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## INFLUENCE OF MASS MEDIA ON SEXUAL BEHAVIOR AMONG PRIMARY SCHOOL LEARNERS IN WARENG SUB COUNTY, KENYA

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### ABSTRACT

Mass media is a significant force in modern culture, and particularly in the world that we are in today of technology. Kenya as a country has witnessed tremendous and rapid expansion of the mass media which focuses on violence and anti-social behaviour that include sexuality among young people. Most of the studies from various scholars shows that mass media has the potential to generate both positive and negatives effects on learners behaviours. The purpose of this study was to investigate the influence of Mass Media on sexual behavior in primary schools in Wareng Sub County, Uasin- Gishu County Kenya. The study adopted Ex-post facto research design. Questionnaires and interview scheduled were used to collect both qualitative and quantitative data. The study targeted 135 primary schools, 47,000 learners', 3,000 teachers and 135 head teachers. A sample size of 234 respondents comprising of 39 head teachers, 78 learners and 117 teachers were utilized for this study. The instruments used were piloted in three selected schools outside the study schools. Data was collected through administration of questionnaires to the selected respondents. The collected data was processed and analyzed using descriptive and inferential statistics with the aid of Statistical Package for Social Science (SPSS) version 22 for windows. The findings showed that Mass Media such as cell phones, radios, television Magazines, advertising and Movies were available within learner's' environment hence influenced learners' sexual behavior. The study recommended that school administration and teachers,' policy makers, Curriculum planners and parents take measures in controlling the consumption of Mass Media among school going children and particularly primary schools learners.

**KEY WORDS:** Mass media, sexual behavior, learners, primary school, teachers, children

## **INTRODUCTION**

Mass media is a significant force in modern culture, particularly in America. Sociologists refer to this as mediated culture where media reflects and create the culture. Communities and individuals are bombarded constantly with messages from a multitudes of sources including TV, billboards, Radio, movies and magazines, to name a few (Okpala, 2001). These messages from the mass media promotes not only products, but moods, attitudes, and a sense of what is and is not important (Muriungi, 2012).

Mass media makes possible the concept of celebrity where without the ability of movies, magazines and news media it would be difficult for people to become famous. In fact, only political and business leaders, as well as the few notorious outlaws, were famous in the past. This widespread availability and exposure makes televisions, internet and cell phones the primary focus of most mass-media discussions. Most recently, TV and internet has dominated the mass media, movies and magazine hence creating rooms for children to access unwanted films channels (Muriungi, 2012).

Mass media refers to any electronic or print media, which are designed to carry messages to large audiences. Communication begins at birth and ends at death and it is common to all human beings. Communication refers to conveying or transferring of information from one person to another. Most of the people use mass media to gather information for gaining knowledge into oneself (Schoon, 2002).

In spite of the fact that the invention of the print media and the introduction of the television come as a parallel discoveries they have become a potent force in revalorizing people's idea and actions (Taylor, 2006). As the world requires new vistas, it becomes more intricate. Studies about Mass media and school going children behaviours have been conducted in Canada (Drakes, 2000). A study done by Asyego, (2005) pointed out that human beings have always needed and desired information for survival as they face life by its several threatening situations. Such needs and desires are being met in every life by the mass media. Mass media is found everywhere and around us today including our institutional and homes. They are everywhere respected hence influencing the behaviour of many school-going children and students in tertiary colleges.

Scott (2002) notes that, the environment the children and the young people interact with most influences their way of life and mostly their behaviours. Whether it is television, mobile phone, internet, family members, friends, everything and everyone, has an impact on teenagers and children behaviours. More recently, television viewing, mobile phone and internet were noted as a major activity that influences school primary going learners and adolescents. Earlier researchers indicated that failure to monitor the programmes watched by these children, could increase arrogance, aggressiveness and anti-social behaviour such as sexual immorality (Hertz, & David-Ferdon, 2008).

Kiragu (2010) noted that, different types of mass media could be used to create awareness, increase knowledge of the targeted group or spoil their life completely. Through the mass media, people choose one brand of a commodity over another, which music gets played on radio or in TV. In fact, mass media represent one of the most important and unrecognised influence on a child's and adolescent health behaviour (Taylor, 2006).

Time spent watching television is a hindrance to other activities such as reading, schoolwork, family interaction and social development. Those pupils who spend too much of their time on mass media tends to be indiscipline and do score low grade in their academic work. However, it was noted that a healthy viewing habit of television and use of computer could be a very powerful entertainment and educative tools for school going children if the right programmes are given and monitored very well by parents at home and teachers in schools. Different types of programmes such as mountains viewing, animals in the parks and other films like 'Know zone' where mathematics and spelling mistakes are learnt on Saturday programme in Citizen TV had been viewed as the best programmes for the pupils and adolescent (Drake, 2000).

Mass media has spread rapidly throughout the developing world, with increasing penetration of television, mobile phone, radio, internet and newspapers. In Canada it was indicated that this growing mass media could contribute significantly to socioeconomic and political development (Fan, 2001). However, increased and continual exposure to harmful information on media can have negative consequences on the upcoming children's behaviour and interpersonal relationship. This is because mass media does provide models for emulation that sometimes influence pupils and adolescent beliefs, moral values and expectations (Ramoro et. al., 2007).

Young people including primary school children often name the mass media as their major sources of reproductive health information (Taylor, 2006). However earlier researches indicated that access to mass media could facilitate to more knowledge, motivate beneficial changes in individual behaviours, and catalyse the process of social change in sectors such as education and health within the educational sphere. In general, mass media supplement formal education and provide a relatively cheap way of magnifying the teaching potential within a country (Abagi, 2000). The potential of mass media in influencing educational outcomes and learner's behaviour has not been investigated in detail within the developing country context Kenya being one of them. However when strict measures are taken by the Government, parents, teachers curriculum implementers and other educational stake holders to control and limits what media program young people and school going children view, use and read then the negative impact of violet media would be limited hence reducing aggressive behaviour in learners life (UNICEF, 2000).

In the South Africa, the growing prevalence of the mass media represented an untapped resource that potentially harnessed in contributing to improved educational outcomes. The major action explored the usefulness of newspapers, radio, and television as adjuncts to the formal educational system was never taken as serious. Therefore, regular access to and use of mass media outside school broadened the opportunity for school going children to absorb information, read and increase their cognitive skills which in one way or another tend to change their good behaviour (Jeynes, 2003).

In Uganda, research on the impact of mass media on educational out comes was largely conducted in the developed country context. At a broader level, the expected role of the media in stimulating learning at home was reflected in common measures of the "home learning behaviour", which included some element of media use. For example, the Home Observation for Measurement of the Environment instrument includes questions on children's access to a tape recorder and children's tapes, whether the family gets a daily newspaper, and the number of hours the television was on during a typical weekday (Drakes, 2001). It was noted that children as social beings were constantly being bombarded with information from the environment they lived in and from the mass media, they interacted with it mostly. This in regard, it has influenced the way they perceive the world around them and has shaped their attitudes, personalities and beliefs, gradually moulding every one of them into an 'accepted or non-acceptable member of the society (Opus, 2012).

A survey conducted by the Centre for Adolescent Health and Development (CAHD) and UNICEF in 2003, it revealed, that 20% of young people of (10- 18 years) had been sexually abused (Schooler et. al., 2009). Cases of child battering, spouse battering as well as sexual aggression such as incest and rape had commonly reported in the most parts of the country, Uasin Gishu County included.

In the past, some influences that dictated how we should behave in a 'normal' society had emanated from sources such as the community, family and school. However, in today's world, these institutions have seemed to be declined as our changing society adapts to a more technological age. Achoka (2007) indicated that the growth of the mass media has had a significant impact on the lives of everyone, including school going children with specifically television, mobile phone and computers accessible to internet becoming an enormously powerful medium at many homes in Kenya. The involvement of young people in crime such as stealing and fighting had been on the increase over the past few years. There had been also significantly

increased in violent behaviour, drug abuse and sexual immorality among children (Hertz, & David-Ferdon, 2008; Kingori, 2013).

In Wareng Sub County, Uasin Gishu County today the television set and video games and films, which is so prominent in so many households and video rooms, is not only a means of entertainment, but an important source of information which lead to violence, drug abuse and sexual abuse among primary school going children and adolescent. However, media is noted inevitable that, as a learning source, it had an important role in helping the 'vulnerable and impressionable' minds of children to develop certain social roles and behaviour traits. Television presents to its attentive audience a certain image of the world, providing a framework for what is acceptable and unacceptable in the society, and sends out implicit and explicit messages of what the world is like (Okpala, 2001; Kingori, 2013).

Mass media as indicated by earlier researchers played a dominant role in learners' lives. Its impact is vast in shaping the life of an individual. Media has the potential to shape personalities, change the way children and youths perceive and understand the world around them. A survey conducted by (UNICEF, 2000) revealed that many children love to watch super heroes and copy their- actions and apply them on other children hence causing harms and injuries to them. Other devastating advertisement included cigarettes smoking, fighting, violence and unnecessary quarrel, drug abuse and vulgar language are being shown as the symbol of heroism, attractive and style rather than deadly and unhealthy to our children (Achoka, 2007).

### **Statement of the Problem**

Mass media is a very serious challenge that is facing the school-going children in the global world today. Many as over 6000 young people including primary school children in Kenya have been reported to have attempted sex before marriage at their early age (Kiragu, 2010). This is worrying considering the influence of mass media to these primary school learners. Nevertheless the world has witnessed rapid expansion of the media industry, which has been brought about by technological advancements (Taylor, 2006). Both print and electronic Media are accessible to learners within Wareng Sub County as evidenced by the many cinema halls, video businesses, and increased use of internet services within Wareng Sub County and its environs. It's therefore believed that media may probably be contributing considerably, either negative or positively to the adolescent's sexual behaviour. Exposures to such wrong types of media are our concern, if not closely monitored; school primary learners may suffer a vast array of negative effects. Therefore, it was against this background that the study intended to feel these gaps by finding out whether mass media has influence on primary school learners' sexual behaviour.

### **Purpose of the Study**

The purpose of the study was to assess the influence of mass media on learners' sexual behaviour in primary schools in Wareng Sub County, Uasin Gishu County Kenya.

### **Objectives of the Study**

The study was guided by the following objective: To establish the influence of mass media on sexual behavior among primary school learners in Wareng Sub County, Uasin Gishu County, Kenya.

### **Research Hypothesis**

The research hypothesis for the study was that mass media has no statistical significant influence on sexual behavior among primary school learners in Wareng Sub County Uasin Gishu County, Kenya and was tested at .05 level of significant

## **Review of related Literature**

Mass media has been a significant part of our daily life, a vehicle for communication to the public as well as a source of entertainment. Magazines, TV programs, radio, billboards, news, internet, cell phones are the forms of mass media which are considered to be part of our everyday routine (Schoon, 2002). Therefore, it was noted that traditionally parents served as primary social models for children; whereas other models included siblings, teachers, relatives and other persons who were significant in children's lives. Overtime now, however, parents' influence as models to their children has been seen to be on the decline either in a direct or indirect result due to technological advancement and alterations in household economics (Drake, 2000).

Henderson (2002) noted that aside from their busy schedules (which is common in dual-career and single-parent households), families of today seem to gather around rarely because each member has easy access to television, cell phone, computer, music players and so on. This set-up would imply that children are more inclined to interact less with their parents and so they spend more time on their own. Thus, children tend to turn their attention now from their parents to more accessible diversion, such as television watching. Without parents' direct guidance or control, such exposure may become excessive and unguarded. Thus, watching of these unacceptable programs influenced their good moral behaviours.

The mass media has long been targeted as one of the things that influence people and as far as sexual behavior is concerned. Mass media includes the print and electronic media. The mainstream mass media, which are television, radio, computer, magazines, movies and internet, provide increasingly frequent portrayals of sexuality. It has been documented that modernization increases opportunities for sexual encounters provides new models for sexual behavior. The results suggest that modernization favour transgression of the more restrictive traditions that have existed for decades. The scenario in Kenya regarding to teenage sexuality have not been put under study to establish the trends on the issue. Some of the close related studies done have mainly focused on sex education and reproductive health among adolescents. Problems related to sexuality and related behaviours seem to play a central role in the lives of many teenagers and schools going children. In many parts of Kenya sexual debut begins early and in the absence of information and services (Achoka, 2007). The word sex is the most popular searched term on the internet today. The internet may have both positive and negative effects on sexual health. According to one national survey of school going children (9-17yers old) who regularly used the internet one out of four said he or she had encountered with unwanted pornography in the past year which lead him or her to expose to unwanted sexual solicitation or approaches (Adebayo, 2006).

Kiragu (2010), in his study on sexual exposure among the school going children found out that, 7 out of 10 children in Kenya have had sex before the age of 14 years. This high level of sexual activity is associated with watch of television, movies and films. The exposure of the western culture on television where women and men kiss each other openly, has contributed to problems related to sexuality. Risks such as HIV/AIDS, pregnancy, unsafe abortion, economic hardship and school dropout are highly noted. Currently 5 in 10 girls in Kenya have begun childbearing before age 19 years old. In most communities in Kenya, adolescents are faced with many problems and violations of rights that may lead to sexual abuse (Kiragu, 2002).

Some studies identified some reasons to explain this situation; the break down in traditional family systems in both urban and rural areas, influence of the mass media and modernisation as well as the lack of access to information and services are just some of the factors. In some cases, they have pointed out that there is poor packaging of information for school going children consumption hence having a negative impact on their sexual behaviours (Duff, 2000). In compounding this, it illustrates that not only do teenagers lack the right information and skills they need to make sound, healthy choices, but they are at particularly high risk of serious, long-term consequences of poor decision-making about sexual activity regarding to STIs, sexual abuse and early parenting (Henderson, 2002).

Narrowing it down to area of study, Kenya boasts over five national television stations and cable television. These stations broadcast various programmes featuring music videos, films, educative programmes, and soap operas, all these shows run under various themes that may or may not have sexual connotations. Due to limited dedication to sex education among teens, the outcome is that these teens will rely on their own judgement or peer advice to make decisions regarding to sex. Effects of the mass media have been found to be far-reaching and potentially harmful in influencing the health-related behaviours of children and adolescents, many of whom are not yet mature enough to distinguish fantasy from reality, particularly when it is presented as real life. This is particularly important for very primary school going children who developmentally think concretely and are unable to distinguish fantasy from reality. Furthermore, time spent with media decreases the amount of time available for pursuing other more healthy activities such as sports, physical activity, community service, cultural pursuits, and family time (Strassberg, McKinnon, Sustaíta, & Rullo, 2013).

Initiation of sexual intercourse by younger adolescents is associated with risky sexual behaviours and increased risk of multiple partners, unwanted pregnancy, sexually transmitted infections, and pelvic inflammatory disease. In the US, approximately 47% of high school students have had sexual intercourse. Of them, 7.4% report having sex before the age of 13 and 14% have had 4 sexual partners. One potential but largely unexplored factor that may contribute to sexual activity among the primary school going children is exposure to sexual content in the mass media. In India, there are reports of messaging of sexual contents through mobiles among school- going adolescents (Scott, 2002).

In Wareng Sub County, Uasin Gishu County Kenya, TV programs are watched by adolescents and may at time contains high levels of sexual content, include very little information about sexual risks, and are an important source of information about sex. The amount of sexual content viewed, and hours of television watched, provide a significant risk factor for sexual initiation. Co-viewing television and discussing television with parents can help decrease sexual initiation to the adolescent (Okpala, 2001).

### **Theoretical Framework**

This study was guided by social learning theory by Albert Bandura (1969). The theory assist in understanding how level of exposure to mass media is related to learner's sexual behaviours in primary schools. Albert Bandura is one of several theorists who have added a cognitive flavour to behaviourism in the 1960s. Bandura agreed with the basic thrust in behaviourism, in that he believes that personality is largely shaped through imitation and learning. From the theoretical perspective, human functioning is viewed as a product of an in active interplay of personal, behavioural and environmental forces. According to social cognitive, all the behaviours are learned from the others in the environment by modelling or vicariously. Some sociologist contends that moral reasoning and behaviour are largely determined by the social factors; role demands, learner's interests, national policy and ethnic antagonism (Cortese, 1996). The theory believes that a person is neutral at birth, but subsequent behaviours are shaped by cultural learning. This can be good or bad depending on the environment. Therefore a person has the potential of being good or bad. The theory further believes that the behaviour can be modified. Thus a person with unacceptable behaviour can learn acceptable behaviour and vice versa.

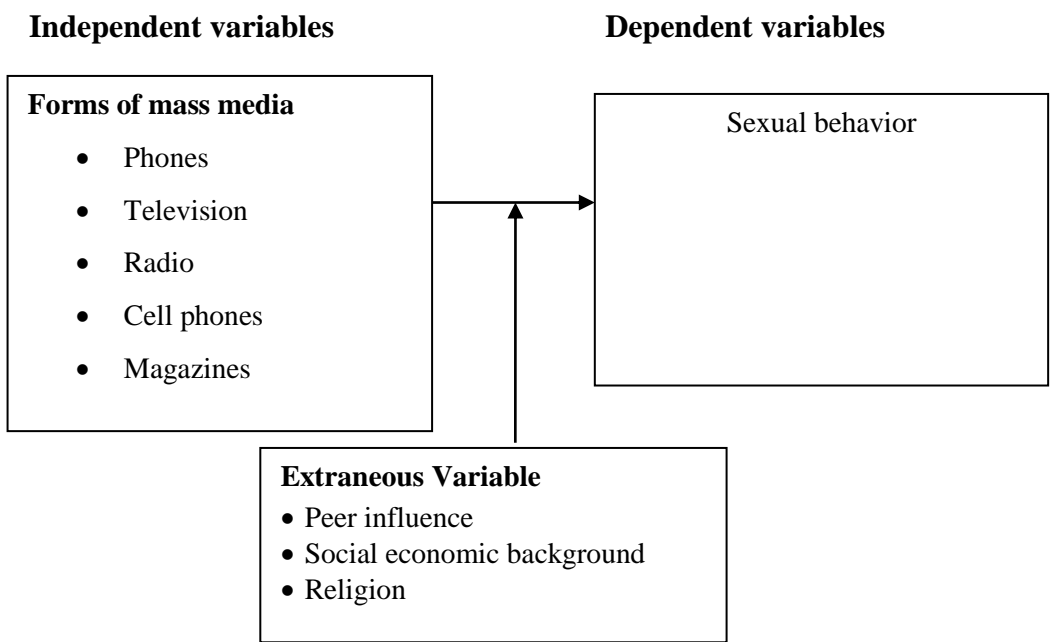
According to Bandura (1996) the theory posts that the environment and social system influence human behaviour through psychological mechanism of the self-system. Meanwhile, the Social Cognitive theory postulates that some models are more influential than others. Children are especially prone to imitate people they consider attractive or powerful such as celebrities (Weitten, 2003). Therefore, when children are growing up and they observe certain behaviours especially omn media, they intend to imitate and model it and start behaving likewise. In short, the social cognitive theory lays emphasis on two things that come together to form a personality. These are observational learning, imitation and self-efficacy to execute a task in a desired manner (Schoon, 2000). Thus many programmes brought on mass media for example T.V if not well

monitored and programmed can give rooms to primary school learners to observe and imitate bad or good behaviours.

According to Weitten (2003) observational learning takes place when an organism’s responding is influenced by the observation of others, who are called models. The observation was coded and used as a guide for the future. Learning through imitation or more commonly known as Observational Learning, occurs when a child observes and eventually imitates a model’s behaviour. To further explain this, a study which was conducted by mares in 1996 “suggested that the viewing of pro-social television content increased positive interactions among youths and children during play hence increased altruism” on the hand. Although pro-social programmes are intended to teach pro-social behaviour the age of the viewer should be considered because children of younger age are more adaptable to such than older children. Therefore, it influences the way they behave (Buttery, 2009). In this study, the researcher used Bandura social cognitive theory to investigate the influence of mass media on sexual learner’s behaviour.

**Conceptual Framework**

The aim of this study was to study how mass media was influencing primary school sexual behaviors. Therefore the conceptual framework employed explains the relationship among the variables of the study. That is, the extent to which mass media (independent variable) influenced sexual behavior (dependent variables). Within the learner’s environment, there are different types of mass media which include: computers, televisions, radios, newspapers and computers. Once this content from the mass media is released, it may influence the learners both negatively and positively such as behavior issues concerning unwanted sexual behaviors. The extraneous variable was peer influence Social economic background and Religion. The relationship of these variables is illustrated in figure 1



**Figure 1: Conceptual Framework showing the interrelationship of the variables**

## Research Design

The study adopted an *Ex-post facto* design. This is a type of design in which the researcher established any existing relationship between independent and dependent variables retrospectively without manipulation (Kathuri and Pals 1993).

## Location of the Study

The study was carried out within public primary schools in Wareng Sub County, Uasin-Gishu County Kenya. This area was chosen for the study because it had both characteristics of Rural and Urban settings which were well connected by mass media of which many homestead had for instance TVs set, cell phone computers connected to the internet.

## Population of the Study

In this study, the target population consisted of all primary public schools learners, teachers and head teachers in Wareng sub-county. A total population of 135 primary schools, 4700 learners and 3000 teachers, Wareng Sub County education director and teachers 2014.

## Sample Size and Sampling Procedure

In this study used Nassiuma sample determination formula to calculate the sample size for the head teachers, which is equivalent to the number of schools needed for the study. Purposive sampling method was used to select two learners from the sampled schools. These were the two governors' one from class six and another from class seven. The purposive sampling method was also used to select one class teacher, guidance and counselling teacher and one teacher from disciplinary committee board.

Nassiumas (2000) formulae was used to calculate the number of schools from 135 schools.

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where n is the sample size of the population

C is the Coefficient of variation (0.5)

e is the level of precision (0.05)

Table 1 provide the summary of the sample size of the respondent selected for the study.

**Table 1: Sample Size of the Respondents**

Category	Accessible Population	Sample Size
Head Teachers	58	39
Learner's	116	78
Teachers	174	117
<b>Total</b>	<b>348</b>	<b>224</b>

Source: Researcher, (2016)

Nassiuma (2000) formula was used first to calculate the accessible population of the schools from which the head teachers, teachers and learners were selected. In this case, the sample schools were 39. To select 39 schools from 58, simple random sampling was used using lottery method. Three teachers from each selected schools participated in the study. Purposive sampling method was used to select guidance and counselling teacher, one-class teacher either from class six or class seven was selected and one teacher from



disciplinary committee board hence 117 teachers. The study used purposive sampling method to select two pupils leaders one from class 6 and another from class 7 therefore the sample size was 78 pupils. The study used the senior classes due to their perceived ability to respond to the questionnaires however, class 8 was excluded because it was an examinable class' and getting time to be with them was not possible, because, it could have delayed the data collection process.

### **Research Instrumentation**

To collect data for this research, the researcher utilized a questionnaire with both closed and open-ended items. The reason of choosing questionnaire was because they were less expensive and easy to administer.

### **Validity of Research Instruments**

Before the administration of the research instruments, it is important to determine the validity and reliability of the questionnaire and the interview item. According to Mugenda and Mugenda (1999) validity is the accuracy of inference, which are based on the study results. The researcher gave the instruments to the supervisors to scrutinize if the instruments were valid. To determine the content validity there was a need to use the research question and objective formulated earlier against the expected responses, which the item elicited from the field.

### **Reliability of Research Instruments**

According to Orodho (2005), reliability is defined as a measure of the degree to which a research instrument yields consistent results after repeated trials. The consistency of the study results was measured using test-retest reliability whereby the same group of respondents was used repeatedly to test whether the same results could be obtained. The Pearson's Product Moment Correlation was used to measure consistency of the instrument. A coefficient of 0.742 was obtained which according to Olembo (2000) is highly stable to judge the instrument as reliable for the study. The pilot study was done in 3 schools outside the sample schools and outside Wareng sub County.

### **Data Collection Procedure**

Clearance letter from Laikipia University was used to obtain a research permit from National Commission for Sciences Technology and Innovation (NACOSTI). A copy of the research permit granted was then presented to the county commissioner and Sub County Education Officer for an introductory letter to the schools where the research was carried out and a list of all the public primary schools in the sub county. The head teachers, teachers and learners who were involved in research were informed in advance through a letter of introduction which was sent to school by the researcher.

### **Data Analysis**

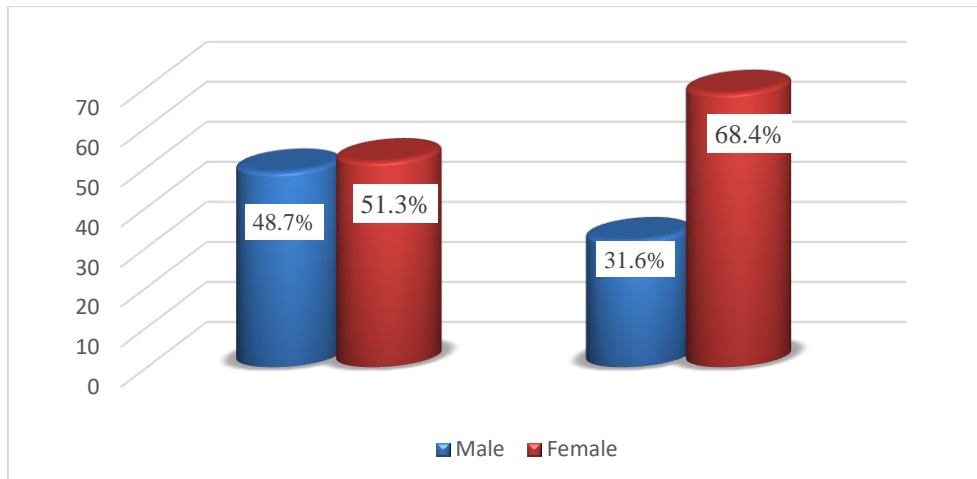
Analysis of data started with checking gathered raw data for accuracy and completeness which was then organised, coded and analysed with use of a computer program, the Statistical Packages for Sciences (SPSS) version 22 for window. Data was analysed using both descriptive and inferential statistics. Specifically linear regression was used to test the significant of the stated hypothesis at .05 level of significance. The descriptive statistics used to analyze data were frequencies, percentage and means. Data obtained was represented in tables, graphs and pie charts. The inferential statistic used was linear regression that gave the amount of influence that a predictor variable (mass media) had on the explained variables (sexual behaviour).

**RESULTS AND DISCUSSION**

This research was carried out to establish the influence of mass media on sexual behavior among primary school learners in Wareng Sub County, Uasin Gishu County, Kenya. The findings and the results were presented in line with the objectives of the study.

**Gender of the Respondents**

This section generally describes the respondents. Majority of the respondents in this study were teachers. The genders of the respondents were composed of males and female teachers and learners. Figure 2 presents gender of the respondent teachers and learners.



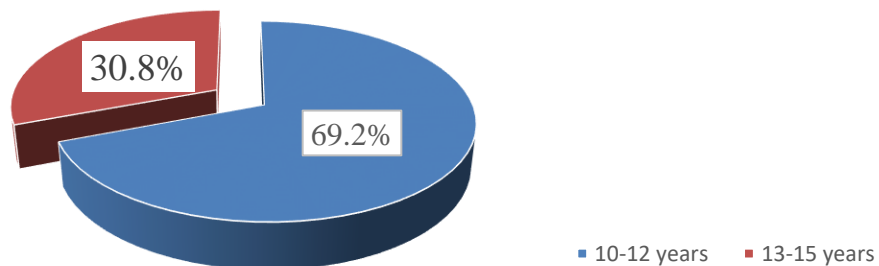
**Learners Teachers**

**Figure 2: Gender of the Respondents**

Figure 2 indicates that 48.7% (38) of the learners were male while 31.6% (37) of the teacher’s respondents were male and 68.4% (80) were female. The figure indicates that there was a minimal disparity of learner’s gender nevertheless the female teachers were more than the male teachers. This indicates that there was disparity of female and male teachers. This may be explained by the fact that majority of female teachers working in this zone have their husbands also working in town limiting the number of male teachers working in town.

**Age of the Respondents**

The learners’ respondents were requested to indicate their age. Figure 3 illustrate the distribution of the respondent by age.



**Figure 3: Age of the Respondents**

Result shows that majority of the learners participants were between the ages 12-13 years who comprised of 69.2% (54) followed by participants who were aged 14-15 years who were 30.8% (24). Between the ages of 7 - 11 years and above 16 years there were no respondent. This could be associated to the fact that the participants in this study were sampled from primary school population whose age bracket in Kenya primary school ranges between ages of 7 years to 14 years. Savage (2004) indicated that at this age children like viewing television so much limiting time for other activities such as playing, reading, learning to talk well, spending time with peers and family, storytelling, participating in regular exercise and developing other necessary physical, mental and social skills. More recent and well-controlled studies showed that even 1 hour to 2hour of daily-unsupervised television viewing by school-aged children has a significant deleterious effect on academic performance especially reading. Much of their brains become distorted hence they fail to do the right things they are supposed to do.

### Class Level and School Status of Learners

The study sought to find out the class level and school status of the learners. Findings as presented in Table 4 depicted that the majority of learners' respondents were from class 7 recording 55.1% while 44.9 % were from class 6. This shows that the researcher sampled learners of the adolescents who may be spending most of their time interacting with Mass Media. Respondents from the class six and seven were almost equal.

*Table 2: Class Level of Learners*

	Frequency	Percent
Class 6	35	44.9
Class 7	43	55.1
<b>Total</b>	<b>78</b>	<b>100</b>

The researcher also sought to find out the learners respondents school status. This is as indicated in Table 3.

*Table 3: Learners Respondents on School Attendance Status*

Status of Learner's	Frequency	Percent
Day scholar	40	51.3
A boarder	38	48.7
<b>Total</b>	<b>78</b>	<b>100</b>

Findings from table 3 showed that, 51.3% (40) of learners respondents were day scholars while 48.7 % (38) were boarders. It is clear from the findings that most of the learners who participated were day scholars. According to Robert (2005) the behaviors of children and adolescent at this level of age are much influenced physically, morally, mentally and socially by whatsoever they interact with most. This will in turn influence their behavior, their attitude and development of self-concept. Therefore, teachers, parents and administration in school need to discover the media habits so that they can guide and counsel the learners in order for them to grow and develop with acceptable behavior in the society.

### Academic Qualification of Teachers

The study also requested the teacher's respondents to indicate their academic qualification. The respondents' feedback was concerning their academic qualification. Such a description is very important is in providing a clear understanding of the respondents in the study and influences the results based on the objectives of the study. Table 4 presents a breakdown of teacher's academic qualification of teachers.

**Table 4: Academic Qualification of Teachers**

<b>Academic Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Diploma in Education	58	49.6
Bachelors in education	29	24.8
Post graduate Diploma in Education	8	6.8
Masters in Education	22	18.8
<b>Total</b>	<b>78</b>	<b>100</b>

The results as shown in table 6 shows that, 49.6% (58) of teacher respondents had Diploma in education, 24.8 % (29) of them had Bachelors in education, and 18.8% (22) had pursued Masters in Education. It also shows that 6.8 % (8) had Postgraduate Diploma in education respectively. This indicates that all the teachers were trained and had a requirement for teaching in Primary schools in Kenya. The results imply that the respondent in the study had enough knowledge and skills that could help them to understand and identify the challenges their learners had and later use the appropriate techniques and measures when dealing and solving their problems.

According to the Ministry of Education, teachers play a vital role in the lives of the learners in the classroom and outside the classrooms. In this case, teachers are best known for the role of educating the learners placed in their care. Beyond that, they serve as the role model mentor of these children and they nurture them. Therefore, it was important to know and understand the academic qualification of teachers in this study. Trained teachers are able to provide stimulating opportunities for learners (Duff, 2001). All the professionally qualified teachers have been trained and have the skills and knowledge to handle learners in Primary School classes.

**Table 5: Availability of Forms of Mass Media within Learner's Environment**

<b>Forms of Mass Media</b>	<b>Available</b>		<b>Highly available</b>		<b>Not available</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Television	45	57.7	57	73.1	7	9.0
Radio	32	41.0	26	33.3	0	0
Computer	21	26.9	43	55.1	3	3.8
Cell phone	40	51.3	51	65.5	8	10.3

The results of table 5 shows that televisions was regarded as the highly available with a total of 73.1% (57), cell phone was second with 65.4% (51), computers was third 55.1% (43), followed by Radio 33.3% (26). As observed from table 9 majorities of respondents showed that television was highly available within learner's environment. On availability within learner's environment television indicated 57.7% (45) while cell phone was second with 51.3% (40), Radio was third 41.0% (32), computer 26.9% (21). From the discussion mention above, TV seemed to be available in almost all homes and in some of the schools. This is because when respondents were asked to indicate the media that was available none said that TV was not available most of them repeated that TVs were available. From the table above only less than 10% said that mass media was not available within learner's reach.

Therefore, these findings imply that TVs' and cell phones were highly available amongst the primary school learners. This information therefore, pointed out that learners' environment both at home and at schools has

different and available forms of Mass Media, which in turns can pose benefits, and risks in learner's behavior. Hence, the schools' management, teachers, parents and policy makers need to be aware of this and regulate the accessing of these Mass Media by the learners. These findings were consistent with Denniston et al., (2007) which stated that learners in institutions colleges and school-going children mostly use television, cell phones and video games during their free time. Further inquiry was made to find out where these learners access to mass media. The results are as summarized in table 6.

**Table 6: Learners Access of Mass Media**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
At home	66	84.6
School	6	7.7
Market / town	3	3.8
Neighbors / friends home	3	3.8
<b>Total</b>	<b>78</b>	<b>100.0</b>

Table 6 shows that most of the learners, 84.6% (66) accessed mass media at home, 7.7% (6) at school, while 3.8% (3) at market town and 3.8% (3) in neighbors / friends home. These findings imply that learner's reach most of these forms of Mass Media from their homes. Therefore, teachers need to educate and inform parents on the types of Mass Media and the information children access and be able to control them from heavy use of the media. These studies concur with previous studies that had indicated the high prevalence of mass media on learner's behavior in primary schools in Wareng sub-county. This is supported by the research findings done by Denniston (2007) which indicated that mass media contribute much to learner's aggressive behaviors hence making many of them to be stubborn in schools and at homes.

The study also sought to find out the preferred type of mass media by learners. This is as shown in table 7.

**Table 7: Preferred Mass Media by Learners**

<b>Desired type of mass media by learners</b>	<b>Frequency</b>	<b>Percent</b>
Radio	5	6.4
Television	22	28.2
Computer	26	33.3
Mobile phone	25	32.1
<b>Total</b>	<b>78</b>	<b>100.0</b>

Table 7 shows the responses on the preferred type of mass media 33.3% (26) of the learners preferred to have computers, 32.1% (25) preferred to have mobile phone, 28.2% (22) television while 6.4% (5) preferred to have Radio. This finding is consistent with what Primack et al., (2009) found, that learners are highly exposed to televisions, computers and radios in most hours a day. Similarly, Okpala (2001) reported that, there is a high interactive effect as use of internet increased. Internet is accessed from computers and cell phones, which seemed to be used by the learners as per this study. From these findings, it can be deduced that homes and schools have made available some types of Mass media for learners to make use of them without much supervision from parents and teachers. However, some learners may be involved in misusing or abusing the freedom given to access these media. Therefore, there is need for administrations and teachers to critically check these Mass Media preferred by learners in order to inform their learner's on the usefulness

and harmful of using such kind of medias. This is consistent with what was noted by Samora (2012) who reported that in Kenya 71% of the home had mobile phones while 87% televisions.

Further inquiry was made into the extent to which school forbids the use of mass media. Results are as summarized in Table 8.

**Table 8: Extent to Which School Forbids the Use of Mass Media**

Mass Media	Excellent		Average		Below average	
	F	%	F	%	F	%
Television	13	11.1	36	30.8	9	7.7
Radio	4	3.4	35	29.9	22	18.8
Computer	20	17.1	20	17.1	24	20.5
Cell phone	24	20.5	14	12.0	7	6.0

Results in Table 8 indicate that most of the respondents to which their school forbids the use of television, 11.1% (13) indicated excellent, 30.8% (36) average while 7.7% (9) indicated below average. This shows that television was forbidden among primary school learners in Wareng Sub County, Uasin Gishu County, Kenya. Teachers argued that the extent to which their school forbids the use of radio 3.4% (4), indicated excellent, 29.9% (35) indicated average, 18.8% (22) indicated below average. In relation to computers, teachers argued that the extent to which their school forbids the use of computer, 20.5% (24) indicated below average, 17.1% (20) indicated average, 17.1% (20) indicated excellent. Responses on the extent to which the school forbids the use of cell phone majority 12.0% (14) of teachers indicated average, 20.5% (24) indicated excellent, while 6.0% (7) indicated below average. This information implies that the schools have been trying to control unnecessary exposure to Mass Media by putting rules that regulate their use. However, televisions at home are still highly used, therefore administration and teachers and parents need to be stricter with the rules and regulations and ensure that primary school learners follow them accurately.

The study further sought to find out whether the respondents were aware of the rule forbidding mass media use in schools. Their responses were as indicated in Table 9.

**Table 9: School Rules Forbidding Forms of Mass Media**

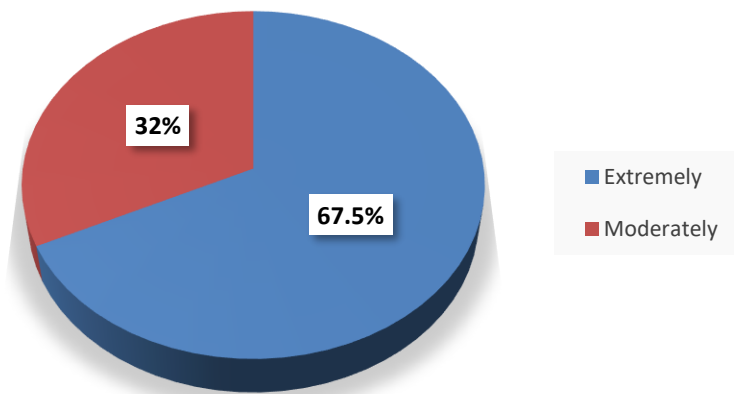
Themes	Frequency	Percent
Agreements on school rules	42	53.8
Undecided on school rules	31	39.7
Disagreements	5	6.4
<b>Total</b>	<b>78</b>	<b>100</b>

The results shows that majority 53.8% (42) of the learners who were participants agreed that in schools rules and regulations forbid use of Mass Media existed, 39.7% (31) disagreed while very few of the learners 6.4% (5) were undecided. This may imply that most of the schools were aware of mass media saturation in the environment and have been trying to control their use especially within the school compound. However, schools need to know that there are other areas and other times when learners can access these mass media and consider them into the existing rules and regulations. Further, they should inform parents and the society on the risks of exposing learners to mass media within the environment at home and other secluded paces. These findings implied that the lesser the number of hours of exposure to the mass media the more the cases more of aggressive behavior amongst the primary school learners. This therefore, leads to a conclusion that

though weak there exists a relationship of influence of mass media on learner’s behavior. In the present research, information was sought from the head teachers to indicate additional information regarding mass media and learners’ aggressive behavior. Responses indicated that exposure to mass media influence learners’ aggressive behavior such as abusive language and rudeness to teachers therefore; mass media was noted as a factor that could influence learner’s aggressive behavior. This therefore, leads to a conclusion that there exists a significant influence of mass media on learners’ aggressive behavior. Linear regression model of mass media and learners aggressive behavior was carried out to test the null hypothesis stating that, there is no significant influence of mass media on primary school learner’s aggressive behavior.

**Mass Media and Sexual Behaviors among Learners**

The objective aimed at determining the influence of mass media on sexual abuse among school going children in Wareng Sub County, Uasin Gishu County Kenya. This objective was based on the fact that in our country most of young girls drop out of the school at their early age. More of which they do not complete their primary level education and if they complete most of them do not join secondary schools due to early pregnancy. This information was intended to seek information on the extent to which learners’ sexual behavior may be affected by exposure to Mass Media. The researcher wanted to find out from the respondents if exposures to mass media extremely affect learners’ behavior in regard to sexual morality. Results are as summarized in Figure 4.



**Figure 4: Mass Media on Learners’ Sexual Behavior**

Figure 4 shows that 67.9% (53) of the total learner’s respondents argued that exposure to mass media extremely affect learners’ sexual behavior while 32.1%(25) said it moderately affects learners’ sexual behavior. This finding generally implies that learners’ sexual behavior is highly influenced by exposure to Mass Media. Further information was sought from student to indicate how they agreed and disagreed with the statement regarding sexual behaviors among learners that are highly influenced by exposures to mass media contents as indicated in table 24. The information was to sought out the much they agree or disagree with the statement regarding the sexual behavior among primary school learners that are highly influenced by too much exposures to mass media.

**Table 15: Sexual Behaviors Influenced by Exposure to Mass Media Content**

Sexual Behaviors	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Bad sexual behaviors	59	75.6	8	10.2	3	3.8	2	2.5	6	7.7
Drug and substance abuse	55	70.5	10	12.8	3	3.8	3	3.8	7	9.0

From the results in table 15 show learners' views on sexual behaviors influenced by exposure to mass media content. Results shows that bad sexual behaviors was greatly mentioned with 85.8% (67) agreeing that it is a behavior that is influenced as a result of exposure to mass media content, 10.2% (8) disagreed and 3.8% (3) were undecided. These findings are consistent with those of Schooler et al., (2009) who found out that media exposure had incremental effects on sexual behavior on the adolescents especially participants of television viewing.

The findings are also consistent with Earles et al., (2002) who reported that the way in which children learns makes portrayal of violence, sex, drugs and alcohol within the media an important contributor to behavior change in children. Further, Dowell et al., (2009) in their investigation on internet risk behaviors among middle school learners reported that learners engaged in high risk behaviors such as giving out personal information, using the internet to harass or embarrass another person, chatting and starting relationships with strangers, making rude comments to others and seeking out phonographic sites. Therefore, the above study can be used to deduce that learners' behavior can be highly influenced by exposure to Mass Media. Further policy makers, parents and teachers need to be aware to facilitate Mass Media control amongst and within learners reach. The researcher also wanted to find out the learners views on behaviors that are highly influenced by mass media content. The findings are illustrated in Table 16.

**Table 16: Mass Media Content and learners Sexual behavior**

Mass Media Content viewed.	Extremely Viewed		Not viewed	
	F	%	F	%
Watching sex movies and reading love magazines	63	80.8	10	12.8
Listening to romantic music	65	83.3	7	9.0
Viewing beer commercials films, contest and celebrities	59	75.6	6	7.7

Results from Table 16 indicated that, 80.8% (63) of learners extremely viewed sexy movies makes them sex crazy, 12.8% (10) indicated not at all. Majority 80.8% (63) of them extremely noted that exposure to pornography affects learner's attitudes about sex, 9.0% (7) said not at all. Arguments on listening to romantic music encourage early sexual practices among learners, 83.3% (65) said extremely, and 9.0% (7) said not at all. Looking at the statement viewing beer commercials, contest and celebrities encourages learners' towards using drug and substance abuse hence making to sexy 75.6% (59) of them said extremely while 7.7% (6) said not at all respectively. From this information, it can be deduced that learners are aware that to some extent learners behaviors were influenced by the presence of Mass Media and learners need to be informed about this so that they can learn to select useful content from Mass Media. The mainstream mass media (television, magazines, movies, music, and the internet) provide increasingly frequent portrayals of sexuality among school going children. The few available studies suggest that media do have an impact because the media keep sexual behavior on public and personal agendas, media portrayals reinforcement a relatively consistent set of sexual and relationship norms and the media rarely depict sexuality responsible models. More longitudinal research especially with early adolescents is needed to learn more about how media content is attended to, interpreted, and incorporated into developing sexual lives (Ward, Gorfine & Citron, 2002).

Linear regression model of mass media and learner's sexual behavior was carried out to test hypothesis stating, "There is no statistical significant influence of mass media on sexual behavior among primary schools learners in Wareng Sub County. The results are as indicated in table 17.



**Table 17: Model Summary of Mass Media and Sexual Behavior**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 <sup>a</sup>	.701	.698	.33366

a. Predictors: (Constant), sexual behavior

The coefficient of determination ( $R^2$ ) and correlation coefficient (R) shows the degree of association between mass media and sexual behavior among primary school learners in Wareng Sub County. The results of the linear regression in Table 28 indicate that  $R^2 = 0.701$  and  $R = 0.837$ . R value indicates that there is a strong linear relationship between mass media and sexual behavior among primary school learners in Wareng Sub County. The  $R^2$  indicates that explanatory power of the independent variables is 0.701. This means that the regression model explains 70.1% of the variation in sexual behavior while 29.9 % is unexplained by the model. Adjusted  $R^2$  is a modified version of  $R^2$  that has been adjusted for the number of predictors in the model by less than chance. The adjusted  $R^2$  of 0.698, which is slightly lower than the R value, is an exact indicator of the relationship between the independent and the dependent variable because it is sensitive to the addition of irrelevant variables. The adjusted  $R^2$  indicates that the model explains 69.8% of the changes in drug abuse while the model does not explain 30.2%.

The F test provides an overall test of significance of the fitted regression model. The F value indicates that all the variables in the equation are important hence the overall regression is significant.

**Table 18: Mass Media and Sexual Behavior**

Model		Df	Mean Square	F	Sig.
1	Regression	1	29.967	269.180	.000 <sup>b</sup>
	Residual	115	.111		
	Total	116			

a. Dependent Variable: sexual behavior

b. Predictors: (Constant) mass media

The F-statistics produced ( $F = 269.180$ ) was significant at  $p=0.000$  thus confirming the fitness of the model and therefore, there is statistically significant relationship between mass media and sexual behavior among primary school learners in Wareng Sub County. The study therefore rejects the null hypothesis that there is no statistic significant relationship of mass media on sexual behavior.

**Table 19: Coefficients of Mass Media and Sexual Behavior**

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	.488	.072		6.735	.000
	Mass Media	.673	.041	.832	16.407	.000

Dependent Variable: sexual behavior

Results in table 30 indicate there was positive linear relationship between mass media and sexual behavior, which reveals that an increase in mass media leads to increased sexual behavior. Mass media was significant ( $p=0.000$ ) in sexual behavior contributing 67.32%. The regression equation was therefore Sexual behavior =  $0.488 + 0.673x$  (Mass media). The linear regression established taking all other factors at a zero constant sexual behavior will be 0.488. The value of  $\beta$  0.673 can be interpreted as follows: for every unit increase in mass media it is expected that sexual behavior will increase by 0.673.

### Summary of the Research Findings

It is clear from the findings that 67.9% of the total learners respondents argued that exposure to mass media extremely affect learners' sexual behavior. This finding generally implies that learners' behavior is highly influenced by exposure to Mass Media. Looking at bad sexual behaviors an overwhelming percentage 85.9% agreed that this is a behavior that influences learners because of exposure to mass media content.

The results of the linear regression indicated that  $R^2 = 0.701$  and  $R = 0.837$ . R-value indicates that there is a strong linear relationship between mass media and sexual behavior among primary school learners in Wareng Sub-County. The F-statistics produced ( $F = 269.180$ ) which was significant at  $p=0.000$  thus confirming the fitness of the model and therefore, there is statistically significant relationship between mass media and sexual behavior among primary school learners. The study therefore rejects the null hypothesis that stated there is no statistic significant relationship of mass media on sexual behavior. The results therefore show that there is a positive linear relationship between mass media and sexual behavior, which reveals that an increase in mass media use and exposure leads to increased sexual deviant behaviors.

### Conclusion

The influence of mass media on sexual behavior among school going children was found to be learnt through advertisement, movies and internet. Schools going learners interacts with mass media within the schools' environment and at home thus an easy access to destructive information that cause deviant behavior problems in schools. The media especially television videos and films portrayed risky sexual behaviours and Children's familiarity with these media models and information lead them to pick up new behaviours and imitate them.

### Recommendation

In view of the research findings, the research recommends that there is need for government to introduce topics in guidance and counseling in the curriculum that are related with media and learner's sexual behavior. This will help learners to be able to sort between positive and negative impacts of media in their day-to-day life. Teachers and parents should be at the forefront in monitoring media access by their children, discussing media effects and reinforcing positive messages among their children. More so, parents should act as role models to their children. Policy makers should ensure that content that promotes health and good behaviors is highly broadcasted over the media.

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