

**MEDIA AND SEXUAL BEHAVIOUR OF SECONDARY SCHOOL  
STUDENTS: A CASE OF ARUSHA MUNICIPALITY**

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**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS IN RURAL  
DEVELOPMENT OF SOKOINE UNIVERSITY OF AGRICULTURE.  
MOROGORO, TANZANIA.**

**2014**

**ABSTRACT**

Secondary school student's sexual behaviour is one of the most serious problems facing the world. Secondary school students continue to be sexually active regardless of associated problems such as unwanted pregnancies, sexual transmitted diseases (STDs), unprotected sex and alarming incidences of HIV/AIDS. These problems lead to a burden on the part of the family, community and nation at large in terms of human pain, suffering and health care expenditures. Although efforts have been taken by the government to address these issues, problems are still rapidly increasing throughout the country. If challenges that face secondary school students are not examined there is a danger of destroying a large and growing segment for the young population. The overall objective of this study was to determine the influence of media on secondary school student's sexual behaviour in order to generate empirical information on strategies to address the problem. The study adopted a cross sectional design by using open and closed ended questionnaires from a sample size of 120 respondents aged 11 – 18 years. Interviews with key informants and focus group discussion (FGD) were also used during the study. The analysis of collected data was done using the Statistical Package for Social Sciences (SPSS). The key findings indicate that secondary school student's sexual behaviour was influenced by demographic characteristics such as age, and sex. Sexual behaviour was high among secondary school students (15 years and above). Watching sexual channels and visiting of pornographic websites was also associated with secondary school student's sexual behaviour. The study recommends that the government should reinforce the government Acts passed by the parliament on the way media should be

run so as to rectify the current trends of media on sexual behaviour of secondary school students.

**DECLARATION**

**I, ALICE GEOFREY MAHEGA**, do hereby declare to the SENATE of Sokoine University of Agriculture that this dissertation is my own original work and has neither been submitted nor concurrently being submitted for any higher degree award in any other Institution.

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**Date**

The above declaration is confirmed

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**Date**

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## ACKNOWLEDGEMENT

I highly thank the Almighty God who helped me in every step of my studies. I am also thanking him for rewarding my parent's strength and good health up to this time. Special thanks should go to my lovely parents Mr and Mrs. Geoffrey Gesubugu Mahega who I shall always remain greatly indebted to for their untiring moral, love, advice and who laid down a concrete foundation of my education. I say "Thank you my parents". And I also thank my beloved husband Fue Eliya Mngumi for his love and care. He has always been a source of strength and encouragement to me. May the Almighty God bless you.

My profound gratitude also goes to my Supervisor, Dr. C. I. Nombo for her tireless, guidance, patience, constructive criticisms, moral support and understanding from the initial stage of writing the proposal up to the time of production of this dissertation. May God bless her

I am also gratefully indebted to the following Sokoine University lecturers; Prof. Mvena, Z.S.K, Prof. E. Mwangeni, the late Prof Kapinga, Dr A. Mwakalobo, Prof. K. A. Kayunze, and Dr. J. S. Mbwambo, for their constructive comments which helped me to improve this work.

Since it is not possible to mention every one, I wish to express my sincere thanks to my colleagues and all friends who helped me in one-way or another at different stages of my studies. Their assistance and contribution are highly acknowledged. Last but not the least, I would like to thank all my respondents and any one else

who in one way or another made the study successful. However, the shortcomings of this study are my own weaknesses and should not be directed to anyone who is acknowledged in this study.

## **DEDICATION**

This work is dedicated to my father Geoffrey G. Mahega and my mother Mrs. Linas G. Mahega who taught me how to have a good relationship with other people. May God bless them.



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**ABBREVIATION AND SYMBOLS**

AIDS	=	Acquired Immune-deficiency Syndrome
BSE	=	Basic Statistics in Education
FGD	=	Focus Group Discussion
HIV	=	Human Immune-deficiency Virus
ITV	=	Independent Television
SPSS	=	Statistical Package for Social Sciences
STDs	=	Sexually Transmitted Diseases
STI	=	Sexually Transmitted Infections
TAMWA	=	Tanzania Media Women's Association
UNESCO	=	United nations Educational, Scientific and Cultural Organisation
URT	=	United Republic of Tanzania
TACAIDS	=	Tanzania Commission for AIDS
TSJ	=	Tanzania school of journalism
TV	=	Television
WHO	=	World Health Organization

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background**

Until the mid-1960's, the United Nations and particularly UNESCO had stressed the importance of a free flow of communication in order to ensure the modernisation of societies in developing countries. Due to that, Tanzania has in place both statutory and constitutional provisions providing several aspects of the media industry. The constitution guarantees a free and independent media whereby article 18 of the constitution of the United Republic of Tanzania stipulates that "without prejudice to the laws of the land every person has the right to freedom of opinion and expression, and to seek, receive and impart or disseminate information and ideas through any media regardless of national frontiers, and also has the right to freedom from the interference with his/her communication". It also states that "Every citizen has the right to be informed at all times of various events in the country and in the world at large which are of importance to the lives and activities of the people and also of issues of importance to society". It is in this light that the government of Tanzania respects the freedom of the media.

The role of media is to inform, educate and entertain (Siebert, 2004). These three functions are not mutually exclusive. Media has the potential to generate both positive and negative effects to children. The media is therefore expected to do the right thing and deliver socially conscious images to the children. The major goal of media is to provide education, well understood message, the meaning and intent behind the media images, and messages seen and heard all around everyday,

everywhere. Critical thinking and critical viewing habits are integral components of media education.

According to Marjorie (1999), children are exposed to messages and images in mass media everyday including television, movies, music, music videos, video games, radio, magazines, internet and other sources. Through the media, children have vast opportunities for learning, growth, communication and entertainment. Today's digital media environment provides easy access to those devices via internet and a host of other emerging technologies (Roberts, 2000). By media literacy, students are able to access, analyse, evaluate and communicate through email, cellular phones and sending attachments carrying a variety of messages.

Furthermore, they can think critically about what they see, hear and read in newspapers, magazine, television, radio, movies, music, advertisements, video games and the internet. A student is expected to have the ability to gather and select information to understand the true meaning of information, judge its worth and then select what they need from diversity that is offered by the different media.

## **1.2 Problem Statement**

Tanzanian society depends on information and communication which is important to them in order to do their daily activities like work, entertainment, health care, education, personal relationship, travelling and anything else that it has to do. Although media have positive effects in the society, the negative effects are not known to children in Tanzania.

In this era of HIV/AIDS in Tanzania, sexual behaviour increases the risk of contracting such disease. The research evidence shows that many young children aged 15-19 had sex before marriage (TACAIDS *et al.*, 2008). This sexual behaviour of doing sex at early age can make children vulnerable to HIV/AIDS. Worldwide, research has demonstrated that young people are heavy consumers of sexually oriented media including television, both broadcast and cable channels, videos, movies, magazines, and more recently, the internet (Brown *et al.*, 1996).

Content analysis have also demonstrated that broadcast television contains a high, growing and increasingly explicit dose of sexual messages, and that a low proportion of such messages display or model either restraint or contraceptive use (Kunkey *et al.*, 1997; Greenberg *et al.*, 1997). However, scientific evidence has not yet established a causal relationship between exposure to sexual content in the media and children's attitudes concerning sexuality and their own sexual behaviours.

### **1.3 Study Justification**

Young people engage in causal and unprotected intercourse because they are doing what they see to the people they admire on television. However in this new era of globalization television, movies, videos, video games, magazines and internet play an active role in children's daily lives hence it create negative impact on youth's values, beliefs and behaviours. Research findings from this study will be useful to Community, Government, Education stakeholders and policy makers. Moreover, lessons learned will be used to improve media services rendered to the young

people and decision making process concerned to the young. Also they will be useful for accountability purposes and to establish the credibility of the public sector/education stakeholder research and to justify increased allocation of research resources. This study conforms to the National Strategy and objective for poverty eradication efforts through 2025 and the National vision of economics and social objectives (URT, 2005). Tanzania government policy on media restricts all information which has sexual abusive language (Media Council of Tanzania, 2009). However, there are still lots of information through various medial channels which expose such sexual information which are harmful to children

## **1.4 Objectives**

### **1.4.1 General objectives**

- i. The general objective of this study is to determine the influence of the mass media on sexual behaviour of secondary school students.

### **1.4.2 Specific objectives**

- i. To identify the type of media mostly preferred by secondary school students.
- ii. To determine the effects of mass media on sexual behaviour of secondary school students.
- iii. To examine parents' role in monitoring children's use of mass media.

## **1.5 Research Questions**

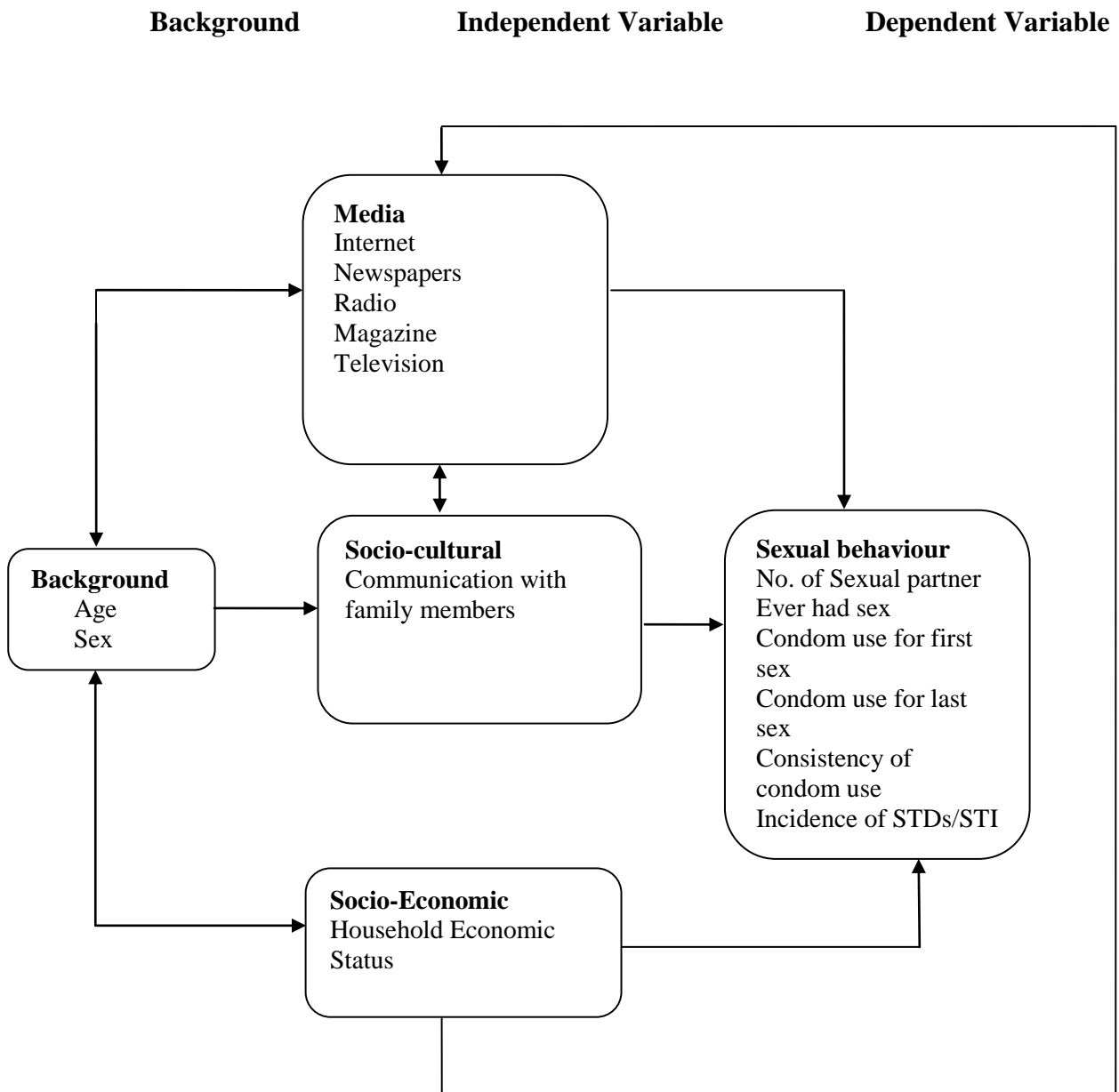
What are the types of media preferred by secondary school students?

What are the effects of mass media on sexual behaviour of secondary school students?

What is the parents' role in monitoring children's use of mass media?

### **1.6 Conceptual Framework**

The conceptual framework is narrative outline presentation of variables to be studied and hypothetical relationship between and among the variables. The types of variables shown in the conceptual framework are the background variables, independent variables and dependent variables whereby, the background and independent variables are influencing the dependent variables. The conceptual framework is shown in Figure 1, and the key variables are defined in Table 1.



**Figure 1 Conceptual Framework**



**Table 1: Definition of key variables and their indicators**

<b>Types of variable</b>	<b>Variable</b>	<b>Indicator</b>
Background Demographic	Education level	Number of years spent in schooling
	Age	Number of years since school child was born
	Sex	Biological differences between male and female
	Living Arrangement	Lives alone, with both parents or father only or mother only
	Socio-economic	Household Economic status
Access to media	Use of information Technology	Visiting Internet café, watch television and read newspapers/magazines, listen to radio
Social-cultural	Religiosity	Index based on praying, fasting, hold strong Religion belief
	Communication With household members on sexuality issues	Whether secondary school students and household members talk about avoiding or delaying sex, and incident HIV/AIDS and STDs
	Peers influence on Sexuality issues	Index based on perception and think of secondary school students towards peer sexual behaviour
Sexual behaviour	Had ever had sex	Had ever practised sexual intercourse
	Number of sexual partners in life time	How many sexual partners the student had had in his/her life time
	Consistency of condom use	Whether a student has used condoms consistently.
	Incidence of STD/STI	Whether the student has been infected with STD/STI in the past twelve months

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Overview**

In chapter one, background information on secondary school students' sexual behaviour was discussed. In this chapter, a review of what is known about sexuality issue is discussed as it helps to orient and locate the research by defining its breadth and limitation. This is in line with what Kumar and Casley, (1988) observed that a review of related literature brings clarity and focus to a research problem, improves methodology and broadens the knowledge base on the subject. This chapter begins by defining the word secondary school students, characteristics and classification of secondary school students. It also defines terms like students, students' sexual behaviour, lifestyle, media, internet, television, radio, newspapers, demographic factors, age, and sex. It then goes on by discussing factors that influence secondary school students' sexual behaviour, social learning theory, social influence, religion and parents, and contexts of secondary school students' experience. This information is relevant because secondary school students represent a large and growing section of the population and are vulnerable to HIV/AIDS infection, and unwanted pregnancies.

#### **2.2 Definition and Determinants of Secondary School Students' Sexual Behaviour**

##### **2.2.1 Secondary school Education**

Secondary school and secondary education are interrelated two words where both relate to secondary school education where students aged between 14 and 18 are

expected to study for a period of four years for ordinary level students and an additional of two years for advanced level students. Secondary school education is the next stage of education after primary education provided either formally or informally. In most of the countries, Tanzania inclusive, secondary school education is divided into two categories: secondary school education for direct entry and secondary school education for indirect entry. A cycle of seven years of primary education invites a child to get enrolled in secondary school education direct but with effect of pass mark in primary school (UNESCO, 2006). Sometimes, people fail to be registered directly in secondary schools because of one or multiplicity of factors, this doesn't restrict one to get into secondary school education. The government through its Ministry of Education and some other agents has decided to open up the two-year programme for Ordinary level and a one-year programme for Advanced level in both, public and private schools in order to make sure that all people who did not manage to be enrolled directly get access to secondary school education through such special programme (URT, 2007).

### **2.2.2 Students**

A student: scholarly definition of student is based on the framework of age and stage of education someone has undergone or is undergoing. Therefore, a student is someone who is taught by another, necessarily has to be taught by a teacher at secondary school level (Encarta, 2007). Some students are beyond and others are in eighteen years of age while the rest are below eighteen years. Generally, students or any person when schooling must be under the control of either parents or guardians; however, she or he may have some freedom of expression in the family and taking

partial responsibilities like extra-curricular activities in order to get used to those activities so that after completion of school one may perform them best problems.

### **2.2.3 Students' sexual behaviour**

School students' sexual behaviour can be determined by demographic, socio-economic status, socio-cultural factors and individual life experience. All these factors can exert an influence on whether, when, and how she or he will be sexually active. It is true for children as well as for adults that sexual expression can be either positive or negative depending on the context. Students' sexual behaviour can be vivified through acts and general behaviour which shows the extent to which given students are engaged in matters pertaining to sexual intercourse, feelings, and desire. Normally, students at the age of 14-18 years start manifesting sexual needs and desire where they form close friendship with same sex as well as different sex to perform sexual intercourse. However, as pubertal events occur early, secondary school students may discover masturbation and other pleasurable self stimulation habits or acts (Haffner, 1995).

### **2.3 Contexts of Secondary School Students' Sexual Experience**

There is very little information available on the contexts within which sexual experience occurs within the school population. A qualitative rural community-based study, in which data were collected using in-depth interviews and focus groups discussions, revealed that involvement of secondary school students in petty trade activities, use of alcohol and lack of parental supervision during leisure, were factors which exposed them to the risk of promiscuous behaviour (Leshabari *et al.*, 1996).

In their two studies, Leshabari *et al.*, (1996) observed that there is information on the circumstances of sexual experience of urban and rural urban children (Lwihula *et al.*, 1996; Leshabari *et al.*, 1996). Coital experiences among school youth in both these studies fell broadly into two categories, sex between male and female secondary school students and sex between female secondary school students and out-of-school youths. In the category of sex between male and female students, circumstances in which such relationships occurred amongst urban and rural youth differed. Amongst the urban youth coital experience was associated with the need of girls to do well at school, which was exploited by boys who offered academically weak girls help with school work in return for sexual favours; gifts or money from boys in return for sex; peer pressure; and to a lesser extent cultural gender-related factors which govern power relationships with the opposite sex.

In their study they pointed out that to a certain extent, girls would sometimes give in to pressure to have sex, for fear of possible rape. In the second category mentioned of girls who had sex with out-of school youth or adult men, economic gain factors predominated in increasing girls' vulnerability to coital experiences. However, the extent of the material or financial gain achieved in return for sex was variable. In rural sample it was reported that the payments to female secondary school students could range from a soft drink from a boy-friend, to gifts such as fashionable clothes and shoes or more expensive gifts including large sums of money. In the urban sample in addition to material and financial gain, in some cases a female school student would live with an adult male partner, with the knowledge of her parents, who would not oppose such a move as long as the partner paid for her basic needs,

including expenses required by the school (Haram, 1995; Lwihula *et al.*, 1996). In his study he pointed out that, nowadays the secrecy governing the whole process of sexual advances between men and women has disappeared. Even taboos are no longer adhered to. Currently you can witness a bunch of young men and women going after each other in broad daylight, ridiculing each other in public by doing so, some young women use their bodies as income generating machines, sleeping with whoever is ready to pay them (Leshabari *et al.*, 1996).

Looking at the current local specific-context in Tanzania, there is an evident perception which tends to make males as the ones who set and decide the direction of a sexual relationship, while females are expected to be compliant and submissive. However, it is evident that females have a role in initiating a liaison, particularly when this occurs between schoolboys and girls. The initiating roles of girls are implicit rather than explicit, and interpreted as such by school boys when a girl show signs, facial expression, and in-depth hidden sexual traits.

#### **2.4 Lifestyle**

The study, by Huesmann, (2006) reviews more than half a century of research on the impact of exposure to violence in television, movies and video games and on the internet. The research clearly shows that exposure to virtual violence increases the risk that both children and adults behave aggressively. Watching media violence significantly increases the risk that a viewer or video game player will behave aggressively in both the short and long term. Children are today exposed to more adult behaviours, like sex. Much of this content is shown to be normal, fun, exciting

but without discussion of the risk of early sexual activity, pregnancy or sexually transmitted infections. Children often copy these behaviours in order to make themselves feel like an adult (Wright, 2001).

Students shift of attention from parents to peers, influence of peers, their accessibility to health damaging materials and opportunities to risk situations, increase the likelihood of involvement in non-conventional and health compromising behaviours. The problem behaviour theory (Jessor and Jessor, 2001) defines risk behaviours as behaviours that depart from the conventional norms of a society and which also elicit control actions.

Most of the problem behaviour involving young people is also linked to health threatening outcomes (Cooper, 2003). Risk behaviours largely denote any behaviour that can compromise successful child development. These may include substance abuse, withdrawal from school involvement, sexual intercourse or involvement in violent behaviour (Jessor and Jessor, 2001; Jessor, 1998). According to psychosocial determinants (both distal and proximal) risk behaviour provides a general explanatory framework for adolescent behaviour. Such framework has three major explanatory domains or sources of variance: the perceived environment, personality, and other behaviour (Jessor and Jessor 2001). The measures of instigations to problem behaviour and those of control against the behaviour generate a dynamic state called proneness. Proneness is a latent variable that specifies the likelihood of occurrence of problem behaviour or departure from conventional norms (Jessor, 1998).

Personality risk, may involve measures such as low expectation for school achievement, high value on independence relative to achievement and less religiosity. Students' behaviour is predicted from the interaction of individual attributes with social or contextual attributes. The interaction's perspectives suggest that an adolescent's behaviour is functional, purposive, and instrumental and goal directed (Jessor and Jessor, 2001). Hence, students may be regarded as a relatively high health risk stage of life, aside from the AIDS epidemic (Tonkin, 2001).

## **2.5 Social Learning Theory**

Social learning theory suggests that students learn through observation and modelling of behaviours and actions, and it is often used to explain the phenomenon of students imitating what they see. According to Bandura (1994), there are numerous studies documenting a correlation between media exposure to violence and students' aggressive behaviour. On his social learning theory, he argued that young people can learn about sexuality from observing others as depicted in the media (Bandura *et al.*, 1994). Specifically, they may observe the mechanism of sexual behaviour, but they will also learn about context in which behaviour occurs, the motives and intensions behind the interactions represented, and the consequences for those who participate in those behaviours. Therefore, according to this social learning theory, it is therefore right to speculate that secondary school students in any part of the world can imitate and learn behaviour relating to sexual matters by looking at their influencers through media in various sorts of ways.



## **2.6 Social Influence**

Social influence involves both direct and indirect processes by which people can affect one another. These influences include processes related to attitude formation and change, conformity, compliance, obedience, modelling, social comparison and group norms. Social influences not only reflect people perception of or preference for normative and information influences, but also involve perceptions of the self in terms of ones abilities, confidence, opportunities and skills to yield social pressure. Like attitudes and subjective norms, perceived behavioural control is a product of information, knowledge and communication (Bandura *et al.*, 1994; 1996). Students' perceptions are likely to be influenced by vicariously observing others or through verbal persuasion processes which are themselves sources of perceived behavioural control beliefs (Bandura, 1986).

Vicarious experiences may largely impart students through comparison process i.e. seeing similar others performing a behaviour successfully or unsuccessfully promoting or undermining effort to perform behaviour. Verbal persuasion relies on information influences. It should be underscored here that normative and informational influences as process of social influence may have desirable and undesirable consequences with respect to media on sexual behaviour (Herbert, 2002).

## **2.7 Media**

Media is the main way through which many people receive information and entertainment. It includes radio, internet, television and newspapers (Roberts 1989;

2000). The internet or television reflect closely more sexual content in which adolescents' identities and interests making sexually active to watch more of it than their inactive peers (Strasburger and Donnerstein, 2000).

The linkage between information technology and secondary school students' sexual behaviour in Tanzania is unknown, despite the evidence that the news media operate in a more socially responsible framework today than before the liberalization, the impact of sexual messages from those media is unknown. By January 2003, records of news papers shows 409 registered newspapers, whereby 155 come out regularly, 17 daily, 53 weekly, 3 bi-weekly, 41 monthly, 1 bi-monthly, 35 quarterly while 2 comes out twice a year (Mnara, 2003). There has been tremendous growth of private as well as independent media outlets, bringing the total number of newspapers and magazines to over 500, more than 30 radio stations and over 60 TV stations ( Rioba, 2005) and 20 TV operators scattered all over the country. Such huge number of media houses in the country does not at all reflect our culture and some do not even run local programmes regularly but foreign wire-service features.

Students and teens nowadays are surrounded by sexual images and sexual content in magazines, TV, radio, and movies. Media messages from TV are sometimes a student first introduction to sex. Reeves as cited by Kaiser (2003) points out in her book *Harmful to Minors* that instead of being taught the values and responsibility about sex, many students receive mixed messages from highly sexualized and romanticized media characters.

Media has the potential to generate both positive and negative effects, and many studies have looked at the impact of media on society, particularly on students and adolescents. An individual student developmental level is a critical factor in determining whether the medium will have positive or negative effects. Physicians need to advocate continued research into the negative and positive effects of media on student and adolescents (Victor, 1990). According to a survey conducted in Britain in which teenagers were asked about their role models, most of the boys wanted to be like David Beckham, the football star and the girls adored Jennifer Lopez, the music star (Kaiser, 2003). This shows that it is not just in our country that the youngsters have lost their sense of identify, but it is a global phenomenon.

Most of secondary school students tend to rely on the internet, newspapers and television for current information. A distinct advantage of the internet, newspapers and television is their potential for enhanced outreach in providing health services. As health-information sources, the internet, newspapers and television proliferate, concern is being expressed about the quality of this information and the difficulties students have in finding answers to their specific questions (Woodruff *et al.*, 2001). High-dose exposure to portrayals of sex on the internet and television may affect secondary school students' developing beliefs about cultural norms.

Many Tanzanian secondary school students have unprotected premarital coital experiences, and suffer from subsequent ill-effects on their health (Nnko *et al.*, 2001). Current information sources for this population in Tanzania are largely informal, and young people have difficulty in access to information from responsible

adults in communities; they are more exposed to information on sexual intercourse through media than on more basic issues related to biological maturity and its significance. The circumstances of sexual intercourse experiences appear to include cultural gender differences in the ability to negotiate relationships with the opposite sex, economic factors, and changes in the socialization roles of parents which decrease parental supervision of youth activities. Many of these factors reflect changes in society in general, presenting a challenge to current socialization structures such as families, communities, the education and health systems and religious bodies to find ways of working together to provide consistent messages to secondary school students. There is also an urgent need to address the needs of secondary school students in contemporary Tanzanian societies, for appropriate and healthy psychosexual development (Leshabari and Kaaya, 1994).

As more and more students are exposed not only to soft-core pornography, but also to explicit deviant sexual materials, they are learning an extremely dangerous message from pornographers that Sex without responsibility is acceptable and desirable. Because pornography encourages expression without responsibility, it endangers students' health. Students often imitate what they've seen, read, or heard. Studies suggest that exposure to pornography can prompt kids to act out sexually against younger, smaller, and more vulnerable students. Experts in the field of childhood sexual abuse report that any premature sexual activity in children always suggests two possible stimulants: experience and exposure. This means that the sexually deviant student may have been molested or simply exposed to sexuality through pornography (Dick, 2006).

Pornography often introduces students prematurely to sexual sensations that they are developmentally unprepared to contend with. This awareness of sexual sensation can be confusing and over stimulating for students (Donna, 2004). The sexual excitement and eventual release obtained through pornography are mood altering. For example, if a young boy's early stimulus was pornographic photographs, he can be conditioned to become aroused through photographs. Once this pairing is rewarded a number of times, it is likely to become permanent. The result is that it becomes difficult for the individual to experience sexual satisfaction apart from pornographic images (Marshal, 1998).

To students, pornography is instructional that it provides a visual message about new information. However that information is not an accurate portrayal of human sexuality. Photographs, videos, magazines, and virtual games, which portray rape and the dehumanization of females in sexual scenes, are powerful forms of sex education. Unlike learning provided in an educational setting, exposure to pornography is counter productive to the goal of healthy and appropriate sexual development in students. It teaches without supervision or guidance, inundating students' minds with graphic messages about their bodies, their own sexuality, and those of adults and students arouse (Benedek, 1999).

## **2.8 Internet**

The Internet is both a source of promise and source of concern for the students. The promise is that, it offers an enormous range of positive and educational experiences and materials for students. Yet students on line may be vulnerable to harm through exposure to sexually explicit materials, adult predators and peddlers of hate. If the

full educational potential of the internet is to be realized for students, these concerns must be addressed.

Although only a small fraction of material on the internet could be reasonably classified as inappropriate for students, that small fraction is highly visible and controversial (Klein *et al.*, 1993). Unlike much of the traditional media, which is usually purchased or rented, the internet is essentially free of monetary cost. Even the minority of students who lack internet access at home often have ready access at school, public libraries and the homes of friends. Not surprisingly, the vast majority of students will likely be exposed at least to some pornography during their childhood. This is no accident according to some researchers, who have concluded that much of the multi-billion dollar pornography industry is focused specifically on 12 to 17 year-old males, with the goal of creating adolescent addicts who will remain lifetime consumers (Kimberly *et al.*, 2003).

People have expressed concern about the type of material that students can access on the internet, especially pornography (Schaefer, 2000). Despite the different governments efforts to fight student pornography on the internet these efforts have shown little yield because one may close one site; there are two more that will be opened the next day.

Numerous scientific studies have demonstrated a strong correlation between exposure to pornography and subsequent deviant sexual behaviour in students. The explosive growth of the internet over the last decade, and the freely available

pornography to be found on this new medium, pose an additional significant public health and safety threat to students (Carnes, 2003).

## **2.9 Television**

Television is, perhaps, the most powerful of all the media stimuli that influences individuals and society. Students, in particular, regularly watch significant amounts of television programming. Only recently has the internet come close to challenging the dominance of television in terms of hours spent using media, according to some recent surveys. The content of much television has become highly sexualized in recent years. The impact of television viewing is so large that even a moderate shift in the sexual content of adolescent TV watching could have a substantial effect on their sexual behaviour (Collin *et al.*, 2004). In Tanzania women have been used in business advertisement but their appearance does not deliver the intended message rather than sexual attraction to the consumers of the product (Mwero, 2000).

## **2.10 Radio**

Radio is a media which reaches a wider mass than any other media. Most students (90%) reported to possess functioning radio. A tremendous growth of private and independent TV (60) and radio stations which are more than 30 scattered all over the country which do not at all reflect our culture and some do not run local programs regularly but foreign wire service features (Rioba, 2005) worsen the sexual behaviour of teens. Kaiser, (2003) pointed out that instead of children being taught the values and responsibility about sex; they receive mixed messages from highly sexualized and romanticized radio programmes.

## **2.11 Newspapers**

In Tanzania, less attention has shown for others' privacy, there is infantile glee for steamy sex stories, true and concocted; there is both pornographic that is really and that is the work of despicable photo-function, there is shocking disregard for the sentiments of the bereaved and respect for the deceased. There is new vocabulary like "Magazeti ya ngono" (sexual magazines) (Aminiel, 2005). In his article "Lets restrict films and sexual publications", published on 16 February 2006, Maggid Mjengwa, a journalist for Rai newspaper showed his concern on a habit of both young and old people in Tanzania who visit internet cafés for the intention to view sexual films. He insisted that those people are psychologically affected

## **2.12 Demographic Factors Related to Secondary School Students**

Human demographic relates to whole societies or to groups defined by criteria such as nationality, Education, religion and ethnicity. It includes birth, Age, mortality, fertility and gross reproduction rate.

### **2.12.1 Age**

In their study conducted in India Capaldi *et al.* (1996) found that males begin having sex at younger ages than females. For male adolescents, there are strong effects of developmental characteristics, such as early puberty and high levels of androgen hormones (i.e. testosterone), which are associated with increased adolescent sexual behaviour. Unconventional psychosocial attitudes and behaviour as reflected by early use of alcohol, tobacco and other drugs, school problems, delinquency, and physical aggression are associated with earlier onset of adolescents sexual



intercourse. In Tanzania as noted by Ikamba and Ouedraogo, (2003) in their study at Kichangani Tanga, adolescents start to engage in sex at an age as low as 10 years.

### **2.12.2 Sex**

Sex of students has something to do with sexual behaviour. In Kenya, Mensch (1997) found that personal and social factors for both girls and boys influence the early initiation of sex. It has also been reported that boys appear to initiate intercourse earlier than girls, but girls catch up by the late teens (Nzioka, 2001).

In his study of human sexuality, Horoian (2005) urged that, sexually permissive cultures not only allow a less fettered expression of adult sexuality, but also may give little attention to the sexual behaviours of students as long as they are not blatantly displayed. Sexually supportive cultures, believing that sex is indispensable to human happiness, encourage early sexual expression as a means of developing adult sexual competency and positive sexual attitudes. Students in sexually permissive and sexually supportive societies display a similar developmental pattern that is not apparent in sexually restrictive and sexually repressive societies.

### **2.12.3 Religion and parents**

Commitments and values differ so widely in society that schools cannot be very thorough or consistent in their treatment of moral issues. According to a growing body of research, parents and religious beliefs are a potent two in one combination when it comes to influencing a teen's decisions about whether or not to have sex (Guilamo-Ramos *et al.*, 2006).

A study published in the Alan Guttmacher Institute's Family Planning Perspectives showed that parents can best keep their teens from becoming sexually active by: maintaining a warm and loving relationship with their children, letting teens know that they are expected to abstain from sex until marriage. Parents who are involved in their children's lives, and who confidently transmit their religious and moral values to their children, have the greatest success in preventing risky and immoral behaviour (Collins *et al.*, 2004).

#### **2.12.4 Summary**

In this chapter we have reviewed the literature on media and sexual behaviour of secondary school students. Researchers suggest that high-dose exposure to portrayals of sexual images on both print and electronic media affect students' developing beliefs about their cultural norms. Furthermore, it may create illusion that sex is more central to their daily life and therefore students become involved in sexual intercourse earlier than expected as they alter beliefs about the likely outcome of engaging in sexual activity.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter presents the methods used to collect and analyse data on media and sexual behaviour of secondary school students. The chapter presents the study location and justification of its selection, research design which describes the type of respondents involved in the study, the sampling procedures employed, data collection, data processing and analysis, and lastly the limitations of the study.

#### **3.1 Location of the Study**

This study was conducted in Arusha Municipality in Arusha region. The region is a popular tourist destination and is the centre of the Northern Tanzania Safari Circuit. The city of Arusha is currently undergoing urbanization, which is drawing people of many tribes from throughout the country to live there. Being an urban area, both paved and unpaved roads exist and all areas are well served by public transport. The area is also served with telecommunication facilities for both public and private use. Electricity is available in the area, mostly for domestic use such as lighting and cooking.

The selection of the study area is due to the fact that Arusha Municipality is a rapid growing town in infrastructural development as well as media such as internet cafes, and televisions. Also Arusha region is amongst the regions with high number of early pregnancies to secondary school students. In 2007, data shows that the number of dropout in secondary schools in Arusha was 538 of which 457 were from public

secondary schools while 81 from private secondary schools while Mtwara had 435, and Mwanza 308 (URT, 2007). This confirms that Arusha has the highest dropout number in comparison to many other regions in Tanzania, most of which are due to early pregnancies. Moreover there is great diversity in social-economic status since the area contains people of high social-economic status as well as low social-economic status. Therefore this municipality could provide an excellence context for the study.

## **3.2 Study Design**

### **3.2.1 Cross-sectional design**

Non experimental design was employed where by a cross-sectional design was used; the design was adopted because it is conducted in a one time basis and is designing to obtain a snapshot of a representative group of beneficiaries at a given moment of time. The design has a greater degree of accuracy and precision in social science research (Deaton, 1997). According to Bailey, (1994) this design allows for a descriptive analysis as well as for determination of relationships between variables.

## **3.3 Sampling Procedure and Sample Size**

The target population for this study is secondary school students who are in Arusha Municipality. The sample involved both boys and girls in selected secondary schools. A purposive sampling technique was used to obtain 6 secondary schools out of 19 which are located in Arusha municipality, and those schools were Ngarenaro, Njiro, Kaloleni, Arusha secondary and Arusha day secondary schools. The

secondary schools were selected from government day secondary schools because the students are more vulnerable to effects of media due to freedom of movement which make them have access to media. A random sampling technique was used to select 120 respondents from 6 secondary schools in which every school provided 20 respondents. These respondents obtained by using an update school register upon which every 4th was picked in each school interviewed. The choice of sampling method is due to the fact that it could avoid biased against particular respondents but it might help to get respondents who are susceptible to media; regardless of the population size a sample of not less than 30 respondents is minimum acceptable size for statistical analysis (Bailey, 1998).

### **3.4 Data Collection Method**

#### **3.4.1 Primary data**

Primary data was collected by using quantitative and qualitative data collection methods. In quantitative data collection, a survey method used questionnaires which contain both close and open-ended questions to obtain the background variables such as age, sex, religion as well as dependent and independent variables such as access to media, media consumption and the media and sexual behaviour to students. In qualitative data collection, unstructured interview method was used through a well-structured checklist. The key informant included parents, school teachers and social workers. This well structured checklist gained information on demographic, socio-economic and socio-cultural factors that influence secondary school students' sexual behaviour. Data collection began in the second week of October 2010 and was completed after four weeks. Both qualitative and quantitative data were collected

subsequent to a pilot study conducted in Naura secondary school three weeks before the main study. The pilot study was used to test the clarity, sequence of the questions and the discussion guides proposed as well as estimate time for each questionnaire. The revised version of the questionnaire that was used in the study was translated in to Kiswahili, the national language in Tanzania. The researcher and one trained research assistant administered the questionnaires. The same team was also used for the focus group discussions (FGDs) in getting information which relate to the influence of media to secondary school students' sexual behaviour by using a checklist. During the fieldwork the principal researcher supervised the interview periodically with the aim of assuring that proper data collection procedures were followed and to solve any administrative and field problems. In addition, every day the principal researcher read through the completed questionnaires to check the consistency and accuracy of responses.

The FGDs were conducted after finishing the questionnaire survey. The Principal Researcher and one research assistant conducted the discussions upon which 48 students participated in six groups 8 students each in all six secondary schools interviewed. The principal researcher was the moderator while the research assistant took notes. The participants sat in a semi-circle and the moderator in the centre. All the discussions were conducted in Kiswahili. The moderator introduced the topic and allowed the group members to discuss. All the discussions were noted and the discussions were held for about one hour for each session.

More information was collected from key informants such as the Tanzania Media Women Association (TAMWA), parents, education officers, head of schools and other people who deal with children. The key informants were asked to give their views on factors that influence school students to engage themselves into early sexual intercourse, and also to give their views on media and sexual behaviour of school students.

#### **3.4.2 Secondary data**

Additional information were obtained from relevant documents/reports and other documentary materials particularly from National Bureau of Statistics, TAMWA, research reports from various institutions, international organizations, and non-governmental organizations dealing with secondary school students in Tanzania in order to get information on factors that influence secondary school students to engage themselves into early sexual behaviours.

### **3.5 Data Processing and Analysis**

Data from field survey were edited before being coded and analysed using the Statistical Package for Social Sciences (SPSS) computer software. Univariate analysis was used to summarize the information relating to each variable. The distribution properties was analysed by using mean, frequencies and percentages which presented by histograms and pie chart. Data were also analysed using index scale with *F*-test to measure correlation between media and sexual behaviour of secondary schools students. Moreover, in the analysis the recorded and summarised data from FGDs written by note taker were used. The analysis has employed field-

based approach that is relying on the direct information given by respondents according to the theme used during the discussion.



## CHAPTER FOUR

### 4.0 RESULTS AND DISCUSSION

#### 4.1 Overview

In this chapter, the results of the study are presented and discussed. The findings are presented in a way that allows a logical flow of ideas as governed by study objectives and research questions aimed at giving out detailed information on the media and sexual behaviour of secondary school students in Arusha Municipality.

#### 4.2 Socio Economic Characteristics of Respondents

##### 4.2.1 Age of the respondents

Generally respondents had an overall mean age of 16.11 years. The youngest respondent had 13 years old while the oldest had 20 years old. The above data show that most of secondary schools students are at the age of between 14 to 18 years old; this age is known for sexual curiosity and it is a time when most students enter puberty. Table 2 shows age of respondents.

**Table 2: Distribution of respondents by age (n=120)**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
13	4	3.3
14	15	12.5
15	23	19.2
16	29	24.2
17	23	19.2
18	24	20.0
19	1	.8
20	1	.8
<b>Total</b>	<b>120</b>	<b>100.0</b>

#### 4.2.2 Gender of the respondents

In terms of gender balance, males and females had more or less similar proportions and almost all students interviewed attend school during week days. Although the sample was taken randomly, male students were more confident to express their sexual experience than female students. Apart from this, it was also evident that male students are many than female students something which confirm that there is imbalance in secondary schools enrolment. Data shows that Secondary schools in Arusha municipality have 19,877 male students while female students are at 17,954, (Arusha Municipality report, 2010). This support data derived by this study that male students are many at secondary schools than female students. In addition to that, during random sampling it was evident that in whatever random sampling techniques many males would be selected than females. Table 3 shows distribution of respondents by gender.

**Table 3: Distribution of respondents by gender (n=120)**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	62	51.7
Female	58	48.3
<b>Total</b>	<b>120</b>	<b>100.0</b>

#### 4.2.3 Types of Parenting

Parents, both father and mother, have a significant role to play to their children particularly at this sexual risky stage of adolescence. Collins *et al.*, (2004) argued that parents can best keep their teens from becoming sexually active by maintaining a warm and loving relationship with their children, letting teens know that they are expected to abstain from sex until marriage. She further portrayed that parents who

are involved in their children's lives and who confidentially transmit their religious and moral values of their children have the greatest success in preventing risky and immoral behaviour. In most cases guidance of a single parent, sister, uncle, grandmother or grandfather to an adolescent child is too remote to maintain warm and loving relationship with their children as that of both parents.

Data in Table 4 shows that almost 35%<sup>1</sup> of students in secondary schools in Arusha Municipality are at risk of falling into sexual deviant behaviour due to being nurtured by one parent instead of both parents which is considered to be good for parenting care particularly in local-specific context in Africa (Cortes, 2007). Distribution of data in Table 4 indicate that 65% live with both parents, while others live either with their mothers 10.8% , fathers 11.7%, alone 4.2% guardians 8.3%. For those who live with both parents might be in a good position of receiving guidance. This is because both parents may work together to discipline and guide their children on how they can use media in a way that can protect them from engaging into sexual behaviour. On the other hand those who live with a single parent, guardians and those who live alone might be easily influenced by corrupting media. This is because single parents and guardians may not have enough time to spend with their children due to many responsibilities that demand their attention. Moreover for those students who live alone are at greater risk of being influenced by media to engage themselves into sexual behaviour. This is simply because they don't have any guidance from either parents or guardians.

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<sup>1</sup> This 35% has been obtained by summing the following results - alone 4.2, father only 11.7, mother only 10.8, guardians 8.3

**Table 4: Distribution of Types of Parenting (n=120)**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Alone	5	4.2
Both parents	78	65.0
Mother only	13	10.8
Father only	14	11.7
Guardians	10	8.3
<b>Total</b>	<b>120</b>	<b>100.0</b>

#### **4.2.4 Socio-economic status**

Family possessions have straight evidence to the economic capacity of the family in which a student comes from. The social economic status of the family from which the student comes from can affect the sexual behaviour of the students. For those who are coming from the well to do families might be affected by media. This is because they can easily have an access to media which can have corrupting influence on their sexual behaviour. However, having access to the media can help these students in various positive ways such as learning various issues that are beneficial to their studies. On the other hand students who are coming from families with low economic status might not be influenced by corrupting sources of information since their access to those sources of information is so limited. But due to poverty and lack of money they might be drawn into early sexual behaviour so that they can get money for catering other needs.

**Table 5: Socio –Economic information obtained from the students (n=120)**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
<b>Whether the house belongs to the family</b>		
Yes	67	55.8
No	53	44.2
<b>Functioning radio</b>		
Yes	108	90.0
No	12	10.0
<b>Functioning television</b>		
Yes	105	87.5
No	15	12.5
<b>Functioning telephone</b>		
Yes	100	83.3
No	20	16.7

Table 5 shows the social economic status of the interviewed students and the families to which they belong. It was revealed that about 55.8% of the students' live in the houses that belong to their families while other students at 44.2% live in houses which do not belong to their families. This has got an implication to the general sexual behaviour due to the fact that living in a shared house can make some students prone to learning sexual behaviour from other peers living in the same house. The facilities possessed by the families of the interviewee, mostly 90% indicated to possess functioning radio, 60% possesses refrigerator, 83.3% owns telephone and 87.5% possesses television (TV). Table 5 shows percentage of respondents' socio-economic status.

**Table 6: Social economic status obtained from the students (n =120)**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
Low	4	3.3
Medium	68	56.7
High	48	40.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

Table 6 shows the percentage of economic status obtained from students categorized by low, medium and high. The index scale present 3.3% as poor, 56.7% as medium and 40% as rich. Those students which are categorised as coming from low status are less likely to be influence by media to engage themselves into sexual behaviours since their access to various sources of information such as TV, Radio, Newspapers is so limited while those from the medium and high are more likely to be influenced by media to learn and practice sexual behaviour. This is because they have access to sources of information such as radio, television, newspapers and internet which may expose them to sexually oriented contents.

### **4.3 Behaviour towards Media Use**

Students and teens are surrounded by sexual images and sexual content in magazines, TV, radio, and movies. Media messages from TV are sometimes a student first introduction to sex. Reeves as cited by Kaiser (2003), points out in her book *Harmful to Minors* that instead of being taught the values and responsibility about sex, many students receive mixed messages from highly sexualized and romanticized media characters.

#### **4.3.1 Internet**

Internet can function as a source of promise and as source of concern to students. The promise is that it can offer a big range of positive and educational experience related materials for students. Yet students online may be vulnerable to harm through exposure to sexually explicit materials, adult predators, and paddlers of hate. Although only a small fraction of material on the internet could be reasonably

classified as inappropriate for students, that small fraction is highly visible and controversial (Klein *et al.*, 1993). Behaviour of the students on visiting internet café is shown in Table 7. The Table shows that 50% of the school students like visiting internet café. On the other hand 50% doesn't like. Among those who doesn't like visiting the internet café, 44% doesn't because of lack of money and 56% do not visit because they are prohibited by parents.

However, for those who like visiting the internet café, 59% do it twice per week, 30% do it three times per week and 11% visit internet café more than three times a week. The results shows that the preferred website mostly visited is pornographic website 22.3% education 39.2%, music 19.2%, romantic 22.3%. (Klein *et al.*, 1993) observed that vast majority of students being exposed to some pornography during their teens. It has been reported by some researchers that much of the multi-billion dollar pornography industry is focused specifically on 12 – 17 year old males with a goal of creating adolescent addicts who will remain lifetime sexual consumers (Kimberly *et al.*, 2003).

**Table 7: Data in relation to internet use obtained from students (n=120)**

<b>Parameter</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Likes visiting internet café	Yes	60	50
	No	60	50
Hindrances to visiting internet café	Lack of money	28	44
	Prohibited by parents	32	56
Frequencies of visiting internet café	Two times	35	59
	Three times	17	30
	More than three times	8	11
Kinds of websites visited	Education	17	39.2
	Romantic	15	22.3
	Pornographic	15	22.3
	Music's	13	16.2

#### **4.3.2 Television**

The impact of television viewing is so large that even a moderate shift in sexual content of adolescent TV watching could have a substantial effect on their sexual behaviour (Collins *et al.*, 2004). Table 8 shows that 84.2% of the students watched TV and news was the most preferred at 31.7%. TV programs have been thought to be front line media and stimulant that persuade students. As from these data, it is clearly that students prefer most watching news, sports, pornographic films, and romantic movies. There are programs in various TV stations like “Love her to death” on Star TV, “Forbidden passion” on channel 10, “Indian a love story” on ITV and an E channel which has a series of sexual films which either show sexually explicit actions or kind of romantic movies that also stimulate sexual desires to adolescents.



**Table 8: Information obtained from the students on the use of television**  
(n=120)

Parameter	Response	Frequency	Percentage
Watched TV in the past seven days	Yes	101	84.2
	No	19	15.8
Kinds of TV programs normally watched	News	38	31.7
	Romantic movies	23	19.2
	Sports	35	29.1
	Pornographic film	24	20.0

### 4.3.3 Radio

Radio is a media which reaches a wider mass than any other media. Most students 90% reported to possess functioning radio. A tremendous growth of private and independent radio stations which are more than 30 scattered all over the country which do not at all reflect our culture and some do not run local programs regularly but foreign wire service features (Rioba, 2005) worsen the sexual behaviour of teens. Kaiser (2003) pointed out that instead of children being taught the values and responsibility about sex; they receive mixed messages from highly sexualized and romanticized radio programmes.

Table 9 shows the general behaviour of students on radio programs. About 84.2% of the students have listening to the radio, and news was the most preferred 32.6% followed by romantic music 26.6%, sports 23.3% and Drama 17.5%. In the study students reported that there are some programs in radio stations such as “Usiku wa mahaba” broadcasted in radio Free Africa by Roy Maganga, radio one there is “Chombeza time” and Radio 5 FM station in Arusha where there is a special programme to assist young men on how to approach young ladies for sexual reasons

are contributing towards influencing students on sexual matters. Apart from that, there are lots of improper music like ‘’Mapenzi matamu’’ by ‘’Ray C’’, ‘’Mama Ntilie’’ by Ray C and AT which are played in almost all radio stations which are not educative but ruins by catalyzing sexual conduct to students.

**Table 9: Data in relation to listening radio obtained from students (n=120)**

Parameter	Response	Frequency	Percentage
Listening radio in the past seven days	Yes	101	84.2
	No	19	15.8
Radio programs normally listened	News	39	32.6
	Romantic music	32	26.6
	Sports	28	23.3
	Drama	21	17.5

#### 4.3.4 Magazine/ Newspaper

Magazines and newspapers are a good source of information on which students rely on. Some of the information displayed on them can stimulate sexual desire on the reader, for example most of commercial advertisements display images of half naked women posing in sexual posture. The result in Table 10 shows that for seven days during data collection period; that is from Monday to Sunday 75.8% students read magazines. The most preferred newspapers were Kiu 27.5% followed by Ijumaa 24.1%, Uwazi 21.7%, Femina 10.0%, and Kasheshe 6.7% respectively Table 9. The reason is that they contain attractive stories that draw the attention of the students on how to take care of sexual partners, how to become a good sexual partner and sometimes how to make love to satisfy their lovers. This can also be seen by looking at the low percentage given to magazine/newspapers which normally write about political and other development stories whereby Mwananchi got only 2.5%, Habari

Leo 3.3%, Majira and Mwanahalisi 1.7% each, and Uhuru 0.8%. This suggests that most students prefer love-stories than other form of stories.

There are sexually explicit magazines in the market termed “magazeti ya ngono” which essentially catalyse sexual desire not only to the youngsters but also to the grown up people. In those magazines you find stories like ‘Raha za Chumbani’, ‘Misakato Kitandani’ and ‘Hakuna kulala’ whose contents may trigger sexual desire among the readers. Cited by Rioba (2005), Mhina (1980) presenting his article in the joint seminar of Tanzania school of journalism (TSJ) elucidated that “mass media are weapons, and weapons have to be used properly if we want to attain intended effect. He proceeded to say that we all know that if these weapons are mishandled, they will cause adverse effects even for their owners”.

However, the News paper Act of 1976 in section 5(2) empower the minister responsible for information to prohibit any newspaper from operation either absolutely or subject to conditions as he may deem fit. Sub section of the same Act forbids any publishing or printing of a newspaper unless the appropriate, printer or publisher have previously signed and sworn before the magistrate and registered in the office of the registrar. This Act renders power and authority to above mentioned officials to rescue the prevailing situation. However the current mass media trends especially on sexual matters go astray and ruin the teenagers. Though the authorities have been empowered to take actions, appropriate actions are not taken merely due to irresponsibility of the people who are entrusted to those positions. For example

the so called “magazeti ya udaku” which portray images of naked people and have explicitly sexual messages, yet there is nobody who takes action against them.

**Table 10: Information in relation to Magazine/newspapers obtained from students (n=120)**

Parameter	Response	Frequency	Percentage
Read magazine or news paper over past seven days	Yes	91	75.8
	No	29	24.2
Kinds of magazine or news papers normally read	Kiu	33	27.5
	Ijumaa	29	24.1
	Femina	12	10.0
	Uwazi	26	21.7
	Kasheshe	8	6.7
	Mwananchi	3	2.5
	Habari leo	4	3.3
	Majira	2	1.7
	Mwanahalisi	2	1.7
Uhuru	1	0.8	

#### 4.4 Sexual Behaviour of School Students

Sexual behaviour of students in this study refers to behaviour related to sexual expression. Sexual expression can be either positive or negative depending on the context. Students sexual behaviour can be verified through acts and behaviours such as, number of sexual partners ever had sex, condom use and consistence of condom use as well as incidences of STDs. School students’ sexual behaviour can be determined by a school child's demographic, socio-economic status, socio-cultural factors and individual life experience. All these factors can exert an influence on whether, when, and how she or he will be sexually active. It is true for children as well as for adults that sexual expression can be either positive or negative depending on the context.

#### 4.4.1 Number of sexual partners

The number of sexual partners is also an indicator of sexual behaviour for students.

Sexual behaviour of school students is shown in Table 11. It was observed that about 61.7% of the students have boy or girl friends. For the case of how many boy or girl friends they have, 55.8% have two boy/girl friends while 4.2% have boy or girl friend, and 1.7% have more than two boy or girl friends. Despite the fact that 61.7% of the students have boy or girl friends hardly 50% had ever had sexual intercourses with their boyfriends and girlfriends.

**Table 11: Responses in relation to sexual behaviour amongst students (n=120)**

<b>Parameter</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Have a boyfriend or girlfriend	Yes	74	61.7
	No	46	38.3
Number of sexual partners	One	5	6.7
	Two	67	90.6
	More than two	2	2.7
Have sexual intercourse with a sexual partner	Yes	37	50.0
	No	37	50.0

#### 4.4.2 Age at first sexual intercourse

Early initiation of sexual intercourse is a factor for students' early pregnancy and sexually transmitted diseases. The age at which students have initial sexual intercourse is very important to be known by parents, guardians and teachers. It is essential for them to know this age so that they can provide, care, guidance and education to the students falling into that age group.

Table 12, reveals that 5.5 percent of the students start doing sex at the age between 11 – 14 years, 39.0% of the students starting doing sex between the ages 15 – 17, while 5.5% starting at the age of 18 and above. These data confirms that most of the students engage in sexual matters from 15-17 years. These data correspond well with what Ikamba and Ouedraogo (2003) wrote in their study at Kichangani Tanga where it was evident that adolescent starts to be sexually active at 15 years of age. This complies with more than 39.0% of students in this study who commenced doing sex at the age between 15 – 17 years. Through FGDs with secondary school students in Arusha, it was revealed that many students practice sexual intercourse at that age as a matter of curiosity to explore why parents forbid them from doing sexual intercourse.

**Table 12: Age at first sexual intercourse obtained from students (n=37)**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
11-14 years	5	14
15-17 years	27	72
18 years and above	5	14
<b>Total</b>	<b>37</b>	<b>100.0</b>

#### **4.4.3 Condom use and media**

Condom use is an effective barrier method in the prevention of transmission of HIV and STIs. Therefore its usage by youth communicates their extent of sexual behaviour Table 13 shows the general tendencies of students on the use of condoms during sexual intercourses. In terms of awareness it seems that most of the students have ever heard of the condoms at 90.8%. The major source through which this information was disseminated to them was observed to be television 61.7%, radio

30.8% and newspapers 4.2%. Despite high percentage of student's knowledge about condoms and its use but still high percentage 57.5% does not use condoms during sexual intercourse. From FGDs with secondary school students, many of them claimed that using condoms reduces sexual gratification and that their partners are faithful to them; while some of them claimed that lack of finance is also contributing towards doing sex without condoms. A cross-sectional survey was conducted using interviews among 852 students attending seven secondary schools in the Arusha region, Northern Tanzania, to predict determinants of sexual debut and recent condom use among students. In this study it was noted that 528 students were sexually active. Of the sexually active students, 26.8% reported having ever used a condom and 21.5% reported use of condoms during their most recent sexual encounter (Lugoe, 1999). This suggests that a high number of secondary school students in Arusha region do not use condom. The following Table shows the use of amongst secondary school students in Arusha municipality.

**Table 13: Information on condom use obtained from the students (n=120)**

<b>Parameter</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Students heard about condoms	Yes	109	90.8
	No	11	9.2
Sources where students heard about condoms	TV	72	61.7
	Radio	32	30.8
	Magazine	3	4.2
	Friends	2	3.3
Use of condoms during sexual intercourse	Yes	12	42.5
	No	25	57.5

#### 4.4.4 HIV/AIDS awareness

HIV/AIDS awareness can be an effective step to prevent student from sexual behaviours. When students are aware on how the disease can be transmitted, the symptoms and ways to prevent themselves from contacting the disease they can be confident and take control of their lives. With regard to HIV/AIDS awareness, it is evident that many secondary schools students know about HIV/AIDS. It is fairly apparent that the main source of such information is the media through radio, television, magazine, and internet. Radio is still the most widely used medium for gaining access to information for many secondary school students in Arusha Municipality and Tanzania in general due to availability of cheap and portable radios (Glotzbach, 2009). From Table 14, it is revealed that most of the students are aware of the sexually transmitted diseases 92.5% and HIV/AIDS 93.3%. The leading sources of information were Radio 39.2%, parents 30.0%, Television 23.3%, magazine 5.8 and the internet 1.7%.

**Table 14: Information on HIV awareness obtained from the students (n=120)**

Parameter	Response	Frequency	Percentage
Students heard of HIV/AIDS	Yes	111	92.5
	No	9	7.5
Sources of information for HIV/AIDS	TV	28	23.3
	Radio	47	39.2
	Magazine	7	5.8
	Parents	36	30.0
	Internet	2	1.7
Students heard of HIV/AIDS	Yes	112	93.3
	No	8	6.7



#### **4.5 Communication of Parents/guardian with their Secondary School**

##### **Students on Media Use**

Parents have a big role to play in influencing sexual behaviour of their children. School students stay at school for a longer time than they do at home. Moreover, parents can significantly regulate children behaviour than teachers at school. Data in Table 15 shows clearly that about 42.5% of parents prohibit their children who are in secondary schools from watching TV programmes which are sexually explicit while 57.5% do not prohibit their children from watching sexually explicit programmes. This might be due to a number of reasons such as, parents' lack of time to talk to their children, parents trust their children on the choice of media to use or it might be parents' irresponsibility.

On radio programmes, data shows that 40% of parents prohibit their secondary school students to listen radio programmes which perpetuate sexual matters while 60% are not doing so. On magazine and internet use, it is shown that 41.7% of parents discourage their secondary school students to use those for sexual reasons while 58.3% are not or rather leave them to decide. This suggests that parents have a big role in shaping sexual behaviour of their children while at home. So, if parents and guardians do not take their responsibilities in helping their children this might make children become vulnerable and at risk to sexual behaviour.

Commitments and values differ widely in society that schools can not be very effective or consistent in their treatment of moral issues. Parents can influence teen's decisions about whether or not to have sex and through letting teens know that they

are expected to abstain from sex until marriage. It was further revealed that parents who are involved in their children's lives, and who confidently transmit their religious and moral values to their children have the greatest success in preventing risk and immoral behaviour. (Collins *et al.*, 2004).

During FDGs with parents they said that they teach their children on good ways of using mass media such as choosing the TV programs that are more educative, choosing what to read in the newspapers and what kind of newspaper they should read. They moreover said they teach their children on the dangers of early pregnancies and how this can affect their health and future. Parents said they emphasised on abstain sex as the best way to avoid problems for secondary students but if that can't work then the student should use contraceptives such as condoms and the use of pills.

However the efforts made by parents to teach their children on good ways of using media does not guarantee that students won't read and watch TV programs that are destructive. In absence of their parents and sometimes due to peer pressure students could find themselves reading destructive magazines and watching bad TV programmes.

**Table 15: Communication of parents/guardian with their secondary school students on media use (n=120)**

<b>Parameter</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Watching TV programmes with sexual messages	Yes	51	42.5
	No	69	57.5
Listening radio with sexual messages	Yes	48	40.0
	No	72	60.0
Reading magazine with sexual messages	Yes	50	41.7
	No	70	58.3
Using internet with sexual messages	Yes	50	41.7
	No	70	58.3

#### **4.6 Sexual Behaviour and Media Use**

The second objective of this study was to determine the effects of mass media on sexual behaviour of secondary school students. Sexual behaviour of students in this study refers to behaviour related to sexual intercourse such as ever had sexual partner, number of sexual partners, ever had sex, condom use and consistence of condom use as well as incidences of STDs. These variables were the focus of the study in establishing sexual behaviour of students and results are presented in Table 16.

##### **4.6.1 Ever had sexual partner and number of sexual partner**

Having a sexual partner is an indication that a student is actively engaged in sexual behaviour which is a leading course for HIV infections and transmission in Tanzania and in most of Sub Saharan countries. This study found that only about a quarter of the respondents 24.2% had ever had sexual partner and the vast majority

(75.8%) reported that they don't have a sexual partner. Majority of students (89.3%) interviewed also reported to have one sexual partner.

**Table 16: Students Sexual behaviour (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Ever had sexual partner</b>		
Yes	29	24.2
No	91	75.8
<b>Number of sexual partners</b>		
One	67	89.3
Two	5	6.7
More than two	3	4.0
<b>Ever had sex</b>		
Yes	60	50.0
No	60	50.0
<b>Age at first sexual intercourse</b>		
11-14 years	9	13.8
15-17 years	47	72.3
18 years and above	9	13.8
<b>Ever used condoms</b>		
Yes	51	42.5
No	69	57.5
<b>Condoms use for the first time they had sex</b>		
Yes	43	35.8
No	77	64.2
<b>Condoms use for the last time they had sex</b>		
Yes	43	35.8
No	77	64.2
<b>General condom use</b>		
Every time	22	18.3
Almost every time	13	10.8
Sometimes	22	18.3
Never	63	52.5
<b>Incidence of STIs</b>		
Yes	29	24.2
No	91	75.8

#### **4.6.2 Experience of sexual intercourse and number of sexual partners**

Initial sexual intercourse experiences are usually important events in the lives of youths. The number of sexual partners is also an indicator of sexual behaviour for the youth. In this study, half of respondents reported to have had sexual intercourse

few started their sexual intercourse at relatively younger ages. The majority of students have their first sexual intercourse at 15-17 years age bracket (72.3%).

#### **4.6.3 Condom use**

Condom use is an effective barrier method in the prevention of transmission of HIV and STIs. Therefore its usage by youth communicates their extent of sexual behaviour. Data in Table 16 reveal that only 42.5% ever used condom, 35.8% used condom during their first sex and 35.8% used condom during their last sex. Only 18.3% percent of students used condom consistently during their sexual intercourse. This implies that condom use among students is generally very low and inconsistent which put them at high risk of contracting STIs and HIV.

#### **4.6.4 Incidence of STIs**

Incidence of STIs is a good indicator of unprotected sexual intercourse which is a risk factor for HIV spread. This study found that about a quarter of students interviewed (24.2%) have ever contracted STIs, this conform to their inconsistent use of condom reported in Table 16.

#### **4.6.5 Index of sexual behaviour**

In order to determine the sexual behaviour, an index was developed using a list of sexual behaviour variables. Seven variables were used to form this index. These variables were: ever had sexual partner, number of sexual partners, ever had sex, condom use, condom use for first time during sexual intercourse, condom use for last time during sexual intercourse and incidences of STD's. For each variable,

every "Yes" response was given a value of 1, which indicated high risk, while "No" response was given a value of 0, meaning low risk. The list of these variables and their values are presented in Table 16.

**Table 17: Sexual behaviour variable**

<b>Variables</b>	<b>Description</b>
Ever had sex	1 = Ever had sex ,0 = Never had sex
Ever had sexual partner	1 = Ever had sexual partner, 0 = Never had sexual partner
Number of sexual partner	1 = One and more sexual partner, 0 = No sexual partner
Condom use	1 = Never used condom, 0 = Ever used condom
Condom use for the fist time had sexual intercourse	1 = Never used condom for the fist time had sexual intercourse, 0 = Ever used condom for the fist time had sexual intercourse
Condom use for the last time had sexual intercourse	1 = Never used condom for the last time had sexual intercourse, 0 = Ever used condom for the last time had sexual intercourse
Incidences of STD's	1 = Ever affected by STDs, 0 =Never affected by STDs

The index ranging from 0 to 7 scores was constructed as an indicator of sexual behaviour. The index had a mean of 1.5. The frequency and level of the sexual behaviour is shown in Table18. The values of the index of the sexual behaviour were categorized in low and high sexual behaviour in order to get a meaningful analysis. Scores below the index mean were categorized as low and scores above the index mean were categorized as high as shown in Table 17. According to Table 17, the majority of the secondary school students 55% were categorized in the low category and the rest 45% were categorized into the high category.

**Table 18: Frequency of sexual behaviour of students (n =120)**

<b>Index</b>	<b>Frequency</b>	<b>Per cent (n = 120)</b>
0	36	30.0
1	8	6.7
2	9	7.5
3	13	10.8
4	5	4.2
5	12	10.0
6	29	24.2
7	8	6.7
<b>Level of sexual behaviour</b>		
Low	66	55.0
High	54	45.0

The estimated index sexual behaviour among secondary school students was further used to examine the relationship between students' sexual behaviour and selected demographic variables, and exposure to media variables. *F-test* was used to determine the significance between these variables and student's sexual behaviour.

#### **4.6.6 Demographic variables of sexual behaviour**

This sub-section presents information on the relationship between sexual behaviour and selected demographic variables such as age, sex and living arrangements. Table 19 presents this finding.

**Table 19: Mean index of sexual behaviour and demographic variables**

(n = 120)

<b>Category</b>	<b>Mean index</b>	<b>P</b>	
<b>Sex of respondent</b>			
Male	1.4	0.291	
Female	1.5		
<b>Age (Years)</b>			
13	1.0	0.031	
14	1.2		
15	1.4		
16	1.4		
17	1.5		
18	1.7		
19	2.0		
20	2.0		
<b>Living arrangement</b>			
Alone	1.8		0.576
Both parents	1.4		
Mother only	1.5		
Father only	1.5		
Others	1.4		
<b>Index mean</b>	<b>1.5</b>		

#### **4.6.7 Sex and sexual behaviour**

The mean score index in Table 19 indicates the relationship between students sexual behaviour and sex was not statistically significant ( $P=0.291$ ). However, scores on the index scales were higher for females than males which imply that female students were more likely to have more sexual behaviour than male students.

#### **4.6.8 Age and sexual behaviour**

Table 19 shows the relationship between students sexual behaviour and age was statistically significant ( $P=0.031$ ). The results show that scores on the sexual behaviour index increase with age. This means that sexual behaviour increases with age; it is lowest in age group between 13 – 14 years and highest in age group 17, 19 and 20 years. Biologically, sexual activities influences on these ages are higher as



most of adolescents have matured. Therefore, increase in age is associated with increase in sexual behaviour.

#### **4.6.9 Living arrangement sexual behaviour**

Living arrangement of young boys and girls has been reported to be associated with their sexual behaviour for example Miller *et al.* (2001) report that parents' marital disruption and living with a single parent have is associated with earlier onset of adolescent sexual behaviour. Results from Table 18 indicate that scores on the sexual behaviour index was highest for student living alone and lowest for students living with both parents (1.8 and 1.4 respectively). This implies that students living alone were more likely to engage into sexual behaviour than those living by either one of the parents or other relatives. This is because when young boys and girls at their adolescent stages cannot take good control of themselves and they need guidance from their parents and other relatives. The relationship between student's sexual behaviour and their living arrangement was not statistically significant.

#### **4.6.10 Sexual Behaviour and Exposure to Media**

The second objective of this study sought to explore the effects of medial on student sexual behaviour. The index of student sexual behaviour developed on subsection 4.6.5 is used to explore this relationship and Table 18 presents this finding.

**Table 20: Mean index of sexual behaviour and exposure to media (n = 120)**

<b>Category</b>	<b>Mean index</b>	<b>P</b>
<b>Ever visited internet cafe</b>		
Yes	1.4	0.716
No	1.5	
<b>Frequency of internet visit per week</b>		
Two times	1.3	0.001
Three times	1.8	
More than three times	1.4	
<b>Access/ watched television during the past seven days</b>		
Yes	1.4	0.025
No	1.7	
<b>Access to/read newspapers during the past seven days</b>		
Yes	1.4	0.408
No	1.5	
<b>Whether household owns functioning radio</b>		
Yes	1.5	0.145
No	1.3	
<b>Whether household owns television</b>		
Yes	1.4	0.891
No	1.5	
<b>Whether the respondent normally listens news from the radio</b>		
Yes	1.5	0.959
No	1.4	
<b>Index mean</b>	<b>1.5</b>	

#### **4.6.11 Student access to internet services and sexual behaviour**

Access to internet services is a potential source of information and learning materials that students need. It is argued that most student go to internet café to access materials related to sexual behaviours such as pornographic film and material, romantic pictures and music as well as chat with known and unknown friends about love affairs especially on an open and insecure internet Web Pages like face book. In absence of good guidance this can be potential sources for students' sexual behaviour arousal. The results in this study shows that the relationship between frequent visits to internet cafés and student's sexual behaviour

was statically significant ( $P=0.001$ ). This score on index scales also showed an increase with frequency of internet visits (See Table 20). This implies that students who have more regular visit to the internet café were more likely to engage into sexual behaviour than their counterparts.

#### **4.6.12 Student access to newspaper, radio and television and sexual behaviour**

News papers, magazine, radio and television potential sources which most youth depend on. These source news media are also depend by other members of the society including adults. The articles and programmes presented to the wider community have specific message to specific particular population. Therefore, youth need to be guided on selection of the articles, and paper they may read as well as on listening to both radio and television. In the absence of such guidance youth may end up consuming news that stimulate their sexual behaviours such as watching pornographic films and pictures, reading tabloid magazine and listening to romantic music and love affairs. During this study the relationship between students access to news papers, radio and television were not statistically significant ( $P>0.05$ ). This implies that students' access to these news media did not influence their sexual behaviours.

However, despite this general statistical result, it is evident that some media components such as internet, television, newspaper and radio particularly on pornographic and romantic aspects are highly used by secondary school students something that may contribute towards a given sexual behaviour. This is in line with what Collin said, "The impact of television viewing is so large than even the

moderate shift in the sexual content of adolescent TV watching could have a substantial effect on their sexual behaviour” (Collin *et al.*, 2004).

## **CHAPTER FIVE**

### **5.0 CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary of Major Findings**

This study found that the most preferred media was observed to be Television. This media has been observed to influence school students' involvement in sexual intercourse earlier. The study also found that mass media plays major role on sexual behaviour to secondary school students as it stands to offer potential sexually-based information through internet, news papers, magazine, radio and television hence making students become sexually active. Furthermore, the study revealed that female secondary school students are more sexually active than their counterpart male students. In addition to the above findings, the study found that parents who control their children on mass-media use are fewer than those who do not.

#### **5.2 Conclusion**

The study aimed at determining the role of media on sexual behaviour to secondary school students in Arusha Municipality. First, the study looked at identifying types of media mostly preferred by secondary school students. It was evident that the most preferred media was Television. This media has been observed to influence school students' involvement in sexual intercourse earlier. Students are bombarded with sexual imagery in television programs, films, and music videos. All these programs carry some form of sexual contents such as talking about sex, passionate kissing, intimate touching, and explicit sexual intercourse materials.

Secondly, the study aimed at determining the effects of mass media on sexual behaviour. Internet, News papers, magazine, radio and television are potential

sources of information which most students rely on. It has been proved that exposure to sexual contents in the media leads students to become sexually active. Thirdly, the study examined the parents' role in monitoring children's use of mass media. Parent's role in monitoring students' use of mass media is very crucial. The study has proved that parents who restrict their students on the use of mass media are fewer compared to the parents who leave their children to decide on their own as to whether they should watch TV or not, moreover they are free to choose on their own what kind of media to use. Those students who are unrestricted are most likely to choose programmes that detriment their sexual behaviour. This shows clearly that parents' role is crucial to defending secondary school students from being negatively affected by sexual-explicit centred mass media.

### **5.3 Recommendations**

Based on the findings from this study, the following are recommended:

- (i) It has been observed that Television is mostly preferred media by secondary school students in Tanzania.

Though TV is the most preferred media, other media such as radio, magazines and internet were also used by students. It is therefore recommended that the government should reinforce the government Acts passed by the parliament on the way media should be run so as to rectify the current trends of media on sexual behaviour of secondary school students. This can be done by the relevant authorities, for example the minister responsible for information who has been given power to prohibit any media from operation if he/she deem fit. Moreover the Act empowers the registrar to refuse to register any media that does not comply with the Acts. It is

therefore recommended that the said authorities should exercise their power without fear by eradicating all the media that portray images and messages that can be harmful to the students.

- (ii) Parents are advised to discuss with their children on matters related to media in relation to sexual behaviour. Moreover in order to effectively monitor the use of mass media to students, parents should guide and limit the use of media which can lead their children to engage themselves in early sexual behaviour.
- (iii) Secondary school students should be encouraged to abstain from attending to the places which show sexual pictures (movies houses) or going to internet for pornographic films rather they are advised to go there for education matters. Whether at homes or at schools, secondary school students should watch the channels which educate them like news rather than sexual messages which lead them to sexual behaviour.

#### **5.4 Recommendation for Further Research**

Further research(s) are needed on condom use amongst secondary school students. This is because it is evident that there is a considerable number of secondary school students who don't use condom while doing sexual intercourse. This might make these students become vulnerable to STDs, including a killer diseases HIV/AIDS and unwanted pregnancies.

It will be completely reasonable to undertake another research to parents so as to know how parents or guardians engage themselves in nurturing secondary school students. Here, issues related to how parents nurture their children in relation to sexuality would be of great significance as it will help bring understanding to parents on how they can help their children in to cope with sexual matters. A research to parents can also include the use of media for their children. This will also allow researchers to know if media are controlled at family level so as to avoid sexually explicit materials.



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**APPENDICES**

**Appendix 1: School Students Structured Questionnaire**

*Questionnaire design for research on*

**MEDIA AND SEXUAL BEHAVIOR OF SECONDARY SCHOOL  
STUDENTS IN TANZANIA: A CASE OF ARUSHA MUNICIPALITY**

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**SECTION A: QUESTIONNAIRE IDENTIFICATION**

Date of interview: .....

**Name of Municipal:** .....

Name of enumerator: ..... Questionnaire number: .....

**SECTION B: BACKGROUND INFORMATION**

*In this section let us discuss on the background information*

1. Gender (Record gender of respondent)

1. Male  2. Female

2. How old are you (in years) \_\_\_\_\_

3. In which class are you? Please tick where appropriate

1. Form 1  2. Form 2  3. Form 3   
Form 4

4. Do you attend at school every school day?

1. Yes  2. No

5. If no give reasons.....

6. Do you presently live?

1. Alone       2. With both parents   
 3. With mother only   
 4. With father only       5. Other (specify) \_\_\_\_\_

### SECTION C: SOCIO-ECONOMIC INFORMATION

*Now I would like to ask you some questions on socio-economic status of your family.*

7. Does the house you live belong to your family? Please tick where appropriate

1. Yes       2. No

8. What is the main source of energy for cooking does your household use? Please tick where appropriate

1. Firewood       2. Charcoal       3. Gas   
 4. Kerosene       5. Electricity   
 6. Others (specify) \_\_\_\_\_

9. Do you fetch water from either of the following? Please tick where appropriate

1. Own piped into household       2. Piped into neighbour house   
 3. Public tap       4. Water kiosk   
 5. Wells

10. Does any member of this household own the following? Please tick where appropriate

	<b>Assets</b>	<b>Yes</b>	<b>No</b>
i.	Functioning radio	1	2
ii.	Functioning refrigerator	1	2
iii.	Functioning bicycle	1	2
iv.	Functioning motor bike	1	2
v.	Functioning car	1	2
vi.	Functioning Telephone/mobile	1	2
vii.	Functioning Television (TV)	1	2
Viii	Satellite dish	1	2

*Now I would like to ask you some questions on the use of Internet and other media.*

11. Do you like to visit the Internet café? Please tick where appropriate

1. Yes  2. No

12. If no why? Please tick where appropriate

1. Lack of money  2. Prohibited by parents   
3. Religion  4. Peer

13. During the past seven days how many times have you visited Internet café?

Please tick where appropriate

1. Two times  2. Three times  3. More than three

times

14. What kind of websites do you normally visit? Please tick where appropriate

	<b>Website</b>	<b>Yes</b>	<b>No</b>
i.	Educational	1	2
ii.	Romantic	1	2

iii.	Pornographic	1	2
iv.	Games	1	2
v.	Music	1	2
Vi	Others specify	1	2

15. During the past seven days have you watched a television (TV?) Please tick where appropriate

1. Yes  2. No

16. What kind of program do you normally watch in TV? Please tick where appropriate

	<b>Program</b>	<b>Yes</b>	<b>No</b>
i.	News	1	2
ii.	Romantic movies	1	2
iii.	Sports	1	2
vi.	Pornographic film	1	2

17. During the past seven days have you read magazine/newspaper? Please tick where appropriate

1. Yes  2. No

18. What kind of magazines /newspaper do you normally read? Please tick where appropriate

	<b>Kind of magazines/newspaper</b>	<b>Yes</b>	<b>No</b>
i.	Kiu	1	2
ii.	Ijumaa	1	2
iii.	Femina	1	2
iv.	Uwazi	1	2
v.	Kasheshe	1	2
vi.	Mwananchi	1	2
vii.	Habari Leo	1	2
viii.	Majira	1	2
ix.	Mwanahalisi	1	2
x.	Uhuru	1	2

19. What kind of radio programs do you normally listen to? Please tick where appropriate

	<b>Program</b>	<b>Yes</b>	<b>No</b>
i.	News	1	2
ii.	Romantic music	1	2
iii.	Sports	1	2
vi.	Drama	1	2

#### **SECTION D: SEXUAL BEHAVIOUR**

*Now I would like to ask you some questions about your sexual behaviour. I know it may be difficult to remember exactly, but I would like to ask you to answer the questions to the best of your knowledge.*

20. Do you have a girlfriend or boy friend? Please tick where appropriate

1. Yes                       2. No

21. If yes how many do you have? Please tick where appropriate

1. One                       2. Two                       3. More than two

22. Do you and your girlfriend or boyfriend have sexual intercourse? Please tick where appropriate

1. Yes                       2. No

23. If no why.....

24. At what age did you first practice sexual intercourse? Please tick where appropriate (*If you answered **No** in question 21 don't answer this question*)

- Between 11 – 14 years                       2. Between 15 – 17 years   
3. From 18 years and above

25. Do you and your sexual partner practice romance? Please tick where appropriate

1. Yes                       2. No

26. If yes what are the sources that made you know about romance? Please tick where appropriate (*If you answered **No** in question 24 don't answer this question*).

1. Internet                       2. Radio                       3. Magazine   
4. Television

27. Have you ever heard of a condom? Please tick where appropriate

1. Yes                       2. No

28. From which source of information did you hear about condom? Please tick where appropriate

- 1. TV
- 2. Radios
- 3. Newspaper
- 4. Parents
- 5. Friends

29. Have you and your partner ever used a condom during sexual intercourse? Please tick where appropriate

- 1. Yes
- 2. No

30. Did you use a condom in your first time you had sexual encounter? Please tick where appropriate

- 1. Yes
- 2. No

31. If yes, where did you get the encouragement to use condom in sexual encounter?  
*(if you answered No in question*

*28 don't answer this question)*

- 1. Television
- 2. Radio
- 3. Magazine
- 4. Internet

32. If no why .....

33. The last time you had sex with this partner; did you or your partner use a condom? Please tick where appropriate

- 1. Yes
- 2. No

34. In general what frequency did you and your sexual partner use a condom? Please tick where appropriate

- 1. Every time
- 2. Almost every time
- 3. Sometimes
- 4. Never

35. Have you ever heard of diseases that can be transmitted through sexual intercourse? Please tick where appropriate

1. Yes  2. No

36. If yes, what was the source of this information? Please tick where appropriate

1. Parents  2. Radio  3. Magazines   
4. Internet  5. Television

5. Other (Specify) \_\_\_\_\_

37. Have you ever heard about HIV/AIDS? Please tick where appropriate

1. Yes  2. No

38. If yes, did you heard about HIV/AIDS from which source of media? Please tick where appropriate

1. Television  2. Radio  3. Magazine   
4. Internet

39. Have you had ever been affected with STDs? Please tick where appropriate

1. Yes  2. No

### **SECTION E: SOCIO-CULTURAL INFORMATION**

40. What is your religious affiliation? Please tick where appropriate

1. Moslem  2. Christian   
3. Tradition   
4. Others (Specify) \_\_\_\_\_

41. Now I would like to ask you some questions about your religiosity. Please answer "Yes" or "No" in every question and state frequency for relevant questions



		Yes	No
i.	Do you believe in God	1	2
ii	Do you pray	1	2
iii.	Is sexual knowledge taught in mosques/ Churches	1	2
iv.	Does the lessons help you to avoid sexual intercourse	1	2
V	Do this lessons also imparted to your parents	1	2
v.	Are the sexual films in TV prohibited in Churches /mosques	1	2

*Some school students communicate with member of their household on sexuality issues. Now I would like to ask you some questions about communication with household members on sexuality issue.*

42. Have you and your household members ever talk about the following issues? Please tick where appropriate

		Yes	No	If yes how many times per week
i.	Delaying/avoiding sex	1	2	
ii.	Using contraceptives	1	2	
iii.	Condom use	1	2	
iv.	Incidence of HIV/AIDS	1	2	
v.	Sexually transmitted diseases	1	2	
vi.	Number of sexual partners	1	2	

*Some adolescent communicate with their sexual partner sexuality issues. Now I would like to ask you some questions about communication your sexual partner(s) on sexuality issue.*

43. Have you and your sexual partner ever talk about the following issues? Please tick where appropriate

		Yes	No	If yes how many times per week
i.	Delaying/avoiding sex	1	2	
ii.	Using contraceptives	1	2	
iii.	Condom use	1	2	
iv.	Incidence of HIV/AIDS	1	2	
v.	Sexually transmitted diseases	1	2	
vi.	Number of sexual partner	1	2	

44. Does your parents/guardian forbid you on the following issues? Please tick where appropriate

		Yes	No	If yes how many times per week
i.	Watching Television programmes with sexual messages	1	2	
ii.	Listening to radio programmes with sexual messages	1	2	
iii.	Reading magazine with pornographic messages/pictures	1	2	
iv.	Using internet for pornographic purposes	1	2	

*Now I would like to ask you some questions on sex and sexuality.*

45. Which of the following do you think is the best source of teaching school students about sex and sexuality? Please tick where appropriate

		Yes	NO
i.	Parents	1	2
ii.	Friends	1	2
iii.	Radio	1	2
iv.	TV	1	2
v.	Newspaper	1	2
vi.	Magazine	1	2
vii.	Internet	1	2
viii.	Culture	1	2
ix	Religion	1	2

#### **SECTION F: PEER GROUP INFLUENCE**

*Now I would like to ask you some questions on your perception and thoughts about peer group influence*

46. Please for each of the following statement answer YES or NO by putting a tick where appropriate

	<b>School child's' sexual behaviour</b>	Yes	No
i	Perceived that other youth of the same age had had sex	1	2
ii.	Thought that most youth of their age considered having sex acceptable	1	2
iii.	Perceived that their unmarried friends had ever had sex	1	2
iv.	Thought that friends would laugh at them for not having sex	1	2
v	Loving relationship established by a boy and a girl is a true love	1	2

vi	Believe that what their friends tell them is true	1	2
viii	Thought that pregnancy was common among teenage girls	1	2
ix.	Perceived that sex before marriage is acceptable	1	2

47. Which TV programmes impress you mostly? ..... and

Which Programmes does not impress you? .....

48. In news paper which articles do you mostly prefer to read? .....

49. What is your suggestion on Media which portray sexual images? .....

50. What is your suggestion on school students who practice early sexual

intercourse? .....

**THANK YOU FOR YOUR COOPERATION**

**Appendix 2: A Checklist Guide on Focus Group Discussion for Secondary School Students in Arusha Municipality**

**GENERAL INFORMATION**

Ward \_\_\_\_\_ Date of Interview \_\_\_\_\_

1. Do you think that it is appropriate for you to have a girlfriend or a boyfriend?  
Why?
2. Do you think that having a girlfriend or a boyfriend can lead you to sexual behaviour? Why?
3. In what ways can sexual behaviours among secondary students be avoided?  
(mention)
4. Can media have any influence on student's sexual behaviour? If yes how?
5. Which TV programme impress you mostly and which programme does not impress you?
6. In news paper which articles do you mostly prefer to read?
7. How often do you talk to your parents about media and sexual behaviour?
8. What are the issues that your parents tell you about media and sexual behaviour?
9. What is your suggestion on Medias which portray sexual images?
10. What is your suggestion on school students who practice early sexual intercourse?

**THANK YOU FOR YOUR COOPERATION**

**Appendix 3: A Checklist for Key Informants**

**GENERAL INFORMATION**

Ward \_\_\_\_\_

Date of interview \_\_\_\_\_

1. What is your designation? \_\_\_\_\_
2. How long have you been living in this ward? \_\_\_\_\_ Years.
3. How many secondary schools are there in your ward? \_\_\_\_\_ Number.
4. Do you talk to your children about media and sexual behaviour?
5. Do you think talking to your children about media and sexual behaviour can help them not to practise sexual behaviour?

**THANK YOU FOR YOUR COOPERATION**