

Influence of Selected Televised Music Programs On the Sexual Behaviour of Students in Secondary Schools, Nairobi County, Kenya

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Abstract

This study sought to establish the influence of televised music programs on the sexual behaviour of students in secondary schools, Nairobi County, Kenya. More precisely, the study evaluated the influence of nature of televised music programs, the influence of programs watching environment, the influence of frequency of watching televised music programs and the influence of program gratifications on the sexual behavior of secondary school's students in Nairobi County, Kenya. The findings revealed that the students mostly watched the music programmes during the weekends, and during holidays, the major gratification that the student get from the music programmes is entertainment and socializing aspects where the students seek for companionship and self-belonging. The study further showed that the probability of negative sexual behaviour increases for those students who watch these televised music programs because of entertainment and socializing compared to those who watch them because of education. However, the potential for the rise of the prevalence stands at a risk if the relevant stakeholders including the parents, teachers, the media practitioners and the government at large do not take into consideration the risk of selected televised music programs on the sexual behavior of secondary school students.

Key words

Nairobi County Kenya, Selected Televised Music Programs, Students in Secondary Schools, Sexual Behavior of Students.

I INTRODUCTION

In Kenya, there are many televised music programs owing to the popular TV channels being aired every day. The creative industry is growing speedily with the aim of targeting the gratification needs of the general public. The entertainment business has thus been able to capture the interest of the public

especially the young people through the music programmes being aired on national TV. Apart from, Digital music offering the advantage of being able to be downloaded, streamed online, set as a ringtone or video watch, young people have preferred to experience the show live with the local artists being present to entertain them. Teenagers especially tend to emulate the habits that are represented in the media by popular individuals. Children and adolescents have been found to be highly devoted television viewers, regardless of whether the programmes are designed for them or not. To some people the television is a waste of viewers' time and it is corruptive. However, to others, television is a great tool of effective education to the people especially children. Teenagers may not be immediately affected by TV programmes, however, they may develop false ideals and socially unacceptable behaviors especially portrayed in their verbal expressions. The more they watch these televised programmes in the name of entertainment, the higher their chances of developing views and perceptions of reality that are similar to those on television programmes, considering that the amount of time spent watching them is also a lot.

The paper therefore examined the Influence of selected music programmes on the sexual behavior of Secondary School Students in Nairobi, Kenya.

1.1 STATEMENT OF THE PROBLEM

Sexual misconduct has been on the rise in students within their period puberty, which has resulted in higher rates of premarital sexual activity, pregnancies and contraction of STIs. In Kenya, parents and teachers have raised an alarm towards TV programmes especially music and soap operas which have been

attributed to influence adolescents' sexual misconduct. As indicated by Mumah *et al.* (2014) over 40% of pregnancies in Kenya are unintended with about 18% of teenage girls ranging from 15 to 19 years becoming early mothers and thus their opportunities for economic and educational growth become limited. In Kenya, nearly half of all new HIV infections is reported in young people aged 15 to 24 years (Avert, 2018). In 2017, a report by the Ministry of Health indicated that the number of new infections stood at 52,800 with 44,800 reported among persons aged 15 and above with the rest being children below the aforementioned age. Of this findings, Nairobi accounted for 2,587 new infections of people aged 15 to 24 years (MoH, 2018). This is an indication of negative sexual behavior among adolescents. Thus the study sought to shed more light on how televised music programs have contributed to the sexual activities amongst secondary school students in Nairobi, Kenya.

1.2 OBJECTIVES

Generally the paper sought to establish the effects of selected televised music programs on the sexual behavior of secondary school students in Nairobi County, Kenya. In particular, the paper sought to determine the influence of nature of televised music programs on the sexual behaviour of secondary school students within Nairobi.

II. THEORETICAL BACKGROUND AND LITERATURE REVIEW

In this section of the paper, the literature review of the objective informing this paper as well as the theory informing the particular objective were discussed as seen below.

2.1 Nature of Televised Music Programs and Sexual Behaviour of Secondary Schools Students

Kidenda (2018) also purposed to investigate the nature of televised animated cartoons watched by children in Kenya. She was able to show a significant relation between the type of films and cartoon children watch and the impact that is brought about in the children. From the study, it was discovered that animated cartoons have discernible impacts on children in Nairobi in that they influence the children to construct their worldview and create perceptions that are alien to Kenya. In that case, since children are excellent at imitating but rather poor at evaluating, the non-African ideals and values portrayed in the animated cartoons are increasingly defining the perception toward sexuality, gender roles and body images for children who regularly view animated content in Kenya.

By adopting a survey design in the research, Njoku (2016) analysed how the movie industry influences the behaviors of students in high school in Ebonyi, Nigeria. The findings showed that the movie industry in Nigeria negatively affects the moral behavior of school-going children. Furthermore, teaching the children on Christian values was found to go some way to mitigating those effects. However, the research advised on the need to direct the in public secondary school Nigeria likewise, Fehintola and Audu (2012) sought to find how watching such videos affect the academic performances of the high school students. The study observed five public schools in the region. And the results from revealed a significant association between the type of content watched, the reason for watching, the amount of time spent, the reactions of the reactions of parents and the students' performances.

Odeleye and Ajuwon (2015) took a keen interest in the sexually explicit films and how high school students in Ibadan behave as a result. The research found that young people who spent considerable time watching TV were more likely to engage in sexual practices. These scenes were found to motivate them to engage in negative sexual behaviors. Generally, the study showed that many students at some point of their watching had come across sex scenes. In addition, the students acknowledged that they were able to access the media from secondary storage devices. Therefore, the study was able to affirm that watching TV had affected their sexual behavior.

Ku, Kwak, Yurov and Yurova (2014) sought to find out how gaming culture among college IT students affects their academic performance. Results from multiple regression analysis showed that social interactions through mobile phones or face-to-face, capacity for self-control and playing video games significantly affect their academic performances. This replicates to the performance of the students due to their ability to manage the addiction to video games and focus on academics.

Mullings (2012) explored the use of Cultivation Theory by Gerbner (1998) to assess the effect of reality television on the academic performance of high school students. Mullings indicated students maintained a healthy attitude toward education regardless of how much TV they consume. Students who spent less hours watching reality TV shows were less influenced by what they saw and instead used their indifference toward it as a source of motivation for their studies. Further, underachieving students placed little value toward their education.

2.2 Social Learning Theory

Albert Bandura (1977) developed this theory. The theory conforms with behaviorist learning theories such as operant conditioning and classical conditioning. Further, he added two more ideas: the environment shapes an individual's behavior through learning by observation and the process of mediation occurs between a stimulus and a response. Individuals that are observed are called model. This theory suggests that knowledge is best formed when there is a collaboration between learners. As a result of students supporting each other, they develop better ways to construct and reflect on any fresh material.

The theory puts an emphasis on observation, behavior modelling, emotional reactions and attitudes of others. Further, Bangura admits that learning would involve a lot of effort if everybody relied solely on their own to determine the effects of their actions. One aspect of this theory is that of modelling where we model our behaviour from observing others. The effects of modelling can be particularly apparent when children observe televised cartoons without adult supervision. This may lead the students develop totally new behaviour ranging from dressing style, speech, moral stances and table etiquette (Zimmerman, 2013).

In society, influential figures surround students. They include family members, TV characters' friends within their age groups and school teachers. Students observe and imitate these models and behave appropriately as per their observations, e.g. pro-social, anti-social, feminine, masculine etc. (Bandura, 1974). Social learning theory is much more than just observing behaviour and modelling our own after it. An individual need to be motivated to conform to modelled behavior, and memorize those behaviors (e.g. Rehearsing it) and to later retrieve it when opportunity arises to put it to use. This theory has directly benefited studies related to human development. Researchers have been led to conclude that behavior stems directly from the immediate environment, even those that seem inborn. (Berger, 1995). This theory therefore is instrumental in explaining the influence of nature of televised music programs on the behaviour of secondary school's students.

III. METHODOLOGY

This paper was based on literature review in line to the following objective, To determine the influence of nature of televised music programs on the sexual behaviour of secondary school students within Nairobi

County. In addition, literature of journals were widely reviewed.

IV. CONCLUSION

The research came up with the following conclusions in line with the subject of study. Based on the findings of the study, parents have a part to play in shaping their children's TV viewing. In addition sexual music on TV has the same effect on teens as depictions of sex and it likewise interferes with the students' mentally and triggers their need to engage in premature sex. Thus, sexually explicit content may contribute greatly to teen pregnancy, sexual assault and substance abuse. The study likewise concluded that schools in Nairobi

The study also noted that parents do not talk about sexuality with their children which consequently create a knowledge gap making the teenagers learn about sexuality from other avenues, mainly media which may be misleading. In addition, The study also concluded that televised music programs influence sexual behavior among secondary school going students in Nairobi County and therefore the potential for the rise of the prevalence stands at a risk if the relevant stakeholders including the parents, teachers, the media practitioners and the government at large do not take the keenly evaluate the TV content. This means, depending on what these students are exposed to, their choices in life are in extreme danger if not closely monitored at an early stage. The role of mainstream media comprised of television, magazines, movies, music and even the internet is to ensure the information relayed does not frequently portray sexuality (Ngula, Mberia, & Miller, 2016). Since every piece of information has its influence of the audience in terms of their beliefs and behavior, it is hence the objective of the responsible stakeholders to ensure the public and personal agendas of the media adhere to the norms and responsible models within society.

V. RECOMMENDATIONS

- Parents need not to assume that there is no behavioral harm regarding the content being broadcasted on Television. The spread of televised music programmes is at a ravaging pace and the youth are at a risk of being consumed by the wave if not monitored. Thus, the parents need to be good role models and impact sensible and applicable knowledge in the children from the very beginning at infancy. This will help the students to be

better placed at developing sound mind and making informed decisions about their career choices rather than relying on televised programme models.

- Media Practitioners likewise need to be concerned about the future generation and its roots right in the adolescents' hands. They need not to focus on money making aspects alone but also need to be aware of the intellectual shaping of the youth which will boost the work force of the nation to the future. Thus, they need to minimize the airing of sexually explicit programmes on national television. This is because the youth are not only the majority consumers of the content but they are also at a tender age of being misled by such pervasive content.
- The Government likewise needs to come out clearly and strictly about the policies that govern the media in Kenya. It needs to set policies governing the content in televised music programmes aired by the local and international media houses. The music society of Kenya likewise needs to train collaborate with the government regarding the content being produced by the local producers and artists.

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