

# **THE ROLE OF ELECTRONIC MEDIA IN EDUCATING THE YOUTH ON SEX EDUCATION IN KAMPALA**

## **CASE STUDY; DEMBE FM**

**BY**

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### **ABSTRACT**

The study was conducted on the topic entitled “The role of electronic media in educating the youth on sex education in Kampala, using a case study of Dembe Fm”. the study was guided by the following objectives; to find out the benefits of sex education to the youths and community, to establish the Barriers to the implementation of Sex Education among youths and to assess the Roles played by Electronic Media in educating youths about sex education

The study was conducted at Dembe Fm which is located in Namuwongo 5<sup>th</sup> street, Nakawa division, Kampala District. The study employed this research design as a qualitative analysis. The study used a sample size of 50 respondents. The researcher adopted the use of questionnaire as a method of data collection to the identified set of respondent

The questionnaires were designed in strategic way comprising of statements to be agreed on by the respondents.

Questionnaires were chosen because the sampled population is literate and they are able to read interpret and write. Data collected from respondents were presented, deduced and analyzed through descriptive narration, graphs, tables and pie charts

Findings showed that Media houses have different programmes concerning about sex education in music, movies, television and publications accelerates young sexual activity, Electronic Media is playing an important role in the systems of current life and media houses Hosts counselors and they put more light on sex education.

It was concluded that electronic media has done more good in promoting sex education among the youths since youths spend most of their time when they are online, watching televisions, listening to radios.

## CHAPTER ONE

### GENERAL INTRODUCTION

#### 1.0 Introduction

This chapter presents background of the study, statement of the problem, research objectives and questions, scope of the study, significance, definition of key terms and conceptual framework.

#### 1.1 Background of the Study

Traditionally, adolescents in many cultures were not given any information on sexual matters, with discussion of these issues being considered taboo. Such instruction as was given was traditionally left to a child's parents, and often this was put off until just before a child's marriage (Keneth, 2013). Despite early inroads of school-based sex education, most of the information on sexual matters in the mid-20<sup>th</sup> century was obtained informally from friends and the media, and much of this information was deficient or doubtful value, especially during the period following puberty when curiosity of sexual matters was the most acute. This deficiency became increasingly evident by the increasing incidence of teenage pregnancies, especially in Western countries after the 1960s. As part of each Uganda's efforts to reduce such pregnancies, programs of sex education were instituted, initially over strong opposition from parent and religious groups (Keneth, 2013).

According to Kirangwa Charles (2006) Sex education was the concern of parents and close relatives. Parents watched carefully on

developments of their children, for those who were unable to do that, entrusted the task to their close relatives. NGOs like USAID, Uganda Aids Commission, Ministry of health, UNDP, UNFPA have sponsored or are sponsoring several health and sex education programs on radios to assist the Youth live a safer life. Kirangwa continues to show that Sex education promoters say that at their tender age, many youth need a lot of special emotional and psychological support, without which they are likely to engage in unbecoming sexual behaviours that expose them to the risk of HIV infection.

Electronic media is aiding people to run a way as fast as possible from the relatives of life and values upon which society was built. The youth are encouraged to carry out practices like using of family planning methods, abstaining and encouraging use of condoms, the majority of which are thrown away and described as inconveniences by teenagers who seek to live a luxurious life.

This study will be based on Health belief model by Rosenstock (1950), which asserts that people will change behavior depending upon their knowledge and attitudes. The Health belief model is the grandfather of all behavior change models. In the 1980s the element of self-efficacy was added, the perceived ability of an individual to effect change. According to this model, a person must hold the following beliefs in order to be able to change behavior: Perceived susceptibility to a particular health problem ("I am at risk for HN"), Perceived seriousness of the

condition ("AIDS is serious. My life would be hard if I got it"), belief in effectiveness of the new behavior ("condoms are effective against HN transmission"), Cues to action ("witnessing the death or illness of a close friend or relative due to AIDS"), Perceived benefits of preventive action ("if I start using condoms, I can avoid HIV infection"), and barriers to taking action ("I don't like using condoms").

Conceptually, sex education as independent variable refers to instruction on issues relating to human sexuality, including human sexual anatomy, sexual reproduction, sexual activity, reproductive health, emotional relations, reproductive rights and responsibilities, sexual abstinence, and birth control. Common avenues for sex education are parents or caregivers, formal school programs, and public health campaigns (Locker, (2001).

Sex Education teaches about abstinence as the best method for avoiding STDs and unintended pregnancy, but also teaches about condoms and contraception to reduce the risk of unintended pregnancy and of infection with STDs, including HIV. It also teaches interpersonal and communication skills and helps young people explore their own values, goals, and options.

## 1.2 Statement of the Problem

In Uganda, there's a high prevalence of teenage pregnancy because of young people becoming sexually active before marriage and because of lack of adequate knowledge on sexual and reproductive health; but yet consider themselves grown up and mature enough to have sex. Teenage pregnancy thus still remains a burden, to both the community and the government of Uganda especially in terms of expenditure in attempt to curb down the detrimental effects of teenage pregnancy on the lives of teenagers. Sex education was among the solutions that were proved effective in curbing teenage pregnancy by the government.

In February 2002, the New Vision came up with a striking head line "Museveni calls for Sex Education" (New Vision 4<sup>th</sup> February 2002). The article stated that 'President Yoweri Museveni has said that he will formally write to the Ministry of Education officials instructing them to implement the teaching of sex education in schools. This call by the president raised a lot of concern in all and sundry in the spheres of society. Most on the frontline against introduction of sex education were religious leaders from all major religious denominations. To most, sex education was like sending the children to hell. The problem it seemed lay in what was meant by sex education

Despite the fact that the Government of Uganda and NGO's intervention to reduce teenage pregnancy through education and awareness campaign of youths as the

possible solution. But still, awareness through sex education is not satisfying; one wonders whether electronic media has to do with education of youths on sex education.

This therefore, this study aimed at determining the role of electronic media in educating youths on sex education

### **1.3 Objectives of Study**

#### **1.3.1 Main Objective**

To assess the role of electronic media in educating the youth on sex education in Kampala

#### **1.3.2 Specific Objective**

1.3.2.1 To find out the benefits of sex education to the youths and community

1.3.2.2 To establish the Barriers to the implementation of Sex Education among youths

1.3.2.3 To assess the Roles played by Electronic Media in educating youths about sex education

### **1.4 Research Questions**

1.4.2.1 What are the benefits of sex education to the youths and community?

1.4.2.2 What are the barriers to the implementation of Sex Education among youths?

1.4.2.3 What are the roles played by Electronic Media in educating youths about sex education?

### **1.5. Scope of the study**

#### **1.5.1 Content scope**

The study determine the benefits of sex education to the youths and community, barriers to the implementation of Sex Education among youths and assess the roles played by Electronic Media in educating youths about sex education.

#### **1.5.2 Geographical scope**

The study was conducted at Dembe Fm which is located in Namuwongo 5<sup>th</sup> street, Nakawa division, Kampala District.

#### **1.5.3 Time scope**

The study was conducted with in a period of 5 months that is being effective from May, 2022 and ended in October, 2022.

### **1.6 Significance of the Study**

The following disciplines will benefit from the findings of the study;

The youths will get a wider understanding of what sex education and premarital sex is all about.

The ministry of Education will also benefit from the information got from this research and therefore it will be used by the ministry of education to inculcate morals in schools and prevent youths from engaging in sex activities before they finish school and before they get married.

The study will help the media companies to be equipped with the information about sex

education and dangers of premarital sex hence helping the students to live quality life,

The policy makers in relevant agencies and Government to assess the effective of introducing sex education on the premarital sex among adolescents

The future researchers will utilize the findings of this study to embark on a related study and improve on it to benefit other readers and researcher.

**1.7 JUSTIFICATION**

The researcher choose this topic of study because in Kampala district, many electronic medias including radio stations and televisions are doing nothing towards educating the youth on matters concerning sex, this has created many immoral behaviour among the youths in the area and therefore, this motivated the researcher to investigate the relationship between electronic media and sex education among the youth in Kampala district.

**1.8 Operational Definitions of Key Terms**

For the purpose of this study, the following terms are defined as they are used in the study:

**1.8.1 Electronic Media**

Means communication of any message to the public by means of any electronic apparatus.

**1.8.2 Sex Education**

This is formal instruction program to provide children and young adults with an objective understanding of sex as a

biological, psychological, and social life force.

**Youth:** According to Uganda National Youth Policy defines youth as those aged between 18 and 30 years and this study as well will consider the same.

**1.9 Conceptual framework**

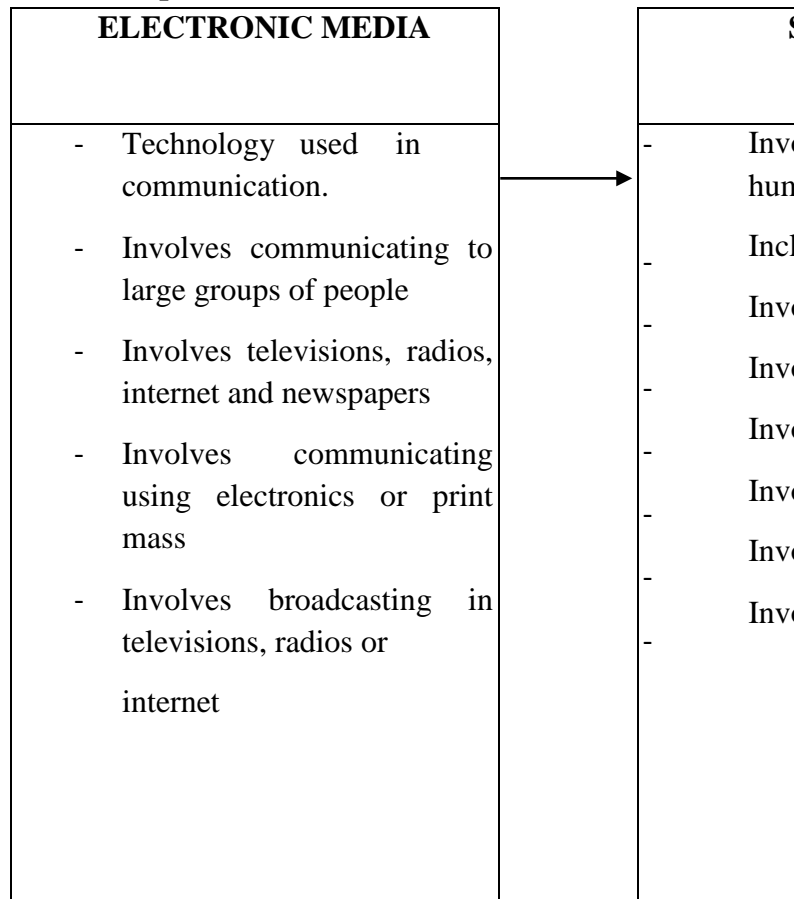


Figure 1: Conceptual frame work on electronic media and sex education

—————> This shows that electronic media influence the level of sex education

Figure 1: Shows the relationship between the independent variable (electronic media) and the dependent variable (sex education).

The relationship has been relayed from the conceptual perspective of the definitions of both the independent (electronic media) and the dependent variable (sex education).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter present literature reviewed from other researcher's and authors in line with the specific objectives.

#### **2.1 Sex education**

Conceptually, sex education as independent variable refers to instruction on issues relating to human sexuality, including human sexual anatomy, sexual reproduction, sexual activity, reproductive health, emotional relations, reproductive rights and responsibilities, sexual abstinence, and birth control. Common avenues for sex education are parents or caregivers, formal school programs, and public health campaigns (Locker, (2001).

According to Kirangwa Charles (2006) Sex education was the concern of parents and close relatives. Parents watched carefully on developments of their children, for those who were unable to do that, entrusted the

task to their close relatives. NGOs like USAID, Uganda Aids Commission, Ministry of health, UNDP, UNFPA have sponsored or are sponsoring several health and sex education programs on radios to assist the Youth live a safer life. Kirangwa continues to show that Sex education promoters say that at their tender age, many youth need a lot of special emotional and psychological support, without which they are likely to engage in unbecoming sexual behaviours that expose them to the risk of HIV infection. Sex Education teaches about abstinence as the best method for avoiding STDs and unintended pregnancy, but also teaches about condoms and contraception to reduce the risk of unintended pregnancy and of infection with STDs, including HIV. It also teaches interpersonal and communication skills and helps young people explore their own values, goals, and options.

#### **2.2 Benefits of sex education to the youths and community**

Prevention of HIV and STD's; Comprehensive sex education is an essential part of HIV prevention. It is proved to be more effective in preventing sexually transmitted infections than education that focuses solely on teaching abstinence until marriage Bridges & Alford (2010).

Prevention of unintended pregnancies; where teenage pregnancy can get in the way

of education and other life opportunities, sex education can mitigate unintended pregnancy. Sex education programs have been proven effective at delaying first intercourse and increasing use of contraception among sexually active youth Mellins, (2018).

Empowerment against sexual violence; Sex education helps teenagers understand themselves biologically and prepare to face the world so that they do not fall victim to sexual predators. It also empowers girls and boys to speak up if their sexual boundaries are violated. It has long been recognized that countries that have a more open and positive attitude toward sexuality have better sexual health outcomes Advocates for Youth (2009).

Sexuality education exposes young boys and girls to material that not only reduces their risk of unplanned pregnancy and disease, but also enlightens and empowers them.

Sex Education Discourages Abstinence-Only Education; Sex education discourages abstinence-only education by explaining such things in detail. By learning about the process of sexual intercourse, teens will refrain to make hasty decisions and only engage in it when they are older because they will know all the risks associated with it Van Empelen (2015).

According to the study, it has been proved time and again that abstinence-only education does not affect teenage sexual behavior. This type of knowledge can help teens make better decisions when choosing their romantic partners Haldre, Ketting. (2012).

Sex Education helps you understand what's normal; Adolescents do face a hard time when hitting puberty. They often confuse certain things as abnormal. You need to accept that your body is changing – physical or biological changes as they are. Sex education helps to teach and aware the youngsters. Where lack of knowledge can make them resent their bodies or compare themselves with others of the same age group, sex education can help you realize that what's normal and when you really need to worry about seeing your doctor Clifton et al. (2015).

Sex Education highlights hygiene issues; your body is your temple, so take good care of it. As you get older, it becomes more important to keep your body clean. Sex education provides essential information about how people can maintain their hygiene. Not all parents can instruct their children on these methods. It may be embarrassing to talk about these topics with children. Some parents, on the other hand, are not aware of any particular precautions to take when teaching their children about hygiene. Schools can engage competent instructors. Teachers with the appropriate abilities can assist students in learning more and being clear about their bodies Yepoyan, (2014).

Sex Education can help aware about infections; every kid should be aware of the infections which can spread through sexual contact. The more you know about it, the less risk you carry with you that might harm you or others. Health is a top priority. Everyone should know about sexually

transmitted diseases (STDs) without any inhibitions. Sex education encourages students to speak up and ask questions if they are uncertain about any of these issues King, (2007).

Sex Education can shape one's behavior; it's not taboo to talk about sex-related issues with your elders. But we must not forget that it's essential because eventually, it will influence one's behavior. Parents' behavior and moral conduct have a significant influence on their children. Schools should encourage youngsters to feel comfortable discussing or inquiring about such topics. Many issues that teens face today are a consequence of a lack of parental guidance. It should be seen as no more than an ordinary occurrence Basch, (2011).

Sex education makes teens realize how their mood swings and hormones change over time. It further teaches healthy habits to make use of the energy in a positive way.

It also helps kids make better choices by emphasizing the significance of taking things slow and knowing someone well before making any commitment Basch, (2011).

Sex Education helps raise kids who know how to treat others; beyond the sex education lessons, children will learn how they should behave around others regardless of their gender or age. They will know what to do when faced with uncomfortable situations. The lessons are delivered in ways that kids can understand them easily. They learn more about themselves and how they should behave. Sex education helps kids

better understand and make the right choices when they enter this phase in life Apter, (2011).

Sex Education teaches responsible etiquette; Sex education teaches students responsible etiquette – the appropriate way to conduct themselves around family members or friends. It also enables them to deal with personal issues in a mature way without getting embarrassed. It can help kids learn proper behavior for all occasions so they avoid unexpected situations that can really be mortifying for them or anyone else Truong, (2018).

It also opens the door for conversations between family members, parents, and children. It can help you discover what an appropriate response is to their concerns about life issues.

Sex Education helps avoid unplanned pregnancy; Unplanned pregnancies are common in teens who engage in sexual activities without proper knowledge. Comprehensive sex education boosts student confidence, improves judgment and behavior, and reduces risk. This lowers the number of unintended pregnancies and increases protection against sexually transmitted illnesses and infections Goldman, (2011).

Sex Education help create long-lasting relationships; Sex education is invaluable in helping children build lasting, trusting relationships. It allows them to form healthy attachments with others while minimizing the risks of entering unstable or dangerous relationships Bednar, (2013).



Increased knowledge about sex helps children make better choices when it comes to relationships. It also encourages them to seek the right information and role models who can teach them more about sex in a safe, non-threatening environment.

Sex Education Provides Information about Consent; in a sexual relationship, consent is the agreement between both parties to take part in a specific activity. This makes it easier for them to withdraw from activities that they no longer want to engage in. When you know more about sex and how it affects your body, you will become more confident about yourself. This helps children make the right choice when faced with sexual situations that are not appropriate for their age Truong, (2018).

Sex education forbids risky behaviors; Sex education forbids students from engaging in risky behaviors, such as sharing needles or having unprotected sex, which can lead to serious infections and even death. According to the Youth Risk Behavioral Surveillance Survey in 2015, high school students who were involved in sexual activities were found to be 41% in ratio. One-fifth of sexually active high school students had used drugs or alcohol before the most recent time they engaged in sexual intercourse Goldman, (2011).

Sex Education provides information that acts as a protective buffer against the risks of unprotected sex. It also teaches students how to resist peer pressure and avoid situations where they can be pressured into doing something that may risk their health.

Sex Education creates awareness about safe options; it is important to note that abstinence is not taught in sex education classes. It becomes easier to engage in healthy relationships when you are confident of your choices. The lessons can help a person distinguish between good and bad relationships. They learn to avoid any situation that might be dangerous for them Goldman, (2011). Sex education teaches students about safe options for any activity. This paves the way for new experiences while keeping them protected against infections, diseases, and other risks.

Sex Education Creates Safety for Everyone; In case you have been sexually assaulted or experienced sexual violence, you should immediately report the incident to a trusted adult. This makes it easier for people to deal with their experiences. For minors who engage in sexual activities, the lessons on prevention make them understand how to protect themselves from infections and avoid situations where they can be taken advantage of.

Sex Education is an Essential Part of Good Quality Education; Sex education provides a comprehensive curriculum that makes it easier for parents to talk about sex with their kids. When children know more about the subject, they will feel safer about discussing concerns and asking questions with their parents Goldman, (2011).

Sex education talks about many important topics, including self-respect, relationships, and sexual orientation. These lessons make it easier for students to talk about sex with their parents. It is an important component

of a good education, providing young people with the skills they need to live well in a changing world. It enhances sexual and reproductive health outcomes, fosters safe and gender-equitable learning environments, and increases educational attainment Truong, (2018)

### **2.3 Barriers to the implementation of Sex Education among youths**

The biggest barrier to sex education is the belief that sex education will lead to more sex. Research highlights that for ages 15-19, sex education decreased the likelihood of pregnancy by 50% over abstinence only education. Further research looked at 48 comprehensive sex education programmes and found these positive effects: 40% of the children delayed becoming sexual, had fewer sexual partners and when they did have sex, they used condoms Basch, (2011). There was a 60% reduction in unprotected sex. Fourteen programmes were able to demonstrate a statistically significant delay in the age of first sexual intercourse. In addition, large studies of the abstinence only programmes in the 1990's demonstrated that they were completely ineffective. They also highlighted that amongst the teenagers who took the pledge to stay virgins, 88% broke the pledge and had sex before marriage. Those who did so were less likely to use contraception or condoms than were their peers who didn't take the pledge in the first place King, (2007).

There is little training for teachers before they qualify and also following qualification that specifically covers teaching sex and

relationships education. There is a unified (national) framework as a guide to teaching sex and relationships education. This was instituted for the first time in 2000. This is, however, only guidance. It clarifies what is required by law but there is significant leeway for schools to decide what to include and how to teach Basch, (2011).

Time and funding issues; all schools suffer from funding issues. Privately funded schools suffer less but they still suffer. The amount of information and the number of subjects that must be taught as part of the full curriculum exceeds the amount of time available. Covering the material thoroughly is often impossible in the time allotted. There are also restrictions on funding for these programmes Goldman, (2011).

Parental lack of information is also a barrier to sex education. Parents who have limited information regarding sex and relationships find it difficult to become involved in discussions about sex education with their children and the schools.

The wide variety of parental opinions as to what it is appropriate to teach. This is one of the biggest barriers to comprehensive sex education in schools. Many parents do not wish sex education to be taught in school at all. Schools find themselves at the mercy of the parents, the governing bodies and various government bodies. Most sex education programmes neglect to talk at all about the pleasure involved in sex, orgasm and problems with orgasm Basch, (2011).

Sex education is an essential part of helping our children to create healthy sex lives that

bring them pleasure without doing them harm. If you know the common barriers, you can find ways to make sure your child gets the sex and relationship education they need Basch, (2011).

Abstinence only remains popular in many schools, in part because the people who provide this education usually do so for free and simply take over the lessons. It saves the school money and also relieves the teachers of a task that many prefer not to undertake Walsemann, (2015)

#### **2.4 Roles played by Electronic Media in educating youths about sex education**

Encouragement of sexual intercourse by younger is related with risky sexual performances and uplifted risk of various partners, unwanted pregnancy, sexually transmitted infections, and pubic provocative disease. In the US, approximately 47% of high school students have had sexual intercourse. Of them, 7.4% report having sex before the age of 13 and 14% have had more than 4 sexual partners Yepoyan, (2014).

Exposure to sexual content in music, movies, television and publications accelerates young sexual activity and increases their risk of attractive in early sexual intercourse. This gratified is shown to be normal, fun and thrilling but without discussion of the risks of early sexual activity, pregnancy or sexually transmitted contagions. In India, there are reports of messaging sexual contents through mobiles among school going adolescents. The media should be cheered to provide more sexually healthy content. Almost 75% of 15 to 17-

year-olds believe that sexual content on TV affects the behavior of their peers UNESCO. (2013).

Electronic Media is playing an important role in the systems of current life. People want to remain knowledgeable about everything, which is taking place anyplace in the world. The world has become a worldwide village and this is because of Electronic media only. Now people living in different countries know everything about the people of other countries sitting at home with the help of media. Education has become easy and understandable with the help of audio and video media because people understand things through them quite easily. The main advantage of Electronic media is current knowledge, which is presented round the clock and people remain informed about important news through radio, TV, movies Internet & other sources. So we can say the role of electronic media is very important in our life. Electronic Media provided us information, education, entertainment and changed its standards Goldman, (2011).

In this world science & technology our lives, though are becoming easier but also complex at the same time. Electronic media is one of the pillars of country transformation and development of our lives is becoming more aware and updated. Electronic media important for youngsters who developmentally think concretely and are unable to differentiate fantasy from reality. Moreover, time spent with media decreases the amount of time available for pursuing other more healthy activities such

as family time physical activity, sports, community service, and cultural pursuits Bednar, (2013).

Electronic Media have a powerful effect on health and behavior. Media strength exposure in form of murder mystery movies, stories filled with strength and torture has a larger effect on later violent Goldman, (2011)

### **2.5 Literature Gap**

From the above literature reviewed, many studies have been conducted on sex education basically considering its advantages and disadvantages towards parents, children, community and the world at large. But few studies have been conducted on how electronic media is influencing and educating youths about sex education, the literature is very little. Its more worse because even those that have been conducted on media it was based on television impact ignoring radio stations, this is why this study is based on radio station as the case study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter entails the description of how the research is to be carried out. It represents research design, area of study, study population, sampling procedures, sample size, sampling techniques, data sources, data collection methods and instruments, quality control, validity, reliability, measurement of

variables, data analysis, ethical considerations and limitations of the study.

#### **3.1 Research Design**

Marshall (1996) defines a case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. This was appropriate for gathering information, summarizing, presenting and interpreting it for the purpose of clarifying on the variables. The rationale for selecting the research design to enabled a deeper understanding and knowledge of the role of electronic media in educating youth on sex education. The study employed this research design as a qualitative analysis which involves careful and in-depth investigation of a particular unit or event under study for purposes of generalization. The design is appropriate for qualitative studies of this nature which sought to investigate deeply into the phenomenon under study.

#### **3.2 Area of study**

This study was centered at Dembe Fm which is located in Namuwongo 5<sup>th</sup> Street, Nakawa Division Kampala district. The company was chosen because it is convenient for and located near the researcher and the required information for this study was obtained.

#### **3.3 Study population**

Population refers to an entire group of individual, events or objects having common

observable characteristics (Kothari, 2004). The study population constituted of 60 employees of Dembe Fm from different departments such as news department (news anchors, news reporters, and editors), production department (producers, camera personnel), sales department and marketing department.

### **3.4 Sampling Procedures**

#### **3.4.1 Sample size**

Sample size is the number of items involved in the study as the respondents in the study. Sampling procedure on the other hand is the scientific process through which the sample elements are selected (Mugenda & Mugenda, 2003). This research used stratified random sampling procedure to select a sample to represent the entire population. According to Krejcie and Morgan, (1970) the study used a sample size of 52 respondents.

#### **3.4.2 Sampling Techniques**

Sampling is the process of selecting a random subset of individual observation for the purposes of making projections based on statistical inferences Amin (2005). The researcher used a stratified sampling technique to all population groups of the study. Stratified sampling means that the research partitions the population into sub populations with their common characteristics that can be easily sampled. This technique allowed the researcher to have required information basing on the set objectives of the study according to Mugenda and Mugenda (2009). The sampling procedure was applied to enable

the researcher to obtain accurate and reliable samples.

### **3.5 Data Collection Methods and Instruments**

#### **3.5.1 Data Collection Methods**

Data collection is a means by which information is obtained from selected subjects of an investigation (Creswell, 2003).

##### **3.5.1.1 Questionnaire Method**

The researcher adopted the use of questionnaire as a method of data collection to the identified set of respondents. Questionnaire is useful because it is efficient use of time that is information can be collected from a large number of people and the questions can be easily analyzed, anonymity is possible and everyone gets the same questions that is, it is standardized. The study used the questionnaire method. This is because the mentioned method was cheap in the collection of data and will also provide a wide range of data (Creswell 2003).

#### **3.5.2 Data Collection Tools/Instruments**

The instruments of data collection are tools used to collect both primary and secondary data. Suitable, usable and adequate data for the study were collected through administering questionnaires.

##### **3.5.2.1 Questionnaire**

Questionnaire is a tool for data collection in which respondents provide written answers to written questions. According to Cooper and Schindler (2006) the questionnaire is conveniently used because it is cheaper and

quick to administer, it is the above researcher's effect and variability, and is highly convenient for the respondents as they filled them during free times or when workloads are manageable

According to Abuja (2001), a questionnaire is a document that contains a set of questions, answers to which are to be provided personally by the respondents. The questionnaires were designed in strategic way comprising of statements to be agreed on by the respondents. Questionnaires were chosen because the sampled population is literate and they are able to read interpret and write. Closed ended questionnaire were preferred because it enabled the researcher to get feedback according to the research objectives. The questionnaires were physically dropped to the selected respondents and picked after two days to give them more time to understand and answer the questions.

### **3.6 Quality Control methods**

#### **3.6.1 Validity**

Validity has to do with how accurately the data that was obtained in the study represents the variables of the study. If such data was a true reflection of the variable, then inferences based on such data will be accurate and meaningful (Mugenda and Mugenda, 2003). To ensure validity of the questionnaire, the researcher sought the expert opinion of the supervisors before going to the field to collect data.

Validity refers to the accuracy of the data obtained. This implies that the research

instrument used must measure what is required. Enon (2010) argues that the tools must be accurate, correct, true, meaning and right. The content validity of the research instruments was ensured through expert judgment provided by my supervisor. **Gall et al. (2004)** points out that content experts help bring out content validity by defining in precise and detailed terms the domain of the specific content that the test is assumed to represent and then determines how well that content universe is sampled by test. Index (CVI) will be calculated in order to establish the validity of the questionnaire. The researcher used the following formula to establish the validity of the research instruments as seen below.

$$\text{Content Validity Index} = \frac{\text{No. of items rated relevant}}{\text{Total No. of items}}$$

#### **3.6.2 Reliability**

Reliability is a measure of the degree to which research instrument yield consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Reliability is the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Orodho, 2009). Reliability was based on the extent to which the items in an instrument generate consistent responses over several trials with different audiences in the same setting or circumstances. Reliability was considered reliable when measured at least 0.9 (90%). The reliability of the instruments and data were established following a pre-tested procedure of the instruments before their use with actual research respondents. The most

popular internal reliability estimate was given by Cronbach's Alpha and the accepted index should be equal to or above 0.7 (Creswell, 2003).

### **3.7 Data management and processing**

The variables were measured using a Likert-scale. A scale consists of a number of statements which express either favorable or unfavorable attitude towards the given object to which the respondents are asked to respond. Each response is given a numerical score, indicating its favorableness or unfavorableness and the scores are totaled to measure the respondents' attitudes. The scale of 1-5 was used to help the researcher measure the extent to which research objectives are achieved whereby 1 represented strong agreement, 2= Agree with the statement, 3= undecided, 4= Disagree and 5= strongly disagree (Denscombe, 2000). The choice of this measurement is that each point on the scale carries a score and it is the most frequently used summated scale in the study of social attitudes.

The study variables that are both independent and dependent variables were measured using the five point Likert type scale. This scale was used because it assumed for important in establishing numerical strength of study variables and understanding the perception of respondents.

### **3.8 Data Analysis**

Data collected from respondents were presented, deduced and analyzed through descriptive narration, graphs, tables and pie charts. Descriptive narration was used to examine the qualitative data collected from

respondents. The qualitative data was collected from interviews and documentary reviews were analyzed by content analysis. The initial step involved sorting the content into themes, which depends on the content. Data collected was organized into a common data pool. It was transcribed, synchronized and grouped into themes. During analysis, themes were generated from the responses and categories. Checking was done to minimize errors of double selection and other forms of repetition.

### **3.9 Ethical consideration**

Ethics in this study were adhered to by the following processes;

The researcher attained an introductory letter from the university to be used for accessing different targeted respondents.

The researcher also obtained informed consent of the respondents on the arrival at the data collection sites.

The researcher observed and respected the privacy, confidentiality and anonymity of all the participants and respondents in this study.

The researcher tried her level best not to be biased by any information provided and avoid doubting information. This enabled the researcher to get balanced information from the respondents.

### **3.10 Limitations of the study**

1. Financial constraints in carrying out research. The study required a lot of funds like transport and general welfare.

2. The researcher faced non-response of some questions especially where the respondents selected have little knowledge about particular questions.
3. The researcher experienced time constraints in data collection due to the delay of respondents, analyzing of data and in the final presentation of the report which took a lot of time.
4. Lack of access to related literature necessary such as books, journals, and newspapers among others that were not readily available.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter covers the presentation and interpretation of findings as revealed from the field study. This presents analysis and interprets the data in three sections in line with the objectives of the study. The findings have been collected from self-administered questionnaires from 50 respondents.

#### **4.1 Response Rate**

**Table 4.1 showing the response rate**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Returned	50	96.15
Never returned	2	3.85
<b>Total</b>	<b>52</b>	<b>100</b>

From the table 4.1, from the total of 52 questionnaires distributed, only 50(96.15%) were filled and returned however, 2(3.85%) copies of the questionnaires were not filled. This implies that data obtained was adequate and sufficient to find to the research problem.

#### **4.2 Background information of respondents**

The researchers used the help of respondents during the study who gave relevant information. The background information of these respondents was considered and this comprised of their gender, age group and education level. Responses on these were as shown in tables below;



#### 4.2.1 Gender Distribution of the Respondents

The study sought to ascertain the gender of the respondents that participated in the study and results obtained are summarized in table 4.2 below;

**Table 4.2 Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	14	28
Female	36	72
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Primary Data, 2022*

Table 4.2 above shows that out of the total respondents who participated in the study, 14(28%) of them were male respondents and other 36(72%) were female. This could be interpreted that the researchers were gender sensitive as they collected views from both types of gender.

#### 4.2.2 Age bracket

The sought to ascertain the age of the respondents that participated in the study and results obtained are summarized in table 4.3 below:

**Table 4.3 age bracket**

<b>Age bracket in yrs</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Below 20 years	2	4
20-35 years	30	60
above 35 years	18	36
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Primary Data, 2022*

Table 4.3 above shows that, only 2(4%) were below 20 years, 30(60%) of the respondents were between 20-35 years, and 18(36%) were above 35 years. This implies that all types of age bracket were at least covered which makes findings reliable.

#### 4.2.4 Level of Education

The study also further sought to ascertain the level of education of the respondents and results obtained are summarized in table 4.4.

**Table 4.4 Level of Education**

	Frequency	Percentage (%)
Master's level	6	12
Certificate	12	24
Diploma	10	20
Degree	22	44
<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data, 2022

Table 4.4 above shows the level of education respondents were holding. Results obtained show that 22(44%) were holding bachelor's degrees, 12(24%) were having diplomas certificates, 20% were holding diplomas and 12% were having master's degree; this implies that all respondents were educated and can read and write which makes findings to be relied on.

#### 4.3 Findings on the benefits of sex education to the youths and community

**Table 4.5 showing findings on the benefits of sex education to the youths and community**

	Strongly agree	agree	Not sure	Disagree	Strongly disagree	Total
Prevention of HIV and STD's & Prevention of unintended pregnancies	32(64%)	18(36%)			-	50(100%)
Sex Education helps you understand what's normal; Adolescents do face a hard time when hitting puberty. They often confuse certain things as abnormal	12(24%)	28(56%)	2(4%)	8(16%)	-	50(100%)
Sex Education highlights hygiene issues	42(84%)	8(16%)	-	-	-	50(100%)

Sex education makes teens realize how their mood swings and hormones change over time	15(30%)	14(28%)	12(24%)	7(14%)	-	50(100%)
Sex Education helps raise kids who know how to treat others;	14(28%)	28(56%)	8(16%)	-	-	50(100%)
Sex Education help create long-lasting relationships	33(66%)	17(34%)				50(100%)

*Source; Primary Data, 2022*

From the study findings presented in the table above, it was revealed that 32(64%) of the total respondents strongly agreed that prevention of HIV and STD's & Prevention of unintended pregnancies as a benefit of sex education to the youths and community, 18(36%) agreed, this implies that prevention of HIV and STD's & Prevention of unintended pregnancies as a benefit of sex education to the youths and community as revealed in the findings of Lindley & Walsemann (2015).

From the study findings presented in the table above, it was revealed that 12(24%) of the total respondents strongly agreed that Sex Education helps you understand what's normal; Adolescents do face a hard time when hitting puberty. They often confuse certain things as abnormal, 28(56%) agreed, 2(4%) were not sure, 8(16%) disagreed, this implies that Sex Education helps you understand what's normal; Adolescents do face a hard time when hitting puberty. They often confuse certain things as abnormal as evidenced by Truong, N. L. (2018).

From the study findings presented in the table above, it was revealed that 42(84%) of the total respondents strongly agreed that Sex Education highlights hygiene issues, 8(16%) agreed, this implies that Sex Education highlights hygiene issues as it is in line with findings of Alford, S. (2010).

From the study findings presented in the table above, it was revealed that 15(30%) of the total respondents strongly agreed that Sex education makes teens realize how their mood swings and hormones change over time, 14(28%) agreed, 12(24%) were not sure, 7(14%) disagreed, this implies that Sex education makes teens realize how their mood swings and hormones change over time and this was in line with the findings of Mellins, C. A. (2018)

From the study findings presented in the table above, it was revealed that 14(28%) of the total respondents strongly agreed that Sex Education helps raise kids who know how to treat others, 28(56%) agreed, 8(16%) were not sure, this implies that Sex Education helps raise kids who know how to treat others as found out by Basch, C. E. (2011).

From the study findings presented in the table above, it was revealed that 33(66%) of the total respondents strongly agreed that Sex Education help create long-lasting relationships, 17(34%) agreed, this implies that Sex Education help create long-lasting relationships as cited by Advocates for Youth (2009).

#### 4.4 Findings on the barriers to the implementation of sex education among youths

**Table 4.6 showing findings on the barriers to the implementation of sex education among youths**

	<b>Strongly agree</b>	<b>agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
The biggest barrier to sex education is the belief that sex education will lead to more sex	39(78%)	11(22%)	-	-	-	50(100%)
There is little training for teachers before they qualify and also following qualification that specifically covers teaching sex	14(28%)	28(56%)	8(16%)	-	-	50(100%)
Parent's lack of information is also a barrier to sex education	12(24%)	34(74%)	4(8%)	-	-	50(100%)
Abstinence only remains popular in many schools	-	-	12(24%)	23(46%)	15(30%)	50(100%)

**Source; Primary Data, 2022**

From the study findings presented in the table above, it was revealed that 39(78%) of the total respondents strongly agreed that the biggest barrier to sex education is the belief that sex education will lead to more sex, 11(22%) agreed, this implies that the biggest barrier to sex education is the belief that sex education will lead to more sex which is in line with findings of Bednar, M. (2013)

From the study findings presented in the table above, it was revealed that 14(28%) of the total respondents strongly agreed that There is little training for teachers before they qualify and also following qualification that specifically covers teaching sex, 28(56%) agreed, 8(16%) were not sure, this implies that There is little training for teachers before they qualify and also following qualification that specifically covers teaching sex as found out by King, G. (2007).

From the study findings presented in the table above, it was revealed that 12(24%) of the total respondents strongly agreed that Parent’s lack of information is also a barrier to sex education, 34(74%) agreed, 4(8%) were not sure, this implies that Parent’s lack of information is also a barrier to sex education.

From the study findings presented in the table above, it was revealed that 12(24%) of the total respondents were not sure that Abstinence only remains popular in many schools, 23(46%) disagreed, 15(30%) strongly disagreed, this implies that Abstinence has not remained popular in many schools which is in line with findings of Bednar, M. (2013).

#### **4.4 Findings on the roles played by electronic media in educating youths about sex education**

**Table 4.7 showing findings on the roles played by electronic media in educating youths about sex education**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Encouragement of sexual intercourse by younger is related with risky sexual performances and uplifted risk of various partners, unwanted pregnancy, sexually transmitted infections, and pubic provocative disease	33(66%)	17(34%)	-	-	-	50(100%)
Hosting of counselors and they put more light on sex education	15(30%)	14(28%)	12(24%)	7(14%)	-	50(100%)
Media houses have different programmes concerning about sex education	14(28%)	28(56%)	8(16%)	-	-	50(100%)
Exposure to sexual content in music, movies, television and publications accelerates young sexual activity	14(28%)	28(56%)	8(16%)	-	-	50(100%)

Electronic Media is playing an important role in the systems of current life	7(15%)	38(76%)	5(10%)	-	-	50(100%)
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**Source; Primary Data, 2022**

From the study findings presented in the table above, it was revealed that 14(28%) of the total respondents strongly agreed that Sex Education helps raise kids who know how to treat others, 28(56%) agreed, 8(16%) were not sure, this implies that Sex Education helps raise kids who know how to treat others.

From the study findings presented in the table above, it was revealed that 33(66%) of the total respondents strongly agreed that Encouragement of sexual intercourse by younger is related with risky sexual performances and uplifted risk of various partners, unwanted pregnancy, sexually transmitted infections, and pubic provocative disease, 17(34%) agreed, this implies that Encouragement of sexual intercourse by younger is related with risky sexual performances and uplifted risk of various partners, unwanted pregnancy, sexually transmitted infections, and pubic provocative disease.

From the study findings presented in the table above, it was revealed that 15(30%) of the total respondents strongly agreed that electronic media hosts counselors and they put more light on sex education, 14(28%) agreed, 12(24%) were not sure, 7(14%) disagreed, this implies that electronic media hosts counselors and they put more light on sex education.

From the study findings presented in the table above, it was revealed that 14(28%) of the total respondents strongly agreed that Media houses have different programmes concerning about sex education, 28(56%) agreed, 8(16%) were not sure, this implies that Media houses have different programmes concerning about sex education

From the study findings presented in the table above, it was revealed that 14(28%) of the total respondents strongly agreed that Exposure to sexual content in music, movies, television and publications accelerates young sexual activity, 28(56%) agreed, 8(16%) were not sure, this implies that Exposure to sexual content in music, movies, television and publications accelerates young sexual activity.

From the study findings presented in the table above, it was revealed that 7(15%) of the total respondents strongly agreed that Electronic Media is playing an important role in the systems of current life, 38(76%) agreed, 5(10%) were not sure, this implies that Electronic Media is playing an important role in the systems of current life.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary of findings, conclusion drawn and recommendations made by the researcher.

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

##### **5.1.1 Findings on the benefits of sex education to the youths and community**

Findings revealed that majority of the respondents were in agreement that sex education helps in prevention of HIV and STD's & Prevention of unintended pregnancies, Sex Education helps you understand what's normal; Adolescents do face a hard time when hitting puberty. They often confuse certain things as abnormal, Sex Education highlights hygiene issues, Sex education makes teens realize how their mood swings and hormones change over time, Sex Education helps raise kids who know how to treat others, Sex Education help create long-lasting relationships.

##### **5.1.2 Findings on the barriers to the implementation of sex education among youths**

From the study findings, it was revealed that most of the respondents strongly agreed that

the biggest barrier to sex education is the belief that sex education will lead to more sex, There is little training for teachers before they qualify and also following qualification that specifically covers teaching sex, and Parent's lack of information is also a barrier to sex education,

##### **5.1.3 Findings on the roles played by electronic media in educating youths about sex education**

From the study findings, it was revealed that majority of the respondents agreed that Sex Education helps raise kids who know how to treat others, Encouragement of sexual intercourse by younger is related with risky sexual performances and uplifted risk of various partners, unwanted pregnancy, sexually transmitted infections, and pubic provocative disease, electronic media hosts counselors and they put more light on sex education, Media houses have different programmes concerning about sex education, and exposure to sexual content in music, movies, television and publications accelerates young sexual activity.

#### **5.2 Conclusion**

The study concluded that comprehensive sexuality education as a package carried weight and will be helpful to young people from childhood to adulthood. it was also concluded electronic media has done more good in promoting sex education among the youths through Media houses having different programmes concerning about sex education, and exposing of sexual content in

music, movies, television and publications accelerates young sexual activity.

### **5.3 Recommendations**

#### **To Youth**

The study recommends that youths should avoid untrusted and unmonitored sources such as social media that are not regulated by the government because they hold information about sex education that is wrong which in turn mislead the youths.

#### **To media houses**

The study recommends that electronic media should increase on hosting different counselors and they put more light on sex education, Media houses should also increase on the programmes concerning about sex education, and exposure to sexual content in music, movies, television and publications accelerates young sexual activity

#### **To Government**

The government should enact new laws and strengthen available laws concerning sex education on television and other electronic media.

### **5.4 Areas of further research**

- Print media in reducing teenage pregnancy
- Social media content and sex education

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