

**THE ROLE OF MEDIA ON SEXUAL ATTITUDES AND BEHAVIOUR AMONG THE
SECONDARY SCHOOL ADOLESCENTS OF KAWEMPE DIVISION, KAMPALA**

BY

AKUGIZIBWE PARDON

(2009/ MPH/PT/023)

**A postgraduate dissertation submitted in partial fulfillment of the requirements for the
award of a Degree of Masters of Public Health (MPH) of International Health Sciences**

University, IHSU

December, 2011

DECLARATION

I, AKUGIZIBWE PARDON do here by declare that to the best of my knowledge, this is truly my original research work and has never been submitted to any University or Institution for the award of a Masters Degree or any other academic qualification.

Signed.....

AKUGIZIBWE PARDON

(STUDENT)

Date.....

APPROVAL

This is to certify that the dissertation of Pardon Akugizibwe on “*the role of media on sexual attitudes and behaviour among the secondary school adolescents in Kawempe Division, Kampala*” has been done under my supervision and is now ready to be submitted for defense in partial fulfillment of the requirements for the award of a Master of Public Health Degree of IHSU with my approval.

Signed:

DR. NABANKEMA EVELYN.

(SUPERVISOR)

Date.....

DEDICATION

To the love and care of Mr. Rugira K. Pardon and Ms. Nsungwa J. Pardon!

ACKNOWLEDGEMENTS

It is worth starting this page by thanking the LORD for providing me with all resources needed to accomplish my studies in general and particularly this research. It is not by my power or might but by the grace of GOD that all has been achieved. (Let us lift our hands in prayer and Praise the living LORD! Psalms 134:2; GNT)

I am sincerely very grateful to my supervisor, Dr. Nabankema Evelyn, a lecturer at IHSU who tirelessly assisted and guided me throughout all stages of this research work. May the good LORD bless her abundantly!

Special tribute goes to Mr. John Charles Okiria (JCO), a senior lecturer at IHSU for his insight, suggestions and helpful comments on my research proposal. I am greatly indebted to Mr. Afayo Robert (a biostatistics lecturer at IHSU) for analysing my collected data.

I would like to thank Dr. Nick Wooding, Dr. Balaba Dorothy and Ms. Hilda Tumwine Natukunda for providing me with relevant literature on media, sexual attitudes and sexual behaviours of adolescents. Furthermore, I would like to extend my humble appreciation to all my lecturers at IHSU for indebted knowledge in Public Health I have acquired in my study of the MPH program; many thanks to you all my lecturers!

I would like to thank the headteachers, teachers and students of the secondary schools in Kawempe who provided data for this research. In a special way, I would like to appreciate the students for taking time to fill the research questionnaires.

Finally, I would like to thank the authors of various publications and other related research information on media, sexual attitudes and sexual behaviour used in writing this dissertation.

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES AND FIGURES.....	ix
ABBREVIATIONS	xi
OPERATIONAL DEFINITIONS.....	xiii
ABSTRACT	xvi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the study.....	2
Media usage in Uganda, policies and regulations.....	3
1.2 Background to the study area.....	4
1.3 Research question.....	5
1.4 Statement of the problem.....	6
1.5 Purpose of the study	7
1.6 General Objective.....	7
1.7 Specific objectives	7
1.8 Research questions	8
1.9 Scope of the study	8
1.10 Significance of the study	8
1.11 The Conceptual framework	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.0 Introduction.....	12
2.1 Forms of media accessed by adolescents	12
2.2 Media as a source of sexual information.....	13
2.3 Sexual information contained in media.....	14

2.4 Preferred form of media for sexual information	16
2.5 Influence of media on sexual attitudes	17
2.6 Media and adolescents' sexual behaviours.....	19
2.6.1 Adolescent risky sexual behaviours	19
2.6.2 Influence of media on sexual behaviours of adolescent students	21
2.7 Influence of socio-demographic characteristics on sexual attitudes and behaviour ...	22
CHAPTER THREE	24
METHODOLOGY	24
3.0 Introduction.....	24
3.1 Study design.....	24
3.2 Study population	24
3.3 Sample size, sampling techniques and sample units	25
3.3.1 Sample size determination	25
3.3.2 Sampling techniques and sample units.....	26
3.4 Inclusion and exclusion criteria	27
3.5 Study variables	27
3.6 Data collection tools.....	27
3.6.1 Self administered questionnaires (SAQs).....	28
3.6.2 Key informant interviews (KIIs).....	28
3.6.3 Observation checklist	29
3.8 Data Analysis and presentation.....	30
3.9 Quality control and Pre-tests.....	30
3.10 Plan for dissemination of findings	31
3.11 Ethical Considerations.....	31
3.12 Limitations of the study and expected problems	33
CHAPTER FOUR.....	34
DATA ANALYSIS AND PRESENTATION OF RESULTS	34
4.0 Introduction.....	34
4.1 Socio-demographic characteristics of respondents	34
4.2 Media as a source of sexual information for the in-school secondary adolescents of Kawempe Division	36
4.2.1 Type of sexual information exposed to secondary school adolescents in Newspapers	38

4.2.2 Type of sexual information students watch on television	41
4.2.3 Type of sexual information students hear/ listen to over the Radio.....	42
4.2.4 Type of sexual information students surf on the internet	43
4.3 Preferred form of media for sexual information	44
4.4 Influence of media on sexual attitudes of respondents	46
4.5 Influence of media with sexual information and the sexual behaviour of students	49

CHAPTER FIVE 52

DISCUSSION OF RESULTS 52

5.0 Introduction.....	52
5.1 Socio-demographic Information	52
5.2 Media as a source of sexual information.....	53
5.3 Sexual information in media.....	54
5.3.1 Sexual information in Newspapers	54
5.3.2 Sexual information on Television	55
5.3.3. Sexual information over the radio	55
5.3.4 Sexual information on internet.....	56
5.4 Preferred form of media for sexual information.....	56
5.5 Exposure to media with sexual information and sexual attitudes.....	57
5.6 Exposure to media with sexual information and sexual behaviours of secondary school adolescents.....	58

CHAPTER SIX 59

CONCLUSION AND RECOMMENDATIONS 59

6.0 Introduction.....	59
6.1 Conclusions.....	59
6.2 Recommendations	60
6.3 Areas for further research	61

REFERENCES..... 63

APPENDIX I: RESEARCH TOOLS 69

APPENDIX II: MAP OF KAMPALA SHOWING THE LOCATION OF THE STUDY AREA (KAWEMPE DIVISION)	70
--	----

LIST OF TABLES AND FIGURES

List of tables

Table 1: Socio- demographic characteristics of respondents.....	35
Table 2: Type of sexual information students read in the newspapers.....	39
Table 3: Most preferred forms of media for sexual information.....	44
Table 4: Preferred form of media for sexual information by sex of respondent.....	45
Table 5: Effects of exposure to media with sexual information and sexual attitudes.....	48
Table 6: Relationship between exposure to sexual content in media and the sexual behavior...	50

List of figures

Figure 1: The conceptual framework for role of media on sexual attitudes and behaviour among the secondary school adolescents, Kawempe Division.....	10
Figure 2: Sources of sexual information among secondary adolescents of Kawempe division..	36
Figure 3: Preferred source for sexual information by secondary school adolescents in Kawempe Division.....	37
Figure 4: Source of sexual information and type of school of respondents.....	38
Figure 5: Type of sexual information contained in different types of newspapers.....	40

Figure 6: Type of sexual information on television.....	42
Figure 7: Type of sexual information on the radio.....	43
Figure 8: Type of sexual information on the internet/ websites.....	44
Figure 9: preferred radio station for educative sexual information.....	46
Figure 10: Whether media with sexual information influences students' sexual attitudes.....	47
Figure 11: Form of media that influences sexual attitudes of adolescents most.....	47
Figure 12: How media influences the sexual attitudes of adolescents.....	49
Figure 13: Sexual behaviours of adolescents.....	51

ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
HIV	Human Immune Virus
IHPM	Institute of Health Policy and Management
IHSU	International Health Sciences University
MoES	Ministry of Education and Sports, Uganda
MoH	Ministry of Health, Uganda
STDs	Sexually transmitted disease(s)
STIs	Sexually transmitted infection(s)
TV	Television
UNFPA	United Nations Population Fund
WHO	World Health Organisation
UTTA	Uganda Think Talk AIDS

UAC Uganda AIDS Commission

AIC AIDS Information Centre

UNAIDS United Nations Program on AIDS

UNICEF United Nations Children's Fund

Formally United Nations International Children Emergency Fund

OPERATIONAL DEFINITIONS

1. Young Person:

The UNFPA and WHO define a young person as one aged between 10- 24 years.

2. Youth:

WHO defines a youth as a person aged 15- 24 years. The constitution of the Republic of Uganda defines a youth as a person aged 18-30 years. For this study, the WHO definition of a youth has been adopted.

3. Adolescent:

According to WHO, adolescence is "a period of physical, psychological, and social maturity from childhood to adulthood, which may occur between ages 10- 24 years (WHO, 2005). The WHO however also notes that individuals' maturity may not correspond to their chronological age. CDC also uses the term adolescent and young adults to mean those people aged 10-24 years inclusive.

For purpose of this study, adolescents are those of age 10-24 years and the terms 'adolescent' 'young people' 'youth' and 'secondary school students' may be considered synonymous.

4. Teenager:

A person aged between 13- 19 years.

5. Media:

The International Students English Dictionary for Advanced Learners (2002) defines the term media as "*the whole body of communications that reach very big numbers of the public via radio broadcast, television, newspaper, magazines, billboards, journals, books, internet movies, films*

and recorded music”.

For purpose of this study, the media is a term used to refer to the Radio, Television, Newspapers and the internet.

6. Sexual information/sexual issues:

Information related to adolescent sexuality such as abstinence, sexual intercourse, condom use, STDs/HIV prevention among others. The term **sex stories** and **love stories** are used in this study to mean an account of past experiences on sexual intercourse, commonly published in newspapers. Also, for purpose of this study, the terms sexual information and sexual issues will be considered synonymous. Such information can be positive or negative as seen below.

7. Negative sexual information:

Where this term is mentioned in the study, it will be used to mean information in the media that is not educative. Such information includes nude pictures in newspapers, pornographic websites on the internet, vulgar words spoken on over the radio, Television shows that involve kissing and acts of sexual intercourse.

8. Positive sexual information:

This term is used here to mean information contained in the media and intended to educate the adolescent students. Such information includes but is not limited to STD/HIV prevention, Pregnancy care, Abstinence messages, and condom use.

9. Sexual attitude

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for something (Higgins, 1996). The term **positive sexual attitude** is used in this report to mean

secondary school students tend to like sexual activity while **negative sexual attitude** is used to mean students do not tend to like sexual activity.

10. Behaviour:

This is the observed response of a person (adolescent in secondary school in this case) to stimulus (in this case media) that suggests a response has taken place.

11. Sexual behaviour:

For purpose of this study, the term sexual behaviour will be used to mean any observed action that entails engaging in sexual intercourse, abstinence, condom use, faithfulness and seeking HIV testing (Strasburger, 2004).

12. School administrators:

Where this term is mentioned in this study, it will refer to those in-charge of students while at school. These include the headteacher, the deputy headteacher, the director of studies or the teachers themselves, the school matron/ patron or the chaplain.

ABSTRACT

The rate of exposure to media of all forms by adolescents all over the world is on the increase (Rich, 2005). Media often carry information on adolescent sexuality which can influence both the sexual attitudes and behaviours of secondary school students to which they are exposed. This study was carried out to assess the role of four forms of media (the radio, television, newspapers and the internet) on the sexual attitudes and behaviour of secondary school adolescents in Kawempe Division.

The study had four specific objectives that is, to determine the type of sexual information in media secondary school adolescents of Kawempe Division are exposed to; to identify the most preferred form of media for sexual information by secondary school adolescents of Kawempe Division; to establish the influence of media on sexual attitudes of secondary school adolescents of Kawempe division; and lastly to assess the influence of media on sexual behaviours of secondary school adolescents of Kawempe Division.

The study adopted a cross sectional survey type of design, it was both descriptive and analytical. Both qualitative and quantitative data was collected using a self administered questionnaire, key informant interviews and an observation checklist. Data collected using self-administered questionnaires from three hundred and ninety (n=390) students (respondents), was analysed using SPSS and findings presented according to the study objectives.

It was found that the media has both positive and negative sexual information although the former was generally more predominant in most forms of media. Such information included abstinence messages, contraceptive use, family planning and pregnancy care. The study also found that adolescents in secondary schools of Kawempe Division prefer the radio (33.8%) to

any other form of media for providing educative sexual information. Data analysis also indicated that of all forms of media, newspapers and TV influenced adolescents' sexual attitudes the most; reading newspapers with sexual information was found to be significantly associated to the sexual attitudes of the students ($X^2= 5.86$, $P= 0.016$). Further, those who read newspapers with educative/ positive sexual information were three times more likely to abstain from sex (OR= 2.75, C I [1.46–5.15], $P=0.002$), while those who watch televisions with educative sexual information were two times more likely to abstain from sex (OR=2.44, CI [1.33 – 4.50], $P=0.004$).

This study concluded that the media generally contains more positive sexual information for school adolescents; the radio is by far the most preferred form of media for sexual information by adolescents in secondary schools; sexual information in media positively influences the sexual attitudes of secondary school adolescents in which students tend to engage in sexual activity due to such exposure while exposure to educative sexual information in media (especially TV and newspapers) is likely to influence the sexual behaviours of secondary school adolescents by causing them to abstain from sex.

The study recommends that communication to adolescents in secondary schools about their sexuality be done through the radio since they (adolescents) prefer the radio to other forms of media for such information. Since adolescents tend to have a positive attitude towards sexual intercourse due to exposure to media with sexual information, media houses need to communicate information such as consequences of students' involvement in sexual activity (like contracting HIV/STDs, unwanted pregnancies, school dropout among others). Further, it is hereby recommended that articles/ information on abstinence be included in newspapers and aired on television as these forms of media are more likely to influence adolescents' sexual behaviours and encourage abstinence from sex by the students.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter gives a brief introduction of to research issue after which it presents the background to the study, statement of the problem, the research objectives, research questions, purpose of the study, scope of the study and significance of the study.

The International Students' English Dictionary for Advanced Learners (2002) defines the term media as follows:

“Media is a term used to mean the whole body of communications that reach very big numbers of the public via radio broadcast, television, newspaper, magazines, billboards, journals, books, internet movies, films and recorded music”.

Taking Kawempe Division (one of the Divisions in Kampala) as a case study, this study assessed the role of the four main forms of media (radio, television, newspapers and the Internet) on sexual attitudes and behaviour of secondary school adolescents.

The role of the media is generally to inform, educate and entertain the public (Brown, J., *et al* 1993). In relation to this, the media can be a powerful source of sexual information for secondary school adolescents due to the fact that parents and schools are not usually eager to tackle the issue adequately. Secondary school adolescents however, continue to be very unhealthy especially in their sexual behaviour accounting for example for the high levels of teenage pregnancy (UBOS, 2008).

Although studies (Escobar_Chaves, *et al*, 2009) have reported that the media influences adolescents' attitudes and behaviour ranging from smoking, alcohol and eating disorders, no clear studies have reported the role of media on secondary school adolescents' sexual attitudes

and behaviour in Kawempe Division, Kampala. This study therefore aimed at assessing the role of the media in provision of sexual knowledge and its influence on in-school adolescents' sexual attitudes and behaviour in sampled secondary schools in Kawempe Division, Kampala.

1.1 Background to the study

The Population Reference Bureau, PRB report (2000) noted that globally, the population of people aged 10-24 years account for almost a quarter of the world population. Of this age group, nearly 86% are from the developing countries of Sub-Saharan Africa (PRB, 2000). There are approximately 33 million people currently in Uganda of which young people aged 24 years account for more than half of the country's population (UDHS, 2006 and MoH, HSSP III 2010). It is also noted in the same Health Sector Strategic Plan (HSSP III, 2010) that many such youths/adolescents are in urban centres and suburbs where media is widely distributed. This therefore means that nearly half of the Uganda's population (the young), who in this case include the secondary school adolescents are exposed to many forms of media.

According to a study by Roberts D. F. (1999), secondary school adolescents all over the world spend most of their valuable time interacting with the media. They spend time watching television, reading newspapers, listening to the radio, surfing on the internet and other related media. Media of all forms often carries information on youth sexual and reproductive health that can influence sexual attitudes and behaviour of those to which it is exposed. Strasburger (2004) highlighted the common sexual behaviours of school adolescents to include involvement in sexual activity, abstinence, condom use, faithfulness or seeking STI testing services.

A number of adolescents all over the world are today engaged in sexual activities. UNAIDS (2002) had earlier noted a global increase in the number of sexually active youths aged 10-24

years. It is however not clear whether media owns the sole responsibility for the sexual attitudes and behaviour of such adolescents.

Although the current proportion of Ugandan adolescents engaged in sexual activity is not clear, many such adolescents especially in urban areas are sexually active. Bankole, *et al.*, (2007) reported that nearly one third of 12-14 year old adolescents are engaging in sexual activity. UDHS (2006) earlier reported the median age for first sexual intercourse for both boys and girls to be 16.7 years. Sexually active adolescents are at risk of becoming pregnant and contracting sexually transmitted diseases, including the fatal HIV/AIDS. It is also clear, especially in urban areas, that the risk of contracting STIs is higher among teenagers compared to other age groups.

In Kampala and Kawempe Division in particular, many secondary school youths are sexually active (Langa, 2004). They (secondary school youths) are reported to be engaging in sexual intercourse which may be protected or unprotected. It is not clear whether the secondary school adolescents are engaging in protected sex; it is possible that many adolescents in this age group are practicing unprotected sex (UNAIDS, 2002). As previously noted, such adolescents are likely to become pregnant or contract STDs, including the fatal HIV/AIDS.

A number of factors can put secondary school adolescents at risk of becoming sexually active. According to Huston A. (1998), such factors include race, poverty, use of drugs and peer influence, among others. One potential but largely unexplored and underrated factor that influences and can contribute to adolescent sexuality is the media.

Media usage in Uganda, policies and regulations

According to the Uganda Communications Commission (UCC), several media houses including FM radio stations, televisions and newspapers, have emerged since the early 1990s. Most of these media houses have emerged in Kampala District, with a higher percentage than any other

district in Uganda. Today, there are for example more internet cafés in Kawempe (Kampala) and secondary school adolescent (students) continue to access them at will. Secondary school adolescents do not only access the internet but also the other forms of media as well. Newspapers from most publishing companies circulate in Kawempe Division and students can read them both at home and at school. Further, students in Kawempe Division boarding schools watch television shows at least once in a week, especially over the weekend according to the Division Secretary for Education (DSC). Day scholars also watch the televisions at their home in addition to listening to the various radio stations as they wish.

It is now clear that there is no control over the content of all forms of media to which the secondary school adolescents or the general population are exposed. There is also no control over the age group receiving information from media (since such regulations are not clear in Uganda) yet adolescents are always eager to soak up any information related to sex and sexuality. According to the Media Council of Uganda, press freedom has been granted to media houses; this therefore means that media houses can broadcast any information, some which can contain explicit sexual information. Ugandan adolescents in secondary schools, those in Kawempe Division in particular are therefore exposed to unsolicited messages in media which are likely to influence their sexual attitudes and behaviour.

1.2 Background to the study area

Uganda is one of the five East African countries and lies astride the equator. It is a landlocked country that is bordered by the Republic of South Sudan to the North, Democratic Republic of Congo (DRC) to the West, Kenya to the East, Tanzania to the South, Rwanda and Burundi to the Southwest. Uganda covers an approximate area of 241,039KM² and has a population of approximately 33 million people (UDHS, 2006) with young people accounting for more than half of the total population.

Kawempe Division is one of the five divisions in Kampala, the capital city of Uganda. The other four divisions in Kampala are Makindye, Rubaga, Nakawa and Kampala Central.

According to the authorities at Kawempe Division Headquarters, Kawempe Division is located on the northwestern edge of Kampala city. It lies along the Kampala- Masindi/ Gulu main highway. It is bordered by Wakiso District to the West, North and East, and Kampala Central to the South, and Lubaga to Southwest (UBOS 2002). The coordinates of Kawempe Division are: 00 23N, 32 33E (Latitude: 0.3792; Longitude: 32.5574). A map showing the location of the study area (Kawempe Division) is included in Appendix II.

According the Ministry of Education and Sports (MoES, 2005), the Government of Uganda has encouraged individuals to establish schools countrywide so as to meet educational demands of the nation. It is not surprising that the number of private secondary schools, especially in urban areas of the country is nearly $\frac{3}{4}$ (75%) of the total schools available, and Kawempe Division is not an exceptional. The percentage of private secondary schools in Kawempe Division is not clear. The Division has a number of secondary school and private secondary schools account for more than half (above 60%) of the secondary schools in the Division. According to the Division Secretary for Education, the total number of secondary schools in the Division are more than twenty (20) with an average number of five hundred students in each school. The Ministry of Education and Sports Report, (MoES, 2005) notes that the secondary school students' ages range from age 13 in S1 to at least 20 years in S6.

1.3 Research question

What is the role of media on the sexual attitudes and behaviour among the adolescent secondary school students?

1.4 Statement of the problem

Secondary school adolescents spend valuable time interacting with the media and the rate of exposure of such adolescents to media of all forms is on the increase (Roberts D., 1999). Media often carries information on adolescent sexuality which can influence the adolescents' sexual attitudes and behaviour. Various media forms such as newspapers including the straight talk magazine have pullouts on adolescent sexuality aimed at positive sexual behaviours which among others are abstinence from sex, condom use or seeking HIV testing and counselling. Further, most media houses such as the radio stations and television shows on weekends broadcast programs on adolescent sexuality aimed at positive sexual behaviours among the adolescents, which thus influence the sexual attitudes and behaviours of adolescents. Despite the use of media to deliver sexual information intended for positive sexual behaviours; the negative sexual behaviours such as early sex, teenage pregnancy, infection with STDs and the resultant school dropout have continued to be manifested among secondary school adolescents. The State of Uganda's Population Report (UBOS, 2008) indicated, for example, that 30% of teenage girls have had sexual intercourse by the age of 16 years and by the age of 18 years; the proportion is nearly 70% with more than half of these giving birth before 18 years of age. The extent to which the media has addressed such negative sexual behaviours is not clear. In addition, no clear studies have indicated the extent to which the intended positive sexual behaviours and attitudes among the secondary school adolescents have been achieved as a result of exposure to media. It is upon this basis that the role of the media and extent of its involvement in influencing the sexual attitudes and behaviour of secondary school adolescents needed to be studied.

1.5 Purpose of the study

- The study examines the role of media and its involvement in the provision of sexual knowledge that influence sexual attitudes and behaviour among the adolescent secondary school students.
- The study generates information which can be used to address the secondary school adolescent sexuality and behaviours.

1.6 General Objective

- To establish the role of media on sexual attitudes and behaviour among the adolescent secondary school students.

1.7 Specific objectives

- To determine the sexual information in media exposed to the in-school secondary adolescents of Kawempe Division.
- To identify the most preferred form of media for sexual information by secondary school adolescents in Kawempe Division.
- To establish the relationship between exposure to sexual information in media and the sexual attitudes of secondary school adolescents of Kawempe Division.
- To establish the relationship between exposure to sexual content in media and the sexual behaviour of adolescents in Kawempe Division.

1.8 Research questions

This study sought to answer the following questions:

- What sexual information in the media are the in-school secondary adolescents exposed to?
- Which is the most preferred choice of media by secondary school adolescents for sexual information?
- How does exposure to media with sexual information influence the sexual attitudes of the secondary school adolescents?
- What is the relationship between exposure to media with sexual information and sexual behaviour of secondary school adolescents?

1.9 Scope of the study

This study was conducted in four randomly sampled secondary schools in Kawempe division, Kampala, Uganda. Students from all classes were randomly selected from one single sexed school, mixed day, mixed boarding, and mixed day and boarding secondary schools in Kawempe. Details of the sample size determination and sampling procedure are described later (3.3).

1.10 Significance of the study

This study is generally valuable to the researchers, Government ministries like the Ministry of Education, teachers and students in secondary schools as elaborated below:

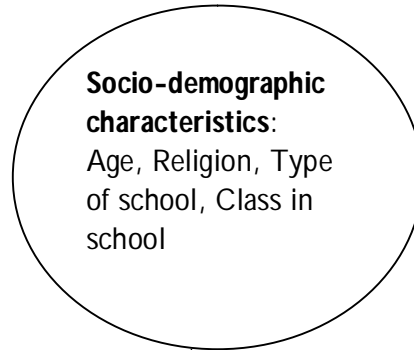
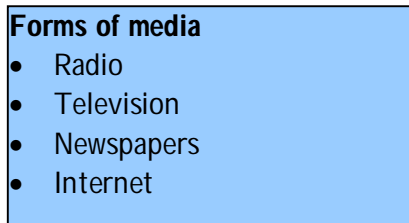
It is hoped that the findings of this study can be used by policy makers in the Ministry of Education in the development of appropriate communication strategies for in-school youths on sex education.

Findings also enable the media to get feedback from students regarding their (media) involvement in sex education among the students.

The study generally adds to the pool of knowledge on the subject of media and secondary school adolescent sexuality. In addition, this study identifies and stimulated areas for further research for individuals interested in media and student sex education.

1.11 The Conceptual framework

Independent variables



Dependent variables

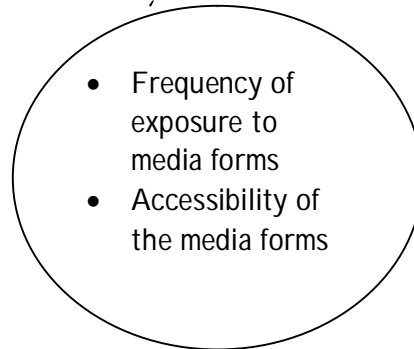
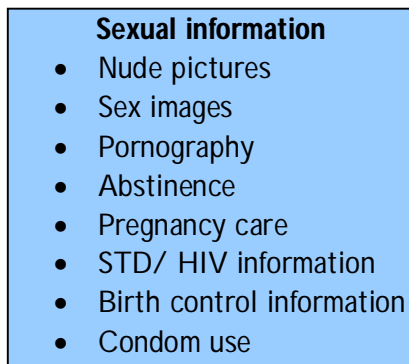
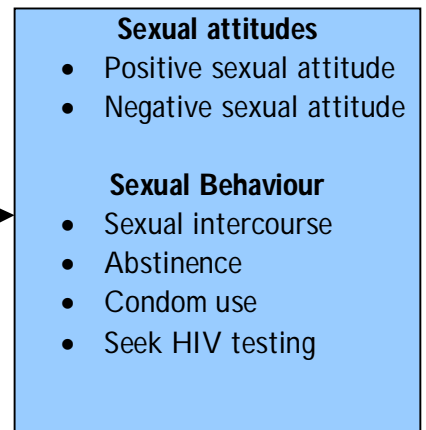


Figure 1: The conceptual framework for role of media on sexual attitudes and behaviour among the secondary school adolescents, Kawempe Division

Description of the conceptual framework

In the above conceptual framework, the socio-demographic characteristics (age, religion, type of school and class), frequency of exposure (once in a week, twice, thrice in a week or other) and accessibility of media (at school, home, public library) are considered to be the moderating variables; they indirectly affect the independent variables which may in turn affect the results of this study. Some homes and schools for example, may not have televisions and students (especially day scholars and boarders respectively) thus cannot access the sexual information on television. For accessibility, some particular types of schools may not provide students with certain forms of media like radio or some other newspapers.

In the above conceptual framework, it is also important to note that the forms of media themselves moderate the type of sexual information they (media) expose to the adolescents. Some Christian TV channels and radio stations for example, may not air certain types of sexual music and other related sexual movies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The objective of this chapter is to review studies done by other scholars and how they relate to this study. The chapter presents related literature on the role of media on sexual attitudes and behaviour among the secondary school adolescents. It reviews the sexual information in media, the preferred form of media for sexual information and ends with literature related to the influence of media and other moderating variables on sexual attitude and behaviour.

2.1 Forms of media accessed by adolescents

The current Information Technology (IT) advancement has brought with it all forms of media communication (S. Liliana Escobar Chaves, 2009). According to Keller, S., (1997), adolescents all over the world were earlier reported to access most forms of media including the radio, television (TV), newspaper, magazines, billboards, posters journals, books, internet movies, films and recorded music and music on iPods.

In the USA and other developed countries, television and the internet are widespread and can equally be accessed by adolescents, as it is with other forms of media. As early as 1987, Harris L., reported that most adolescents in the USA were watching television without restriction. In this study, Harris (1987) indicated that over 90% of the adolescent respondents involved in the study had accessed TV at least thrice in a week in past six months. It is important to note that not all such forms of media are available in all parts of the world especially in the developing countries (Gibson, 1994). In some parts like rural areas of Uganda, there is limited access to the internet and television.

It is not clear whether all such media forms are accessed equally by both in- school and out of school adolescents. It is possible that in-school adolescents, especially those in boarding schools access some media forms more than others. Studies (Strasburger, 2004) have indicated adolescents in school access more print media including newspapers and magazines than other forms of media. It was already noted (see 1.1) that adolescents in Kawempe Division can access most forms of media including newspapers and television.

2.2 Media as a source of sexual information

A survey involving five hundred and nineteen (519) teenagers aged 15-17 years in the USA by the Kaiser Family Foundation (2004), noted the media to be the highest ranked source of sexual knowledge about birth control compared to parents or schools. Sexual information can be got from parents, religious leaders, schools and peers, but the media still ranks highest for teens (Price, 1997). Sexual information from religious leaders and schools has been found to be more of abstinence.

In the context where unfriendly health service providers and long distances from health units may preclude youth from accessing timely and accurate information, sexual information posted on the internet or disseminated through TV and radio talk shows may provide the only lifeline for adolescents who need it (Weare, 2004 in Balaba, 2005). Balaba (2005) adds that this can also be the only way educative sexual information can reach those that may be afraid to ask questions in public seminars or workshops and yet they may continue to endanger their lives out of ignorance.

Neema (2000) indicated street youths (out of school adolescents) in Kampala obtain information on condom use and other related sexual information from media (the radio and television). It is not clear whether media is the major source for sexual information especially for in –school

adolescents where teachers and other health workers can provide such information. A snapshot survey on HIV/AIDS in schools (2002) in Cape Town, South Africa by the German Technical Cooperation (GTC 2002 in Hyde K., and Ekaton 2004) revealed that teachers, both academic and religious were the ones who talk most about HIV/AIDS to students.

The PIASCY handbook (MoE, 2003) indicates that teachers in secondary school can provide relevant sexual information to students that can help them (students) to abstain from sex.

2.3 Sexual information contained in media

It is now clear that adolescents all over the world spend valuable time on media of all forms. Price (1997) noted in one study that in the USA, at least three quarters ($\frac{3}{4}$) of day time of the youth is spent on media. He further found that in general, adolescents were exposed to a variety of information about health, education and vocation among others. Rather than presenting the general information contained in media, the study does not specify the exact type of sexual information adolescents, particularly those in schools, obtain from media.

In another study, Moore (1995) indicated that adolescents in the USA had watched explicit sexual images and movies on TV and internet. Moore (1995) further found that such adolescents were exposed to more negative sexual information than positive and thus the unhealthy sexual behaviours of most teenagers in the USA. Whereas these findings are true for adolescents in developed countries, the reverse could be true for the developing world. In Uganda, the Ministry of Health (MoH), in its AIDS surveillance report (2002) acknowledged the role of the media especially newspapers including Straight Talk magazine, for carrying educative sexual information like abstinence and condom use. It is not clear whether all other forms of media (TV, internet and other newspapers for instance) do carry only educative sexual information. It is possible that some media forms carry very negative sexual information. Balaba (2005) noted that the Red Pepper newspaper circulating in most urban areas of Uganda carries repugnant sexual

information.

Whereas adolescents in the developed countries obtain appreciable sexual information from television, the internet and print media like magazines, Gibson (1994) noted a different situation for developing countries. Many adolescents in the developing countries of Sub-Saharan Africa obtain such information from radio, peers, religious leaders, teachers and other elderly members of the community. In Uganda, the radio is by far the most reaching media form for most people (Muhangi, 2004). Messages about adolescent sexuality aired over the radio are not controlled and therefore any related messages can be passed on to the public. Muhangi (2004) generally seems to acknowledge that messages over the radio encourage adolescents in school to abstain or delay sex. The radio is listened to by people of all age groups for information on politics and academics among others; the exact sexual information secondary school adolescents obtain over the radio is not clear.

Internet pornography is also on the increase and many adolescents access such websites even when they may not intend to do so. In one study in the USA involving more than 1200 teens, 70% of all 15 to 17-year-olds admitted to having “accidentally” stumbled across pornography online as reported by the Kaiser Family Foundation (KFF, 2001). Access to internet pornography is prohibited in most public cafés and the situation is even more serious in schools. In Kampala, most schools with internet services are mainly for academic purpose (Langa, 2004). It is possible that adolescents in secondary schools may not access explicit sexual images on the internet at school but use the internet for academic purpose only.

According to Harris L., *at al.*, (1987), today’s adolescents have been exposed to a wide range of appreciable sexual information for instance viewing a kaleidoscopic array of sex, kissing on

television movies, and on the internet. Casual sex, promiscuity, alternative sex, pornography, and just about every suggestive aspect of sex images and nude pictures are all often contained on TV and in print media.

Some authors (Roberts E, 1983) had earlier noted that absent from most forms of media, are some important knowledge on sexuality such as answers to questions related to being a man or a woman, appropriate age for sexual activity and how pregnancy and sexually transmitted diseases can be prevented among others. Of late however, the Kaiser Family Foundation (2004) noted that the media today is providing important information related to adolescent sexually such as teenage pregnancy and birth control. KFF (2004) adds that some sexual information related to the risks of involving in teen sexual intercourse is not fully addressed by many forms media. This means that information on the consequence early involvement in sexual intercourse is missing in most forms of media.

2.4 Preferred form of media for sexual information

Studies have indicated that most people across the globe obtain information through the radio and television. Strasburger (2004) noted that adolescents in the US however spend more time watching TV and surfing the internet compared to other forms of media and are thus more likely to prefer obtaining sexual information through television and the internet. By the time today's American adolescent reaches the age of 70 years, nearly 7-10 years of his/her life will have been spent on watching TV (Strasburger VC, 2004).

According to Kidyomunda (2006) and the Straight Talk Foundation magazine (2007), the radio in Uganda is by far the most preferred form of media. It is not clear however whether the radio is preferred for the purpose of information about politics, academics and others or information related sex education. The radio could be preferred for purpose of information because it is a

relatively cheaper form of media available and most families in Uganda can at least own a radio.

Urban adolescents however can access other media forms easily as well. The Straight Talk foundation (Uganda) notes that school adolescents can obtain reproductive health information from print media, like straight talk magazines in addition to other forms of media. Byansi *et al*, (2002) indicated that out of school youths in Kamwokya II preferred television to other forms of media for any information. Most of the respondents in this study were uneducated and it is possible that reading newspapers was not preferred (Byansi *et al* 2002). However, adolescents in secondary schools are able to read newspapers; it is not clear whether they may instead prefer print media for sexual information.

2.5 Influence of media on sexual attitudes

Most educators have suggested that when information is given to a particular group of people, how it is transformed into practice depends on the perceptions (attitudes) of those people towards the source of information addressing the issue (Bloom, 1956). Secondary school students like any other group of people can adopt particular attitudes towards sexual intercourse based on the sexual information contained in media.

The media, and particularly the TV for instance, has been said to influence the perceptions of viewers on social behaviour and social reality (Strasburger VC *et al*, 2002). Media has been reported to influence adolescent attitudes and behaviour ranging from eating disorders, tobacco usage and smoking among others (S. Liliana Escobar Chaves *et al*, 2009)

A study by Hyde and Ekatan, (2004) noted that the need to prevent HIV and other STDs in youths is very crucial and therefore appropriate communication forms and messages to youths

should be emphasised. Other researchers have added that it is at this stage that most youth are sexually active (Barnett, 2004). Student-friendly communication forms and good means of passing on such information should be adopted in the process of preventing HIV and other STDs among adolescents. Barnett (2004) further indicated that sexual information can cause students to develop either positive or negative sexual attitudes.

Another study conducted by the Kaiser Family Foundation (1998) found that media influences teens' sexual attitudes and decisions. This study noted that 75% of 15-17 year olds indicated that sexual content on TV influenced the behaviours of their peers "somewhat" (40%) or "a lot" (32%). Not surprisingly, only 25% of those involved in the study indicated sexual content on television influenced their own behaviour.

In a study on the media and attitudes to alcohol by Strasburger *et al* (2002), it was found that media positively influenced adolescents' attitude to leave alcohol and drugs. This study, though used a relatively smaller sample size, concluded that exposure of information on alcohol and drug prevention through the media reduced consumption of these by school adolescents.

It was also noted in a related study on television viewing and sexual behaviour among adolescents in developed countries (Dominick JR *et al*, 1972 in Balaba, 2005) that watching TV with sexual content does not necessarily increase the desire for experimentation in sexual activity of children. This study, however, acknowledged that TV viewing has some influence on adolescent sexual behaviour. The study does not however state the type of influence on the in-school adolescents. Brown *et al* (1993) had earlier noted that exposure to media with sexual information irrespective of the kind of such information can influence adolescents attitudes to engage in sexual activity as they would wish to experiment.

2.6 Media and adolescents' sexual behaviours

Most studies have reported adolescents to be engaged in a number of sexual behaviours which are not only risky to themselves but also potential health hazards to the society. Such behaviours like engaging in sexual intercourse exposes adolescents to the risk of contracting HIV/ AIDS or becoming pregnant (UBOS, 2008). This section first explores the risky sexual behaviours before the role of media in addressing such behaviours is reviewed.

2.6.1 Adolescent risky sexual behaviours

Young people, the adolescent students, are the future of Uganda and the world at large. It is sad to note that this is also a population group most vulnerable to HIV infection (UNAIDS Report, 2006). Galiwango (1996) reported that the spread of HIV/AIDS can be high among the sexually active youths especially if efficient and effective preventative measures are not followed.

Nowhere has been harder hit than the school youths, where the epidemic has reached alarming proportions (Ochanda, UNESCO, 2006). A study conducted in Kenyatta University, Nairobi Kenya (Ochanda, *et al*, UNESCO, November 30, 2006) noted that at 15.5%, the rate of infection among women in the 15-24 year age group is more than double the national average (6.7%) and the rate of infection among young men of the same age (6.0%). The virus has claimed the lives of many hundreds of students. The loss of these bright young minds is a personal tragedy but also a tragedy for Kenya's development, East Africa and the world at large (Ochanda, UNESCO, 2006)

According to the UNAIDS Report (2002), young women have consistently been found to have higher rates of infection than their male counterparts of the same age. It is assumed that most young women engage in sex with older men, the possible intergenerational driver of infection from men to women.

Cultural practices have also had a great effect in preventing or encouraging the spread of HIV/AIDS and other STIs. In some cultures, social pressure upon young women (especially high school leavers) to get spouses and be married is high. Mensch, (1998) noted that some young women are pressured to marry at 21 years of age; this leads to unprotected sex, thus spread of the disease. In addition, due to such pressures, female adolescents may even be forced to seek a mate at all costs thus putting them (females) at even higher risk of contracting the deadly virus or become pregnant.

UNESCO (2002) reported that while recognising the gravity of HIV/AIDS, younger adolescents do not see themselves as vulnerable to infection. Later in 2004, UNICEF reported that many adolescents and students do not perceive themselves to be at a risk of infection with STDs, AIDS inclusive. In fact, students are more concerned and worried about the risk of becoming pregnant than HIV/AIDS (Hyde K *et al*, 2004 and Kirumira, 1997).

2.6.2 Influence of media on sexual behaviours of adolescent students

Exposure to media with a high sexual content has been reported to have a causal influence on adolescent sexual behaviours including abstinence or use of condoms (Moore *et al*, 1995). According to Moore (1995), reading of articles especially with positive sexual information can cause adolescents to abstain or use condoms for prevention of STDs and unwanted pregnancies.

In the USA and other developed countries, the media has been found to influence adolescents' sexual behaviours in an undesired direction. Escobar-Chaves *et al* (2009) observed that most unhealthy sexual behaviours (including engagement in teenage sex) of teenagers in the US can be attributed to watching explicit pornographic movies on TV and the internet. A survey to assess whether over time, exposure to sexual content on TV, movies and magazines used by adolescents aged 12-14 years predicts undesired sexual behaviours in middle adolescence was conducted by Brown and colleagues (2005). Brown, *et al.*, (2005) reported that in the same survey involving 1017 Black and White adolescents in Central North Carolina, white adolescents aged 12-14 years were 2.2 times more likely to engage in sexual intercourse when they turn 14-16 years due to exposure to explicit sexual content on TV, movies and in magazines.

Whereas such findings are true for developed countries, the situation may be different for developing countries especially in Africa. A study in Nigeria suggests that media campaigns can influence family planning behaviour. According to Keller (1997), a survey among women of reproductive health in Nigeria found a positive correlation between use of contraceptives and whether the women had watched a pro-contraceptive educational music/ videos three years earlier. It was further found that in the same reproductive health group, 13% of those who reported having seen or watched the videos were using contraceptives compared to the 4% who had not watched the video.

Media can generally be said to impart both directly or indirectly messages that glorify violence and sexual aggression as a means of maturity, and portray the body as an object of sexual pleasure (Harris, undated). According to Harris, this has created a youth culture that tends to promote youths' sexual activities that predispose them to STDs and unwanted pregnancies.

A study among urban youths in Kamwokya II parish in Kampala, Uganda, noted that youths aspire to appear and behave like the models depicted in media advertisements (Byansi *et al*, 2004). Consequently, youths peer groups demand that all their members aspire for designer clothes, live a high style life and eat first class food. Byansi and Balaba (2004) in the same study noted that attainment of such a level of life is costly and out of reach for most youths in Uganda. As a result, many such youths engage in sexual relationships with older men or women (the cross generational sex) to finance such lifestyles which increase the likelihood of acquiring HIV and other STDs (UNAIDS, 2002; Byansi *et al* 2004).

2.7 Influence of socio-demographic characteristics on sexual attitudes and behaviour

It was indicated in the conceptual framework (1.12) that socio demographic characteristics can indirectly influence the sexual attitudes and behaviours of adolescents irrespective of exposure to the media. Some studies have linked students' age or religion to sexual behaviours. In his study on sex education and decision making by school adolescents in Kampala, Galiwango (1996) indicated that sexuality education can cause positive results when offered to adolescents at an appropriate age. According to this study, adolescents who were aged 18 years and above decided to use condoms for prevention of early pregnancy. Galiwango (1996) further indicated that those adolescents aged 14 years and below did not show interest in using condoms until they were at least 18 years of age despite offering sex education messages to both age groups. Galiwango's study (1996) clearly shows that the age of an adolescent can influence the sexual behaviours of

such adolescents.

Religion itself plays a major role in sexual behaviours of adolescents. Fisher (2006) showed in one study that adolescents in most primary schools have resorted to abstinence from sex due to the teachings they (adolescents) obtain from their religious leaders. Sex before marriage has been discouraged by all religious teachings, implying that religion can itself influence sexual behaviours of adolescent students (Sekono, 1996). Research has shown that religious bodies in most parts of the world are involved in the fight against adolescents' risky sexual behaviours including the HIV/AIDS epidemic. According to Tom Barton and Alfred Mutiti (1998) in the NUPSA report (1998), some church groups in northern Uganda provide counseling and guidance services to HIV/AIDS infected and affected individuals. Studies on HIV prevention have shown that some religious groups like Catholics do not support the use of condoms as an approach to both family planning and HIV/AIDS prevention. Catholic religious leaders de-campaign condom use because they (condoms) act as a reward for promiscuity, largely being used by those who can not abstain or stick to one partner (UTTA, 2005). It is interesting to note that some religious groups, unlike Catholics, support condom use as a preventative measure against HIV/AIDS. In his study, Fisher (2006) noted that some religions have argued that prevention of HIV/AIDS is a moral task and condoms are therefore acceptable. Most researchers agree that advocacy for abstinence from sex till marriage is supported and encouraged by all religious groups. A study conducted by UNAIDS, (1998) pointed it out that abstinence was, is and will be one of the instrumental tools against HIV spreading, which all people must advocate for.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used during the study. It highlights the research design, sample size determination and sampling technique, the data collection tools, data management and analysis procedure, as well as steps that were taken to ensure validity and reliability during the study.

3.1 Study design

This was a cross sectional study in which a sample of students in secondary schools of Kawempe Division were studied at a single point in time. In this type of study, measurement of both exposure (to media) and effect (sexual attitudes and behaviour) were done at the same time and thus no follow up was involved.

In this study, both qualitative and quantitative data was collected and analysed making the study both descriptive and analytical in nature.

3.2 Study population

The study only considered adolescent secondary school students from S1- S6 enrolled and attending class in the sampled secondary schools in Kawempe division, Kampala.

School administrators (one headteacher, deputy headteacher or patron/ matron and three teachers) in each sampled school were also considered for key informant interviews.

3.3 Sample size, sampling techniques and sample units

3.3.1 Sample size determination

The standard formula of Keish and Leslie (Wayne *at al* 1997) was used to determine the sample size (n) of student respondents.

$$n = \frac{Z^2 PQ}{D^2}$$

Where:

Z is 1.96 (standard deviation at confidence interval of 95%)

P is the estimated proportion of secondary school adolescents in Kawempe Division who have been exposed to media with sexual information. Since this proportion was not known, 50% was assumed.

Q is the difference of P from 100%, which is $100 - P = 100 - 50 = 50\%$ or 0.5

D is the maximum error the researcher allowed between the estimate prevalence and the true prevalence in the population, the researcher used $D = 5\%$ (or $D = 0.05$)

Substituting in the formula bellow

$$n = \frac{Z^2 PQ}{D^2}$$

$$n = \frac{1.96 \times 1.96 \times 0.5 \times 0.5}{0.05 \times 0.05} = 384 \text{ respondents were required}$$

Addition of 10% for non response, that is $\frac{10 \times 384}{100} = 38$ participants

$$100$$

Total sample (n) was $384 + 38 = 422$ respondents to cater for non responses

3.3.2 Sampling techniques and sample units

Stratified sampling was used to select four categories (strata) of schools and from each stratum, one school was randomly selected. Four (4) secondary schools category was selected on the criteria of being a single sex boarding school, a mixed day, mixed boarding, mixed day and boarding secondary school (there was no a single sex day school in Kawempe Division according to the Division Secretary for Education). From each randomly selected school, a total of one hundred and two (102) students was selected from all class of S1 to S6 to give a target total sample of four hundred eight participants (n=408) in accordance with Keish and Leslie formula for calculation of sample size (see estimated sample of 422 respondents in 3.3.1).

Selecting the 102 students from the school was by random sampling. Seventeen (17) students were randomly selected from each of the six classes (from S1-S6). All students' names in a class were written on small pieces of paper and placed in a box which was well shaken. From the box, seventeen (17) pieces of paper (containing students' names) were drawn without replacement. The names of students were read and these students comprised the respondents of the study. This procedure was repeated for the other five classes in the school.

Purposive sampling was used to select one headteacher, the deputy or matron/ patron, and three teachers from each school for an individual key informant interview (KII).

The study units thus were students in all six classes in the selected secondary schools offering O' and A' level education, the teachers and one other school administrator (headteachers/ deputy headteacher or matrons/ patrons) in the same school.

3.4 Inclusion and exclusion criteria

- The study only included the in-school youths/ adolescents, studying both at O' and A' level in sampled secondary schools of Kawempe Division at the time of study. For purpose of uniformity and objectivity in generalisation of study findings, the study only considered four strata of the secondary schools described in 3.3.2 above.
- All those adolescents who were not sampled by simple random sampling were excluded. A few students who did not consent to participate in the study were also excluded.

3.5 Study variables

- The independent variables were the forms of media (which include the radio, television, newspapers and the internet) and the sexual information contained therein.
- The socio-demographic characteristics such as age, sex and religion were the intervening/ confounding variables that affect the expected outcome (dependent variables), for example some schools of a given religion may never allow certain newspapers in such a school.
- The dependent variables included sexual information, the sexual attitudes and the sexual behaviour of secondary school adolescents. Indicators for sexual behaviour include engaging in sexual activities, abstinence, and condom use among others.

The relationship and interaction among the independent, dependent and intervening variables has been shown in the conceptual framework (see 1.11).

3.6 Data collection tools

At least three research tools were used to collect the required data; that is self administered questionnaires (SAQs), key informant interviews (KIIs), and observation checklists.

Secondary school students were asked to answer a self administered questionnaire, key informant interviews were used to collect relevant data from school administrators, and an observation checklist was used to note what forms of media and sexual information among other things adolescents in secondary schools were exposed to.

3.6.1 Self administered questionnaires (SAQs)

Administering questionnaires constituted the main research technique. Self administered questionnaires were designed in such a way as to give a wide range of students' responses. In this way, a lot of relevant data was collected in a short period of time. The questionnaires used required structured, semi-structured and unstructured responses from the students.

The students' questionnaires had four parts:

- Part one contained items designed to obtain background information about the student.
- Part two contained items aimed at obtaining data about the sexual messages (sexual information) contained in media and its forms.
- Part three items were designed to obtain data on media and sexual attitudes of students.
- Part four contained items designed to obtain data on influence of the media on sexual behaviour of students.

3.6.2 Key informant interviews (KIIs)

Face to face interviews were held with secondary school administrators such as teachers and headteachers within the sampled schools. Four (4) school administrators, including teachers, purposively sampled, were interviewed per school. The interviews mainly focused on the forms of media used by students, sexual content/ information in media exposed to students and how

such information influences students' sexual behaviour. Interviews were audio recorded using a suitable technology device (phone).

These interviews allowed school administrators to freely express their own opinions, perspectives and suggestions. Interviews also enabled the researcher to capture relevant information that a questionnaire would not capture from the students.

3.6.3 Observation checklist

The researcher also had to observe the media forms available in schools like television, newspapers among others. Where possible, entertainment sessions in schools, for example television shows were attended. During this observation exercise, the researcher also noted among other things the type of information contained in media.

The content in print media was examined by the researcher to identify the type of sexual information contained therein.

3.7 Data Coding and editing

Qualitative data was coded using coding manuals, thus converting qualitative data into numerical codes. Similar responses were grouped together and assigned codes for easy analysis, presentation and interpretation.

The purpose of editing was to eliminate mistakes made, especially during the interviewing process.

Quantitative data was edited and entered for analysis (using SPSS) as soon as the data collection exercise was complete.

3.8 Data Analysis and presentation

Qualitative data obtained was analysed using a content analysis technique and findings presented in a narrative form, using quotations from a few subjects where necessary. This enabled the researcher to draw relevant conclusions and recommendations.

Quantitative data collected was edited, coded, entered, cleaned and analysed using SPSS. Findings have been summarised in chapter four and presented (in tables, bar graphs or pie charts) as per the research objectives for easy interpretation.

3.9 Quality control and Pre-tests

To ensure quality control, serial numbering of each page of the questionnaire was done before issuing. This minimised incidences of page/paper loss. An identification number was given to each interview guide questionnaire to enable the researcher to trace the respondent if needed. All those (the research assistants), who helped the researcher to collect data, especially in administering the questionnaires to students, were first trained in data collection techniques.

Pre- tests

The study tools were pre-tested on a few selected study subjects/ population to test and refine their validity and reliability, after which adjustments were made accordingly.

Pre-test data was collected and analysed from a pilot group of five (5) teachers and twenty (20) students from one secondary school in Makindye Division.

The majority of the students/ respondents (94%) were able to answer the questions in the questionnaire correctly implying that the required data would be obtained. Cases of questions not being clear on the kind of response needed were minimal.

To ensure validity of the questionnaire items, the questionnaires were given to the supervisor, research experts and some fellow students who were asked to comment on the clarity of the questions. In addition, they were asked to comment on the question's ability to gather the information required for the set objectives. Their comments were incorporated in the final questionnaire.

3.10 Plan for dissemination of findings

The findings of this study have been presented to the Institute of Health Policy and Management of International Health Sciences University, secondary schools in Kawempe Division and the media houses. A number of recommendations have been made for media houses which can be implemented so as to improve ways of communicating to secondary school adolescents about their sexuality.

3.11 Ethical Considerations

- The researcher took extra care of key ethical issues in all stages of the research process; that is from pre-test of instruments, data collection, data analysis and presentation of findings, conclusions and recommendations made.
- Permission and clearance to carry out this research was sought from the Ethics and Research Committee of International Health Sciences University (IHSU), school headteachers and other relevant authorities.
- Informed written consent was obtained from all participants where participants were provided with relevant written information and asked to sign if they agreed to participate in the study. Results obtained were used for the purpose of this study only. In no circumstances was confidential information about the participants' characteristics and responses exposed to

other people.

- The Uganda National Council for Science and Technology (UNCST, 2007) provide guidelines for conducting research with children especially those below 18 years (referred to as minors in this case). According to the UNCST guidelines (2007, p.23) and Anne Greig *et al* (1999, p. 148), “research studies involving children and the young people should be conducted only if the type of study to be done and the method to be used is appropriate for children, and participation by them (children or young people) is on voluntary basis and that their (children) consent in addition to that by the caretaker is sought”. Since the majority of students in this study were below 18 years, their consent and that of the school authorities (in this case referred to as caretaker) was sought. Before a student consented, s/he was provided with adequate and relevant information, for example, that participation in this study is on a voluntary basis and that the student could withdraw from the study any time s/he wished to do so. Being a school environment, permission to carry out the study in the sampled school and consent was sought from school authorities (administrator such as the headteacher) who in this case acted as/ represented the caretakers of the students. For some technical reasons and the available period for this study, consent of each participant’s (student) biological parent or guardian would not be sought. Records available in boarding schools indicated that parents or guardians of most students in the boarding sections do not live within Kawempe Division nor do they live in the nearby districts.

3.12 Limitations of the study and expected problems

- Although the researcher was aware that schools in general, religious leaders and parents could provide sexual information to adolescent students and thus influence the sexual attitudes and behaviour of these adolescents, this study could not explore the role of all such factors on students' sexual attitudes and behaviour.
- Due to the existence of interaction among variables at multivariate analysis level, it was not possible to control for confounders such as religion, type of school, accessibility of media, and class in school of respondents among others indicated in the conceptual framework (1.11). Thus future studies (who may wish to replicate this study) must make efforts to control for such confounding variables; including age of respondent, culture of respondent (such as religion), use of drugs (such as alcohol) that might influence adolescents' sexual attitudes and behaviours.
- Filling questionnaires was by the students and in some cases some students did not respond to all questions. Some students did not provide accurate data, thus the researcher met limitations ranging from inaccurate information and inability to access some information.
- Further, the findings of this study may not be generalised to apply to adolescent students in rural areas where accessibility to most media is relatively limited. For example, many rural areas in Uganda do not have internet cafés for students to utilise.
- It was earlier noted in this report (1.2) that in Kawempe Division, the number of private schools account for more than 60% of the available secondary schools in the Division. Findings of this study may thus not be generalised to apply in areas (especially in rural settings) where the ratio of private: government secondary schools may be 1:1 or the ratio may even be higher in favour of the later.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.0 Introduction

This chapter presents the findings and interpretation of the study results. The results have been presented in tables, bar graphs or pie charts. Findings have been interpreted and arranged according to the study objectives. The chapter begins with a description of respondents' (students') socio-demographic characteristics, followed by the type of sexual information contained in media, the preferred form of media for sexual information and effect of media on students' sexual attitudes and behaviour.

Qualitative data collected from school administrators was edited and coded to group similar respondents together. Such findings have been presented using quotations from a few key informants as per the study objectives.

4.1 Socio-demographic characteristics of respondents

Although data was collected from four hundred and eight (408) participants/ students (inclusive for non response), only three hundred and ninety (390) correctly responded to the questionnaire thus the response rate was 95.6%. The sample size of this study was thus three hundred and ninety (390) respondents. Of these, the proportion of females was more than that of males (56.4% and 43.60% respectively).

Muslims accounted for the highest percentage of respondents (70.0%), compared to the Catholics, Protestants and SDAs whose percentages were 13.8%, 13.3% and 2.8% respectively.

The youngest respondent was twelve (12) years and the oldest respondent was twenty (20) years. The mean age for all respondents was 15.95 years (approximately 16 years). A t-test for equality of means showed no significant difference between the mean age of girls and that of the boys.

The socio-demographic characteristics of respondents (students) have been summarised in table 1 below.

Table 1: Socio- demographic characteristics of respondents

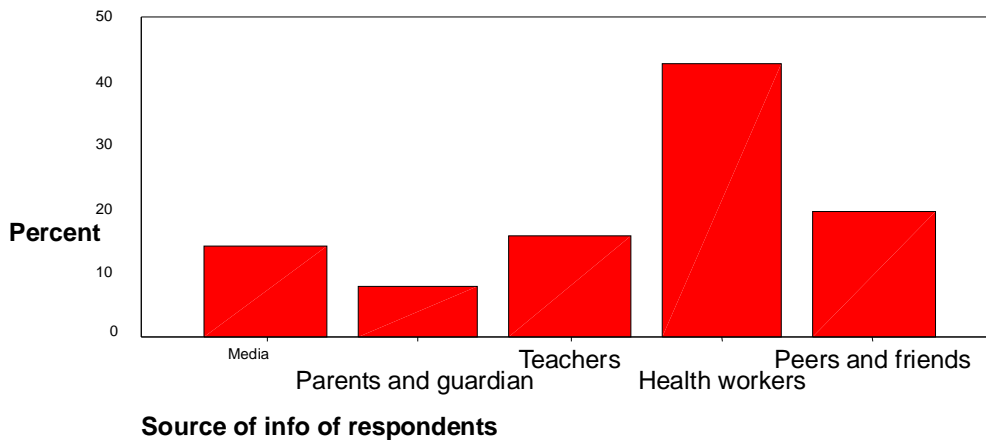
Variable	Male n (%)	Female n (%)	Total, N (%)
	170 (43.6)	220 (56.4)	390 (100)
Age			
≤ 16 years	98 (45.4)	118 (54.6)	216 (55.4)
> 16 years	72 (41.4)	102 (58.6)	174 (44.6)
Type of School			
Mixed day	58 (64.4)	32 (35.6)	90 (23.1)
Mixed day and boarding	59 (59.0)	41 (41.0)	100 (25.6)
Mixed boarding	53 (53.0)	47 (47.0)	100 (25.6)
Single sex (girls') school	-	100 (100.0)	100 (25.6)
Religion			
Protestant	23(44.2)	29 (55.8)	52 (13.3)
Islam	115(42.1)	158(57.9)	273(70.0)
SDA	27(50.0)	27(50.0)	54(13.8)
Catholic	5(45.5)	6(54.5)	11(2.8)

4.2 Media as a source of sexual information for the in-school secondary adolescents of

Kawempe Division

Asked where they usually obtain educative information on sexual issues (information on abstinence, condom use, pregnancy, STD/HIV prevention among others), most students (42.6%) mentioned that they obtain such information from health workers followed by peers and friends (19.5%), and teachers (15.9%). Surprisingly, media and parents/ guardians had the smallest percentage (14.1% and 7.9% respectively) as seen in graph below.

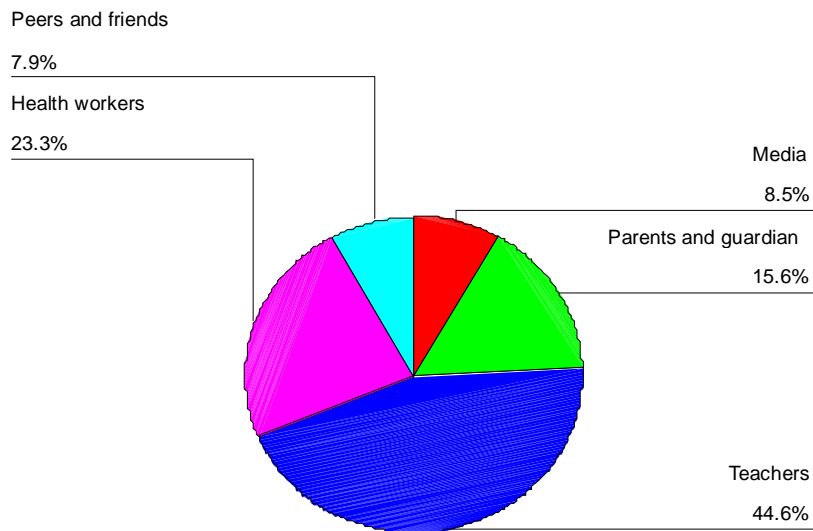
Figure 2: Sources of sexual information for secondary adolescents of Kawempe division



Although most students (42.6%) mentioned that they obtain information on sexual issues from health workers, more respondents (44.6%) mentioned that they prefer teachers to any other source for such information. A key informant interview (KII) with the school administrators too revealed a similar finding:

“.... It is possible that the students prefer teachers to any other person for providing information on sexuality. You see, students spend most of the time in the year with us in school and spend few weeks at their home...” said a headteacher of a mixed boarding school (August, 2011).

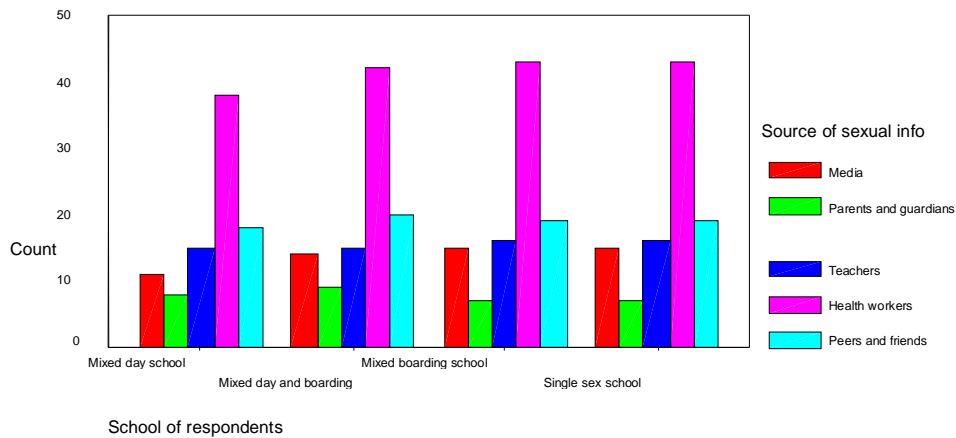
Figure 3: Preferred source for sexual information by secondary school adolescents



Type of school and source of sexual information

There was no significant difference between the source of sexual information for students and their type of school ($X^2= 3.42, P>0.05$). Findings in figure 4 below indicate that irrespective of their type of school, the proportion of students who obtain sexual information from health workers, teachers, peers/ friends and teachers was nearly the same. The same findings were true for the preferred source of sexual information.

Figure 4: Source of sexual information and type of school of respondents



4.2.1 Type of sexual information exposed to secondary school adolescents in Newspapers

Students indicated that they mostly find information on pregnancy care (35.56%) in newspapers followed by love stories (23.85%). STD/HIV prevention had the least percentage (5.13%) indicating that such information is lacking in most newspapers. Table 2 below summarises the type of sexual information students obtain in Newspapers.

Table 2: Type of sexual information students read in the Newspapers

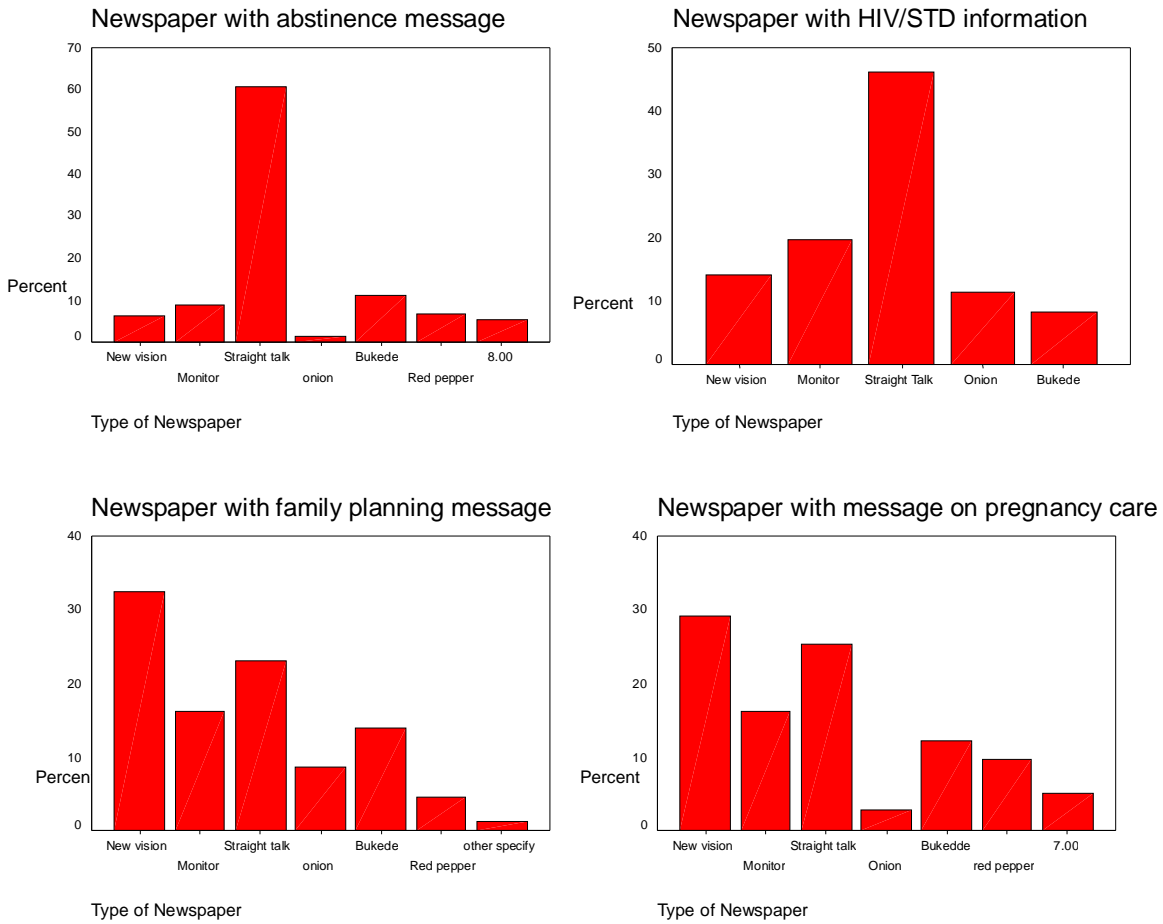
Variables	N = (390)	Percent (%)
Sex stories	37	9.49
Love stories	93	23.85
Pregnancy care	131	35.59
Nude picture	34	8.72
Family planning usage	24	6.15
HIV/STD prevention		
Message	20	5.13
Others	43	11.03
Total	390	100

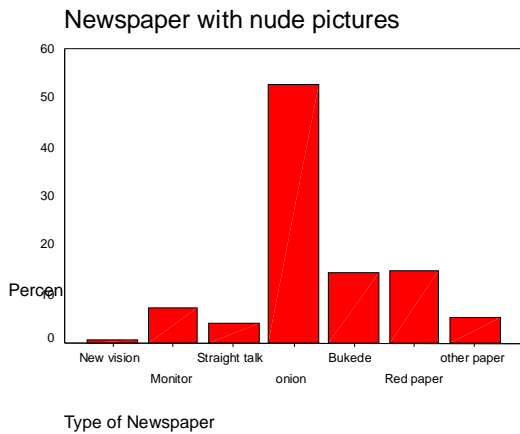
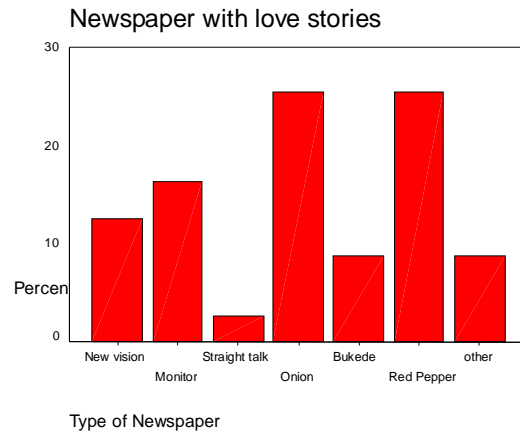
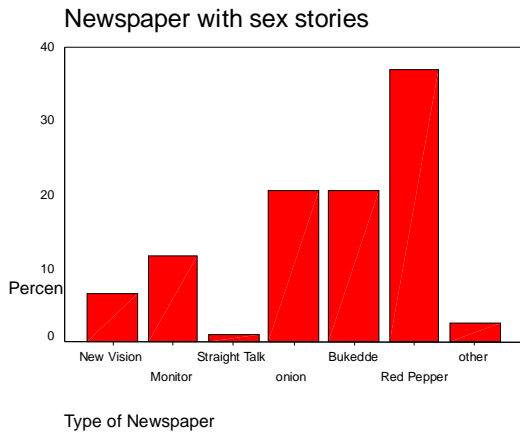
Students were further asked to indicate the newspaper that contains a particular type of sexual information; the New Vision was indicated to lead with information on pregnancy care. An observation check list in one of the single boarding school also indicated such information on pregnancy care and family planning to be contained therein (New Vision).

The Straight Talk newspaper had abstinence messages and STD/HIV prevention; information on family planning and pregnancy care was mainly contained in the New Vision, while sex and love

stories in the Red Pepper; nude pictures were contained in the Onion newspaper. This generally implies that the Straight Talk newspaper, and New Vision contain more positive sexual information while the Red Pepper and Onion contain more negative sexual information. The different types of sexual information contained in most newspapers students indicated have been shown in figure 5 below.

Figure 5: Type of sexual information contained in different types of Newspapers





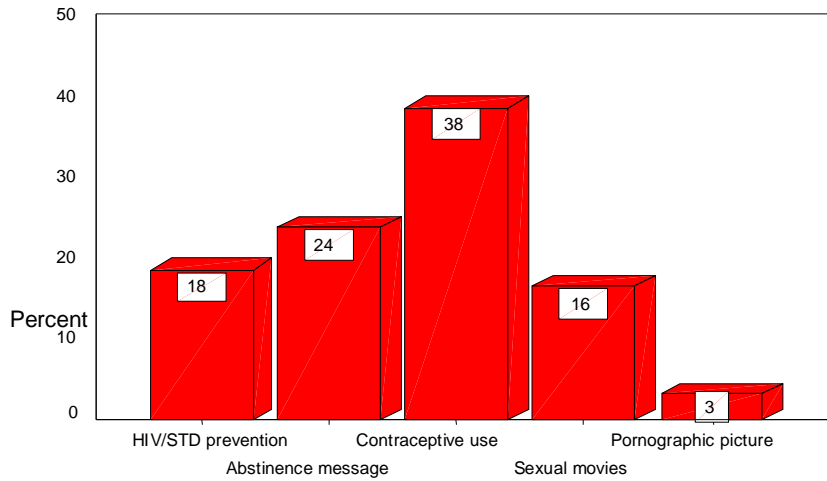
4.2.2 Type of sexual information students watch on television

The highest percentage (38%) of sexual information on TV was contraceptive usage/ family planning, followed by abstinence messages (24%) and HIV/ STD prevention (18%).

In one key informant interview (KII) with a school administrator of a day school related findings were revealed. This is what he said:

“....Our students find some good sexual information on Television. Many TV shows on Sunday encourage youths to abstain from sex or use a condom and our students, being day scholars can watch such programs.....” (KII, August 2011)

Figure 6: Type of sexual information on television

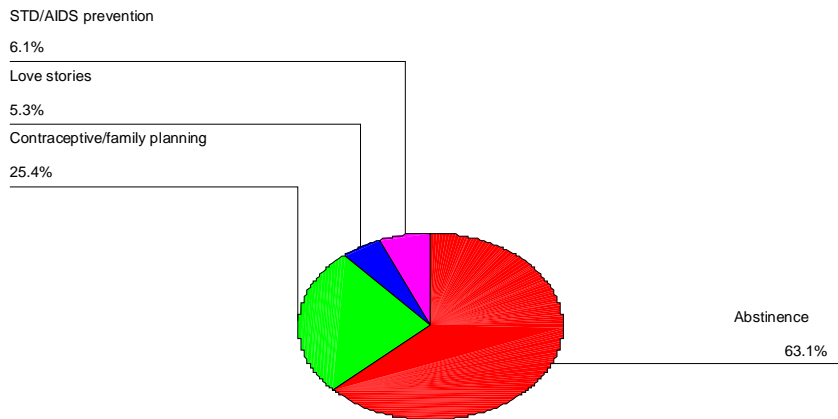


4.2.3 Type of sexual information students hear/ listen to over the Radio

There was no significant difference between the proportion of students who listen to radio and their type school ($X^2=0.544$, $P= 0.909$, $df= 3$). This implies that both students in the boarding and day schools access the radio for sexual information.

The radio was found to provide more information about abstinence (63.1%) followed by contraceptive use/ family planning messages (25.4%). This generally implies that the radio provides more positive sexual information than negative sexual information.

Figure 7: Type of sexual information on the Radio



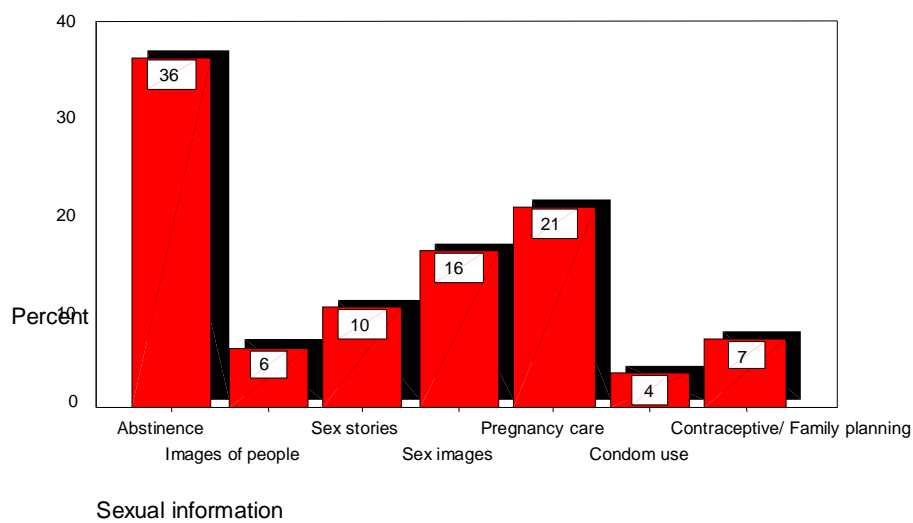
4.2.4 Type of sexual information students surf on the internet

Like other forms of media, students find more of abstinence messages (36%) followed by pregnancy care (21%) as seen in figure 8 below. Unlike the newspapers and the radio, internet has the lowest percentage of information on family planning and condom use (7% and 4% respectively).

During a key informant interview (KII), the head of the ICT department in a mixed day and boarding secondary school had this to say:

“...Whereas our school has internet services, no one including teachers are allowed to access any pornographic information on the website. I think therefore students do not find any such information on website since we do not allow them to browse such websites. If it is educative sexual information like abstinence or HIV prevention, a student seeks permission from the computer teacher in the lab to access such website....” (KII, August, 2011)

Figure 8: Type of sexual information on the internet/ websites



4.3 Preferred form of media for sexual information

Most students (33.8%) preferred the radio for educative/ positive sexual information followed by television (26.7%), the internet had the lowest (18.2%) preference for sexual information.

Table 3: Most preferred form of media for sexual information

Variables	Frequency	Percent
News papers	83	21.3
Radio	132	33.8
Television	104	26.7
Internet	71	18.2
Total	390	100.0

Further analysis (see table 4 below) revealed no significant difference between the proportion of girls and boys who prefer the radio as source of sexual information ($\chi^2= 2.172$, $p= 0.537$, $df=3$).

One school administrator too mentioned a similar statement:

“.... Yes, I think both girls and boys like the radio for any kind of information including politics, religious information or sexual information...” (Matron from a mixed boarding school, August 2011)

Table 4: Preferred form of media for sexual information by sex of respondents

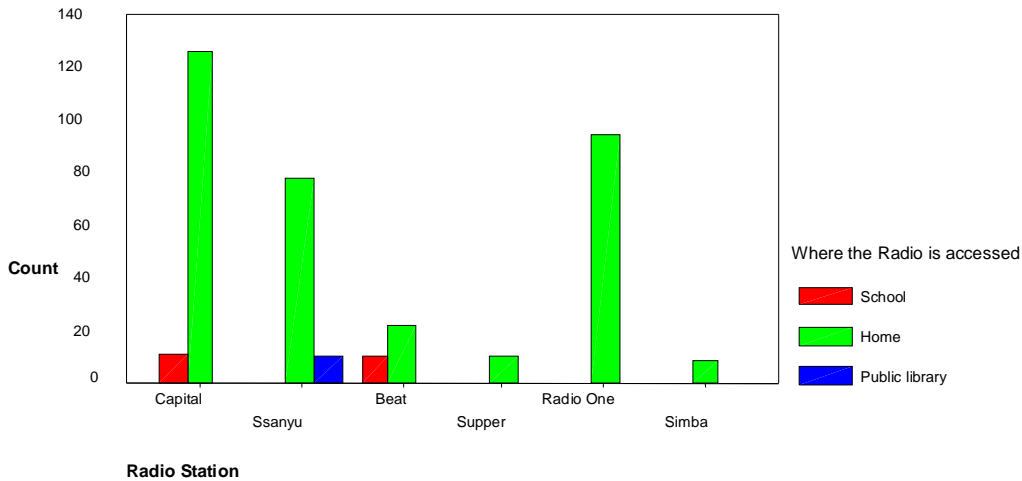
	Preferred form of media				Total
	Internet	Radio	TV	Newspaper	
Male (n)	30	57	51	32	170
(%)	(17.6)	(33.5)	(30.0)	(18.8)	(100.0)
Female (n)	41	75	53	51	220
(%)	(18.6)	(34.1)	(24.1)	(23.2)	(100.0)
Total	71	132	104	83	390
	(18.2)	(33.8)	(26.7)	(21.3)	(100.0)

Multiple responses not allowed

Preferred radio station for educative sexual information and its location

Students were further asked to indicate the preferred radio station for positive/ educative sexual information. Most students (37.0%) preferred Capital FM, which they access at home to any other radio station for educative sexual information; this was followed by Radio One FM and Ssanyu FM (25.4 and 23.8% respectively) as seen in figure 9 below.

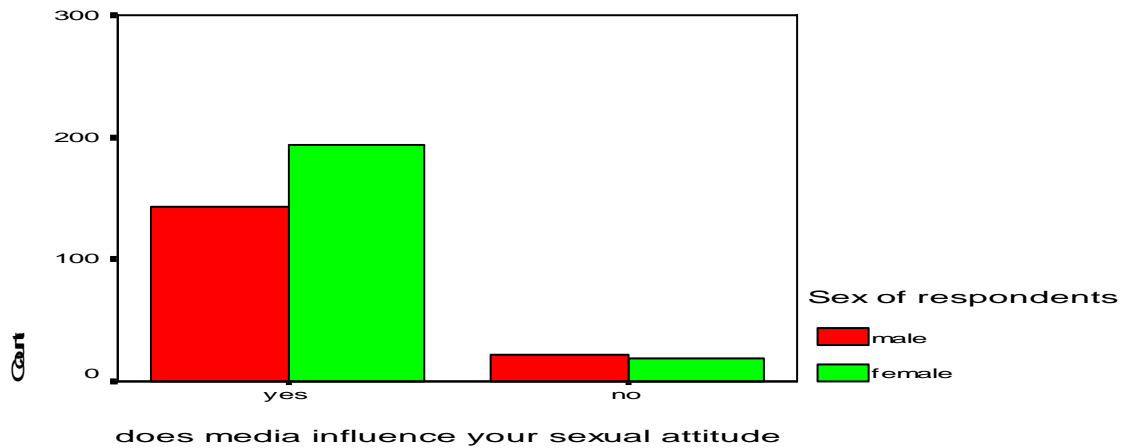
Figure 9: Preferred radio station for educative sexual information and its access



4.4 Influence of media on sexual attitudes of respondents

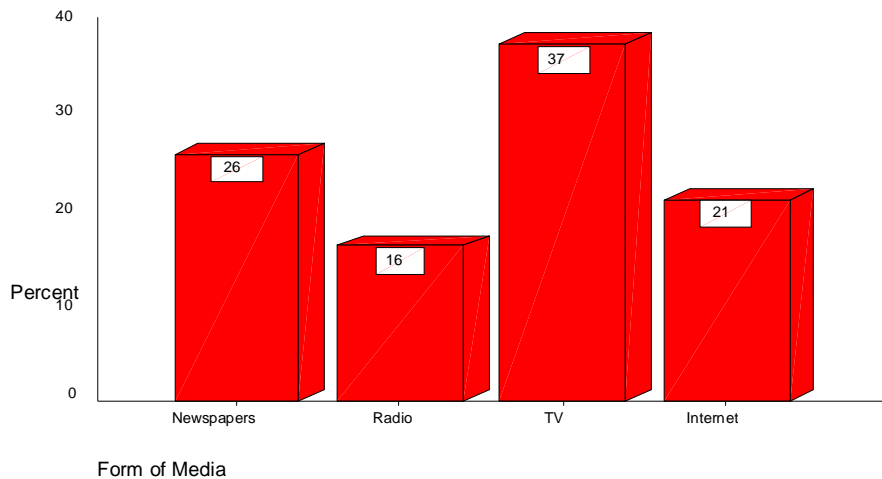
Asked whether students think media (in general) influences their sexual attitudes, a big proportion (89.2%) did strongly agree that media influences their sexual attitudes. Of those who agree that media influences their attitudes, 57.6% (of 89.2%) were female students implying that girls think that media influences their sexual attitudes more than the boys.

Figure 10: Whether media with sexual information influences students' sexual attitudes



Further analysis indicated that watching TV (37%) and reading newspapers with sexual information (26%) were the forms of media influencing students' sexual attitudes most compared to other forms as seen in figure 11 below.

Figure 11: Form of media that influences sexual attitudes of adolescents most



Exposure to media with sexual information and sexual attitudes of secondary school adolescents in Kawempe Division

A cross tabulation between whether the student is exposed to sexual content in each form of media and whether media influences the students' sexual attitudes was done. Chi square results were also obtained for exposure to each form of media and whether it influences the sexual attitudes. Results are summarised in the table 5 below.

Table 5: Influence of exposure to media with sexual information and sexual attitudes of secondary school adolescents

Variables	N (390)	χ^2	P-value
Reading sexual information in news papers			
Yes	356 (91.3)	5.86	0.016
No	34 (8.7)		
Watching sexual information on TV			
Yes	369 (94.6)	3.49	0.042
No	21 (5.4)		
Listening to sexual information on radio			
Yes	380 (97.4)	1.61	0.204
No	10 (2.6)		
Surfing sexual information on internet			
Yes	280 (71.8)	0.94	0.333
No	110 (28.2)		

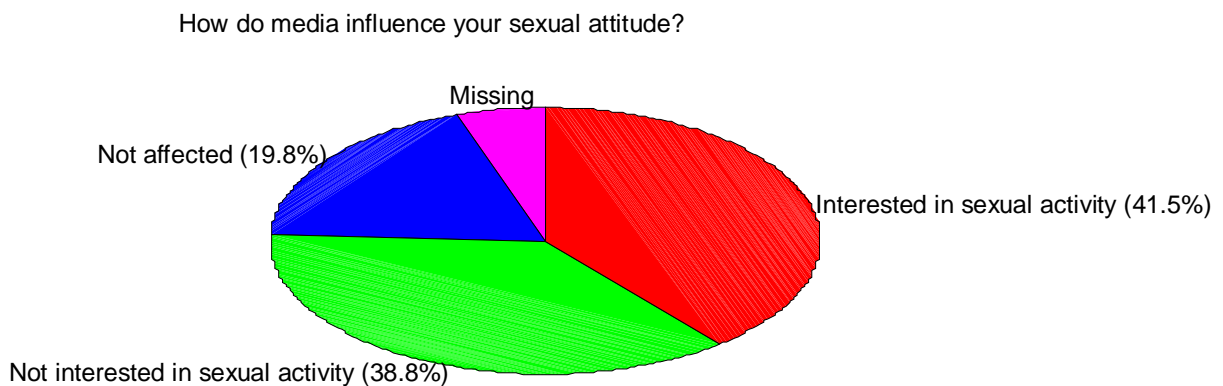
Dependent variable: Sexual attitude (0 = yes, 1 = no), P-value = 0.05

From the table above, it is clear that there is a significant association between watching TV with sexual information and the sexual attitudes of students ($X^2= 3.49$, $P= 0.042$). Similarly, reading newspapers with sexual information is significantly associated to the sexual attitudes of the students ($X^2= 5.86$, $P= 0.016$).

There is no significant association between the sexual attitudes of students and listening to sexual information over the radio or surfing the internet with sexual information.

Indirectly, students were further asked to indicate how the most influential media affects their sexual attitude; a relatively large proportion of the respondents (41.5%) indicated that they tend to be interested in sexual activity (see figure 12 below). This therefore means that exposure to media (particularly the TV and newspapers) with sexual information tends to make students develop positive attitudes towards sexual activity.

Figure 12: How media influences the sexual attitudes of adolescents



4.5 Influence of media with sexual information and the sexual behaviour of students

A regression analysis procedure (between exposure to media with sexual information and whether this affects students' sexual behaviour) revealed that newspapers and TV with sexual information are more likely to influence students' sexual behaviours. It was found that students who read newspapers with educative sexual information are three times more likely to have their sexual

behaviours influenced (OR= 2.75, C I [1.46 – 5.15], P= 0.002).

Similarly, students who watch TV shows with educative sexual information are two times more likely to have their sexual behaviours influenced (OR=2.44, CI [1.33 – 4.50], p=0.004).

Students who listen to sexual information over the radio and those who surf sexual information on the internet were influenced in sexual behaviour but the results were not statistically significant.

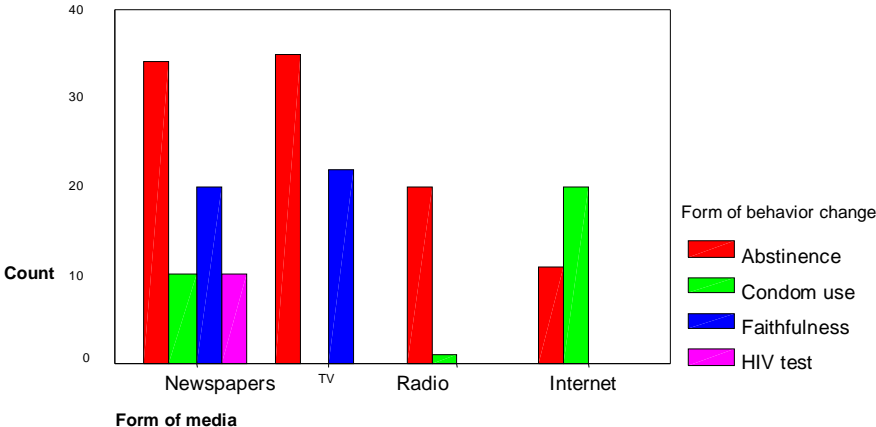
Table 6: Relationship between exposure to sexual content in media and the sexual behavior

Variables	N (%)	OR (95% CI)	p-value
Read newspapers having sexual information			
Yes	337 (86.4)	2.75 [1.46 – 5.15]	0.002
No	53 (13.6)	1	
Watch TV shows containing sexual information			
Yes	330 (84.6)	2.44 [1.33 – 4.50]	0.004
No	60 (15.4)	1	
Hearing sexual information on the radio			
Yes	380 (97.4)	1	
No	10 (2.6)	0.0 [0.00 – 1155325]	0.450
Surf sex information on the website			
Yes			
No	313 (80.3)	1.76 [0.99 – 3.14]	0.056
	77 (19.7)		

Dependent variable: Sexual behavior (0 = yes, 1 = no), P-value = 0.05

Further analysis to identify the form of media and corresponding type of sexual behaviour it influences, the TV and newspapers were found to influence students' behaviour to abstain from sex or to be faithful. Using results in table 6 above, reading newspapers with educative sexual information is three times more likely make a student abstain from sex while watching TV with educative sexual information is two times likely to make a student abstain from sex.

Figure 13: Sexual behaviours of adolescents



CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter discusses the findings presented in the chapter four including the methodological process. An attempt has been made to relate findings of this study to those of other researchers on media and secondary school adolescents' sexual attitudes and behaviour. Where such findings agree with those of other researchers, this has been clearly indicated and disagreements have also been explained.

The chapter begins with a discussion of socio-demographic characteristics of respondents followed by use of media as source of sexual information, sexual information in different forms of media, and the preferred form of media for sexual information by adolescents. The chapter then ends with a discussion of influence of media on sexual attitudes and behaviour of secondary school adolescents.

5.1 Socio-demographic Information

The proportion of female respondents was higher (56.4%) than those of males. This difference can be attributed to the stratified sampling procedure that was used. Schools were stratified into four strata of mixed day, mixed boarding, mixed day and boarding, and finally a single boarding school. The single boarding school sampled was a girls' school as earlier noted that there was not a single boys' school in Kawempe Division. Sampling/ selecting a girls' school directly increased the number of female students; otherwise the proportion of boys attending secondary schools in Kawempe Division may be higher than that of girls.

Findings of this study have also indicated that most students in Kawempe Division are Muslims

(70.0%) compared to other religious affiliation. Kawempe Division is predominately inhabited by Muslim people and it is not surprising that the proportion of Muslim students is higher than that of other religious denominations.

The mean age of students in secondary schools was found to be 16 years with the oldest being 20 years. This is consistent with the Ministry of Education findings (MoE, 2005) which indicated that the age of secondary school students range from approximately 13 years in S1 to 20 years in S6.

5.2 Media as a source of sexual information

Whereas media sex education is on the increase, it is surprising that adolescents in secondary schools of Kawempe Division obtain information on sexual issues from health workers and prefer teachers to any other source for sexual information. These findings are contrary to what most researchers have obtained; for instance a study conducted by Nduait and Kai (1997) indicated that the media, especially the radio is the major source of sexual information for adolescents. In addition, the KFF (2004) noted the media to be far outranked compared to other source of sexual information and knowledge about birth control compared to other sources.

Unlike other institutions, the two boarding schools (single girls' school and the mixed boarding school) and the mixed day and boarding school sampled for this study have health workers at the school. Each of these schools has at least two school nurses who are available throughout the day and night at school. At some cases, former students (who are now health workers) and other hired medical doctors are invited for medical examination of students. Since secondary students are restricted from possessing media forms like radio, TV or newspapers (whose supply is limited in schools), it is possible that health workers are the major source of sexual information.

5.3 Sexual information in media

This study has generally found that the media carry more positive sexual information like abstinence, pregnancy care, contraceptive use, and HIV/STD prevention among others. These findings are consistent with those obtained in a study by Kaiser Family Foundation (2004) involving 519 teenagers in USA. In this study, the media was noted to be providing important information related to adolescent sexuality such as teenage pregnancy and birth control.

5.3.1 Sexual information in Newspapers

Students in boarding schools were generally found to access the New Vision and Monitor newspapers while those in day schools were found to access all major forms of newspapers including the Red Pepper and Onion. This was related to the type of newspaper the school provides the students. In the participant observation exercise, only the New Vision and Monitor newspapers were the only papers provided in schools. There was no Red Pepper, Onion or other newspapers, especially in boarding schools.

Students in day schools were able to access all major forms of newspapers including the Red Pepper and Onion. This is possibly due to the fact that they (students) can read such papers from home or even on the street as they go home. Further, students are likely to carry some pages of the newspapers from home to school and share such sex stories or images with their friends. This is in agreement with the lens of the magic bullet theory of mass communication (Rogers, 2003 in Balaba, D., 2005). This theory suggests that communication information (sexual information in this case) first reaches one particular person(s) and then circulates to the other members in the communities.

Positive sexual information such as abstinence, pregnancy care, and HIV/STD prevention was generally contained more in the New Vision, the Daily Monitor and the Straight Talk magazine. The Red Pepper has for long been identified as carrying the most negative sexual information in Uganda

of all forms of newspapers (Balaba, 2005). It is not surprising that this study found the Red Pepper and the Onion newspapers to carry the most negative sexual messages and images.

5.3.2 Sexual information on Television

Unlike television shows of developed countries which for long have been found to expose adolescents to wide range of negative sexual information such as nude pictures, kissing scenes, and sexual movies (Harris *et al* 1987), this study has found television to carry more positive sexual information like pregnancy care and abstinence while pornographic pictures/ movies had the smallest proportion. Findings of this study do not thus agree with those of Harris *et al* (1987); this could be due to the fact that Ugandan television shows are not yet westernised and thus sexual movies with explicit sexual actions are not shown on TV. In addition, Ministry of Ethics and Integrity office in Uganda prohibits production and circulation of explicit sexual information on TV and in newspapers. The Red Pepper was for instance in the past four years threatened to be stopped from publication.

5.3.3. Sexual information over the radio

Though boarding schools restrict students from possessing radios, it was surprising that there was no significant difference between the proportion of students accessing the radio in both the boarding and day schools. This possibly means that students have some phones with radio or they somehow sneak some small radio gadgets into school.

This study has indicated that the radio airs messages on abstinence and contraceptive use (family planning) messages. Muhangi (2004), had earlier noted that messages over the radio encourage adolescents in school to abstain or delay sex; it is thus not surprising that of all kinds of sexual information aired on the radio, abstinence messages had the highest percentage in this study.

Students should thus be encouraged to listen to such educative sexual information over the radio whenever they have an opportunity to do so.

5.3.4 Sexual information on internet

Findings of this study do not agree with those reported in a study by KFF (2011) which indicated that there is increased internet pornography and thus adolescents are likely to access more pornographic sexual information. This study on the contrary has indicated that secondary school students in Kawempe find more of abstinence messages followed by pregnancy care compared to other sexual information.

The boarding schools in Kawempe Division have internet services but access to some websites has been blocked. Where such websites are not blocked, there are strict regulations that pornographic websites are not browsed. It could be for this reason that students find more abstinence messages than pornographic or nude pictures on the websites.

5.4 Preferred form of media for sexual information

This study has revealed that secondary school adolescents prefer the radio to other forms of media for sexual information. This was followed by the television, the newspapers and the internet. Unlike adolescents in the developed world like the USA for example, who prefer television or internet for sexual information (Strasburger, 2004), secondary school adolescents in Kawempe Division prefer the radio instead of TV. Most students indicated in response to their questionnaires that the radio is cheap which they can get on their phones. Further, they (students) indicated that they can listen to the radio quietly in their rooms and this allows them privacy. Generally, the radio is by far the most preferred form of media for all kind of information in most parts of the country with most homes at least owning a radio (Byansi *et al* 2004).

5.5 Exposure to media with sexual information and sexual attitudes

As others have reported media to influence the attitudes of adolescents ranging from eating disorders and tobacco usage (S., Liliana Escobar Chaves *et al*, 2009), this study has also indicated the media to influence the sexual attitudes of secondary school adolescents in Kawempe Division. Exposure to media with sexual information (irrespective of the type of information) has been found to positively influence the sexual attitudes (tending to engage in sexual activity). Of all forms of media, watching television with sexual information and reading newspapers with sexual information were found to significantly influence the sexual attitudes of adolescents. This agrees well with the findings by Dominick, JR., *et al.*, 1972 (in Balaba, 2005) that watching television somehow influences adolescents' sexual attitudes and behaviour. Newspapers and televisions present information with pictures unlike the radio. Some music videos played on TV are by artists (especially local female artists and those of black American rappers) dressed in a very provocative way and likewise, there are nude pictures in some newspapers. Authors of communication studies (Brown, M., E., 1990) have argued that information presented with pictures influences the target audiences' attitudes more than information presented in audio form only. It is probably due to this reason that adolescents in secondary schools feel reading sexual information in newspapers and watching TV shows with sexual information affects their sexual attitudes more than information in other forms of media.

5.6 Exposure to media with sexual information and sexual behaviours of secondary school adolescents

This study has established a relationship between exposure to media with sexual information and the sexual behaviours of secondary school adolescents. The study has indicated that of all the forms of media, watching TV and reading newspapers influence the adolescents' sexual behaviours more than other forms of media. Further analysis has indicated that reading newspapers with educative sexual information (abstinence messages, for example) is three times more likely make a student abstain from sex while watching TV with educative sexual information is two times more likely to make a student abstain from sex.

These findings contradict those by Brown *et al* (1993) that exposure to sexual information in media, irrespective of the type of such information, can influence adolescents to engage in sexual activity more as a result of experimentation. The results are however congruent with those by other researchers who found a strong relationship between positive media campaigns messages and delaying sexual activity (Keller, 1997 and Neema, 2000).

Whereas youths in developed countries may engage in sexual activity due to exposure to media with sexual information (Brown, *et al.*, 1993), youths in developing countries are more likely to delay sex/ abstain from sexual activity due to exposure to media with such information (Neema, 2000). Findings of this study are thus consistent with those of youths in the developing world such as Uganda. Galiwango (1996) and Mensch (1998) also indicated that religious beliefs and other cultural practices in many developing countries in Africa discourage sex before marriage. It could also be due to this that youths in developing countries tend to delay sex compared to their counterparts in the developed world.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

Following the findings and subsequent discussion of such findings of this study, this chapter now presents the conclusions and recommendations arising from the findings of the study before areas for further study are suggested.

6.1 Conclusions

- Adolescents in secondary schools of Kawempe Division prefer teachers to media and other related sources for sexual information.
- Media generally contain more of abstinence, contraceptive use and family planning information than any other type of sexual information.
- Students in secondary schools of Kawempe Division are exposed to more positive/ educative sexual information than negative sexual information in media.
- Secondary school adolescents in Kawempe Division prefer the radio to other forms of media as a source of sexual information.
- Exposure to media with sexual information positively influences the sexual attitudes of secondary school adolescents whereby students tend to be interested in sexual intercourse.
- Exposure to media with sexual information influences the sexual behaviour of secondary school adolescents. Reading newspapers with educative sexual information is three times more likely cause a student to abstain from sex while watching educative sexual information on TV is two times more likely to cause a student to abstain from sex.

6.2 Recommendations

- Teachers in secondary schools need to be trained in adolescent sexuality since students prefer them (teachers) for sexual information than any other source. Teachers need to be trained in various topics such as HIV/AIDS guidance and counselling, family planning and contraceptives among others so as they are able to deal with the adolescents appropriately.
- In addition to messages on abstinence, contraceptive use, and family planning commonly present in media, more relevant sexual information need to be included in media for such adolescents. More information on HIV/AIDS and other STD prevention and control need to be included in media of all forms.
- Communications to secondary school adolescents about their sexuality need to be by radio since students prefer this to any other form of media. NGOs, the Government and all other partners need to use the radio to pass sexual information (such as abstinence, HIV/AIDS prevention and contraceptives among others) to the adolescents.
- Since media influences positively students' attitudes towards sexual activity, media houses need to communicate information such as consequences of students' involvement in sexual activity like contracting HIV/STDs, unwanted pregnancies, and school dropout among others. Students need to be clearly informed about such consequences using all available forms of media communication.
- Messages on abstinence from sex need to be communicated to the secondary school adolescents through the newspapers and television. Each newspaper must include such articles on abstinence; adolescents are three times more likely to abstain from sex by reading such articles in newspapers. This will minimise the incidences of contracting HIV or other STDs, early pregnancy and resultant school dropout.
- Schools need to organise a health day at least once in every term. Since media with sexual information causes students to abstain from sex, be faithful and go for HIV testing among

others, students need to be given some time to, for example, do HIV and other STD testing. HIV counselling and testing, sensitisation sessions on contraceptives and teaching on faithfulness can be done on a “school health day” once a term

6.3 Areas for further research

In the course of carrying out this study, some points emerged for further research but were not investigated because of specific study objectives the researcher took. The researcher here suggests the following areas which this study did not handle and will help to fill gaps that might have been created.

- Findings of this study have clearly indicated that most students obtain their sexual information from health workers irrespective of the type of school such adolescents attend. It is therefore important that a study to assess the role of health workers in providing sexual information to school adolescents be conducted.
- The role of media on sexual attitudes and behaviour of youths out of school need to be studied. Youths who are not in school are exposed to media of all forms, for instance, they read most newspapers, listen to radio without any restriction (compared to their counterparts in school) and watch movies including those with sexual information. The extent to which the media has influenced the sexual attitudes and behaviours of the out of school youths is still not clear.
- It was already mentioned in the limitation of the study that the findings of this study may not be applicable to adolescents in rural schools where most forms of media like TV or internet cafés are limited. The role of media and extent of its involvement in providing sexual information, influencing the sexual attitudes of adolescents in rural schools need to be studied.
- This particular study can also be replicated (re-done) and the scope increased. The study can compare the role of media on sexual attitudes and behaviour of in-school adolescents who are both in rural and urban (or peri-urban) areas. We need to compare the extent to which media has

influenced adolescents in both categories of environment. Further, it is not clear whether the media influences students' sexual attitudes and behaviour in urban more than those in rural areas.

REFERENCES

1. Anne, G., and Jayne T., 1999. *Doing Research with Children*. London: Sage Publications.
2. Balaba, D., 2005. *Influence of Media on sexual knowledge among secondary school youths in Hoima Municipality*, A dissertation to Makerere University, Unpublished.
3. Bankole, A., Biddlecom, A., Singh, S., and Zulu, E., 2007. *Sexual Behaviours, Knowledge and Information sources of very young adolescents in four Sub-Saharan African countries*. *African Journal of Reproductive Health*, 11 (3), pp 33-34.
4. Brown, M., E., 1990. *Communication and Human Values: Television and Women's culture*. London: Sage
5. Brown, J., D., Halpern, C., T., L'engle K., L., 2005. *Mass Media as a sexual super peer for early maturing girls*. *J Adolescent Health*, 36 (2) pp 420- 427.
6. Brown, Jane, D., Grrenberg, Buerke- Rothfuss. 1993. "Mass media, sex and sexuality." In Strasburger, V., and Comstock, G., (eds). *Adolescents and the Media*. Vol 4 Philadelphia PA: Hanley & Belfus, Inc.
7. Byansi, P. 2004. *Reducing the spread of HIV/AIDS in sub-Saharan Africa: the role that different actors have played in buttressing and/ or constraining behaviour change*. A dissertation submitted in partial fulfillment of the award of a Masters of Science degree in Social development and Health, Queen Margaret University College, Edinburgh.
8. Bernnet, T., and Whiteside, A., 2002. *AIDS in the 21st century, Disease and Globalisation*, Macmillan Publishers, New York, USA.
9. Bisaso, P., 1996. *Strategies of increasing condom utilization as a Preventative measure against HIV/AIDS*, unpublished, Makerere University, Kampala

10. Bloom, Benjamin, 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals*, Susan Fauer Company, Inc.
11. Byansi, P., Mulerwa, R., Balaba, D., Busingye, J., 2002. *Role of perceptions and judgments in influencing behaviour in face of HIV/AIDS: the case of Kamwokya II parish, Kampala, Uganda*. Paper presented at the XIV International Conference on AIDS, Barcelona, July 7th Dec, 2002.
12. Escobar- Chaves, L., S., Tortolero, S., R., and Thickstun, P., 2007. Impact of Media on adolescent sexual attitudes and behaviours, *American Academy of Pediatrics* 116 (4). Available online at <http://www.pediatrics.org/cgi/content/full> (Accessed on 4th April 2011)
13. Fisher, I., 2006. *Report on Sexual activities in relation to religion, Unpublished*, Uganda
14. Galiwango, A., 1996. *Sex Education and Decision making among adolescents in schools in Uganda*, Makerere University, Uganda: Unpublished
15. Gibson, M., 1994. *AIDS and the African press, Media culture and society*, 16:349-56
16. Harris L, and associates. 1987. *Sexual material on American network television during the 1987–88 season*. New York: Planned Parenthood Federation of America.
17. Harris, F., (undated), *The Globalisation of Youth culture and its impact on adolescent Reproductive Health in the Developing world*. Available at <http://www.ydn.org.za/publications> (Accessed 10th May, 2011).

18. Higgins, E., 1996. *Knowledge activation: Accessibility, applicability, and salience*. In E. T. Higgins, & A. W. Kruganski (Eds.), *Social Psychology, Handbook of basic principles* (pp. 133–168). New York: Guilford Press
19. Hyde K., and Ekaton, 2004. *HIV/AIDS Education sector in Uganda, towards a more productive Approach*, Ministry of Education, Kampala, Uganda
20. Huston AC, Wartella E, Donneerstein E. 1998. *Measuring the effects of sexual content in media*, A report to Kaiser Family Foundation, KFF Washington, DC: (KFF).
21. Kaiser Family Foundation. 2004. *Sex smarts: birth control and protection*. Washington, DC: Kaiser Family Foundation.
22. Keller, S., 1997. Media Contribution to better Health, *Network springs journal*. Vol.17, No.3
23. Kidyomunda, R., 2000., *Communication for HIV/AIDS*, A paper presented on 4th Partnership Forum on HIV/AIDS, Jan 31 2006, Kampala, Uganda
24. Langa, S. 2004. *Pornography in Uganda; the naked truth*: unpublished.
25. Ministry of Education and Sports, MoES. 2005. *Annual report*, Kampala.
26. Ministry of Education and Sports., 2003. *The Presidential Initiative on AIDS Strategy for Communicating to Young People*- PIASCY, Instant Publishers, Kampala, Uganda
27. Mensch, 1998. *Centre for Disease Control and Prevention*- CDC, New York, USA
28. Ministry of Health, MoH. 2004. *National Adolescent health policy for Uganda*, Kampala: MoH.

29. MoH., 2002. *HIV surveillance report*, Ministry of Health, MOH, Kampala, Uganda
30. Moore, Kristin, B., 1995. *Adolescent sex, contraception and child bearing: a review of recent research*. Washington DE; Child Trends, Inc.
31. Muhangi, D., 2004. Draft report for the inter-religious Council of Uganda: *study to identify HIV/AIDS information Education and Communication, IEC interventions in Uganda*, Kampala; Inter-religious Council.
32. Neema, S., 2000. *Research on Adolescent Sexual and Reproductive Health in Uganda, A document Review*. Kampala: Africa Alive.
33. Population Reference Bureau, PRB. 2002. *World Youth report, 2000*. Washington, DC: PRB.
34. Price N. 2001. *Performances of Social Marketing in reaching the poor and vulnerable in AIDS control Program. Health policy and planning*. 16(3): 231-239
35. Rich, M., 2005. *Sex Screen: The Dilemma of media exposure and sexual behaviours*, Pediatrics 116(1). Available online at <http://aappublictaions.org/content/116/supplement/1/329>. (Accessed 28th July 2011)
36. Rideout V. Generation Rx.com2001. *How young people use the internet for health information*. MenloPark (CA)7 Kaiser Family Foundation.

37. Roberts DF, Foehr UG, Rideout VJ, 1999. *Kids and media at the new millennium*. New York: Menlo Park Publishers.
38. Roberts E. 1983. *Teens, sexuality and sex: our mixed messages*. *Television & Children* 1983; 6:9 – 12.
39. Sekono, H. 1996. *Factors that lead to Sexual behaviours amongst students in Schools*, Unpublished, a dissertation to Makerere university
40. S. Liliana Escobar Chaves, 2009: *Impact of Media on Adolescents*: Available on www.pediatrics.aappublications.org (Viewed on November 4th 2010).
41. Strasburger VC, Wilson BJ. 2002. *Children, adolescents, and the media*. Thousand Oaks (CA) 7 Sage publications.
42. Strasburger VC. 2002. *Alcohol Advertising and Adolescents*. New York: Pediatric North Publishers.
43. Population Secretariat, 2008. *The state of Uganda population, 2008 report*. Kampala, Uganda. Available on www.popsec.org/state of Uganda population report 2008.pdf (Accessed on 3rd February 2011)
44. Strasburger VC. 2004. *Children, adolescents, and the media*. *Curr Prob Pediatr Adolesc Health Care* 34:54 –113.
45. Tom, B., and Mutiti, A., 1998. *Northern Uganda Psychosocial Needs Assessment Report*-NUPSA, UNICEF, New York, USA. (Page 53- 54)

46. Uganda National Council for Science and Technology, UNCST., 2007. *National guidelines for research involving Humans as research participants*. Kampala: UNCST
47. Uganda Bureau of Statistics (UBOS)., 2002. *Uganda Population and Housing Census, 2002 Report*. Kampala: UBOS
48. US Department of Health and Human Services. *Healthy People 2010*. Volumes I and II, 2nd Ed. Available at www.healthypeople.gov/Document/tableofcontents.htm. (Accessed February 7, 2011).
49. UNAIDS/ WHO. 2002. *Global HIV/AIDS update, 2002*. Geneva, UNAIDS
50. UNAIDS/WHO, 2006. *Report on the global AIDS epidemic* Geneva, Switzerland.
51. UTTA., 2005. *Uganda Think Tank on AIDS: A report on HIV/AIDS Prevalence and Prevention strategy Controversies*, Unpublished, Kampala
52. Uganda AIDS Commission. 1993. *The multi-sectoral approach to AIDS Control in Uganda: executive summary*. Uganda AIDS Commission, Kampala, Uganda.

APPENDIX I: RESEARCH TOOLS

The data collection tools including self administered questionnaire, a key informant interview guide and an observation checklist are available on request from the author (Contact mail: is akupardon@yahoo.com)

