at boarding schools only. Similarly, qualitative data revealed that parents mostly disallowed their teenagers from watching some particular stations and programs, limited media use for a certain period and gave basic advice on what content to watch or not to watch and disconnected power when leaving the house.

Adolescents advised parents to cultivate good and friendly relationships with their children and give them a free hand to choose what they want to watch and listen to. They also urged them to advise or counsel/guide their teenagers to what media contents to consume, give them media literacy on sexual content, engage them in other activities such as in church to keep them busy and generally be involved in their lives more closely as measures to keep their teenagers from sexual media content. Some of the students reported that their parents were effective in restrictive their radio and TV consumption and mentioned some penalties their parents administered to offenders when caught disobeying parental restrictions. Prominent amongst them include being grounded (denied TV for sometime) and locking up media technology.

5.3 Conclusion

On the whole, the motivations for and social contexts of viewing sexual TV and listening to radio content can have important influence on adolescents' exposure to sexual content and overall, to personal and academic development. In the Kenyan context, media literacy is low and sex education is still shied away. At the same time,

many adolescents living in major urban centers in Africa have been separately from their traditional sources of sexual information to adolescents, that is, their uncles and aunties and other relatives. The topic of sex and sexual relationships is still considered as a taboo in many Kenyan families and the society as a whole. Consequently, teenagers today rely more on their peers and media for their sexual information. This is happening at a time when young people are increasingly and actively exposed to a menu of assorted media channels and genres rich in sexual media content.

Research on motivational, contextual and parental mediation factors is therefore important in understanding the motives, the social context and strategies that parents employ in monitoring their teenagers media use. School and family are still influential factors in teenagers' sexual socialization, study findings help clarify why teachers and parental mediation are important constructs in the study of media content exposure.. Parents, teachers and scholars can still play a critical part in guiding teens and specifically crafting interventions to protect them from harmful sexual content. Moreover, today's teenagers who are more techno-savvy than some of their parents and teachers at a time when the world of media is experiencing a digital revolution have their part to play in their choices of and motives for consuming sexual media content.

Although this study was ground breaking in examining motivations and contexts for adolescents' exposure to sexual media content in Kenya, future research should examine how this exposure is associated with adolescents' sexual attitudes and behaviors.

5.4 Recommendations of the study

The following section summarizes recommendations for motivations for listening to sexual radio and watching sexual TV, social context and parental media monitoring for Nairobi secondary school adolescents as derived from this study. The recommendations target various stakeholders involved in production and airing of media programs and

those who closely interact with adolescents that is; the adolescents themselves, communication scholars, parents and teachers.

- Nairobi parents should interest their teenagers to frequently attend religious activities as doing so can decrease intake of sexual radio and TV content. This practice inculcates strong positive values and a spiritual compass that can guide teenagers to choose the right kind of media content to consume.
- Secondary schools should design a comprehensive, implementable and easy to-evaluate media literacy curriculum to empower adolescents with knowledge, understanding and interpretation of media content.
- Following emergence of new motivational items for both listening to sexual radio and watching sexual TV programs for fantasy, to keep up with trends, soothing and for addiction scholars should create culture-specific measures for the Kenyan-African situation.
- Parents should redouble efforts on parental media monitoring specifically by empowering their teenagers with media literacy. This can help adolescents develop independent judgment on TV and radio content. Media literacy will inculcate enduring values which will in turn enable adolescents make the right judgments on the media they consume. It will adequately shield them from peer pressure which may lead adolescents to consume sexual content to spending their time in more beneficial recreational activities. Parents' role is underlined by the fact that teaching correct information about sexuality in school does not prevent them from teaching values and expectations at home, rather it should assist them in providing opportunities for parents-children discussions of media content (ACOG, 2014).

5. 5 Further research

This study recommends further research in areas that emerged prominent but were not part of current investigation. One, there is need to find out the reason adolescents living with biological parents and single-gender boarders reported more exposure to more sexual content despite earlier research pointing out to the contrary. Secondly, there is the need to examine how exposure to sexual content is associated with sexual behaviors in the Kenyan context. Finally, recommends creation of more culturally appropriate scales for research on motivations and contexts of adolescents seeking out sexual media content in Kenya and other cultures.

REFERENCES

Abuto, E. (2013, June 22). Girls as young as 13 having sex in Kenya. Daily Nation, pg. 3.

Adriaens F., Van Damme E., Courtois C (2011). The spatial and social contexts of television-viewing adolescents. *Poetics.39*(3), 205–227.

Amanda, L. A., Madden, M., Smith, A., Purcell, K. Zickuhr, K., Raini, L. (2011). Teens, kindness and cruelty on social network sites.

American Congress of Obstetricians and Gynecologists-ACOG (2014).Adolescent Sexuality and Sex Education. Retrieved from http://www.acog.org/About_ACOG/ACOG.

Annenberg Media Exposure Research Group (2008). Linking measures of media exposure to sexual cognitions and behaviors: A Review, Communication *Methods and Measures,2*(1), 23-42.doi.org/10.1080/19312450802063180.

Aronfreed,J. (1968). Conduct and conscience: The socialization of internalized control over behaviour. New York: Academic Press.

Atieno, R. (2010). Abstract: Damaging effects of media on sexual perception and

behaviour of teenagers aged between 13 and 17 from high socio-economic backgroundsin Nairobi. Retrieved from http://erepository.uonbi.ac.ke:8080/handle/123456789/4774.

Aubrey, S. J.,Olson, L., Fine, M., Todd, H., Rhea, D., Kaylor, B. & Yang,

A.(2012).Investigating personality and viewing-motivation correlates of reality television exposure. *Communication Quarterly,60.*(1), 80-102.

Austin, E. W., Pinkleton, B. E., & Fujioka, Y. (2000). The role of interpretation

processes and parental discussion in the media's effects on adolescents' use of alcohol. *Pediatrics, 105,* 343-349.

Baran, S. J. and Davis, D.K. (2011).*Mass Communication Theory: Foundations,*

Ferment, and Future. (6th ed.). Boston: Wordsworth Cengage Learning.

Bastien, S., Kajula, U & Muhwezi, W.W. (2011). A review of studies of parent-child

about sexuality and HIV/AIDS in sub-Saharan Africa. Reproductive Health *.8.* 25. doi: 10.1186/1742-4755-8-25.

Bleakley, A., Fishbein, M., Hennessy, M., Jordan, A., Chernin, A. & Stevens, R.

(2009).Developing respondent based multi-media measures of exposure to sexual content. *Communication Methods Measures, 2*(1-2),43–64. doi:10.1080/19312450802063040.

Bleakley, A., Hennessy, M & Fishbein, M. (2011).A Model of adolescents' seeking of

sexual content in their media choices. *Journal of Sex Research,48*(4), 309–315. Doi:10.1080/00224499.2010.497985.

Bleakley, A., Hennessy, M., Fishbein, M., & Jordan, A. (2008). It works both ways: The relationship between exposure to sexual content in the media and adolescent sexual behavior. *Media Psychology,11*, 443–461.

Bleakley, A., Hennessy, M., Fishbein, M., & Jordan, A. (2011). Using the integrative model to explain how exposure to sexual to sexual media content influences adolescent sexual behaviour. *Health Education Behaviour,38*, 530. DOI: 10.1177/1090198110385775.

Brayant, J. & Oliver, M. B. (2009). *Media effects: Advances in theory and research.*3rd ed. New York: Erlbaum/Psychology Press.

Brown, J. and L'Engle. (2009).X-rated sexual attitudes and behaviors associated with U.S. early adolescents' exposure to sexually explicit media. *Communication Research, (36),* 1, 129.

Brown, J. D. & Engle, K. L. (2009).X-rated: Sexual attitudes and behaviours associated with U.S. early adolescent's exposure to sexually explicit media. *Communication Research,36*, 129-151.

Brown, J. D., L'Engle, K. L., Pardun, C. J., Guo, G., Kenneavy, K., & Jackson, C.

(2006). Sexy media matter: exposure to sexual content in music, movies, television, and magazines predicts black and white adolescents' sexual behavior. *Pediatrics,117*(4), 1018-1027.

Brown, J. D., & Keller, S. N. (2000). Forum: Can the mass media be healthy sex educators. *Family planning perspectives,32*. (5), 1-4.

Brown, J.D. & Strasburger, V.C. (2007).From Calvin Klein to Paris Hilton and MySpace: adolescents, sex, and the media. *Adolescence Medical State Art Review. 18*.(3), 484–507.

Brown, J.D., Ladin, K., L'Engle, L.K., Pardun, C.J., Guo, G. (2006). Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts black and white sexual behaviour. *Pedriatics,117,* 1018-1027.

Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research, 1,* 8-22.

Chandler, D. (1994). Why do people watch television? Retrieved from http://www.aber.ac.uk/media/Documents/short/usegrat.html.

Cohen, J. (1965). Some statistical issues in psychological research. In B.B. Wolman (Ed.), Handbook of clinical psychology. New York: Academic Press.

Communication Commission of Kenya (2012). Quarterly sector statistics report second

quarter of the financial year 2012/13. Retrieved from http://www.cck.go.ke/resc/downloads/Sector_statistics_for_Quarter_2_-_2012-2013.pdf.

Communication Commission of Kenya. (2013). Growth in Internet subscription surpasses voice. Retrieved fromhttp://www.cck.go.ke/mobile/news/.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*.(2nd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W., Plano Clark, V. L., Guttman, M., Hanson, W. (2003). *Advanced mixed methods research designs.* In: A. Tashakkori & C. Teddlie (Eds.), Handbook on mixed methods in the behavioral and social sciences, pp. 209-240. Thousand Oaks, CA: Sage Publications.

Daniel, W.W. (1999). *Biostatistics: A foundation for analysis in the health sciences*. (7th Ed.). New York: John Wiley & Sons.

De Leeuw R.N.H., Sargent J.D., Stoolmiller M., Scholte R.H.J., Engels R.C.M.E., Tanski S.E. (2011). Association of smoking onset with r-rated movie restrictions and adolescent sensation seeking. Pediatrics, 127(1), E96–E105.

Dillman, D.A.(1978). *Mail and telephone surveys: Total survey methods.* New York: John Wiley & Sons.

Dilger, H. (2007). Healing the wounds of modernity: salvation, community and care in a

neo-Pentecostal church in Dar Es Salaam, Tanzania. *Journal of Religion in Africa*,*37*(1), 59–83.

Education Development Centre (2009).Cross sectoral assessment for at risk youth in Kenya revised report. Retrieved from http://kenya.usaid.gov/sites/default/files/Cross-sectoral pdf.

Gakahu, N. (2010). The role of broadcast media in behaviour change and HIV/AIDS communication to the youth: A focus on Kenya's music industry. *Journal of Media and Communication Studies*, *2*, 154-158.

Gruber, E., & Grube, J. W. (2000). Adolescent sexuality and the media: A review of current knowledge and implications. *Western Journal of Medicine*, *172*(3), 210.

Herzog, H. (1940). *A gratification study.* New York: Duell, Sloan and Pearce.

Hust, S.J. T., Brown, J.D. & L'Engle, K.L .(2008). Boys will be boys and girls better be prepared: An analysis of the. Rare Sexual Health Messages in Young Adolescents' Media. Mass *Communication and Society, 11* (1), 3-23, DOI: 10.1080/15205430701668139.

Ipsos Synovate (2011). Kenyans media consumption habits. http://www.google.co.ke.Institute of Economic Affairs (2010).

Irvine, J. M. (2004). *Talk about sex: The battles over sex education in the United States*. California: University of California Press.

Isaac, S. and Michael, W. B. (1995). *Handbook in research and evaluation*. San Diego, CA: Educational and Industrial Testing Services.

Izugbara, O.C. (2008). Home-based sexuality education: Nigerian parents discussing sex with their children. *Youth Society*. 39, 575. DOI: 10.1177/0044118X07302061.

Kabiru,W.C. and Orpinas, P. (2008). Factors associated with sexual activity among high-school students in Nairobi, Kenya. *Journal of Adolescence xx*, *1*-17. doi:10.1016/j.adolescence.2008.08.001.

Kaiser Family Foundation. (2005). Parents, media and public policy: A Kaiser Family Foundation survey. Retrieved from http://kaiserfamilyfoundation.files.wordpress.com.

Kaiser Family Foundation. (2010). Generation M2: Media in the likes of 8-18 year olds. Retrieved from http://kaiserfamilyfoundation.files.wordpress.com.

Kanjama, C (2011). Some radio presenters carry adolescent personality. Accessed fromhttp://www.standardmedia.co.ke/?articleID=2000026800&story_title=some-radio-presenters-carry-adolescent-personality.

Kalipeni, S. Craddock, J. R. Oppong, & J. Ghosh (Eds.), *HIV and AIDS in Africa: Beyond epidemiology* (104- 120). Malden, MA: Blackwell.

KARHP. (2008). From Pilot to Program: Scaling up the Kenya Adolescent Reproductive

Health Project.

Katz, E., Blumler, J. G., & Gurevitch, M. (1973). Uses and gratifications research. *Public Opinion Quarterly,* 509-523.

Kenneavy, K and Jackson, C. (2006). Magazines predicts black and white adolescents' sexual behavior sexy media matter: Exposure to sexual content in music, movies, television. *Journal of the American Academy of Pediatrics.* 117; 1018.DOI: 10.1542/peds.2005-1406.

Kenya National Bureau of Statistics: Kenya Demographic and Health Survey 2008-2009. Retrieved from http://www.measuredhs.com/pubs/pdf.

Kim, J.L. & Ward, M. (2004). Pleasure reading: Associations between young women's sexual attitudes and their reading of contemporary women's magazines. *Psychology of Women Quarterly,*2848–58.

Kinaro, J.W. (2013).Why adults and teachers information about sexual behavior and its consequences does not prevent unplanned pregnancies among adolescents in Nairobi, Kenya. l.5(1), 14-23 Health. doi:10.4236/health.2013.51003.

Kirby, D. (2002). The impact of schools and school programs upon adolescent sexual Behavior. *Journal of Sex Research, 39*(1),27-33.

Klockenkemper, A. (2002). Sexual media, sexual teens. Retrieved from

http://iml.jou.ufl.edu/projects/Spring02/Klockenkemper/page2.htm.

Kunkel, D., Cope, K.M. & Biely, E. (1999). Sexual messages on television: Comparison findings from three studies. *Journal of Sex Research,36*(3), 230-236.

Kunkel, D., Eyal, K., Finnerty, K., Biely, E., & Donnerstein, E. (2005). Sex on TV 2005. Menlo Park, CA: Kaiser Family Foundation.

Leigh, B.C. (2011). "Whats happening" @ Twitter: A users and gratification approach. Kentucky: University of Kentucy. Retrievedfromhttp://uknowledge.uky.edu/cgi/view.

L'Engle, K. L., & Jackson, C. (2008). Socialization influences on early adolescents' cognitive susceptibility and transition to sexual intercourse. *Journal of Research on Adolescence, 18*(2), 353-378.

Mbiti, J. S. (1970). *Africa Religions and Philosophy*. (2nd ed). New Hampshire: Heinemann Educational Publishers.

Mendelsohn, H. (1964). Listening to radio. New York: Free Press.

Mbugua, N. (2004). Strategies for prevention of sexual transmission of HIV/AIDS among adolescents: The case of high school students in Kenya. In E.

McQuail, D. (2001). With more hindsight: Conceptual problems and some ways forward for media use research. *Communications,26*(4), 337-350.

Miller, A.N., Ngula, K. & Musambira, G. (2012). Predictors of sexual behaviour among church-going youths in Nairobi, Kenya: a cross-denominational study. *African Journal of AIDS Research.11*(1), 57–6. Dx.doi.org.

Miller, A.S. (2002). Gender and Religiousness: Can socialization explanations be saved? *America Journal of Sociology*, *107*(6), 1399–1423.

Millward, L. 2012).Chapter 17 Focus Group Discussions. Retrieved from http://www.uk.sagepub.com/upm-data/46878_Breakwell_Ch17.pdf.

Mkandawire, P., Tenkorang, E. & Luginaah, I.(2012). Orphan status and time to first sex Among adolescents in Northern Malawi. AIDS and Behaviour, 1-12 DOI. 10.1007/s10461-011-0120-y.

Morgan, D. L.(1997). *Focus groups as qualitative research.* Thousand Oaks, CA: Sage Publications. Retrieved from http://books.google.co.ke.

Mwakelemu, E. (2012). Factors affecting parents in provision of sex education to adolescents: a survey of Embakasi, Nairobi. Retrieved from http://erepository.uonbi.ac.ke:8080/handle/123456789/3303.

Mwangi, J. (2015, February 20-26). Homework? Your child could be a porn addict. The Nairobian, pg. 5.

Nachmias, C. F., and Nachmias, D. (1996). *Research methods in the social sciences* (5th

ed.). London: Hodder Education.

Nathanson, A. I. (2001b). Parent and child perspectives on the presence and meaning of parental television mediation. *Journal of Broadcasting & Electronic Media,45*(2), 201–220.

Nathanson, A. I. (2002). The unintended effects of parental mediation of television on adolescents. Media Psychology, *4*(3), 207–230.

National Aids Control Council (NACC). (2012).Kenya Aids epidemic update (2012). Retrieved from http://www.nascop.or.ke/library/3d/FINAL%.

National Association of Social Workers (2001). Parents, peers, and pressures: Identifying the influences on responsible sexual decision-making. Retrieved form www.socialworkers.org.

Obwatho, S. (2014). *Academic research writing: The logical sequence.* Nairobi: Starbright Services.

O'Hara R.E., Gibbons F.X., Gerrard M., Li Z., Sargent J.D. (2012). Greater exposure to sexual content in popular movies predicts earlier sexual debut and increased sexual risk taking. *Psychological Sciences,23*, 9. 984-99.

Palaver. (2013, November 1). Kenyan TV stations. The Standard, pg.15.

Pardun, C.J., L'Engle, K. & Brown, J.D.(2005). Linking exposure to outcomes: early adolescents' consumption of sexual content in six media. *Mass Communication Society*. *8*(2), 75–91.

Parkes, A., Wight, D., Hunt, K., Henderson, M & Sargent, J. (2013). Are sexual media exposure, parental restrictions on media use and co-viewing TV and DVDs with parents and friends associated with teenagers' early sexual behaviour? *Journal of Adolescence.36*(6), 1121–1133. doi: 10.1016/j.adolescence.2013.08.019.

Path. (2013). Kenya Adolescent Health Project: Talking about sex to improve health. Retrieved from http://www.path.org/projects/karhp.php.

Pattino, A., Kaltcheva, V. & Smith, M. (2011). Adolescents motivation to watch reality television. *Association for Consumer Research.*

Pearson J. andMuller, C & Frisco, M (2006). Parental involvement, family structure and adolescent sexual decision making.*Sociological Perspectives*, *49*(1), 67-90.

Rideout V.J., Foehr U.G., Roberts D.F. (2010). California, Kaiser Family Foundation; Menlo Park: Generation m^2: Media in the lives of 8- to 18-year olds.

Rideout, V. J., Foehr, U. G., & Roberts, D. F. (2010). Generation M: Media in the lives of 8- to 18-year-olds. Menlo Park, CA: Henry J. Kaiser Family Foundation.

Rogers, M., Taylor, C.B., Cunning, D., Jones, M. & Taylor, K .(2006).Parental

restrictions on adolescent Internet use.*Pediatrics.118*(4), 1804 -1805 doi: 10.1542/peds.2006-2134.

Rossi, E. (2002).Uses &gratification/dependency theory. Retrieved from www.zimmer.csufresno.edu.

Rubin, A. M., Haridakis, P. M., & Eyal, K. (2003). Viewer aggression and attraction to television talk shows. Media Psychology, *5*(4), 331-362.

Rubin, A.M. (1984). Television uses and gratifications: The interactions of viewing patterns and motivations. *Journal of Broadcasting,27,* 37-51.

Rubin, A.M. (1993)**.** Audience activity and media use. Communication Monographs, *60*(1), 98–105.

Ruggiero, T. (2000). Uses and gratification theory in the 21st Century. *Mass Communication & Society* 3, 3–37. DOI: 10.1207/S15327825MCS030102.

Severin, W.J. & Tankard, W.J. (2009). *Communication theories: Origins, methods and uses in the mass media.* (5 ed.). New York: Addison Wesley Longman, Inc.

Sherkat, D. E. (2002). Sexuality and religious commitment in the United States: An empirical examination. *Journal for the Scientific Study of Religion*, *41*.313–23.

Steele, R.J. (1999). Teenage sexuality and media practice: Factoring in the influences of

family, friends, and school. *Journal of Sex Research, 36*(4), 331-341, DOI: 10.1080/00224499909552005.

Suess D., Suoninen A., Garitaonandia C., Juaristi P., Koikkalainen R. & Oleaga J.A.(1998). Media use and the relationships of children and teenagers with their peer groups – a study of Finnish, Spanish and Swiss cases. *European Journal of Communication.13*(4), 521–538.

Synovate (2007). Explosion in media changes audience and advertising trends. sexual content in popular movies predicts earlier sexual debut and increased sexual risk taking. *Psychological Science,*23(9), 984–99.

Synovate Kenya.(2010).Explosion in media changes audience and advertising Trends. pdf. Retrieved from http://www.google.co.ke.

Tanui, K. (2013, November 1).Children need presence not presents. The Standard, pg.15.

Teijlingen, V. & Hundley, V. (2001). *Social research update.* England: University of Urrey.

Teo, T. (2001). The preference for popular music: Reasons and problems. *Raect* (2), 33-38.

Thomson Reuters Foundation. (2013). Kenyans clash in debate to bring sex education in

to schools. Retrieved fromhttp://www.youtrust.org/article.

Tolman, D.L.,Kim, L.J., Schooler, D. & Sorsoli, L.C. (2007). Rethinking the Associations between Television Viewing and Adolescent sexuality development: Bringing gender into focus. *Journal of Adolescent Health40*(84), e9–84.e16.

Van Teijlingen, E.R. & Hundley, V. (2001). The importance of pilot studies. Retrieved from http://sru.soc.surrey.ac.uk/SRU35.pdf.

Wangeri, T. & Otanga, H. (2013). Family and peer factors related to sex behaviours among urban adolescents in secondary schools in Mombasa. International Journal of Education and Research, *1*(5), 1-16.

Ward, L.M., Hansbrough, E, & Walker, E. (2005).Contributions of music video exposure to black adolescents' gender and sexual schemas. *Journal of Adolescent research 20*(2), 143-166.

Ward, M. & Friedman, K. (2006). Using TV as a guide: Associations between television viewing and adolescents' sexual attitudes and behavior.*Journal of Research on Adolescent*, *16*(1), 133–156.

Wills T.A., Sargent J.D., Stoolmiller M., Gibbons F.X., Worth K.A., Dal Cin S.(2007). Movie exposure to smoking cues and adolescent smoking onset: a test for mediation through peer affiliations. *Health Psychology*.*26*(6):769–776.

Wood,R and Ebersole, S. (2009). Motivations for viewing television: A uses and gratification analysis. *Southwestern Communication Journal Fall*.

APPENDICES

APPENDIX I: Nairobi Adolescent Media Use Survey

Hi! My name is Kyalo wa Ngula and I am working on my PhD research project with Jomo Kenyatta University of Agriculture and Technology. The purpose of this research project is to examine High School students motivations for and social context of seeking media with sexual content. As part of this research, I will be administering questionnaires to Nairobi high school students about their experiences and opinions on this matter. I request you to fill this questionnaire and do it as honestly as possible. If you have a question feels free to ask mid-way. Please tick (□) the correct answer. Your participation is completely voluntary. If you want to seek further information about this study please don't hesitate to contact me on kyalowangula@gmail.com 0720697428.

Respondents Demographics

1. How old are you? __
2. What is you gender? ☐ Male ☐ Female
3. What class are you in?

   ☐ Form 1 ☐ Form 2 ☐ Form 3 ☐ Form 4

4. What kind of School do you attend?

   ☐ Same sex day ☐ Same sex boarding

   ☐ Mixed day ☐ Mixed boarding

5. With whom do you live with at your estate?

☐ Single parent (mother) ☐ Single parent (father) ☐ Both parents

☐ Relatives ☐ On my own ☐ Friends

☐ Others _____

6. What is your religious affiliation?

☐ Christian ☐ Muslim ☐ Buddhist ☐ Other _____

7. If you are a Christian do you consider yourself born again? ☐ Yes ☐ No

8. How often do you attend religious activities at a place of worship?

☐ Every day ☐ Once a week ☐ Monthly

☐ 2 – 3 times a week ☐ 2-3 times a month ☐ Less than once a month

9. Which estate do you live in Nairobi? _____

10. Please indicate how often you have watched the following TV programs in the past month.

Sexual Content Television Programs Popular with Adolescents

TV Program Title	Never	Rarely	Sometimes	Often	Extremely Often
Straight Up					
Museto East Africa					
Kardashian Reality					
Holywood Brothers					
Tia and Tomasa-DSTV					
The Beat					
Life on Blast					
Break Time Show					
Tahidi High					
MTV Base					
BET-Entertainment					
Sound City					
Churchill Raw					
BBC Discovery					
NAT-Geographical					
100 ways to Die					
Trace					
Arrow					
Top Gear					
Dysebel					
Man vs Food					
WWF					

Sexual Content Radio Programs Popular with Adolescents

Radio Program Title	Never	Rarely	Sometimes	Often	Extremely Often
Capital FM-Hits not Homework 7-9					
Goteana-Gheto FM					
KISS 100 Rush Hour					
Friday Night Live					
Silver Star					
The Heat					
Club H20					
Hits with Castro and Fidelis					
Top Ten Hits on KISS 100					
Sports bay with Ghost Mulei-Jambo					
Classical Old School Tuesday					
HomeBoyz-Classic Room					
KISS 100 Dance Republic					
Maina Kageni in the Evening					
Capital FM (Rickdeez)*					
HBR (The Jump Off)					
Urban Hits					
Gossip					
XFM-Morning Drive					

The next question enquires specifically about TV programs you watch that include

Motivation for Watching Sexual Content Television Programs

Reason for Watching TV that Includes Sexual Content	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important
To unwind				
To be entertained				
Because I have nothing better to do				
To learn about what could happen to me				
To relax				
So I can be with people who are watching				
To feel less lonely				
Because it's a good way to rest				
Because I have no one else to talk to and be with				
Because it's enjoyable				
Because it's funny				
To be stimulated				
Because they cheer me up				
So I can be with my friends				
Because it's exciting				
So I can talk to other people about what I see				
To learn things about myself and others				
To occupy my time				
To learn how to do things				
To pass the time				

sexual content. Sexual content would be any program or video that shows or talk about things like: sexual intercourse, safe sex, sex crimes,.

11. Please indicate how much each of these is a reason you listen to radio programs that includes sexual content.

Motivation for Listening to Sexual Content Radio Programs

Reason for listening Radio that Includes Sexual Content	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important
To unwind				
To be entertained				
Because I have nothing better to do				
To learn about what could happen to me				
To relax				
So I can be with people who are watching				
To feel less lonely				
Because it's a good way to rest				
Because I have no one else to talk to and be with				
Because it's enjoyable				
Because it's funny				
To be stimulated				
Because they cheer me up				
So I can be with my friends				
Because it's exciting				
So I can talk to other people about what I see				
To learn things about myself and others				
To occupy my time				
To learn how to do things				
To pass the time				

12. Please indicate how much each of these is a reason you watch radio that has sexual content.

Co-viewership of Sexual Content Radio and TV Programs

13. Thinking about the media you experience that has sexual content, how often would you listen to or watch programs together in each of these situations? Please answer by ticking the box that best represents your experiences.

Co-watching and Listening of media	Almost never	Seldom	Some-times	Often	Very often
With my parents					
With my siblings					
With other relatives					
With friends of the same sex					
With friends of the opposite sex					
Alone					

Social Context of Viewing TV Programs with Sexual Content

14. Thinking about the media you consume that has sexual content, how often would you watch TV programs in the following situations? Please answer by ticking the box that best represents your experiences.

TV programs	Almost never	Seldom	Sometimes	Often	Very often
In bedroom					
In class					
In personal car					
In public transport					
Sitting room at home					
Bathroom					
In the dormitory					
Common room					

Social Context of Viewing Radio Programs with Sexual Content

15. Any time you find yourself listening to radio programs (music programs or others) which have sexual content you are in a certain place. Please tell us where you mostly watch/listen to TV programs with sex content from by indicating "almost never", "seldom", "sometimes", "often", or "very often."

Radio programs	Almost never	Seldom	Sometime	Often	Very often
In bedroom					
In class					
In personal car					
In public transport					
Sitting room at home					
Bathroom					
In the dormitory					
Common room					

16. Do you have a specific time that you view o listen to sexual media content?

□ Yes □ No

17. If your answer to the above question is Yes please indicate the time

□ . Morning □ . Afternoon □ . Evening □ . Late at Night. □ . Others…….

Parental Monitoring of TV and Radio Use

18. In some families parents or guardians put some rules on their children about media use. Do your parents/parent/guardian restrict the amount and /or type of media content that view/listen to in any way? ☐ Yes ☐ No

19. If you answered 'yes' to the previous question, how often do your parents/parent/guardian try to make sure you follow their requirements about the media content you are exposed to?

□ Never □ Seldom □ Sometimes □ Often □ Very Often

20. The list below gives some common types of rules parents/guardians may place on their children about media use. Please indicate which of these are used in your home. Place a tick in front of all that apply.

□ There are rules about when to use media in the house.

□ Watching TV and listening to radio time is limited.

□ I Am not allowed to watch some channels, DVDs and listen to some music.

□ TV and computers are kept in the sitting room so they know what I'm doing.

□ There is monitoring software in the home.

□ I View/listen to media with sexual content together with my parents.

□ I Am not allowed to go with my mobile/laptop/smart phone/tablet to school.

□ My parents use the remote control to skip over some content.

21. Do you think your parents have been successful in trying to restrict you from viewing media with sexual content ☐ Yes ☐ No

If in your case you feel your parents have not been successful in restricting you from consuming media with sexual content can you briefly explain what you think will be the best measures that will help you and other adolescents from consuming sexual media content

APPENDIX II: Focus Group Interview Schedule

Hi! Hi! My name is Kyalo wa Ngula and I am working on my PhD research project with Jomo Kenyatta University of Agriculture and Technology. The purpose of this research project is to examine High School students motivations for and context of seeking media with sexual content

As part of this research, we will be conducting some focus groups with Nairobi high school students about their experiences and opinions. In case you have not participated in a focus group before, I would like to explain what we are going to do. I will ask you a series of questions about your experience in using entertainment media; television, radio and music videos. There are no rights or wrong answers. If I ask a question that you would prefer not to discuss, you do not need to discuss that topic. We encourage you stay throughout the session but if you find the discussion topic uncomfortable, you are welcome to withdraw from the discussion at any time.

We will be recording this discussion so that we can be sure to have your opinion in your own words when we analyze the information later. Your name will not be on the recording or in our notes so your opinions will remain entirely confidential. Similarly, please do not discuss outside this group whatever we discuss here for the same confidentiality reasons.

Is everyone OK with having the discussion recorded? Do you allow me to seek information from you? I know ask that we start if that is okay with me.

OK, let's get started. . . .

1. Introductions: Please tell me a few things about yourself: Ice breaking conversation. What would you say you like in your school?

2.TV Viewership and radio listenership habits

a. I guess all of you here listen to radio, watch TV sometimes. If that is the case, if you listen to radio or watch TV programs and music videos. Please make me

understand how you access these media-separately for radio and television programs

b. So, because I am interested with the sexual content that you get exposed to when you listen to TV, radio programs and music videos radio. Please tell me which radio programs, TV programs which you like watching and listening to.

Radio

1. ……

2.…….

3.……

4.……

Television

1.……

2.……

3.……

3. Motivations for seeking out sexual media content: Every time people watch television programs or music videos or listen to radio, they have a particular reason for

it. Can you please make me understand why you specifically view TV programs and listen to radio programs with sexual content?

Separate for both Radio, TV programs. (The researcher will use Ward and Friedman viewer motives to prompt respondents if they don't raise them)

4. **Media Context:** We all find ourselves in different places when we are viewing or listen to media context. In your case what would you say are the viewing and listening settings that are evident as you take in sexual media content? By this I mean for example:

a. Time: What time of the day do you mostly watch sexual media content? Ask separately for (i.) radio, (ii). Television.

b. With whom do you listen/watch sexual media content?

c. Where (place) do you listen/watch/sexual media content from?

Separately for (i) Television (ii). Radio

d. Thinking about how you watch or listen to media that has sexual content, it is likely that you either do it alone or in a group of people. Please tell us about how many people you watch or listen to media within a given session?

Separately for (i) Television (ii). Radio

5. Parental media monitoring: In some families parents and guardians put some rules on media viewership on their children. Please help us understand whether any rules if any apply in your family. Possible probes for example:

a. Do your parents monitor your media content you are exposed to?

b. If they do it can you tell us what ways they use to monitor the media you use?

c. Can you say they are successful in so doing?

6. What do you think parents can do to keep off their teenagers from viewing and listening to sexual media content?

APPENDIX III: FGDS Demographic Information Form

Age	School Type	Gender	Religious Affiliation	Family Structure	Class/Form
□ 12 □ 13 □ 14 □ 15 □ 16 □ 17 □ 18 □ 19 □ Others	□ Single Day □ Mixed Day □ Single Boarding □ Mixed Boarding	□ Male □ Female	□ Christian □ Muslim □ Buddhist □ Hindu □ Others:	□ Both Parents □ Single Mother □ Single Father □No parents □ Relatives □ Friends	□ Form One □ Form Two □Form Three □ Form Four

APPENDIX IV: Weighting of sexual media content on radio programs

Radio Program Title	Very little sexual content	Little sexual content	Neutral	Much sexual content	Very much sexual content
Capital FM-Hits not Homework7-9					
Goteana-Gheto FM					
KISS 100 Rush Hour					
Friday Night Live					
Silver Star					
The Heat					
Club H20					
Hits with Castro and Fidelis					
Top Ten Hits on KISS 100					
Sports bay with Ghost Mulei-Jambo					
Classical Old School Tuesday					
HomeBoyz-Classic Room					
KISS 100 Dance Republic					
MainaKageni in the Evening					
Capital FM (Rickdeez)*					
HBR (The Jump Off)					
Urban Hits					
Gossip					
XFM-Morning Drive					

APPENDIX V: Rate/weight of sexual media content on TV programs

TV Program Title	Very little sexual content	Little sexual content	Neutral	Much sexual content	Very much sexual content
Straight Up					
Museto East Africa					
Kim Kardashian reality show-DSTV					
Holywood brothers-DSTV					
Tia and Tomasa-DSTV					
The Beat					
Life on Blast					
Break Time Show					
Tahidi High					
MTV Base					
Vampire Diaries					
Sound City					
Churchill Raw					
BBC Discovery					
NAT-Geographical					
100 ways to Die					
Trace-dstv					
Arrow -DSTV					
Top Gear					
Dysebel					
Man vs Food-DSTV					
WWF-KBC/QTV					
Pretty Little Liars- series					
True Blood Series					
Simpsons-series					
Sixteen & Pregnant					
The Cube-KTN					
Teen Republic-NTV					
Suite Life of Zack and Cody					
Yolo-KTN					

Appendix VI: Work Plan

Date	**Task**
Phase 1	Proposal Development
September 2013-April-2014	Preparations for proposal defense- writing Chapter 1-3
April 2014	Submission of research proposal and proposal defense presentation
April –June 2014	Corrections
Phase 2	Data Collection
July-August- 2014	Site visitation, material mobilization and recruitment of research assistants
September- December 2014	Qualitative and Quantitative data Collection
Phase 3	Data Analysis and Report Writing
January- March 2015	Writing Chapter four
April-May 2015	Writing Chapter five and editing of report
August-September 2015	Final Defense Presentation
September-October 2015	Final corrections and presentation of bound thesis report to the University

Appendix VII: Bivariate Analyses Broken Down by School Residential Status

Table 1. Descriptive statistics for radio listening motivations

	Day Scholars		Boarders		Overall	
	M	SD	M	SD	M	SD
Fun activity motive	3.00	.86	3.42	.60	3.05	.84
Learning motive	2.85	.97	2.24	.95	2.64	1.01

Table 2. Correlations between radio listening motivations and exposure to sexual radio content broken down by residential

	Day Scholars			Boarders		
	r	**p**	**n**	**r**	**p**	**N**
Fun activity motive	.27***	.000	277	.27**	.001	145
Learning motive	.11	.069	277	.12	.161	146

****p**<.01; *****p**<.001

Table 3. Descriptive statistics for TV viewing motives

	Day scholars		Boarders	
	M	**SD**	**M**	**SD**
Fun activity motive	3.05	.78	3.42	.60
Learning motive	3.02	.85	2.53	.92
Companionship motive	1.93	.69	1.92	.63

Table 4. Correlations between motivations for TV viewing and exposure to sexual TV content

	Day scholars			Boarders		
	r	**p**	**n**	**r**	**p**	**n**
Fun activity motive	.18**	.003	274	.31***	.000	152
Learning motive	-.06	.309	274	-.13	.108	154
Companionship motive	.07	.240	270	.44***	.000	154

****p**<.01; *****p**<.001

Table 5. Bivariate correlations between sexual radio content exposure versus age, class and religion variables

	Day scholars			Boarders		
	r	**p**	**n**	**r**	**p**	**n**
Age	.11	.058	281	.05	.503	154
Class	,09	.147	281	.16	.049	154
Frequency of religious service attendance	-.11	.060	276	-.12	.124	154

**p<.01; ***p<.001

Table 6. Results of t-tests for effect of demographic variables on amount of exposure to sexual radio content among DAY SCHOLARS

	M	**sd**	**t**	**df**	**p**
Gender			-1.46	271	.143
Boys	56.33	34.15			
Girls	62.33	32.99			
Family structure			.742	271	.459
Living with both biological parents	60.49	32.75			
Not living with both biological parents	57.45	34.48			
School gender mix			.20	280	.841
Single gender	59.70	30.74			
Mixed gender	58.89	35.50			
Socioeconomic Status			-1.22	265	.225
School fees 40,000 Kshs and under	58.21	32.24			
School fees over 40,000	63.71	36.29			
Born again			.04	240	.12
Yes	60.85	34.02			
No	64.67	30.49			

Table 7. Results of t-tests for effect of demographic variables on amount of exposure to sexual radio content among BOARDERS

	M	sd	t	df	P
Gender			2.33	153	.021*
Boys	76.06	32.16			
Girls	63.27	35.74			
Family structure			.435	149	.664
Living with both biological parents	69.59	36.69			
Not living with both biological parents	66.70	27.75			
Born again			.84	137	.401
Yes	66.18	36.80			
No	71.93	26.27			

*** p**<.05 (Note: Test for the effects of school gender mix could not be carried out among boarders because no mixed gender boarding schools were located to sample. The test for effect of SES could not be carried out because only two boarding students reported paying Ksh40,000 or less for school fees.)

**Table 8. Results of ANOVAs for effect of religious affiliation on amount of exposure to sexual radio content **

	Day scholars			Boarders		
	F	df	p	F	df	p
Religious affiliation	1.42	4, 260	.227	.29	4, 147	.885

Table 9. Bivariate correlations between sexual radio content exposure versus age, class and religion variables

	Day scholars			Boarders		
	r	**p**	**n**	**r**	**p**	**n**
Age	.07	.231	275	.01	.868	154
Class	,13	.030*	276	.04	.666	154
Frequency of religious service attendance	-.12	.051	270	-.25**	.002	153

*p<.05; **p<.001

Table 10.T- tests of sexual TV content exposure versus other demographic variables among DAY SCHOLARS

T-Test	M	sd	t	df	p
Gender			-.98	265	.328
Boys	109.69	55.76			
Girls	116.60	58.08			
Family structure			2.90	265	.004**
Living with both biological parents	122.28	57.75			
Not living with both biological parents	102.24	56.12			
School gender mix			2.66	274	.008**
Single gender	123.42	52.16			
Mixed gender	105.45	58.50			
Socio-economic status			-5.62	408	.000***
School fees Ksh 40,000 or less	109.77	52.92			
School fees over Ksh 40,000	141.54	60.15			
Born again			1.57	234	.118
Yes	108.96	57.68			
No	122.14	58.89			

***p**<.05**; ****p**<.001

Table 11.T- tests of sexual TV content exposure versus other demographic variables among BOARDERS

T-Test	M	sd	t	df	P
Gender			1.92	152	.057
Boys	159.05	59.13			
Girls	141.01	57.29			
Family structure			.59	148	.553
Living with both biological parents	150.95	59.62			
Not living with both biological parents	144.23	57.66			
Born again			2.12	136	.036*
Yes	141.03	61.60			
No	165.38	46.01			

***p*<.05**; ****p*<.001** (Note: Test for the effects of school gender mix could not be carried out among boarders because no mixed gender boarding schools were located to sample. The test for effect of SES could not be carried out because only two boarding students reported paying Ksh40,000 or less for school fees.**Table12. Bivariate correlations between amount of sexual radio content exposure and frequency of listening to sexual content in social contexts**

	Day scholars			**Boarders**		
	r	**p**	**n**	**r**	**p**	**n**
In bedroom	.34***	.000	279	.40***	.000	152
In class	.l8**	.002**	276	.26**	.002	151
In personal car	.34***	.000	277	.32***	.002	153
In sitting room at home	.22***	.000	276	.02	.000	151
In bathroom	.20**	.001	277	.16*	.045	152
In public transport	.23***	.000	278	.20*	.013	152

*p<.05; **p<.01; ***p<.001

Table13. Bivariate correlations between amount of sexual TV content exposure and frequency of viewing sexual content in various contexts.

	Day scholars			**Boarders**		
	r	**p**	**n**	**r**	**p**	**n**
In bedroom	.23***	.000	275	.40***	.000	152
In class	.08	.218	273	.12	.158	151
In personal car	.17**	.004	272	.21*	.010	149
In sitting room at home	.19**	.002	275	-.01	.896	152
In bathroom	.13*	.027	273	.26**	.001	152
In public transport	.02	.738	274	.14	.079	150

*p<.05; **p<.01; ***p<.001

Table 14. T-tests between amount of sexual radio content exposure and parental monitoring among DAY SCHOLARS

T-test	M	sd	t	df	p
Limited time on media			.29	280	.774
No	59.65	32.25			
Yes	58.44	35.81			
Certain programs not allowed			2.74	280	.007**
No	63.03	34.22			
Yes	51.58	30.45			
Rules about when to use media in house			1.38	280	.168
No	61.12	34.04			
Yes	55.21	31.79			
Listen to radio with parents			1.15	280	.051
No	60.55	32.59			
Yes	55.24	35.74			
Not allowed to go with mobile etc. to school			-1.26	280	.208
No	54.97	37.66			
Yes	60.72	31.78			

***p<.001

Table15. t-tests between amount of sexual radio content exposure and parental monitoring among BOARDERS

T-test	M	sd	t	df	p
Limited time on media			1.80	153	.073
No	71.93	34.40			
Yes	59.91	34.12			
Certain programs not allowed			2.58	153	.011*
No	74.44	33.71			
Yes	59.66	34.45			
Rules about when to use media in house			.33	153	.742
No	69.83	34.87			
Yes	57.73	34.15			
Listen to radio with parents			1.26	153	.208
No	70.75	34.35			
Yes	60.89	35.51			
Not allowed to go with mobile etc. to school			0.52	153	.826
No	72.22	43.62			
Yes	68.59	32.22			

***p<.001

Table 16. t-tests between amount of sexual TV content exposure and types of parental monitoring among DAY SCHOLARS

T-test	M	sd	t	df	p
Limited time on media			.77	274	.442
No	115.21	57.55			
Yes	109.63	54.07			
Certain programs not allowed			2.63	274	.009**
No	119.54	58.27			
Yes	100.68	50.29			
Rules about when to use media in house			2.31	274	.022*
No	118.67	60.07			
Yes	101.92	45.72			
TV and computers in sitting room			1.70	274	.091
No	117.09	59.07			
Yes	104.49	48.56			
Watch TV with parents			1.38	274	.002**
No	117.03	57.20			

Yes	107.37	54.80			
Not allowed with laptop at school			-1.26	380	.208
No	107.96	59.70			
Yes	115.24	55.26			
TV and computers in sitting room			1.75	435	.081
No	131.69	60.89			
Yes	112.39	54.38			
Parents use remote control to skip			.90	274	.372
No	115.37	58.11			
Yes	108.72	52.17			
Parents have DSTV passwords			-2.54	274	.032*
No	109.98	54.16			
Yes	134.77	65.61			
TV sometimes kept in parents' bedroom			.35	274	.724
No	113.64	56.87			
Yes	107.50	45.42			
Parents give advice on what programs to watch			.65	274	.518
No	115.50	56.16			
Yes	111.09	56.78			
Monitoring software in home			.06	274	.951
No	113.47	56.35			
Yes	112.84	57.59			

*** p**<.05; **p**<.01; *****p**<.001

17. T-tests between amount of Appendix 1sexual TV content exposure and types of parental monitoring among BOARDERS

T-test	M	sd	t	df	p
Limited time on media			2.87	152	.005**
No	156.36	56.85			
Yes	124.08	59.06			
Certain programs not allowed			2.26	152	.025*
No	157.21	57.32			
Yes	135.07	58.93			
Rules about when to use media in house			2.38	152	.019*
No	156.00	57.69			
Yes	130.75	58.08			
TV and computers in sitting room			2.59	152	.010*
No	156.45	55.92			
Yes	128.79	62.36			
Watch TV with parents			1.97	152	.050
No	154.36	57.92			
Yes	132.08	58.84			
Not allowed with laptop at school			-.22	152	.826
No	147.27	69.50			
Yes	149.95	56.16			
TV and computers in sitting room			2.59	152	.010*
No	156.45	55.92			
Yes	128.79	62.36			
Parents use remote control to skip			.65	152	.516
No	151.30	58.87			
Yes	144.33	58.51			
Parents have DSTV passwords			-2.18	152	.030*
No	146.62	57.68			
Yes	186.23	61.75			
TV sometimes kept in parents' bedroom			-1.25	152	.214
No	148.48	59.08			
Yes	185.54	19.01			
Parents give advice on what programs to watch			1.86	152	.065
No	159.63	62.70			
Yes	142.01	54.70			
Monitoring software in home			-.85	152	.394
No	148.12	59.66			
Yes	161.75	48.49			

*** p**<.05; **p**<.01; *****p**<.001

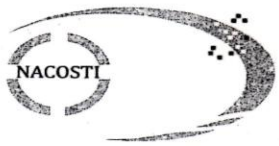
Appendix VIII Bivariate Correlations with Sexual Radio Content Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Sexual content	-.10*	.38***	.23***	.36***	.25***	.18***	.20***	.18***	.14**	.17***	-.17***	-.24***	.14**	-.10*	.28***	.13**
1. Class		.02	.11*	-.01	.06	-.12*	-.02	.04	.00	-.04	-.17***	-.09	-.06	-.13**	-.07	-.24***
2. In bed			.16**	.42***	.35***	.22***	.33***	.12*	.02	.02	0.07	-.20***	.31***	-.10*	.39***	.26***
3. Class				.25***	.17**	.10*	.28***	.55***	.22***	.06	-.08	-.12*	.10*	-.10*	.06	.06
4.in personal car					.40***	.23***	.31***	.18***	.13*	.02	-.03	-.16**	.31***	-.04	.32***	.25***
5. In public transport						.34***	.26***	.11*	.12*	.05	-.10*	-.18***	.24***	0.03	.37***	.24***
6. In sitting room							.21***	.04	.17***	.10*	-.02	-.08	.16**	-.04	.36***	.25***
7. In bathroom								.22***	.06	-.02	.03	.14**	.18***	-.04	.14**	.18***
8. in dorm									.33***	.08	-.03	-.12*	.08	-.08	.06	.10*
9.common room										.14**	-.06	-.04	-.09	-.03	.16**	.09
10.Special time to listen											-.05	-.16**	-.17***	-.15**	.14**	-.08
11 content disallow												.19***	.02	.09	-.05	.03
12. Parents successful													-.11*	.21***	-.20***	-.05
13. School residence														.10*	.15**	.67***
14. Religiosity															-.08	.03
15. Radio fun motive																.26***
16. Fees high-low																

Appendix IX: Bivariate Correlations with Sexual TV Content Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Exposure to Sex TV	2.90***	2.61***	-.12*	.27***	-.16**	.26***	.33***	.11*	.25***	.16**	.21***	-.17**	-.15**	-.14**	-.15**	.12*	-.29***
School Residence Type		-.55***	.10*	.24***	-.26***	.00	.20***	.07	.25***	.15**	.11*	-.06	.02	-.05	-.16**	-.11*	-.11*
Sch. Gender Mix			.03	-.10*	-.18***	.04	-.06	-.01	-.13**	-.09	-.08	.12*	.03	.08	.20***	.07	.15**
Religiosity				-.10*	-.06	-.04	-.08	-.06	-.04	-.02	-.06	.16**	.09	.08	.08	.05	.21***
TV fun motive					.06**	.35***	.16**	.04	.08	.33***	.02	-.11*	-.09	-.07	-.05	-.04	-.20***
TV learn motive						.13**	-.08	.04	-.06	.01	.01	.11*	.01	.09	.05	.01	-.03
TV companion motive							.14**	.04	.06	.01	.13**	.03	-.05	-.02	-.05	.08	-.20***
Sexual TV bedroom								..20***	.41***	-.09	.26***	-.06	-.17***	-.18***	-.13**	.02	-.16**
Sexual TV class									.37***	-.07	.32***	-.01	-.03	-.03	-.06	.00	-.04
Sexual TV personal car										-.07	.36***	-.01	-.04	-.03	-.12*	.10*	-.14**
Sexual TV sitting room											-.02	-.10*	.03	.02	.03	-.02	-.04
Sexual TV bathroom												.04	-.05	-.04	-.15**	.14**	-.09
Rules about when watch													.18***	.21***	.14**	.05	.10*
Some content disallowed														.18***	.13**	.09	.19***
TV in sitting room															.23***	.16**	.14**
Co-view with parents																.15**	.15**
DSTV password																	-.01
Parents successful																	

Appendix X: Research Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

11th September, 2014

NACOSTI/P/14/0166/3308

Joe Kyalo Ngula
Jomo Kenyatta University
of Agriculture and Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Motivations and social context of Nairobi adolescents seeking out for sexual TV and Radio content,"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st December, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.