

NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

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THE INFLUENCE OF THE MEDIA ON THE DEVELOPMENTAL LIFE OF THE ADOLESCENTS IN NAIROBI PENTECOSTAL CHURCH-CENTRAL

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A Thesis submitted to the Graduate School in partial fulfillment of the requirements for the degree of Master of Arts in Christian Education

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Student's Declaration

THE INFLUENCE OF THE MEDIA ON THE DEVELOPMENTAL LIFE OF THE ADOLESCENTS IN NAIROBI PENTECOSTAL CHURCH-CENTRAL

I declare that this is my original work and has not been submitted to any other College or University for academic credit.

The views presented herein are not necessarily those of the Nairobi Evangelical Graduate School of Theology or the Examiners



Mathias P. Emenike

Date: July, 2000

ABSTRACT

The purpose of this study was to find out the level of exposure to media communication among the adolescents, particularly adolescents in Nairobi Pentecostal Church-Central. An attempt was also made to find out specific ways that the media are exerting influence on the social and moral development of the adolescents. The researcher also sought to see whether these specific ways of media influence on the social and moral development of the adolescents have any relationship to the age of the adolescents, sex differences of the adolescents and the adolescents' level of exposure to media communication. The study focused further on attempt to discover the extent of this media influence on the social and moral development of the adolescents either positively or negatively. Based on the gathered information, recommendations were made to parents and Churches on how to help the adolescents get the best from the media.

The findings of this study revealed that the adolescents have a high degree of exposure to media communication. Findings also revealed two positive and five negative ways of media influence on the social development of the adolescents and also two positive and two negative ways of media influence on their moral development. Again, while age and media influence have no significant relationship, gender differences seem to have strong relationship with media influence on their social development but not on their moral development. Level of media exposure also seems to have strong relationship with media influence on their social development but not on their moral development. The negative influence of the media was also discovered to be greater than the positive influence on their social and moral development although, the difference is not significant.

**DEDICATED
To
THE ETERNAL GOD
AND
ALL THOSE WHO HELPED IN ONE
WAY OR THE OTHER TO MAKE MY
STUDY AT NEGST POSSIBLE**

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CHAPTER ONE

INTRODUCTION

There is great emphasis in almost every Christian community on ministering to the young people. Many Christian organizations have emerged whose main focus is on meeting holistically the needs of the young people. There is concern both within the church and the society at large to adequately provide the spiritual guidance and social opportunities such as education, career guidance and leadership development that the youth need. To address the needs facing the youth appropriately has been a great task that parents, churches and governments have had to battle with over the years of human history. However, due to rapid structural changes within the human society leading to urbanization and pluralism, advancement in technology, modernism and post-modernism in recent years, an adequate ministry that will cater for the needs of the youth holistically becomes practically impossible without an adequate knowledge of the youth and the things that shape their life and world view.

An incident has recently been reported in the Newsweek about two teenage students who opened fire on their classmates killing twelve students and their teacher while twenty three others were left seriously injured in Columbine High School USA (Newsweek, May 3, 1999). On 24th May, thirteen Nyeri High School students (Kenya) were said to have burnt four of their Prefects (Daily Nation, June 4, 1999). These incidents and many others have raised many questions in the minds of many

psychologists, church leaders and government officials as to the major factors contributing to this upsurge in misbehavior among the youth.

As rightly pointed out by Mbutu et.al, "adequate information is lacking among churches and youth workers (and even government officials) about youth so as to prioritize youth needs and programs more meaningfully" (Mbutu et.al 1998,iii). While it is easier to point an accusing finger on the youth and their respective families and blame them for much of the misconduct seen in the society, it is also important to realize that most of the abnormalities in behavior among the youth depict a cry for attention from the church and the society at large.

The church is specially vested with the role of mentoring the youth in their commitment to God and faith in Christ and helping them to apply their Christian faith to life's situations. Could this be adequately done without a good understanding of the youth, their interests, their overall perception of things and the extent to which the media has influenced their value formation and lifestyle? Certainly not. Sometimes the church unhealthily criticizes the youth for listening to one kind of pop music or watching a particular actor in a movie without taking time to understand why the interest is on that music or that particular actor, what contribution are they making in their lives and how the church can help fulfil the longing the music deemed unchristian or bad could have fulfilled.

The church seems to have taken the stand of multiplying laws for the youth without entering the youth life and culture to see how effective or ineffective those laws could be to the youth. Could the church have a meaningful ministry today among the youth either within the church or outside the church. The use of media among the youth is an area in which the church needs to be well informed. Therefore, this

research study on the influence of the media on the adolescent is an attempt to enrich the understanding of the church and youth workers in this area. The researcher conducted this study at Nairobi Pentecostal Church-Central. N P C-Central is an affiliate of the Pentecostal Assemblies of God. N P C-Central is the mother Church of Nairobi Pentecostal Church-South located along Langata Road and has a few other daughter churches in some Towns in Kenya. This church is located in Valley Road approximately two kilometers away from the Nairobi City Center.

Statement of the Problem

Our societies in these recent years have witnessed a barrage of cases of immorality, vice and violence, especially among the young people. Many of the messages coming from the media today do not portray much hope of a better character among the young people in future. Yet according to Mbutu, et-al, "youth under 30 years of age constitute over 70 percent of Kenya's population" (op.cit.). This is true not only in Kenya but in other nations of the world, the young people normally make up the bulk of the nation's population. A nation's destiny depends largely on her investments on the lives of these young ones. This is why this upsurge in misbehavior among these young people gives much concern to parents, churches and society at large. How could this cancer be diagnosed? Has the media any contribution in this malady among the young people? This study, therefore, sought to ascertain the level of exposure to media among the adolescents in N P C-Central and the influence this has on their developmental life, particularly their social and moral development. The study also sought to know the extent of this influence, either positive or negative, on the lives of these adolescents

Significance of the Study

This study is extremely important and relevant today due to the great value placed on the use of mass media in communication in our societies. Rapid increase in scientific and technological advancement has brought to light varied and sophisticated ways of communication not known in some centuries past. Messages can be sent or

received privately or publicly irrespective of the distance in a few minutes. Times have changed greatly. We are faced with the reality of many things held in the past as science-fiction. There are today worldwide television networks. Current events around the world and pornographic materials are received in the homes easily via e-mail and the internet. The world is going more scientific in its communication networks and the adolescents or youth are more vulnerable to these gadgetry changes, which sometimes are harmful to them in their use.

Therefore, this study is helpful to churches, youth workers, and organizations who are interested in knowing what God is doing among the adolescents with the desire to ministering to them in prioritizing their needs and programs meaningfully. It is equally useful to parents with some of these types of media communication at home. They could properly handle such, knowing the influence, to avoid possible addiction. Furthermore, the findings of this study have provided a body of knowledge concerning program planning and strategies for Christian Education, not only for the Nairobi Pentecostal Church, but for the whole Christian Education Ministry for youth of the church in Africa. In this way, the study becomes a helpful tool to Youth workers, church leaders, Pastors, Theologians, and Christian Educators in Africa in their Christian ministry programs to youth.

Research Questions

To make the purpose of this study a reality, the following research questions were generated and used.

RQ1. What is the level of media exposure among the adolescents?

RQ2a. In what ways does the media exert influence on the social and moral development of the adolescents?

RQ2b. To what extent is the media a positive or negative influence on the social and moral development of the adolescents?

These questions served as the basis through which the researcher examined the current situation of the adolescents in relation to the use of media messages.

Research Hypotheses

Given the nature of this study and the research questions asked, three statements were generated to direct the researcher. The researcher also generated five null hypotheses that were used in testing each directional hypothesis. The null hypotheses are written below the directional hypotheses that they tested. They are:

H_{1.1}. We expect that the adolescents will have a high degree of exposure to media communication.

H_{0.1} Adolescents will not have a high degree of exposure to media communication.

H_{1.2} We expect that certain characteristics such as age (12-15 or 16-19), sex (male or female), and adolescents' level of exposure to media, will account for most of the media influence on the adolescents' social and moral development.

H_{0.2} Adolescents' age will not have any significant relationship to the influence of media on the adolescents' social and moral development.

H_{0.3} Sex differences will not have any significant relationship to the influence of media on the adolescents' social and moral development.

H_{0.4} Level of media exposure will not any significant relationship to the influence of media on the adolescents' social and moral development.

H_{1.3}. We expect that most of the messages from the media will have, to a great extent, a negative influence on the social and moral development of the adolescents.

H_{0.5} The extent of media influence will not be significantly negative on the social and moral development of the adolescents.

CHAPTER TWO

LITERATURE REVIEW

On the subject of media and youth, much has been written both from the African and non-African perspective. Both perspectives were examined in this study.

Substantive Precedents

Introduction

Media may be understood in a very wide sense as any means that serves as a carrier for a message from sender to receiver (Knud 1986, 6). There is the electronic media such as television, films, radio, telephones, phonographs etc, and the print media like slides, literature, newsletters, magazines etc. However in this paper, the researcher paid close attention to the influence of television/video movie/films, radio, music, magazines and literature on the adolescents' developmental life. Therefore the use of the word media was limited to these six areas mentioned in this paper for the purpose of this research. The mention of some other areas not named here, is but in passing.

Media as a powerful instrument of communication is one of the aids for airing Christian messages across the nations and as well a means for airing satanic errors and poison to human hearts. The media has a potent impact for good and evil. It pervades everything we do in our world, shaping our attitude and worldview much more than we care to recognize. This is obvious when one compares cultures with one another; people seem to think and perceive according to the media to which they are subjected

(Esayas et.al. 1989, 10). We can use media as a powerful instrument in evangelistic outreach. Societies and individuals have been shaped greatly for good by the invention of print media and changes brought by television, radio and film these past few years. Through the use of media, we can reach a large audience with the incarnational message with staggering efficiency. This is made possible because as Esayas et.al put it, "In any media communication, what seems to be the main statement is often less significant than what is communicated by other non-verbal elements. More is said than what is spoken... colours, clothes, how you point the camera, the sort of questions you ask, and many other factors all have something to say as well. Often the media use these hidden levels of meaning to communicate much more powerfully than they could with words alone" (op.cit.). As rightly pointed out, media communication is powerful and effective due to its appeal to all the human senses. Media communication is useful in a good number of ways, and as well harmful to both society and individual in many areas. Inasmuch as the church has a divine responsibility of mentoring the adolescents in their commitment to God and faith in Jesus Christ, and helping them through teaching to apply their faith to life, knowledge of the adolescents and the influence of media on their life is very crucial. Knowing the adolescents' interests, values, beliefs, behavior, level of social integration, self concept and the extent to which they use media, could help in an effective youth ministry.

General Characteristics of the Adolescents

Scholars use the term "adolescent" interchangeably with teen, teenager and youth when referring to those between 12 to 19 years of age. According to Ingule et.al,⁶The term adolescence comes from the Latin verb "adolescere" which means to grow into adulthood" (Ingule et.al. 1996, 82). It is a period in one's life between childhood and adulthood. Crabb sees it as a period that begins with a gradual emergence from the habits and interests of childhood which just as gradually merges into early manhood and womanhood (Crabb, 5-6). Although Crabb is right in looking at this transition as a

gradual change from childhood interests to those of the adulthood, the interests of the adolescents which are distinct from those of the children, as well adults need not be ignored. Brubaker and Clark as quoted by Isoka, "argue that there are two transitions in one's life: from childhood activities to adolescence and from adolescence to adulthood" (Isoka 1999, 7). The adolescence is further divided into three overlapping periods: early, middle and late adolescence. Early adolescence spans from around eleven to fourteen years of age. Middle adolescence covers ages fourteen to eighteen and late adolescence is between eighteen to early twenties (Ibid, 8).

There are certain characteristics peculiar to people within this period of life development. The adolescence is characterized by rapid external and internal changes. There is that rapid physical development in terms of growth, which includes the maturity of sex organs and other noticeable changes in the body. There is also the emerging sense of self-determination and independence which is often expressed in an awkward and irritating manner. This is often accompanied by an awakening of new powers of imagination and sense of adventure. These are generally known as pubescent characteristics and often associated with some challenges. Belkin and Gray identified three of these challenges which include the concern for body image and physical attractiveness, entry into a new social system and entry into a new role status (Belkin and Gray 1977, 166). These challenges identified here highlight also the emotional, intellectual and social changes that characterize the life of the adolescent during this time. Collins summed it up thus: "adolescents are going through a significant change period, characterized first by the need to adjust to a variety of physical changes, second by the influence of great social pressures, and third by the challenge of making life

determining decisions about values, beliefs, identity, careers, lifestyles and relationships with others, including those of the opposite sex" (Collins 1998, 167).

Besides, it has been observed that there are dynamic emotional operations often displayed by the adolescents described as ambivalence and vacillations. These short intervals of emotional manifestations have been attributed to adjustment in the home, school and society, unfavorable relations in the home, social expectations, religious conflicts, vocational concerns, adjustment to the opposite sex, and many others which sometimes make adolescent emotion more complex (Ingule et.al. 1996, 90-1). According to Crabb, "most delinquency in adolescence follows a failure to control the various emotions which have become more and more powerful in the individual personality" (Crabb, 12). As stated in the introduction, most of these misbehaviors seen among the adolescents are signs of yearning for help in adjusting to their changing world.

The adolescents are bombarded daily with double messages of do it, and don't do it, be sexy but don't have sex, go ahead and have sex, but have it safely, smoke, drink but don't buy it or get caught, be violent but don't hurt yourself or anyone else. They are constantly encouraged to enjoy sex and violence mentally but to keep it only in their mind. Most of these messages reach the adolescents through the print and electronic media. Amidst these confusing messages, their maladjusted sexual behavior may result in guilt, and inability to act as adults in their acquired independence may cause confusion, anxiety and anger. They may chart their own moral standard due to lack of value clarification, and a struggle with parents over independence may end in prolonged tension, frustration and rebellion, while lack of social skill may bring a self

esteem problem (Isoka 1999, 9). This adolescence identity crisis could be attributed to the negative and positive influence of the media. This makes the adolescence life a real dilemma and demands that the church and youth workers appreciate their struggle and help them with patience.

One of the most useful pieces of information, and as well as challenge to churches and youth workers, is that research has made it clear that the prime age of conversion is the age of adolescence. According to Crabb, "it remains overwhelmingly evident that, whilst no limit is placed on the power of God, the great age of conversion is the age of adolescence" (Crabb, 9). Nzigo, in confirmation through his research, also said that "adolescence seems to be the prime age of conversion" (Nzigo 1997, 68). This is both a challenge and stimulus for the church in her ministry to the adolescents.

Media and Adolescent Developmental Life

The adolescence age is not only the age of rapid physical development but also of intellectual, emotional, social and moral development. Ingule et.al., pointed out that developmental tasks are inescapable requirements imposed by the person himself or by the society. The individual must possess or acquire an acceptable level in certain kinds of competencies according to his age, sex and situation. About eight of these tasks which need to be satisfied during adolescence are: Attaining individuality, making progress towards an organized personality pattern, developing a philosophy of life, developing a concept of values and desirable behavior, achieving a place in the society, understanding personal assets and liabilities, maturing plans for future living, and establishing deep personal relationships with individuals of both sexes (Ingule et.al. 1996, 83). Adolescents often seek to fulfil these developmental tasks through imitation and hero worship leading to value confusion in lifestyle and career charting. Borgman paints the picture rightly by saying that, "With less support from extended or nuclear families, children are rushed into quasi-adulthood, a pseudomaturity.

Television, their omnipresent nanny and tutor, destroys the "age of innocence" by revealing to them the heaviest burdens and seamiest secrets of adulthood. Lacking protected time and space in which to develop a coherent identity and value system, they learn by imitating contradictory role models in various life situations" (Borgman 1997, 25). It is sad to say that most of these contradictory role models are transmitted to the adolescents via media. The use of media has permeated all areas of their developmental life. One of the major areas of the adolescents developmental life, is the aspect of the adolescent education. The researcher, at this point, had chosen to focus mainly on the influence of the media on this aspect of the developmental life of the adolescents namely: adolescent educational life.

The Influence of Media on Adolescent Education

People speak of education with different understanding or meaning. The parental view of education may be quite different from that of government and teachers in the school. Belkin and Gray see education as the process of training and developing the knowledge, skill, mind, character etc., especially by formal schooling, teaching and training (Belkin and Gray 1977, 4). This definition has many good components especially the emphasis on training and developing the cognitive, psychomotor and affective areas of a person; however, it seems to lay too much stress on the formal education. It fails to highlight the other means of education which, are informal.

Some also see education as the transmission of ideas, values, skills and knowledge from one generation to another and from person to person. Speaking of the word "to educate" which comes from the Latin word "ducere or educere" meaning to "lead out", Buconyori comments on three aspects of the "leading out" pointed out by Croome; these aspects are (1) a point from which the leading out is done (2) a present process and (3) a future toward which the leading out is done. The first aspect indicates

what is already known by either the teacher or the learner. The second aspect emphasizes what is being discovered by the learner. The third aspect refers to the point toward which the learning is being done. It enables people to go beyond what they are, to become what they are not yet, but potentially can be (Buconyori 1993, 11). Education, whether formal or informal, is geared towards what the learner could know, feel, and be able to do. It comes through different channels, and media is one of the most powerful educational channels, especially among the youth.

Schultze, speaking about the educational role of electronic media, said, "Television is one of the major educators of modern society.... Television is not usually a formal educator, such as with telecourses offered by colleges, but an informal, implicit, often unconscious educator" (Schultze 1992, 43). While it is hard to dismiss the role of media in adolescent education, the pertinent issue is to ascertain the contribution of the media on the education of the adolescents.

Many are of the opinion that media, especially the electronic media such as television, films etc. are having a disastrous influence on adolescent education. A media expert (Postman), claims that television has become a more pervasive socializing agent than school. As he puts it, between the ages of 6 and 18, the average child spends roughly 15,000 to 16,000 hours in front of a television set, whereas school probably consumes no more than 13,000 hours. According to his view television undermines the educational effort of the children in that it shortens the attention span, erodes their linguistic powers and ability to handle mathematical symbolism. It also makes them increasingly impatient with deferred gratification, forces them to view adult fare and teaches negative values and distorts reality (Postman 1981, 1). Postman's

statistical figure, while true with regard to the Western child, may have little application to the African child. However, given the fact that modernity is with us today in all the African societies and has rapid influence, it makes the African child, who is more or less thrilled by the technological changes of this modern period, rather vulnerable to many of these types of media communication. Still on this, Warah in an article in the Kenya Daily Nation of Oct. 1988, said that "various studies done in Europe and America have found that movie and television viewing can produce socially apathetic individuals. The "cultivation" theory in social psychology suggests that the longer one spends watching movies or television, the more likely one is to perceive social reality as it is depicted on the screen" (Warah 1988, 7).

Following the incidents reported on June 4 of the Kenya Daily Nation where some teenagers opened fire on their classmates, one in 1998 and another in 1999 in America, the psychologists Sharon Begley and Geoffrey Cowley (Kenyan Daily Nation, June 4), attributed these to negative educational influence coming from the media. It is obvious that media does not only affect negatively the adolescent's classroom experience, it as well transmits negative knowledge, values and skills to the adolescent. According to Youth survey conducted by the Daystar University in 1998, magazines is one of the major sources of knowledge about life for the adolescents (Mbutu et.al. 1998, 22). Most of these magazines are highly pornographic with the distortion of the concept of real value. Such magazines as Love-dust, Drum, Passion, Emotion, Spice, Blues, Bliss, True love etc. can be seen anywhere today in Nairobi since the grant of freedom of the press by the Kenyan Government a few years ago.

However, there are those scholars who are of the opinion that media communication is contributing positively to adolescent education. Though not ignoring completely the adverse effect of media communication on adolescent education, Schultze argues that children are heavily propagandized by trained "educators" long before they begin formal schooling and so it is fair to say that mass media is the major teacher of good values beyond the home. As he stated, "television taught adolescents how to solve their teenage problems. Caught in a rapidly changing society, adolescents looked to media such as television for ways to dress, talk, comb their hair, and so forth" (Schultze 1992, 46-7).

To Schultze, the media act as quasi-educational institutions that give guidance for profit, and a nurturing role in the adolescent's life. Schultze's view is actually true according to Borgman, especially when positive television programs with beneficial instructions and adventure are used, otherwise the adolescents are stripped of their innocence and any single value system, and as such are unable to develop a clear self-image and personal value system. (Borgman 1997, 146).

Despite the opposing views in this area, the fact still remains that media is exerting great influence on the adolescent education. It is important to mention that any communicator has an aim. The aim might be to transmit values to the listener, give information, etc. But the fact remains that the aim of that communication is usually geared towards producing a particular lifestyle in the listener. It simply means that media communicators through the music, TV Programs, movies, magazines, and literature, aim at producing their desired lifestyle in the listeners. The lifestyle might be desirable or undesirable depending on what was received. Therefore, media influence on adolescent education is an area that needs great attention. Education, as we know, is a concept that is broad in scope. Regarding the developmental life of the adolescents, especially as it pertains to adolescent education, there is the aspect of mental

development, emotional development, social development, and moral development. The researcher's interest in this study is on the influence of the media on two aspects of this educational development namely: social and moral development. These are the areas discussed briefly below.

Media and Adolescent Social Development

According to Atkinson, "Adolescents live in an ever expanding world of relationships, membership groups, and social environments. As young people move from childhood, through puberty, and into adolescence, their web of social and interpersonal relationships broadens"(Atkinson 1997, 105). Beyond the family relationship of the adolescent is the excitement of an increasing relationship with friends, peer group, schoolmates and dating partners. This period of adolescence is often fraught with relational difficulties or socialization problems. There is the problem of gradual loss in the parental influence and control over their adolescents at this period due to a shift of concern in the adolescents from parental acceptance to acceptance by peers. Atkinson says that "in the adolescent years, there emerges a natural desire to distance themselves from parents and siblings while affiliating more with non familial peers and friends"(Ibid, 106). They have the reputation of being rebellious and disobedient at this period, especially to parental authority due to the fact that they are setting out to form their own views, and gain their own independence (Hadfield 1962, 183). Home is perceived with suspicion and as old fashioned as peer group bond increases in the adolescence. Various studies have revealed that adolescents' peers have very strong influence on them. Atkinson believes that peer relationships may contribute positively to the socialization of adolescents by first operating as a mechanism whereby dependence on parental support and guidance is gradually

loosened, second, by acting as a fertile ground for learning interpersonal skills necessary in adulthood, and third, by offering the emotional support at a time when young people are unsure of themselves, questioning how they fit into the scheme of things (Atkinson 1997, 106).

Beside this gradual detachment from parental control, adolescents have the problem of picking trends, which the adult society criticizes. These trends, such as drug use or delinquency, may come also from peer association as Atkinson pointed out (op.cit.). However, peer relationships do not fulfill all the dreams of the adolescents. They still look for a lead. As Watson pointed out, "they want someone to admire and emulate, someone they can trust. It may be a film or television star, or, as likely as not, a teenage pop singer"(Watson 1965, 9). Since popularity is of supreme importance and the social pressure of his/her own age group is foremost in the adolescents (Brubaker and Clark 1981, 63), Schultze believes that "if a female adolescent could look like Madonna, she believed, it might be possible to achieve popularity with other girls while enhancing her attractiveness with boys". He further pointed out that "such visual lessons were almost always tied to adolescent sexuality, natural hormonal changes made teenagers eager students of gender images on television and in films" (Schultze 1992, 47). It is obvious that adolescents most often are glued to media information in search of their admired hero that will fulfill their day dreaming needs. Benson and Wolfe pointed out that television is the best friend for many young people. This has both positive and negative effects on them. Positively, it introduces viewers to thoughts, concepts, experiences and goals they had never known before. It dishes out hero models, even anti-hero models and helps the youth burn up time when there does

not seem to be anything to do. Negatively, it consumes and pollutes the youth's energy and creativity. It destroys their image of themselves and magnifies the image of their opponents, everything from acne to rival love interests. It idolizes characters who act flawlessly with no time spent in planning (Benson and Wolfe 1981, 310-11). According to Crabb, those idolized characters or admired heroes, become the prime target of the adolescents, thus forcing the adolescent to project him/herself into the position of the admired hero and to spend much time in thinking out the pursuits and heroism of the admired one (Crabb, 8). This could be of great harm when the admired hero does not model the socially accepted lifestyle. This is because the roles adolescents see depicted through the media tend to become fixed in their minds as "the way it should be." Hero worship and blind imitation of these artists by the adolescents is normally without due consideration to what happens behind the scenes in the lives of these artists. Many young people with potential have been blinded by the glitter of the media world and have become confused, with their future ruined.

Furthermore, TV as one powerful aspect of the media, is a one-way medium. It does not offer the opportunity of interaction with the viewers. Even when it is watched in-group, each person focuses on the set. One could rightly say that time spent in television viewing is mainly, time spent in isolation since conversation among viewers is reduced. It reduces also the chance of building social relationships. Again, it has been mentioned above that the longer one spends time watching a movie or television, the more likely one perceives social realities as depicted on the screen. The obvious fact is that from the screen, the youth is encouraged to apply no effort to meeting daily needs. The screen sells instant gratification. This is because, from the screen, all problems are resolved within the confines of one program, and days, weeks, and even months are condensed into 40 or 60 minutes and this does not allow them to realize

how long it really takes for some things to happen. Also, scenery may be artificial but they may take it as a reality.

Media and Adolescent Moral Development

Morality is the righteousness and honesty of behavior or conformity to conventional standards of moral conduct (Hanks 1979, 957). It has been the bedrock of nations' upliftment (Prov. 14:34). The cry of people in every society today is for men and women of integrity, moral uprightness and life worthy of emulation in the leadership positions. The church has always been concerned with morality because it is an important corollary to faith. God wants us to know right from wrong and wants us to do the right and avoid whatever that is wrong. Morality is a matter of values and what a person values will shape greatly the moral decisions and actions of the person (Downs 1994, 95-6). The adolescents are facing moral dilemmas never faced by previous generations in our societies today. This is as a result of moral valuations constantly changing.

As our societies advance technologically, especially in the areas of media communication, the adolescents are bombarded everyday with a lot of information on almost everything about life. With this information, values are formed in them, thus shaping greatly their moral decisions and actions. Moral values and concepts of right and wrong can be shaped by choice of information. This change of value may be seen in their approach to the issues of sexuality, violence and other things around them.

The adolescent sexual valuation

As Lutzer observed, one of the most obvious changes in moral standards has occurred in the area of human sexuality. As he puts it "pornography is readily available today to almost anyone, even the very young.... The movie industry has discovered that films banned ten years ago because they were considered obscene are now eagerly

accepted" (Lutzer 1981, 13). It was only about three years ago that the Kenyan Government allowed freedom of press due to the pressure from the multi-party movement. The freedom, however, has made it that today, pornographic magazines, movies and video cassettes are displayed at almost every corner of the Nairobi city and its environs, adolescents being the highest number among the patronizers.

Speaking on this issue, Shorter and Onyanha pointed out that young people love media entertainment and much of the entertainment put out by television is aimed at them. Love, romance, sex, are the favorite topics of such entertainment, whether it consists of songs, dances or film shows. Many young people say that this is where they learn about sex, but most of what they see and hear about the subject in this way is misleading. Casual sex is depicted as acceptable and often, as without risks or adverse consequences. The harm that is done to human persons, to their dignity, to their emotions, and to their sexual maturity is not mentioned (Shorter and Onyanha 1997, 79). Such is actually what is observable with most of the magazines, video, movies, dances, music that the adolescents are exposed to almost every hour of the day. According to Benson and Senter, contemporary scholars decry the loss of innocence among the adolescents of our society, as sex is constantly being examined clinically on radio, television and in magazines (Benson and Senter 1987, 79).

With these confusing messages that sex should wait for marriage coming from the church, and no restriction on sexual expression coming from the media (Borgman 1997, 27), the adolescents are disorientated in their sexual value formation and left at the mercy either of "participating voyeuristically in the sex lives of others" or experimenting the game themselves (Cotham 1973, 39).

Adolescent and the problem of violence and delinquency

As mentioned earlier in this paper, the adolescents display dynamic emotional operations described as ambivalence and vacillations. It is a form of short intervals of emotional manifestation attributed to adjustment in home, school and society etc. These environmental adjustments and social expectations often heighten the complexity of adolescent emotion. Hadfield says that "adolescence, therefore, which may be a period of great joy and happiness, is to some a period of disillusion and moody self-doubt" (Hadfield 1962, 242). Disillusionment and moody self-doubt may result from the changes that characterize the adolescence period. According to Crabb, "it is during this period that over 50% of juvenile delinquency occurs. This occurrence is at its worst in the age group of 12 to 15, with a climax at 13. The worst period for juvenile delinquency is at the time when the full impact of the upsetting physical, mental and spiritual changes is taking place (Crabb, 11).

According to the view of Shorter and Onyancha, the screening of violent films aggravates the violent tendencies, latent in people. To them, the violent robberies, car jacking, rape, muggings and brawls seen in Nairobi today could be attributed to the level of violence portrayed by the media (Shorter and Onyancha 1997, 76). As Benson and Senter said, "violence and sexual materials on television have bombarded the consciousness of youth to the point where they seem indifferent and jaded when it comes to the violence and sexual deviance in everyday life." No honest secular sociologist would deny that television has created by means of its rock stars a lifestyle that glorifies the defiance of societal norms (Benson and Senter 1987, 42-5). The acts of violence and delinquent behavior are seen everywhere. It is obvious that in the media you can't miss the violence of the world.

An adolescent daily glued to a television set, soap operas, magazines, documentaries, newscasts, acquires a lot more of sometimes harmful information in a few weeks compared to what the parents ever have known in their lifetime. To marry

this information with what the adolescents know as the right standard of behavior often presents a real problem. According to Ingule et-al, it is this state of chaos in value clarification among the adolescents that often leads to juvenile delinquency which may take the form of violation of disciplinary measures of parents, truancy, stealing, robbery, mob disobedience, violence, student unrest, student protests, vandalism as well as uncontrolled premarital sex (Ingule et.al. 1996, 97). As Crabb said, "most delinquency in adolescence follows a failure to control the various emotions which have become more and more powerful in the individual personality" (Crabb, 12). It is obvious that emotions build up in the adolescents as they constantly watch the boxing, wrestling, criminal acts and war films coming from the video or television set as well as when they read the pornographic magazines, and listen to erotic music. In most cases, these emotions that are mounting find expression in all kinds of deviant behaviors.

Media may not only exert influence on the adolescent behavior, it may also produce a materialistic life-view in the adolescents. Media messages may tend to cloud the issue of real needs versus wants. Indirectly, it may complicate an adolescent's self-image by implying that he/she does not measure up unless using a particular product or wearing a specific brand.

The Role of the Church in the Spiritual Nurture of the Adolescents

The church, as earlier pointed out in this paper, has the role of mentoring the youth in their commitment to God and faith in Christ and helping them to apply their Christian faith to life's situation. This task of guiding the adolescents to grow toward Christlikeness and equipping them for service embedded in the great commission of Matthew 28:19-20, could be best accomplished through a good understanding of these adolescents and their challenges which this paper tried to provide coupled with appropriate mentoring methods.

The church often wonders, as Downs puts it, how the values and moral precepts so carefully taught at home and at church were abandoned with relative ease when challenged by a secular society (Downs 1994, 96). This suggests that the adolescents most of the time are not adequately equipped for living in a society of moral relativity and anti-Christian values. The church is not only to teach the adolescents moral values. There is more to teaching in this process of mentoring. The adolescents need to be encouraged to talk about the kind of movies they like to watch or magazines they like to read, programs from the TV and music most appealing to them. It is, as well, important to discuss with them about godly roles of women and men and the place of sex and violence in life. Parents, youth workers and pastors could encourage an open discussion with the adolescents about these challenges and help their values formulate around the Biblical values.

The church also should strive to make the gospel culturally relevant to the youth sub-culture without compromising it. Borgman's advice could be seen clearly here as he said that "into the changing objective compartments of young lives, in the ambivalence of current culture, youth ministers seek to contextualize the good news and the lordship of Jesus Christ" (Borgman 1997, 28). Besides, the church has the responsibility of adequately educating the parents on how to properly give guidance to their adolescents regarding the use of media.

Methodological Precedents

This study focused on understanding the level of media exposure, how or in what ways the media is influencing the developmental life of the adolescents, particularly the adolescent educational life and the extent to which this influence has reached in the lives of the adolescents in Nairobi Pentecostal Church-Central. A research was conducted in 1998 by the Daystar University among the Nairobi youth. The main purpose of that survey research was to provide up-to-date information on the

attitudes, beliefs, concerns, and goals of Nairobi's Youth aged between 11 and 25 years (Mbutu et.al 1998, 2). Among the concerns raised by the youth in that study was how to use mass media in a healthy way. In response to this concern, this research pursued one of the recommendations that "youth studies need to be based on issues and concerns affecting youth in order to formulate their own values" (Ibid, 35). The present study, however, deviated from the general concerns and goals of the youth in Nairobi to the influence of media especially among the adolescents of the Nairobi Pentecostal Church-Central.

The researcher used questionnaire instruments in collecting data for this study. The questionnaires were for the following groups: the adolescents or youth, the youth workers and parents of adolescents, all from the Nairobi Pentecostal Church-Central. The questionnaires were both open-ended and closed-ended. The closed-ended questions formed the major items of the questionnaires. The closed-ended part of the questionnaires were used for items that need set answers while the open-ended parts were used for areas that required freedom of expression from the respondents. Best and Kahn pointed out that a questionnaire is appropriate when factual information is desired. The questionnaire could have both open-ended and closed-ended items. Since each type has its merits and limitations, they recommended that the questionnaire builder should decide which type is more likely to supply the information wanted (Best and Kahn 1989, 181-83).

The researcher's choice of the three group of respondents mentioned above was for a broader understanding of the subject of study through the comparison of different opinions of the respondents of each group.

In attitudinal studies like this one, there are two scales that are commonly used. They are the Thurstone and the Likert scales. Both scales have a series of statements of varying degrees of favourableness and unfavourableness which are listed in random

order. The examinee responds by checking the statements with which he/she agrees (Englhart 1972, 177,178). In this study, the Likert scale was adopted. This scale was adopted because the study sought to measure the level of media exposure and the extent of influence on the adolescents. The Likert's five point scale which normally goes with the option: agree, strongly agree, undecided, disagree, and strongly disagree featured in few places in the items.

According to Best and Khan, the Chi Square Test of Independence is an appropriate statistical instrument that could be used to measure the likelihood that some factors other than chance are responsible for an apparent relationship between two variables (Best and Khan 1989, 300). The Chi Square is a nonparametric test that is used to find out if there is any significant relationship between two or more variables in a population (Ibid, 289,299). According to Walter Borg and Meredith Gall, the Chi Square is commonly employed to estimate relationships when the data collected for the research are in frequency counts and when they are put in two or more categories (Borg and Gall 1989, 562). Furthermore, the Chi Square requires that the variables in the population are independent of each other. That is, that one variable is not affected by, or related to another variable and that the sample observations have been randomly selected (Best and Khan 1989, 299,300). In this study, the researcher made use of the Chi Square Test of Independence because the data collected was in frequency counts and the variables identified were independent of each other.

CHAPTER THREE

METHODOLOGY

This was a field research aimed at understanding the level of media exposure, how or in what ways media was influencing the developmental life of adolescents of the Nairobi Pentecostal Church-Central, particularly adolescents' educational life as well as the extent to which this influence has reached in their lives. In this chapter, the researcher explained the procedure for data collection and analysis.

Basic Research Design

This study is descriptive. According to Best, "A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing..." (Best 1981, 93). In this light, therefore, information was gathered from the respondents through questionnaires. The process of data collection and data analysis focused on two areas.

The first area of focus was the first research question and the first part of the second research question which sought to determine the level of media exposure and how or in what ways the media was influencing the social and moral development of the adolescents. The second area of focus was the second part of the second research question which sought to determine the extent to which media has been a positive or negative influence on the social and moral development of the adolescents.

Population

The population for this study consisted of the youth of Nairobi Pentecostal Church-Central. However, the researcher decided to include the youth workers of the

same Church and the parents of these youth as part of the informants in this study. The choice of informants in the study was made for proper understanding of the subject of study and also to enhance objectivity in the analysis. With these three sets of informants, the researcher was making cross-group comparisons. These informants were members of the Nairobi Pentecostal Church-Central, however, they were drawn from all parts of Nairobi and were diverse in both educational and economic attainments.

Sampling

Since the researcher's interest in this study was on the adolescents within the age of twelve and nineteen years in N P C-Central, a preliminary selection was done to draw out from among the entire youth population the adolescents within this age group. The researcher identified this group of adolescents by distributing slips of paper that required every member of the youth to fill in his/her name, age, and the names of the parents. The researcher through this means, was able to get both the exact age group desired for this study and the names of their parents. This preliminary selection was based on age. These adolescents identified, their parents and the youth workers constitute the sets of population for this study.

From the preliminary selection, the adolescents in N P C-Central within the ages between twelve and nineteen were found to be 97. Given the constraints of time and funds, the researcher was not able to manage this number of adolescents with their parents and the youth workers. It therefore requires randomization to select a suitable part of the population that will adequately represent the entire population. To do this, the researcher used Simple Random Sampling method. This method of sampling gave each member of the target population an equal chance of being selected for the study.

The researcher determined the sample size based on the table for determining the sample size reproduced by C.B. Peter and provided by Onesiphore Nzigo in his work. Below is an abstract, from the table.

Table 1. Abstract table for determining sample size

Population size	Sample size	Population size	sample size
10	10	250	162
20	19	300	169
30	28	400	196
40	35	1500	306
50	44	2000	322
60	52	3000	341
70	59	4000	351
80	66	5000	357
90	73	10000	370
100	80	20000	377
150	108	50000	381
200	132	100,000	384

Source: Nzigo 1997, 42.

According to the above table, the sample size of 78 subjects was selected from the 97 adolescents in N P C-Central within the ages between twelve and nineteen years. To have this sample of 78 adolescents, the names of the 97 adolescents were written on slips of paper and placed in a container. The slips were mixed thoroughly and then the researcher

drew one at a time from the container, mixing thoroughly whenever each number is drawn until the desired number was completed. This method was not applied to the parents since the parents of the sampled adolescents formed the informants for the parents' side. The youth workers consisted of one Pastor and twelve assistants. The researcher expected that all the thirteen youth workers were to participate in this study as informants.

Instrument Design

The instrument that was used to gather information from the three sets of population for this study was self-administered questionnaires. The questionnaire for the adolescents is included as Appendix A, the one for the youth workers is Appendix B, while the one for the parents is Appendix C. Each questionnaire was divided into three parts except that of the parents that has two parts. Part one of the questionnaire (Appendix A), consisted of 7 items that sought to obtain some demographic information such as age, sex, Church attendance as well as the adolescents' level of media exposure. Part two consisted of 9 items that focused on some forms of patterns developing in the adolescents' lives which are traceable to the use of media such as acquisition of knowledge, skills, developing values and models imitated. Part three consists of 2 items that sought to obtain information regarding the extent to which these developing patterns which are traceable to the use of media in the lives of the adolescents could be seen either negatively or positively. Most items in appendix A are closed-ended, only a few are open-ended.

Closed-ended items are for the purpose of quantification, especially with regards to those responses that could be quantified. The open-ended questions are to enable the respondents to express their opinions freely. Appendices B and C are almost alike in their construction. Parts one of appendix B and two of both appendices B and C focused on demographic information, level of media exposure and specific areas of influence of the media on the adolescents, while parts two and three focused on the extent of influence and how it affects the adolescents.

In developing the instrument for this study, the researcher went through two steps. First, the researcher looked through relevant literature to see if there are indicators of the influence of the media on the developmental life of the adolescents especially as pertains to the social and moral development of the adolescents. From the literature, the following are some indicators of the influence of the media on adolescents' social development: Structured modeling through TV and Video Programs, Distortion of self-image, Development of socially apathetic perspective and Development of false concept of reality. Regarding the moral development of the adolescents, the following indicators were gathered. They are: Formation of moral values and attitudes especially in the area of sex, violence and authority, the molding of lifestyle and behavior. Based on these indices, items in part two and three of the questionnaire (Appendix A), items 8 and 9 of part two and 1 and 2 of part three of the questionnaires (Appendices B and C), were formulated to find out specific ways that media exerts influence on the social and moral development of the adolescents in N P C-Central.

From the literature also, the researcher gathered that most of the influence of the media on the adolescent, is as a result of the adolescents' exposure to mass media especially as a source of entertainment, coupled with the age of the adolescent during exposure, and sex differences. Based on this understanding, items 1- 7 of part one of the questionnaire (Appendix A) and items 1 and 2 of part two in the questionnaires (Appendices B and C), were formulated to find out the age, sex and the level of exposure to media communication among the adolescents of N P C-Central. From the above information gleaned from the literature, two research questions were raised in

Chapter one of this study. In response to the two research questions, three directional hypotheses were stated. These hypotheses were tested for acceptance or rejection.

Items 4 - 7 of part one in the questionnaire (Appendix A) and items one and two in part two of the questionnaires (Appendixes B and C), were meant to address the first research question and the attending hypothesis.

RQ1. What is the level of media exposure among the adolescents?

H_{1,1} We will expect that the adolescents have a high degree of exposure to media communication

Parts two and three of the questionnaire (Appendix A) and items 3 -9 of part two with part three of the questionnaires (Appendixes B and C), were meant to address the research questions 2a and 2b and the attending hypotheses 2 and 3.

RQ2a. In what ways does the media exert influence on the social and moral development of the adolescents?

b To what extent is the media a positive or negative influence on the social and moral development of the adolescents?

H_{1,2} We expect that certain characteristics such as level of media exposure, age and gender will account for most of the media influence on the adolescents' social and moral development.

H_{1,3} We will expect that most of the messages from the media have, to a great extent, negative influence on the social and moral development of the adolescents.

Jury Procedure

The second step in the building of the instrument was the setting up of a Jury of six to deal with the issue of validity and reliability. The Jury went through every item on the questionnaires to ascertain its relevance and clarity.

The Jury was made up of competent and knowledgeable persons. Three of the jury members are doctorate degree holders, competent in their areas of studies and currently lecturers at NEGST. Besides, they have adolescents at home. The fourth and fifth jurors are ex-students of Nairobi Evangelical Graduate School of Theology. Beside their rich experience in instrument formulation in their research at NEGST, their many years of work among adolescents is an added experience. The sixth Juror is currently a student of NEGST working towards the completion of the Master of theology program.

An item such as the ones in the instrument of this study, is only valid to the degree that it measures what it claims to measure and reliable to the degree that it measures accurately and consistently, yielding comparable results when administered a number of times (Best and Khan 1989, 259). To establish the validity of the instrument, the Jurors used a Validity Coefficient of 0.80 to pass an item on the questionnaires in their evaluation. This means that five out of the six Jurors agreed on the extent to which an item clearly expresses what is intended. The Jurors re-evaluated the corrected items using a Reliability Coefficient of 0.80 to pass an item. The Jurors' suggestions of alteration in the items for clarity after the last evaluation were incorporated into the questionnaires.

In this study, three independent and one dependent variables were employed.

The independent variables are

- (1) Adolescents' age. (12-15: younger adolescents) (16-19: older adolescents)
- (2) Adolescents' sex.
- (3) Adolescents' level of media exposure.

The dependent variables are

- (1) Influence of the aspects of the media that the adolescents are most exposed to.

These variables were selected from the researcher's review of related literature. They served as the researcher's parameter of interest as he went into the field for data collection.

Pilot Testing

The questionnaire for the adolescents was pilot-tested among the NEGST teens. NEGST teens were chosen because they are at the same level of development with the adolescents of N P C-Central. They also share the same spiritual interest. The teens for this pilot-test were two teenagers within the age of twelve and nineteen years. The teenagers for this pilot-testing were selected based upon who is available and willing. The questionnaire for the parents was pilot-tested among the parents of these teens selected for the pilot-test. The questionnaire for the youth workers was pilot-tested with a NEGST teens' worker who for now is only one individual.

The purpose of the pilot-test was to be sure that the items are clear and understandable. Corrections of ambiguity identified through this pilot-testing made the instrument ready to be administered to the sampled groups at N P C-Central.

Entry Process

The researcher took a preliminary step of going personally to the senior Pastor of Nairobi Pentecostal Church-Central and the youth Pastor of the said church to ask for permission to carry out the study among the church youth. Following this request, a tentative permission was granted to the researcher while waiting for a letter of

introduction from NEGST authority. The researcher therefore, requested and obtained a letter of introduction from the Vice-Principal for Academic Affairs through which a full entry to the members of N P C-Central was granted to the researcher.

Administration of the Instrument

The researcher personally hand delivered the questionnaires to the respondents through the help of the youth pastor. The youth and the youth workers normally have their meetings every Sunday afternoon. The researcher had planned to have the questionnaires distributed to them during one of these meetings, which he did. Regarding the questionnaire for the parents, the researcher arranged with the youth Pastor to have the questionnaire distributed to the selected parents during one of their meetings in the week. The researcher had an opportunity of explaining further the purpose of the study, the meaning of the items on the questionnaires as well as enhancing rapport with the informants through administering the questionnaires personally.

Method of Data Analysis

The researcher employed two methods of analysis. The first was quantitative analysis while the second was qualitative analysis. Parts one and two of the questionnaires (Appendixes A, B and C), which contained mostly closed-ended questions were quantitatively analyzed. Part three of the questionnaires (Appendixes A, B and C), which contained few open-ended items was qualitatively analyzed. Here, comments from each group sampled from the target population were discussed.

From part one of the questionnaire (Appendix A) and the first and second items of part two of the questionnaires (Appendixes B and C), which contain closed-ended questions, responses from the respondents were tallied and summed up to determine the adolescents' level of exposure to media communication. The adolescents were

asked, in part two of the questionnaire (Appendix A), to rate different aspects of their life in relation to their use of media on the Likert scale. Also, the parents and youth workers were asked, in items 3 and 9 of part two of the questionnaires (Appendixes B and C), to rate the same about their adolescents. The frequency counts of these ratings were used to determine the positive and negative influence of the media on the developmental life of the adolescents. The extent of influence was considered great or small through the rating percentages of the respondents regarding the positive and negative influence of the media.

Furthermore, each independent variable, that is, age, sex, and level of media exposure was analyzed to show how each individually relates to the influence of the media reported by the respondents. To do this, the statistical test was the Chi Square Test of Independence. The purpose was to see if any relationship existed between the influence of media and these independent variables. The Chi Square Formula used in the analyses states:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where χ^2 = Chi Square

O = Observed frequency

E = Expected frequency

In the qualitative data analysis, the few open-ended items designed to examine the responses from the closed-ended questions and to obtain free comments from the respondents were discussed.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

The purpose of this study was to ascertain the influence of the media on the social and moral development of the adolescents, particularly the adolescents in Nairobi Pentecostal Church-Central. This chapter deals with how the data gathered were analyzed and the interpretation of the findings. The research questions form the component parts in which the data were analyzed and interpreted.

The findings are reported in three parts in response to the three areas of the research questions. There is the preliminary analysis that deals with the returns of the questionnaires, and a summary of the characteristics of the respondents.

Questionnaire Returns

Table below shows the rate of returns on the questionnaires. Seventy questionnaires were distributed among the parents. Eight parents were out of the country at the time of the administration of the questionnaires. Both parents were targeted for the study. There was a return of fifty-two completed questionnaires at 74.3%. Seventy-eight questionnaires were distributed to the adolescents. Out of these number, fifty-eight completed questionnaires were returned. Therefore, 74.4% of the questionnaires for the adolescents were returned. Thirteen questionnaires were distributed to the youth workers. There was a return of eleven completed questionnaires from the youth workers which is 84.6%.

Table 2. Returns of questionnaires

Number Sent Out	Number Returned	Percentage Returned
Adolescents	58	74.4
Parents	52	74.3
Youth workers	11	84.6

The first step after collecting the data was to organize the questionnaires into groups presenting the demographic distribution of the information. The next step was to categorize the data according to the groups to enable easy analysis and interpretation of the data. A cross-group comparison of each research question and topic was employed.

Demographic Distribution of Findings

The following summary shows the demographic distribution of the respondents according to the different groups. Sex, age, marital status (where applicable), duration of faith etc. are included.

Youth Workers

All the youth workers who participated in the study were members of N P C - Central. However, the length of their service at N P C-Central and the length of their training for the service were put in three groups of A, B, and C, for analytical purposes.

Service Profile of the Youth Workers

Regarding the length of their service at N P C-Central, group A consisted of youth workers who have been in the service for 1-2 years. This group was classified as having spent comparatively less time in the service. Group B consisted of those who have been in the service for 3-4 years. This group was considered to have comparatively spent an average time working with the youth. Group C consisted of those who have been in the service for 5 years and above. This group was classified as having been in the service for a long time. [See table5]

Table 3. Service profile of the youth workers

Response	Frequency	Percentage Respondents
1-2 years	2	18.2
3-4 years	4	36.4
5 years and above	5	45.5
Total	11	100.0

N = 11

According to table 5 above, 18.2% of the youth workers (group A) have spent less time in the service and 36.4% of the youth workers (group B) spent average time. However, 45.5% of them (group C) have been in the service for a long time.

Length of Training for Service

The length of training for service was also put in three groups of A, B, and C. Group A consisted of the youth workers who had no formal training but were picked to help the youth based on their commitment. This group was considered as having comparatively less understanding of the needs of the youth. Group B consisted of those who have had 1-2 years of training for the service. This group was considered as having comparatively average understanding of the needs of the youth. Group C consisted of the youth workers who had spent 3 years and above in formal training for the service. This group was classified as having comparatively a good understanding of the needs of the youth. [See table 6]

Table 4. Distribution of the length of training of youth workers

Response	Frequency	Percentage Respondents
No Training	8	73.0
1-2 years Training	0	0.0
3 years and above	3	27.3
Total	11	100.0

N = 11

According to table 6 above, 73% of the youth workers (group A) had no formal training for the service while 27.3% of the youth workers (group C) have had 3 and above years of training.

Summary of Profile for the Adolescents

Age

All the adolescents who participated in the study were put into two groups in order to categorize their ages. These groups were: The younger adolescents – these are the adolescents within the ages of 12-15 and the older adolescents – these are the adolescents within the ages 16-19. [See table 7]

Table 5. Age distribution of the adolescents

Response	Frequency	Percentage Respondents
12-15 years	12	20.7
16-19 years	46	79.3
Total	58	100.0

The younger adolescents were 20.7% while the older adolescents were 79.3%.

Gender Distribution of the Adolescents

25.9% of the adolescents were male while 74.1% were female. [See table 8]

Table 6. Gender distribution of the adolescents

Response	Frequency	Percentage
Male	15	25.9
Female	43	74.1
Total	58	100.0

N = 58

Adolescents' Level of Media Exposure

The first research question was designed to find out the level of media exposure among the adolescents. It states:

RQ 1. What is the level of media exposure among the adolescents?

One directional hypothesis was generated to answer this question. It states:

H_{1,1} We expect that the adolescents will have a high degree of exposure to media communication.

To test the hypothesis, a null hypothesis was generated. It states:

H_{0,1} Adolescents will not have a high degree of exposure to media communication.

Items 4-7 of part one of questionnaire for the adolescents (Appendix A) and items 1 and 2 of part two of the questionnaires for youth workers and parents respectively (Appendices B and C) were designed to answer this question.

Types of Media Available for Adolescents' Use

Item 4 of part one of Appendix A and item 1 of part two of Appendices B and C were designed to address this area. Tables 10, 11, 12, and 13 are the summary distribution of the types of media at the disposal of the adolescents. This is according to the reports from the adolescents within the ages of 12-15 and those within the ages of 16-19, the youth workers and the adolescents' parents. [See tables 10, 11, 12, and 13].

The Distribution of the Types of Media Available for Adolescents' Use

Table 7. Report from adolescents of ages 12-15

S/N	Media Types	Frequency	Percentage
1	Television/Video	10	83.3
2	Movie/Film	5	42
3	Music	9	75
4	Radio	9	75
5	Magazine	5	42
6	Books	5	42

N = 12

83.3% of the adolescents within the ages of 12-15 identified television/video among the available types of media. This means that television/video is most available for this age group. This is followed by music and radio at 75% each.

Table 8. Report from adolescents of ages 16-19

S/N	Media Types	Frequency	Percentage
1	Television/Video	40	87
2	Movie/Film	29	63
3	Music	43	93.4
4	Radio	44	95.6
5	Magazine	24	52.2
6	Books	36	78.3

N = 46

Radio, Music and Television/Video at 95.6%, 93.4%, and 87% respectively seemed to be the types of media most available to adolescent of ages 16-19. The least identified is Magazine at 52.2%.

Table 9. Report from the youth workers

S/N	Media Types	Frequency	Percentage
1	Television/Video	10	90.9
2	Movie/Film	8	72.7
3	Music	9	81.8
4	Radio	10	90.9
5	Magazine	7	63.6
6	Books	9	81.8

N = 11

The Youth workers rated television/video, radio, music and books as most available to the adolescents at 90.9%, 90.9%, 81.8%, 81.8% respectively. Magazine got the lowest at 63.6%.

Table 10. Report from the parents

S/N	Media Types	Frequency	Percentage
1	Television/Video	42	80.8
2	Movie/Film	22	42.3
3	Music	41	78.8
4	Radio	39	75
5	Magazines	19	36.5
6	Books	40	76.9

N = 52

Television at 80.8%, was identified by the Parents as the most available type of media communication to the adolescents.

Determining the Level of Media Exposure among the Adolescents

The adolescents were asked to indicate on a five point scale the frequency with which they make use of the electronic media such as television/video, radio, and music in a week. This is in response to items 5 and 7 of part one of their questionnaire (Appendix A). The scale is as follows:

1 Less than an hour

2 One to two hours

3 Three to four hours

4 More than five hours

5 Daily

Using the respondent returns of 58, the maximum response at each point on the scale is

$$58 \times 5 = 290$$

$$58 \times 4 = 232$$

$$58 \times 3 = 174$$

$$58 \times 2 = 116$$

$$58 \times 1 = 58$$

The median for these maximum scores was then taken. It stood at 174. A response rated above 174 was therefore considered to be high exposure. A score at or below 174 was considered as low exposure. The tabulation of the scores is shown below. [See table 14].

Table 11. Distribution of the adolescents' rating of the level of media exposure

Media Types	Daily	More than five hours	Three to four hours	One to two hours	Less than an hour	Total
TV/Video	31 [155]	3 [12]	10 [30]	8 [16]	6 [6]	58 [219]
Radio	29 [145]	2 [8]	6 [18]	15 [30]	6 [6]	58 [207]
Music	31 [155]	15 [60]	7 [21]	5 [10]	0 [0]	58 [246]

N = 58

Key: All upper entries are frequency counts. All the lower entries in brackets are the value scores.

The result in table 14 seems to suggest that the adolescents have a high exposure to TV/Video, Radio, and Music. All these types of media scored higher than the median point of 174. Table 15 below shows the distribution of the total score value possible and the total score value obtained.

Table 12. Distribution of the rating of the level of exposure to the electronic media

Media Types	Total score value possible	Total score value obtained
TV/Video	290	219
Radio	290	207
Music	290	246

The adolescents were again asked to indicate on a three point scale the frequency with which they go to Cinema for movie/film. This is in response to item 5c of part one of their questionnaire. The scale is as follows:

3 Regularly

2 Seldom

1 Never

Using the respondent returns of 58, the maximum response at each point on the scale is:

$$58 \times 3 = 174$$

$$58 \times 2 = 116$$

$$58 \times 1 = 58$$

The median for these maximum scores was then taken. It stood at 116. A response above 116 was therefore considered to be high exposure. A score at or below 116 was considered as low exposure. The tabulation of the score is shown below. [See table 16]

Table 13. Distribution of the adolescents' rating of the level of media exposure

Media Type	Regularly	Seldom	Never	Total
Movie/Film	5 [15]	28 [56]	25 [25]	58 [96]

N = 58

Key: The upper entry is the frequency count while the lower entry in bracket is the score value.

The result in table 16 seems to suggest that the adolescents have a low exposure to movie/film. The score value is lower than the median point of 116. Table 17 below shows the distribution of the total score value possible and the total score value obtained.

Table 14. Distribution of the rating of the level of exposure to movie/film

Media Type	Total Score Value Possible	Total Score Value Obtained
Movie/Film	174	96

On the print media, the adolescents were also asked to indicate on a two point scale of yes and no the frequency with which they read books and magazines within a period of one and five Months. This is in response to items 6 and 9 of part one of their questionnaire (Appendix A). The scale is as follows:

1 No

2 Yes

Using the respondent returns of 58, the maximum response on each point on the scale is:

$$58 \times 2 = 116$$

$$58 \times 1 = 58$$

The median for these maximum scores was then taken. It stood at 87. A response above 87 was therefore, considered to be a high exposure on the print media among the adolescents. A score at or below 87 was considered as a low exposure among the adolescents. The tabulation of the scores is shown below. [See table 18].

Table 15. Distribution of the adolescents' rating of the level of media exposure

Media Types	Yes	No	Total
Books	35 [70]	23 [23]	58 [93]
Magazines	24 [48]	34 [34]	58 [82]

N = 58

Key: All the upper entries are frequency counts. All the lower entries in brackets are the score values

The result in table 18 seems to suggest that the adolescents have high exposure to books since the score value is higher than the median point of 87. However, magazine scored lower than the median point suggesting a low exposure. Table 19 below shows the distribution of the total score value possible and the total score value obtained.

Table 16. Distribution of the rating of the level of exposure to books and magazines

Media Types	Total Score Value Possible	Total Score Value Obtained
Books	116	93
Magazines	116	82

The Parents and the Youth workers were also asked to indicate on a three point scale the frequency with which they think the adolescents make use of the electronic media such as TV/Video, Film/Movie, Music and Radio, and the print media such as Books and Magazines. The scale is as follows:

3 Always

2 Seldom

1 Never

Using the respondent returns of 52 and 11 respectively, the maximum response at each point on the scale is:

For Parents

$52 \times 3 = 156$

$52 \times 2 = 104$

$52 \times 1 = 52$

The median for these maximum score was taken. It stood at 104. A response above 104 was therefore, considered to be high exposure to media communication among adolescents. A score at or below 104 was considered to be a low exposure. The tabulation for the score is shown below. [See table 20].

Table 17. Parents' perception of the adolescents' exposure to media

Media Types	Always	Seldom	Never	Total
TV/Video	30 [90]	20 [40]	2 [2]	52 [132]
Radio	30 [90]	17 [34]	5 [5]	52 [129]
Music	15 [45]	30 [60]	12 [12]	52 [117]
Movie/Film	11 [33]	30 [60]	14 [14]	52 [107]
Books	30 [90]	17 [34]	5 [5]	52 [129]
Magazines	10 [30]	30 [60]	18 [18]	52 [108]

N = 52

The result in table 20 seems to suggest that the adolescents have a high exposure to all the six types of media according to the opinion of the Parents since they all scored higher than the median point of 104. Table 21 below shows the distribution of the total score value possible and the total score value obtained.

Table 18. Parents' rating of the level of adolescents' media exposure

Media Types	Total Score Value Possible	Total Score Value Obtained
TV/Video	156	132
Radio	156	129
Music	156	117
Film/Movie	156	107
Books	156	129
Magazines	156	108

For Youth workers

$11 \times 3 = 33$

$$11 \times 2 = 22$$

$$11 \times 1 = 11$$

The median for these maximum scores was taken. It stood at 22. A response above 22 was therefore considered to be a high exposure to media communication among the adolescents. A score at or below 22 was considered to be a low exposure. The tabulation for the scores is shown below. [See table 22]

Table 19. Youth workers' perception of the adolescents' exposure to media

Media Types	Always	Seldom	Never	Total
TV/Video	10 [30]	1 [2]	0 [0]	11 [32]
Movie/Film	9 [27]	1 [2]	1 [1]	11 [30]
Music	10 [30]	1 [2]	0 [0]	11 [32]
Radio	11 [33]	0 [0]	0 [0]	11 [33]
Magazines	7 [21]	4 [8]	0 [0]	11 [29]
Books	8 [24]	3 [6]	0 [0]	11 [30]

The result in table 22 seems to suggest that the adolescents have a high exposure to media communication according to the opinion of the youth workers since all of them scored higher than the median point of 22. Table 23 below shows the distribution of the total score value possible and the total score value obtained.

Table 20. Youth workers' rating of the level of adolescents' media exposure

Media Types	Total Score Value Possible	Total Score Value Obtained
TV/Video	33	32
Movie/Film	33	30
Music	33	32
Radio	33	33
Magazines	33	29
Books	33	30

Testing the Hypothesis

The first research hypothesis was tested using items 4-7 of part one of questionnaire for the adolescents (Appendix A) and items 1 and 2 of part two of the questionnaires for youth workers and parents (Appendices B and C). The null hypothesis used in testing the directional hypothesis states:

Ho:1 Adolescents will not have a high degree of exposure to media communication.

In testing the hypothesis, the researcher determined the score values for the entries which the respondents made in response to the items mentioned above. According to tables 15, 17, and 19, Television/Video, Radio, Music, and Books, scored more than their respective median points. That is from the perspective of the adolescents. Only Movie/Film and magazine scored below their respective median points. According to table 21, which represented the opinions of the parents, all the media types under study scored more than the median point. Also table 23 which represented the opinions of the youth workers revealed that all the media types under study scored above the median point.

Therefore, the hypothesis was not rejected. This means that the adolescents have a high degree of exposure to media communication. However, there was an inconsistency in opinion among the respondents on the area of the degree of the adolescents' exposure to magazine and movie/film. Since the adolescents could not agree with the opinions of the youth workers and parents that they have a high degree of exposure to magazine and movie/film, I conclude that there was an

element of unrevealed truth either on the parts of the parents and youth workers or on the part of the adolescents.

Discussion

It has been mentioned above that modernity is with us today in all the African societies and has rapid influence. This makes the African child who is more or less thrilled by the technological changes rather vulnerable to different types of media communication. According to the study, all the types of media that the researcher had limited himself to study were found to be accessible to the adolescents. However, it was found that Television/Video, Music and Radio were identified to be most accessible to the adolescents. 83.3%, 75%, and 75% of the younger adolescents respectively agreed to this. Again, in that order, 87%, 93.4% and 95.6% of the older adolescents were also in agreement. The youth workers and parents added books with the rating percentages of 81.8% and 76.9% respectively in the list of the most accessible types of media to the adolescents [See tables 10, 11, 12, and 13].

The researcher sought further to find out the adolescents' level of exposure to these types of media by asking the adolescents to report on how frequently they make use of each of these types of media. Both youth workers and parents were also asked to do the same about the adolescents. All the media types under study from the rating of the adolescents scored higher than their respective median points except Movie/Film and Magazine which scored below the median point [See tables 14, 16, and 18]. From the ratings of the youth workers and parents, all the media

types under study scored higher than their respective median points [See tables 20 and 22].

This is a clear indication that the adolescents have a high exposure to media communication. However, the researcher is aware of the inconsistency in opinions of the adolescents and that of the youth workers and the parents over Movie/Film and Magazine. I think that the inconsistency in opinion regarding Movie/Film and magazines may be due to the following (1) an element of unrevealed truth either on the parts of the parents and youth workers or on the part of the adolescents. (2) the youth workers and parents may be only imagining that the youth are exposed to these two things in secret. (3) it may be an inconsistency arising from the fact in the questionnaires for the youth workers and parents, books was not defined as it was in the questionnaire for the youth. However, the general discovery was that adolescents have a high degree of exposure to media communication. The inconsistency in opinion over the adolescents' exposure to magazine and movie/film does not mean that they don't have any exposure to these types of media communication rather, it means that their exposure to these may be less in comparison to other types of media communication.

It has been pointed out in the literature that the more one is used to media communication, the more likely one perceives realities as depicted either on the screen or over the air. Besides, as mentioned above, communicators have aims. The aim may be to transmit values to listeners, give information etc. However, the underlying motive in every communication is to produce a particular lifestyle in the listener. Taking from the message of the literature, one could agree that it is likely

that the more the adolescents are addicted to messages from the media, the more their lives are being controlled by the media communicators. It is high time the Church rises up to teach the youth the commercial motive of the media communication and helps them to develop a mental sieve with which to sift the right stuff from all the messages they receive from the media. Borgman advised thus,

To understand the world of youth is to feel the cutting edge of cultural change. Each new kind of music, new genre of movie, new fad, and new advertising pitch is a challenge to those who would understand the beauties and pitfalls of our culture and the ups and downs of adolescent years. To do theology in youth culture forces one to be in touch with the spirit of the age and the trends of the times.... And help the youth to discuss, interpret, and evaluate what they or their friends watch, the characteristics of good art, the casting and stereotyping of characters, the values, the messages, and the effect of such art. (Borgman1997, 13, 145)

Ways of Media Influence on the Moral and Social Development of the Adolescents and Statistical Test of Independence of the Variables

The researcher further sought to find out ways media has exerted influence on the social and moral development of the adolescents. Research question 2a was designed to address this area of the study. It states:

RQ. 2a In what ways does the media exert influence on the social and moral development of the adolescents?

All the items in part two and items 1a and b with 2a and b of part three of the questionnaire for adolescents (Appendix A) and items 3-8a and 9a of the questionnaires for youth workers and parents(Appendices B and C), were designed to respond to this research question.

Ways of Media Influence on the Social and Moral Development of the Adolescents

Literature has revealed some specific ways that media is exerting influence on the social and moral development of the adolescents [See pages 17-23]. Most of these ways of influence have been confirmed by the three groups of respondents in this study and also new ones added. The behavioral indications identified by the respondents in response to part two of the questionnaire for the adolescents with the responses from items 3-7 of the questionnaires for the youth workers and parents, and the responses from items 1a and b with 2a and b of part three of the questionnaire for the adolescents with the responses from items 8a and 9a of the questionnaires for the youth workers and parents were collapsed to find out ways of positive and negative influence of the media on the social and moral development of the adolescents. The researcher summarized these ways of media influence (positive and negative) on the social and moral development of the adolescents identified by the three groups of respondents in this study for easy analysis. Below is the summary of the positive and negative influence of the media.

On the social aspect, Positive influence identified includes: (1) General knowledge about the events of the World, (2) Education on new ideas, speech style and vocabularies. Negative influence includes: (1) It fosters low self-esteem, (2) It brings about rapid acculturation, (3) It fosters the spirit of imitation thereby minimizing originality, (4) It brings about confusion in career choice, (5) It consumes much time. On the moral aspect, positive influence identified includes: (1) It re-enforces advice from parents, pastors and Christian counselors, (2) It strengthens Christian faith, devotion and understanding of Christian teachings. Negative includes: (1) It brings about neglect of cherished African values, (2) It

brings about confusion in value clarification and moral decision thereby fostering the spirit of materialism.

Tables 24, 25, 26, 27, 28 and 29 are summary distribution of the perception of these ways of media influence on the social and moral development of the adolescents from the adolescents, youth workers, and parents.

Distribution of the Perception of the Ways of Media Influence

A. Adolescents' perception of the ways media exerts influence on their social and moral development

Table 21 perception of positive and negative ways of media influence on adolescents

S/N	Ways of Influence	Frequency	Percentage
P1	Knowledge of World Events	10	17.2
P2	Learning ideas, speech style and vocabularies	6	10.3
N1	Low Self-esteem	8	13.8
N2	Rapid Acculturation	7	12.0
N3	Imitation/Lack of Originality	12	20.7
N4	Confusion in Career Choice	2	3.4
N5	Consumes much Time	13	22.4
	Total	58	100.0

N = 58

22.4% of the adolescents indicated that media robs them of the time for other things. 20.7% of them were of the opinion that media bring about lack of originality in their actions and performances. 17.2% of them subscribed to media as a means of update in world wide events.

Table 22. Perception of the positive and negative ways of media influence on adolescents

S/N	Ways of Influence	Frequency	Percentage
P1	Re-enforces Advice	5	8.6
P2	Strengthens Christian Faith	8	13.8
N1	Erosion of African Values	20	34.5
N2	Confusion in Moral Decision	25	43.1
	Total	58	100.0

N = 58

43.1% and 34.5% of the adolescents subscribed to the negative influence of the media in the area of confusion in moral decision and erosion of cherished

African values respectively. Only 13.8% and 8.6% of them subscribed to the positive influence of the media morally in the area of strengthening Christian faith and re-enforcing of advice from parents and others.

B. Youth workers' perception of the ways of media influence on the social and moral development of the adolescents

Table 23. Perception of the positive and negative ways of media influence on adolescents

S/N	Ways of Influence	Frequency	Percentage
P1	Knowledge of World Events	1	9.0
P2	Learning ideas, speech style and vocabularies	2	18.2
N1	Low Self-esteem	2	18.2
N2	Rapid Acculturation	0	0.0
N3	Imitation/Lack of Originality	4	36.4
N4	Confusion in Career Choice	0	0.0
N5	Consumes much Time	2	18.2
	Total	11	100.0

N = 11

36.4% of the youth workers were of the opinion that the adolescents have lost originality due to the influence of the media. Low self-esteem and time consumption scored 18.2% each. Positively, 18.2% of the youth workers agreed that media helps the adolescents to learn new ideas, speech styles and vocabularies.

Table 24. Perception of the positive and negative ways of media influence on adolescents

S/N	Ways of Influence	Frequency	Percentage
P1	Re-enforces Advice	1	9.0
P2	Strengthens Christian Faith	3	27.3
N1	Erosion of African Values	2	18.2
N2	Confusion in Moral Decision	5	45.5
	Total	11	100.0

N = 11

45.5% of the youth workers said that media influence the adolescents negatively in the area of confusion in moral decision and fosters the spirit of materialism while 27.3% of them stressed the fact that media influences the adolescents positively in the area of strengthening their Christian faith, devotion and Christian teachings.

C. Parents' perception of the ways of media influence on the social and moral development of the adolescents

Table 25. Perception of the positive and negative ways of media influence on adolescents

S/N	Ways of Influence	Frequency	Percentage
P1	Knowledge of World Events	10	19.2
P2	Learning ideas, speech style and vocabularies	8	15.4
N1	Low Self-esteem	4	7.7
N2	Rapid Acculturation	7	13.5
N3	Imitation/Lack of Originality	15	28.8
N4	Confusion in Career Choice	2	3.8
N5	Consumes much Time	6	11.5
	Total	52	100.0

N = 52

28.8% of the parents indicated imitation as a major negative influence of the media on the adolescents. Rapid acculturation, consumption of time, low self-esteem and confusion in career choice followed in order according to the rating. Knowledge of the World events was rated high on the positive influence with 19.2%, while learning new ideas, speech style and vocabularies was rated 15.4%.

Table 26. Perception of the positive and negative ways of media influence on adolescents

S/N	Ways of Influence	Frequency	Percentage
P1	Re-enforces Advice	10	19.2
P2	Strengthens Christian Faith	12	23.1
N1	Erosion of African Values	13	25.0
N2	Confusion in Moral Decision	17	32.7
	Total	52	100.0

N = 52

Negatively, 32.7% of the parents said that media brings about confusion in moral decision in the adolescents while 25.0% of them said that the negative influence is on erosion of cherished African values. 19.2% were of the opinion that media help to re-enforce advice from parents and others, while 23.1% said that media help to strengthen the adolescents' Christian faith.

However, in order to find out how certain characteristics of the adolescents relate to the media influence on the social and moral development of the adolescents, one directional hypothesis was developed as a basic assumption to address the influence of the media in this question. It states:

H₁: 1 We expect that certain characteristics such as age of the adolescents, sex differences and adolescents' level of exposure to media, will account for most of the media influence on the adolescents' social and moral development.

Along with this, three null hypotheses were cast and tested. They are:

H₀: 2 Adolescents' age will not significantly have any relationship to the influence of media on adolescents' social and moral development.

H₀: 3 Sex differences will not significantly have any relationship to the influence of media on adolescents' social and moral development.

H₀: 4 Level of media exposure will not significantly have any relationship to the influence of media on adolescents' social and moral development.

Age of the Adolescents and the Perception of the Influence of the Media

The adolescents were asked in item 1 of part one of their questionnaire (Appendix A) to indicate their age. This was to test the following hypothesis:

H₀:2 Adolescents' age will not significantly have any relationship to the influence of media on adolescents' social and moral development.

The variables used to test the above hypothesis were:

- (a) Adolescents within the age of 12-15 (younger adolescents) and
- (b) Adolescents within the age of 16-19 (older adolescents).

Table 27. Adolescents' age and the perception of the social influence of the media

S/N	Ways of Influence	12-15	16-19	Total
P1	Knowledge of World Events	2 [2.1]	8 [7.9]	10*
P2	Learning ideas, speech style and vocabularies	1 [1.2]	5 [4.8]	6*
N1	Low Self-esteem	2 [1.7]	6 [6.3]	8*
N2	Rapid Acculturation	1 [1.4]	6 [5.6]	7*
N3	Imitation/Lack of Originality	3 [2.5]	9 [9.5]	12*
N4	Confusion in Career Choice	0 [0.4]	2 [1.6]	2*
N5	Consumes much Time	3 [2.7]	10 [10.3]	13*
	Total	12**	46**	58

Key: * $\sum f$ row ** $\sum f$ column

Numbers represent the actual observed frequency f_o

Numbers in parentheses represent the expected frequency f_e

Computation of the χ^2 value:

$$\chi^2 = \sum \left(\frac{(O-E)^2}{E} \right)$$

$$\begin{array}{ll} \frac{(2-1.7)^2}{1.7} = 0.05 & \frac{(6-6.3)^2}{6.3} = 0.01 \\ \frac{(1-1.4)^2}{1.4} = 0.1 & \frac{(6-5.6)^2}{5.6} = 0.03 \\ \frac{(3-2.5)^2}{2.5} = 0.1 & \frac{(9-9.5)^2}{9.5} = 0.03 \\ \frac{(0-0.4)^2}{0.4} = 0.4 & \frac{(2-1.6)^2}{1.6} = 0.1 \\ \frac{(3-2.7)^2}{2.7} = 0.03 & \frac{(10-10.3)^2}{10.3} = 0.009 \\ \frac{(2-2.1)^2}{2.1} = 0.005 & \frac{(8-7.9)^2}{7.9} = 0.001 \\ \frac{(1-1.2)^2}{1.2} = 0.03 & \frac{(5-4.8)^2}{4.8} = 0.008 \end{array}$$

$$\chi^2 = 0.05 + 0.01 + 0.1 + 0.03 + 0.1 + 0.03 + 0.4 + 0.1 + 0.03 + 0.009 + 0.005 + 0.001 + 0.03 + 0.008 = 0.903$$

$$\chi^2 = 0.903 \quad df = 2 \quad \text{Significance Level} = 0.05$$

Table 28. Adolescents' age and the perception of the moral influence of the media

S/N	Ways of Influence	12-15	16-19	Total
P1	Re-enforces Advice	1 [1.0]	4 [3.96]	5*
P2	Strengthens Christian Faith	2 [1.7]	6 [6.3]	8*
N1	Erosion of African Values	4 [4.1]	16 [15.9]	20*
N2	Confusion in Moral Decision	5 [5.2]	20 [19.9]	25*
	Total	12**	46**	58

Key: * $\sum f$ row ** $\sum f$ column

Numbers represent the actual observed frequency f_o

Numbers in parentheses represent the expected frequency f_e

Computation of the χ^2 value:

$$\chi^2 = \sum \left(\frac{(O-E)^2}{E} \right)$$

$$\begin{array}{ll} \frac{(1-1.0)^2}{1.0} = 0 & \frac{(4-3.96)^2}{3.96} = 0.0004 \\ \frac{(2-1.7)^2}{1.7} = 0.05 & \frac{(6-6.3)^2}{6.3} = 0.01 \\ \frac{(4-4.1)^2}{4.1} = 0.002 & \frac{(16-15.9)^2}{15.9} = 0.0006 \\ \frac{(5-5.2)^2}{5.2} = 0.008 & \frac{(20-19.9)^2}{19.9} = 0.0005 \end{array}$$

$$\chi^2 = 0 + 0.0004 + 0.05 + 0.01 + 0.002 + 0.0006 + 0.008 + 0.0005 = 0.0715$$

$$\chi^2 = 0.0715 \quad df = 2 \quad \text{Significance Level} = 0.05$$

As shown in tables 30 and 31, out of 12 adolescents of ages 12-15, only 3 indicated the positive influence of the media on the social and moral development of the adolescents. The rest indicated the negative influence of the media. Also, out of 46 adolescents of ages 16-19, 13 and 10 indicated the positive influence of the media on the social and moral areas respectively. The rest indicated the negative influence of the media.

A Chi Square value of **0.903** obtained (social influence) and **0.0715** obtained (moral influence) are far less than the critical Chi Square value of **5.99** required to reject the hypothesis at the **0.05** level of significance. Therefore, the null hypothesis was not rejected. There is no significant relationship between the age of the adolescents and the media influence on their social and moral development.

Sex of the Adolescents and the Perception of the Influence of the Media

The adolescents were asked in item 2 of part one of their questionnaire to indicate their gender. This was to test the third null hypothesis. It states:

Ho:3 Sex differences will not significantly have any relationship to the influence of media on adolescents' social and moral development.

The following variables were used to test the hypothesis (a) Male and (b) Female.

The researcher used the same method of calculation displayed above (See table 30 and 31) to arrive at the χ^2 value here.

Table 29. Adolescents' sex and the perception of the social influence of the media

S/N	Ways of Influence	Male	Female	Total
P1	Knowledge of World Events	2 [1.7]	8 [8.3]	10
P2	Learning of Ideas, Speech Styles, and Vocabularies	0 [1]	6 [4.96]	6
N1	Low Self-esteem	0 [1.4]	8 [6.6]	8
N2	Rapid Acculturation	0 [0.9]	7 [4.1]	7
N3	Imitation/Lack of Originality	5 [2.1]	7 [9.9]	12
N4	Confusion in Career Choice	0 [0.3]	2 [1.7]	2
N5	Consumes Much Time	3 [2.2]	10 [10.8]	13
	Total	10	48	58

$$\chi^2 = 11.47 \quad df = 2 \quad \text{Significance Level} = 0.05$$

Table 30. Adolescents' sex and the perception of the moral influence of the media

S/N	Ways of Influence	Male	Female	Total
P1	Re-enforces Advice	0 [0.9]	5 [4.1]	5
P2	Strengthens Christian Faith	2 [1.4]	6 [6.6]	8
N1	Erosion of African Values	3 [3.4]	17 [16.6]	20
N2	Confusion in Moral Decision	5 [4.3]	20 [20.7]	25
	Total	10	48	58

$$\chi^2 = 1.6296 \quad df = 2 \quad \text{Significance Level} = 0.05$$

As shown in tables 32 and 33, only 2 male adolescents indicated that media has positive influence on the social and moral development of the adolescents. 8 out of the 10 males pointed to the negative influence of the media. Also, out of 48 female adolescents, 14 indicated the positive influence of the media social on their social

development while 34 indicated the negative. 11 indicated the positive influence of the media on their moral development while 37 indicated the negative.

On the influence of the media on the social development of the adolescents, the Chi Square value obtained (**11.47**) is far above the critical Chi Square value (**5.99**) necessary to reject the null hypothesis at the **0.05** level of significance. So, on social influence, the null hypothesis was rejected. It was found that perception of media influence significantly differs across gender. However, on the moral development of the adolescents, the Chi Square value obtained (**1.6296**) is far less than the critical Chi Square value (**5.99**) necessary to reject the null hypothesis at the **0.05** level of significance. So, on moral influence, the null hypothesis was not rejected. It was found that gender differences have no significant relationship to the media influence on the moral development of the adolescents. From the result above, it means that while there is strong relationship between media influence and gender differences on the adolescents' social development, the relationship on their moral development is not significant.

Although the adolescents have been found to have a high degree of exposure to media communication generally according to the test of the first hypothesis above, some of them are more exposed to media communication than others. Items 5, 7 and 9 were cast to determine the frequency with which they make use of media communication. Those who indicated daily, always and yes were considered to be more exposed than others. It was on this basis of more and less exposure that the fourth null hypothesis was tested. It states:

Ho:4 Level of media exposure will not significantly have any relationship to the influence of media on the social and moral development of the adolescents.

The variables used to test the hypothesis were : (a) more exposure and (b) less exposure. Again, the method of calculation displayed above was also employed for arriving at χ^2 value here.

Level of Media Exposure and the Perception of the Influence of the Media

Table 31. Level of media exposure and the perception of the social influence of the media

S/N	Ways of Influence	Less Exposure	More Exposure	Total
P1	Knowledge of World Events	3 [1.6]	7 [8.4]	10
P2	Learning of Ideas, Speech Styles, and Vocabularies	0 [0.9]	6 [5.1]	6
N1	Low Self-esteem	0 [1.2]	8 [6.8]	8
N2	Rapid Acculturation	0 [1.1]	7 [5.9]	7
N3	Imitation/Lack of Originality	6 [1.9]	6 [10.1]	12
N4	Confusion in Career Choice	0 [0.3]	2 [1.7]	2
N5	Consumes Much Time	0 [2.0]	13 [10.98]	13
	Total	9	49	58

$$\chi^2 = 18.45 \quad df = 2 \quad \text{Significance Level} = 0.05$$

Table 32. Level of media exposure and the perception of the moral influence of the media

S/N	Ways of Influence	Less Exposure	More Exposure	Total
P1	Re-enforces Advice	1 [0.8]	4 [4.2]	5
P2	Strengthens Christian Faith	1 [1.2]	7 [6.8]	8
N1	Erosion of African Values	3 [3.1]	17 [16.9]	20
N2	Confusion in Moral Decision	4 [3.9]	21 [21.1]	25
	Total	9	49	58

$$\chi^2 = 0.1026 \quad df = 2 \quad \text{Significance Level} = 0.05$$

As shown in tables 34 and 35, out of 9 adolescents with less exposure, 3 of them indicated positive influence on their social development while 6 indicated negative. Only 2 of them indicated positive influence of the media on their moral development while 7 indicated negative. Also, out of the 49 adolescents with more exposure to media, 13 of them indicated positive influence of the media on their

social development while 36 of them indicated negative. Only 11 of them indicated positive influence of the media on their moral development while 38 of them indicated negative.

On the influence of the media on the social development of the adolescents, the Chi Square value obtained (**18.45**) is far above the critical Chi Square value (**5.99**) required to reject the null hypothesis at the **0.05** significance level. Therefore, on social influence, the null hypothesis was rejected. It was found that perception of media influence significantly differs across gender. However, on the moral development of the adolescents, the Chi Square value obtained (**0.1026**) is far less than the critical Chi Square value (**5.99**) required to reject the null hypothesis at the **0.05** significance level. Therefore, on moral influence, the hypothesis was not rejected. It was found that adolescents' levels of media exposure have no significant relationship to the media influence on the moral development of the adolescents. However, the result above does not mean that media has no influence on the moral development of the adolescents rather, it does mean that the influence of the media on the social development of the adolescents is greater than the influence the media has on their moral development.

Discussion

All the three groups of informants were asked to mention specific ways that media is exerting influence on the social and moral development of the adolescents. From their reports, five specific areas have been identified as the area of media influence negatively on the social development of the adolescents while only two areas of positive media influence have been identified. This suggests that media has a wider area of negative influence on the social development of the adolescents.

On the moral development, all the three groups of informants indicated two areas of both positive and negative influence of the media. It is amazing to discover

that the perception of the ways of media influence on the social and moral development of the adolescents were alike from the perspectives of the groups of informants in this study. All these ways of media influence indicated by the informants tallied with what the literature revealed to be ways of media influence on the youth. Some areas that were not clear from the literature as ways of influence of the media that were revealed by the respondents are the areas of rapid acculturation whereby the adolescents are daily socialized through the media in the culture and lifestyle of others societies particularly the West, and also the aspect of rapid erosion of cherished African values such as respect for elderly ones etc.

All three null hypotheses that were meant to test the relationship between certain characteristics of the adolescents and media influence were utilized in response to the second directional hypothesis. The first of these three null hypotheses that was used to test the relationship between the age of the adolescents and the influence of the media on their social and moral development was not rejected. It means that there was no significant relationship between the age of the adolescents and the media influence on their social and moral development. In other words, it means that the age of the adolescents has no noticeable bearing on how the media exerts influence on their social and moral development. Whether one is younger or older adolescent, the influence of the media may still be the same on his/her social and moral development.

On the aspect of the gender differences of the adolescents and the media influence, the null hypothesis was rejected in relation to the social development of the adolescents indicating that there was a strong relationship between gender

differences of the adolescents and the media influence. However, the null hypothesis was not rejected in relation to the moral development of the adolescents indicating that gender sex differences of the adolescents did not have any significant relationship to the media influence. This means that the perception of media influence significantly differs across gender. While there is a strong relationship between media influence and gender differences of the adolescents on their social development, the relationship between media influence and gender differences of the adolescents on their moral development is not significant.

Also, the third null hypothesis that was used to test the relationship between the adolescents' levels of exposure to media and the influence of the media was again rejected in relation to the social development of the adolescents indicating a strong relationship between the adolescents' level of exposure to media and media influence. Again, the null hypothesis was not rejected in relation to moral development of the adolescents suggesting that adolescents' level of exposure to media did not have any significant relationship to media influence. Again, this means that adolescents' levels of exposure to media communication has a strong relationship to media influence on their social development but the different levels of exposure to media communication seem not to have any significant relationship to media influence on their moral development.

One would expect a uniform rejection or acceptance of the null hypotheses regarding the influence of the media both on their social and moral development. Why the rejection on the social development and not on the moral development? Could it be that the adolescents were drawn to media in search of heroes, as revealed in the literature? Or could it be that they are so much concerned about

their physical appearance and relationships? If that is the case, how could the adolescents be helped to identify the right kind of heroes that could model the desired lifestyle to them? Or how could they be helped to value themselves and be confident in their relationships? I think this is one of the areas that the Church need to address.

The Extent of Positive or Negative Influence of Media on the Social and Moral Development of Adolescents

Research question 2b was designed to investigate the extent of media influence on the social and moral development of the adolescents. It states:

RQ 2b To what extent is the media a positive or negative influence on the social and moral development of the adolescents?

To answer this question, one directional hypothesis was developed. It states:

H_{1,3} We expect that most of the messages from the media will have, to a great extent, a negative influence on the social and moral development of the adolescents.

Along with this, a null hypothesis was cast. It states:

H_{0,5} The extent of the media influence will not be significantly negative on the social and moral development of the adolescents.

Items 1c and 2c of part three of the questionnaire for the adolescents (Appendix A) and items 8b and 9b of part two of the questionnaires for youth workers and parents (Appendices B and C), were designed to address this research question.

The adolescents were asked to indicate on a five point scale, the extent of the influence of the media in their lives. The scale is as follows:

5 Very Great

4 Great

3 Moderate

2 Small

1 Very Small

Using the respondent returns of 58, the maximum response at each point on the scale is:

$$58 \times 5 = 290$$

$$58 \times 4 = 232$$

$$58 \times 3 = 174$$

$$58 \times 2 = 116$$

$$58 \times 1 = 58$$

The median for the scores was then taken. It stood at 174. A response above 174 was considered to be great. A response at or below 174 was considered to be small.

Table 33. Adolescents' perception of the extent of media influence

Response	Very Great	Great	Moderate	Small	Very Small	Total
Positive	3 [15]	10 [40]	22 [66]	10 [20]	13 [13]	58 [154]
Negative	16 [80]	15 [60]	18 [54]	3 [6]	6 [6]	58 [206]

N = 58

KEY: All the upper entries are frequency counts. All the lower entries in brackets are score values.

The result in table 36 indicates that the influence of the media on the social and moral development of the adolescents was negatively great. This is because the score for negative is higher than the median point of 174. Table 37 below shows the distribution of the total score value possible and the total score value obtained.

Table 34. Adolescents' rating of the extent of media influence

Response	Total Score Value Possible	Total Score Value Obtained
Positive	290	154
Negative	290	206

The result in table 37 suggests that positive influence of the media on the social and moral development of the adolescents is thought to be out weighed by the negative influence.

In order to determine if there is any significant difference between the extent of the positive influence of the media and that of the negative influence at the median point set, a Chi Square Test was employed. The Chi Square formula used is:

$$\chi^2 = \frac{N[AD-BC]^2}{(A+B)(C+D)(A+C)(B+D)}$$

Where

χ^2 = Chi Square

N = Sample Size

A B C and D are values of respective cells on a 2x2 table.

Table 35. Difference between the extent of positive influence and negative influence

Response	Total Score Value Possible	Total Score Value Obtained	Total
Positive	290A	154B	444
Negative	290C	206D	496
Total	580	360	940

$$\chi^2 = \frac{940[(290 \times 206) - (154 \times 290)]^2}{(290+254)(290+206)(290+290)(154+206)}$$

$$= \frac{2137620111}{4598277110} = 0.46$$

$$\chi^2 = 0.46 \quad df = 1 \quad \text{Significance Level} = 0.05$$

The Chi Square value obtained (0.46) is far below the critical Chi Square value (3.84) at the 0.05 level of significance. There seems to no significant difference between the extent of the positive influence of the media and the negative influence. It means that while the extent of the negative influence of the media is greater, its difference to that of the positive influence is not significant.

The youth workers were also asked to indicate on a five point scale the extent of the influence of the media on the social and moral development of the adolescents. This is in response to items 8b and 9b of part two of their questionnaire (Appendix B). The scale is as follows:

5 Very Great

4 Great

3 Moderate

2 Small

1 Very Small

Using the respondent returns of 11, the maximum response at each point on the scale is:

$$11 \times 5 = 55$$

$$11 \times 4 = 44$$

$$11 \times 3 = 33$$

$$11 \times 2 = 22$$

$$11 \times 1 = 11$$

The median scores was then taken. It stood at 33. A response rated above 33 was considered to be a great extent. A score at or below 33, was considered to be a small extent.

Table 36. Youth workers' perception of the extent of media influence

Response	Very Great	Great	Moderate	Small	Very Small	Total
Positive	0 [0]	2 [8]	2 [6]	3 [6]	4 [4]	11 [24]
Negative	5 [25]	4 [16]	1 [3]	1 [2]	0 [0]	11 [46]

N = 11

The result in table 38 indicates that the influence of the media on the social and moral development of the adolescents was negatively great. This is because the score for negative is higher than the median point of 33. Table 39 below shows the distribution of the total score value possible and the total score value obtained.

Table 37. Youth workers' rating of the extent of media influence

Response	Total Score Value Possible	Total Score Value Obtained
Positive	55	24
Negative	55	46

The result in table 39 suggests that positive influence of the media on the social and moral development of the adolescents is thought to be out weighed by the negative influence.

Table38. Difference between the extent of positive influence and negative influence

Response	Total Score Value Possible	Total Score Value Obtained	Total
Positive	55a	24B	79
Negative	55C	46D	101
Total	110	70	180

Using the same method of calculation displayed above, the χ^2 value obtained is

$$\chi^2 = 4.28$$

$$df = 1$$

$$\text{Significance Level} = 0.05$$

The Chi Square value obtained (**4.28**) slightly exceeds the critical Chi Square value (**3.84**) at the **0.05** level of significance. There seems to be a significant difference between the extent of the positive influence of the media and the negative influence. It means that while the extent of the negative influence of the media is perceived to be greater than the positive influence, its difference to that of the positive is slightly significant.

The parents were at the same time asked to indicate on a five point scale the extent of the influence of the media on the social and moral development of the adolescents. This is in response to items 8b and 9b of part two of their questionnaire (Appendix C). The scale is as follows:

5 Very Great

4 Great

3 Moderate

2 Small

1 Very Small

Using the respondent returns of 52, the maximum response at each point on the scale is:

$$52 \times 5 = 260$$

$$52 \times 4 = 208$$

$$52 \times 3 = 156$$

$$52 \times 2 = 104$$

$$52 \times 1 = 52$$

The median scores was then taken. It stood at 156. A response rated above 156 was considered to be great. A score at or below 156 was considered to be small.

Table 39. Parents' perception of the extent of media influence

Response	Very Great	Great	Moderate	Small	Very Small	Total
Positive	4 [20]	5 [20]	6 [18]	21 [42]	16 [16]	52 [116]
Negative	24 [120]	15 [60]	7 [21]	3 [6]	3 [3]	52 [210]

N = 52

The result in table 40 indicates that the influence of the media on the social and moral development of the adolescents was negatively great. This is because the score for negative is higher than the median point of 156. Table 41 below shows the distribution of the total score value possible and the total score value obtained.

Table 40. Parents' rating of the extent of media influence

Response	Total Score Value Possible	Total Score Value Obtained
Positive	260	116
Negative	260	210

The result in table 41 suggests that positive influence of the media on the social and moral development of the adolescents is thought to be out weighed by the negative influence.

Table 41. Difference between the extent of positive influence and negative influence

Response	Total Score Value Possible	Total Score Value Obtained	Total
Positive	260A	116B	376
Negative	260C	210D	470
Total	520	326	846

Using the same method of calculation shown above, the Chi Square value obtained is

$$\chi^2 = 1.68 \quad df = 1 \quad \text{Significance Level} = 0.05$$

The Chi Square value obtained (1.68) is below the critical Chi Square value (3.84) at the 0.05 level of significance. There seems to be no significant difference between the extent of the positive influence of the media and the negative influence. It means that while the extent of the negative influence of the media is perceived to be greater than the extent of the positive influence, its difference to that of the positive influence is not significant.

Testing the Hypothesis

The third research hypothesis was tested using items 1c and 2c of part three of questionnaire for the adolescents (Appendix A) and items 8b and 9b of part two of the questionnaires for youth workers and parents (Appendices B and C). The null hypothesis used in testing the directional hypothesis states:

Ho:5 The extent of the media influence will not be significantly negative on the social and moral development of the adolescents.

In testing the hypothesis, the researcher determined the score values for the entries which the respondents made in response to the items mentioned above. According to tables 37, 39, and 41, from the perspectives of the three groups of respondents, the score values for negative influence are higher than their respective median points which are 174, 33, and 156 respectively.

Therefore, the hypothesis was rejected. This means that the influence of the media on the social and moral development of the adolescents was thought to be negatively great, according to the adolescents, their parents and the youth workers.

Discussion

In an attempt to find out the extent of the influence of the media on the social and moral development of the adolescents, the researcher tallied the rating reports

of the three groups of informants in the study. According to the report, adolescents with a score value of 206, were of the opinion that the negative influence of the media on their social and moral development was greater than the positive influence while only adolescents with a score value of 154 subscribed to the positive influence of the media as opposed to its negative influence.

In comparison with other groups of informants, youth workers with a score value of 46 spoke of the negative influence of the media while those with a score value of 24 supported the positive influence of the media. Also, parents with a score value of 210 said that the influence of the media was negatively great while only parents with a score value of 116 subscribed to the positive influence of the media as opposed to the negative influence of the media.

From the opinion of the three groups of informants in the study, it is clear that the influence of the media on the social and moral development of the adolescents was thought to be negatively great. Both the youth workers and parents were asked in items 1 and 2 of part three of their questionnaires (Appendices B and C) to freely describe how the influences of the media affect the adolescents. Most of their description in this area revolved around the overt manifestation of the ways of media influence discussed above. Such manifestation includes indecent dressing, open defiance of parental authority, etc. Their report on how the media influence affects the adolescents tended to be more on the negative side. This is due to the fact that most of them saw the influence of the media on the positive side as very minimal compared to the negative influence. It therefore means that the adolescents, youth workers, and parents perceived the negative influence of the

media to have outweighed the positive influence of the media on the social and moral development of the adolescents.

However, in order to find out if the difference in the extent of this influence is significant, the researcher employed a Chi Square Test on all the value scores obtained from the three groups of respondents in the study. The obtained Chi Square value from the score values of the adolescents (**0.46**) is far below the critical Chi Square value (**3.84**) at the **0.05** level of significance. Also, the Chi Square value obtained from the score values of the parents (**1.68**) is far below the critical Chi Square value (**3.84**) at the **0.05** level of significance. From the above results, there seem to be no significant difference between the extent of the positive influence of the media and the negative influence. It therefore means that while the extent of the negative influence of the media is perceived to be greater, its difference to that of the positive influence is not significant. The same Chi Square Test was applied to the score values of the youth workers. The obtained Chi Square value (**4.28**) slightly exceeds the critical Chi Square value (**3.84**) at the **0.05** level of significance. There seems to be a significant difference between the extent of the positive influence of the media and the extent of the negative influence of the media according to the perception of the youth workers. It therefore means that while the extent of the negative influence of the media is greater, its difference to that of positive influence is slightly significant. Although the Chi Square value obtained from the score values of the youth workers is slightly above the critical Chi Square value showing that there is a significant difference in the extent of the influence as opposed to the obtained values of the parents and adolescents, the

difference is not high enough to make it stand on its own. Therefore, I conclude that although negative influence of the media on the social and moral development of the adolescents is perceived to be greater than the positive influence of the media, the difference is not significant enough. However, it is still not clear to the researcher why the youth are continuing to have high exposure to media (See table 14) yet they feel that media influence on their social and moral development is more negative than positive.

Does it mean that the youth are unable to minimize their high level of consumption of media messages despite the negative influence of the media on their social and moral development, which they know is greater than the positive influence? If that is the case, it therefore becomes most pathetic as one considers the seven ways of negative influence of the media on the social and moral development of the adolescents mentioned in the study by the respondents and many more that were not mentioned. One wonders what the future generation of the African societies will be like? We are in the post-modern era, ready to witness more advancement in technological development. Certainly, communication through mass media will double in the next ten to twenty years. This will render the adolescents more helpless in the world that is undergoing rapid transformation daily. The perceived negative influence of the media on the social and moral development of the adolescents could be reduced if parents and Churches could take it as a challenge to educate the adolescents on media communication and its effects.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study sought to find out among the youth of the Nairobi Pentecostal Church-Central the adolescents' level of exposure to media communication, ways that media exerts influence on the social and moral development of the adolescents and the extent to which this influence has been both positive and negative on the social and moral development of the adolescents. In this chapter, the summary of the findings are presented based on the statement of the problem and the purpose of the study. Recommendations based on the findings are also presented.

Statement of the Problem

Statistics have shown that young people, especially youth under 30 years of age, normally make up the bulk of the population of every nation. Scholars also have agreed that the destiny of any nation depends largely on her investments on the lives of these young ones. Given the fact of the plasticity of the lives of these young people, right back even to the time of Greek philosophers such as Plato, men have sought to shape the lives of the youth through the power of messages and story telling. According to the literature, messages and story telling have tremendous power to shape value formation, belief, attitude and consequently show up in actions and behaviors. The research problem was to find out the level of exposure that the youth have towards the messages and story telling from the media, how and to what extent these messages and stories shape their lives socially and morally?

Purpose of Study

This study sought to find out the adolescents' level of exposure to media communication, the ways of media influence on the adolescents' social and moral development and the extent of this influence positively or negatively on the social and moral development of the adolescents. The research questions that guided the researcher in this study are listed below:

RQ1. What is the level of media exposure among the adolescents?

RQ2a. In what ways does the media exert influence on the social and moral development of the adolescents?

RQ2b. To what extent is the media a positive or negative influence on the social and moral development of the adolescents?

Significance of the Study

This study unfolded the level of media exposure among the adolescents, some ways that media is exerting influence on the social and moral development of the adolescents as well as the extent of this influence both positive and negative on the social and moral development of the adolescents.

Knowledge of the adolescents' level of media exposure, ways of media influence on their social and moral development and the extent of this influence, both positive and negative, could help parents to monitor what their children watch, read and listen to. The study could also help youth program planners, youth ministers, pastors and leaders of African Churches to minister to the needs of the youth in the light of the current messages and stories they receive from the media.

Research Design

The instrument that was used to gather data for this study was the questionnaire. The questionnaire contained both open-ended and closed-ended items. The instrument

for this study was developed from the information the researcher gathered through preliminary study and the review of related literature.

Summary of Findings

Adolescents' Level of Media Exposure

RQ1. What is the level of media exposure among the adolescents?

One major hypothesis was generated as a basic assumption to answer this question.

It states:

H_{1:1}. We expect that the adolescents will have a high degree of exposure to media communication.

Along with this, a null hypothesis was generated. It states:

H_{0:1} Adolescents will not have a high degree of exposure to media communication.

This hypothesis was tested and rejected. All the types of under study media from the ratings of the adolescents scored higher than the critical cut off point except Movie/Film. From the ratings of both the parents and youth workers, all the media types under study scored higher than the critical cut off point of 60%. The researcher concluded that despite the minor inconsistency in opinion between the adolescents and that of the parents and youth workers regarding Movie/Film, adolescents' level of exposure to media communication was found to be high.

Ways of Media Influence on the Social and Moral Development of the Adolescents and Statistical Test of the Independence of the Variables

RQ2a. In what ways does the media exert influence on the social and moral development of the adolescents?

From the reports of all the three groups of respondents in this study, five specific areas have been identified as the areas of negative media influence on the social development of the adolescents while two areas of positive media influence on the

social development of the adolescents were identified. On the moral development, all the three groups of informants indicated two areas of positive and negative media influence.

However, in order to find out how certain characteristics of the adolescents relate to the influence of the media, one directional hypothesis was developed as a basic assumption to address the influence of the media in this question. It states:

H_{1:2} We expect that certain characteristics such as age (12-15 or 16-19), sex (male or female), and adolescents' level of exposure to media, will account for most of the media influence on the adolescents' social and moral development.

Along with this, three null hypotheses were proposed. They are:

H_{0:2} Adolescents' age will not significantly have any relationship to the influence of the media on the adolescents' social and moral development

H_{0:3} Sex differences will not significantly have any relationship to the influence of the media on the adolescents' social and moral development.

H_{0:4} Level of media exposure will not significantly have any relationship to the influence of media on the adolescents' social and moral development.

All the three null hypotheses in response to the second directional hypothesis were tested. Regarding the age and the influence of the media on the social and moral development of the adolescents, the null hypothesis was not rejected. However, regarding gender differences of the adolescents and media influence, the null hypothesis was rejected on the social development of the adolescents but was not rejected on their moral development. Also, on the level of media exposure and the influence of the media, the null hypothesis was again rejected on their social development but was not rejected on their moral development.

The Extent of Positive or Negative Influence of Media on the Social and Moral Development of Adolescents

RQ2b. To what extent is the media a positive or negative influence on the social and moral development of the adolescents?

Another major directional hypothesis was developed as a basic assumption in answering this question. It states:

H_{1:3} We expect that most of the messages from the media will have, to a great extent, a negative influence on the social and moral development of the adolescents.

Along with this, another null hypothesis was generated. It states:

H_{0:5} The extent of media influence will not be significantly negative on the social and moral development of the adolescents.

This hypothesis was tested and rejected. Adolescents with a score value of 206, youth workers with a score value of 46, and parents with a score value of 210 were of the opinion that the negative influence of the media on the social and moral development of the adolescents was greater than the positive influence. On the other hand, only adolescents with score value of 154, youth workers with score value of 24, and parents with score value of 116 subscribed to the positive influence of the media. Therefore, the negative influence of the media on the social and moral development of the adolescents was perceived to have outweighed the positive influence. However, the result obtained from the Chi Square Test which was meant to find out if there is any significant difference in this extent of influence between the positive and negative, showed that the difference is not significant enough.

Conclusions and Recommendations

Conclusion

With regards to the three questions posed at the beginning of this study, the following conclusions can be drawn from the findings of this study.

- 1 The world has become like a global village to the adolescents. According to the findings, most of them have a very high level of exposure to the media world. This suggests that the adolescents not only process information from the Church and home but also from far and distant nations of the world and all this information competes to have dominion over their lives.
- 2 Most of the information from outside the Church and the home which normally comes via media communication seems to shape the value formation of the adolescents, their attitudes, beliefs, actions and behaviors. In a subtle way, media communicators and artists seem to be taking over the nurturing responsibility of the parents, Church and even the small societies where these adolescents live. This impinges on their spiritual formation and how they assess the Christian messages and parental advice.
- 3 It is not only that media communicators and artists are subtly taking the place of the parents, Churches, and society at large in shaping the beliefs, values, attitudes and actions of the youth, they transmit negative beliefs, values, attitudes and actions to the adolescents as opposed to the positive beliefs, values attitudes and actions which could help build the lives of the youth for their best and the best of the society.
- 4 The youth in this study seem to display basic conflict in what they know and how they live. They felt that the negative influence of the media on their social and moral development is greater than the positive influence yet their level of exposure to media is reported to be very high. This may mean that they are unable in themselves to minimize their level of intake of media messages or that they consider media messages to be more appealing to their faculties.

Recommendations

Based on the conclusions drawn above, the following recommendations have been made for effective youth nurturing.

1. Many scholars have pointed out that the home has a great contribution towards the adolescents' moral choices and social development. That suggests that home environment right from the cradle forms the foundational stone upon which beliefs, attitudes and values of the adolescents ought to be shaped. That places heavy responsibility upon the parents. God enjoined parents through His word to train their children in the way they should go so that they could draw from that when they grow (Proverbs 22: 6). Some of the adolescents in the study pointed out the difficulty they face in making moral decisions due to inconsistency they observe in their parents' lives and the laxity with which some parents handle their adolescents. I think that parents should exercise more parental responsibility in monitoring what their children watch, read and listen to.
2. Parenting and parental responsibility is an issue that Churches need to address from time to time. I want to believe that some parents may be grieved by the kind of trends their adolescents are picking up, but they cannot go beyond grieving due to the fact that they lack the expertise of addressing the needs facing their adolescents. Churches need to educate the parents on the needs of the adolescents, their developmental stages and the challenges that go with each developmental stage.
3. Since it is no small challenge to minister to young people living in the confusion of these mixed messages, youth leaders need network support, ongoing training, opportunities to expand professionally and even to train others as antidotes to

burnout. It is sad to know that many Church leaders frown at training personnel for youth and children ministries but these years are the most challenging and formative years of one's life. I would therefore, recommend that Churches should consider making use of trained and experienced ministers as youth leaders. As one could observe in this study, 73% of the youth workers in this study had no training at all before their work with the youth while only about 45% of them have a long experience of the work (See table 6).

4. As pointed out in chapter one of this study, young people normally make up the bulk of the nation's population and the nation's destiny depends largely on her investments on the lives of these young ones. For effective educational program for the youth that will ensure a proper transmission of the cultural heritage of any nation to her young to occur, educational planners need to understand the impact of the media in cultural transmission among the youth. I therefore recommend that educational planners should not only emphasis the positive aspects of the media in their educational programs but also the negative aspects and how to minimize them using insights from studies such as this.

Recommendation for Further Research

This study was conducted among the youth of the Nairobi Pentecostal Church-Central. N P C-Central is deemed to be a strong Christian organization promoting the doctrines of evangelicalism The study focused on the influence of the media on the social and moral development of the adolescents within the Church. This limited the study to only how the media could influence the adolescents' lives. Therefore, it is important that research be undertaken to find out how Christian faith could influence exposure to the media.

Furthermore, due to the basic conflict that the youth seem to display in what they know and how they live, I propose that study be pursued to find out why the youth appear to continue seeking media exposure while they realize its negative impact on them.

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APPENDIX A

QUESTIONNAIRE FOR THE ADOLESCENTS

Hello Friends

We are in the business of enriching the youth ministry in the Churches. You can be of great help in this work. Please complete this questionnaire as honestly as you can by putting a tick , by appropriate response and by filling in the blank spaces provided. Do not give your name. Your information will be treated with strict confidence.

Part One

1 What is your age?

2 Tick one: male female

3a Which of the following aspects of the media do you normally read, watch, or listen to? You can tick more than one if you want. (1) Radio ,
2) Television/Video (3) Magazine , (4) Books , (5) Movie/Film ,
(6) Music , (7) all of the above

4a Do you watch TV frequently? yes , no .

b How often do you watch TV in a week? (1) Less than an hour , (2) One to two hours , (3) Three to four hours , (4) More than five hours . (5) Daily

If your answer above is daily, state approximately how many hours you watch

TV per day.....

c How often do you go to Cinema to see a movie/film Regularly, Seldom,
 Never.

What type of movie(s) appeals to you most? List at least two

d Why do these movies interest you?

5a Have you read any magazine in the last month? yes [] no []

b If yes, which ones? Name two or three.

6a How many hours do you listen to the radio in a week? (1) less than an hour [],

(2) two to four hours [], (3) five to eight hours [], (4) more than ten hours [],

(5) Daily [].

b What kind of radio programs do you like best?

c Why do they interest you?

d Do you have any interest in music? yes [], no []

If yes, how often do you listen to music in a week? (1) Less than an hour [], (2) one

to two hours [], (3) three to four hours [], (4) more than five hours [], Daily []

7a Which other books have you read apart from classroom textbooks in the last five months? If any, list your best three titles in order of priority.

(1)

(2)

(3)

b Please explain the reason for the choice of the first two titles

Part two: Tick [] one or more of these.

1 Which of these agents help you to know more about the latest lifestyle and fashions? (a)Christian workers [], (b)Parents [], (c)Friends [] (d)Classmates [],

(e)Magazines [], (f)Movie [], (g)Television [], (h)Radio [], (i)School teachers [], (j)Books [], (k)Any other answer:.....

2 I learn about sex most from? (a)Christian workers [], (b)Parents [], (c)Friends []

(d)Classmates [], (e)magazines [], (f)Movie [], (g)Television [], (h)Radio [],

(i)School teachers [], (j)Books [], (k)Any other answer:.....

3 Most young people today are involved in pre-marital sex: True [], False []

Do you think that is ok: Yes [], No []. What is the reason for your answer:.....

4a Is it important to keep up with the latest lifestyle and fashions? (a)agree []

(b)strongly agree [], (c)undecided [], (d)disagree [], strongly disagree []

b Why do you think so?

5a I have a problem deciding what is right or wrong? (a)agree [] (b)strongly agree

[] (c)undecided [] (d)disagree [] (e)strongly disagree [].

b What could you say is the reason?

7 I have a problem with my sex life because of:

a sexual display I see in magazines? (a)agree [], (b)strongly agree [], (c)undecided [] (d)disagree [] (e)strongly disagree []

b watching sexual display on TV? (a)agree [], (b)strongly agree [] (c)undecided [] (d)disagree [] (e)strongly disagree []

c listening to erotic/sexual music on video/radio? (a)agree [], (b)strongly agree [] (c)undecided [] (d)disagree [] (e)strongly disagree [].

8 Violent movies make me think and act violently: (a)agree [], (b)strongly agree [],

(c)undecided [], (d)disagree [], (e)strongly disagree []

9 Violent movies that depict karate, boxing, wrestling, war, criminal acts etc. help me know how to defend myself during troubles: (a) agree [], (b) strongly agree [], (c) undecided [] (d) disagree [], (e) strongly disagree [].

10 I like acting like some actors/actresses I watch on video/television programs: (a) agree [], (b) strongly agree [], (c) undecided [], (d) disagree [], (e) strongly disagree [].

Part three

1a Do you think that your friends' high exposure to TV, Radio, Music, Books, Magazines, films etc., has any negative effect on their lifestyle? yes [] no [].

b In what ways, please explain your answer.....

c The effect is : Very small [], Small [], Moderate [], Great [], Very great [].

2a Do you think that your friends' high exposure to TV, Radio, Music, Books, magazines, films etc., has any positive effect on their lifestyle? yes [] no [].

b In what ways, please explain your answer.....

c The effect is: Very small [], Small [], Moderate [], Great [], Very great [].

Thank you for responding

APPENDIX B

QUESTIONNAIRE FOR YOUTH WORKERS

Dear Youth Pastor/Counselor

This is a questionnaire inquiring into the influence of the media on the developmental life of adolescents. This study is significant because it is hoped that insights from it will help in prioritizing the needs and programmes of the youth more meaningfully. Please complete this questionnaire as honestly as you can by putting a tick [], by appropriate response and by filling in the blank spaces provided. Do not give your name. Your information will be treated with strict confidence.

Part one

- 1 How long have you served as a youth worker at NPC? 1-2 years [], 3-4 years [], 5 years and above []
- 2 Have you had any formal training as a youth worker or pastor? yes [], no []
- If yes, for how long.....

Part two

- 1 Which of the following aspects of the media do you think the youth normally read, watch, or listen to? You can tick more than one. (1)Radio [], (2)Television [], (3)Magazine [], (4)Books [], (5)Movie [], (6)Music [], (7)All of the above [].
- 2 How often do you think the youth in N P C Church
- a Watch TV/Video: Always [], Seldom [], Never [].
- b Listen to Music either from the radio or movie: Always [], Seldom [], Never []
- c Go to Cinema to watch Movie/Film: Always [], Seldom [], Never [].
- d Make use of Radio: Always [], Seldom [], Never []

e Read Magazines: Always [], Seldom [], Never []

f Read Books : Always [], Seldom [], Never []

2 Which of these agents do you think help the youth to know more about the latest lifestyle and fashions (a)Christian workers[], (b)Parents[], (c)Friends[], (d)Classmates[], (e)Magazines[], (f)Movie[], (g)Television[], (h)Radio[], (I)School teachers[], (j)Books[], (k)Any other answer.....

3 Which of these agents do you think teaches the youth more about sex (a) Christian workers [], (b)Parents[], (c)Friends[], (d)Classmates[], (e)Magazines[], (f)Movie[], (g)Television[], (h)Radio[], (I)School teachers[], (j)Books[], (k)Any other answer.....

5 Most young people today are involved in pre-marital sex: True [], False []

What do you think is the reason?.....

5 I think the youth normally imitate the actors/actresses they watch on video/TV programs or read from magazines: (a)agree[], (b)strongly agree[], (c)undecided [], (d)disagree[], (e)strongly disagree[]

6 Do you think the youth in N P C-Central have a high exposure to types of media like TV, films, radio, music, magazines, books, etc.: yes [], no []

8a Do you think the youth's high exposure to media has any negative influence on their lifestyle? yes [], no[], I don't know []

What are some of these negative influences in terms of behavioural traits?(please state and explain)

.....

b I think the influence is: Very small[], Small[], Moderate[], Great[], Very great[]

9a Are there some positive influence you think TV, video/films, radio, music, magazines, books, etc., have on the youth ? yes [] no [] I don't know []

What are some these positive influences in terms of behavioural traits?(please state and explain)

.....

b I think the influence is: Very small[], Small[], Moderate[], Great[], Very great[]

Part three

1 In your opinion, how does negative influence from the media affect the youth?

2 In your opinion, how does positive influence from the media affect the youth?

Thank you for responding.

APPENDIX C

QUESTIONNAIRE FOR PARENTS

Dear parent

This is a questionnaire inquiring into the influence of the media on the developmental life of adolescents. This study is significant because it is hoped that insights from it will help in prioritizing the needs and programmes of the youth more meaningfully. Please complete this questionnaire as honestly as you can by putting a tick [], by appropriate response and by filling in the blank spaces provided. Do not give your name. Your information will be treated with strict confidence.

Part one

- 1** Which of the following aspects of the media do you think your adolescent(s) normally read, watch, or listen to? You can tick more than one. (1)Radio[], (2)Television[], (3)Magazine[], (4)Books[], (5)Movie[], (6)Music[], (7)All of the above[].
- 2** How often do your adolescent(s)
- a** Watch TV/Video: Always [], Seldom [], Never [].
- b** Listen to Music either from the radio or movie: Always [], Seldom [], Never [].
- c** Go to Cinema to watch a Movie/Film: Always [], Seldom [], Never [].
- d** Make use of Radio: Always [], Seldom [], Never [].
- e** Read Magazines: Always [], Seldom [], Never [].
- f** Read Books : Always [], Seldom [], Never [].

3. Which of these agents do you think help your adolescent(s) to know more about the latest lifestyle and fashions (a) Christian workers[], (b)Parents[], (c)Friends[], (d)Classmates[], (e)Magazines[], (f)Movie[], (g)Television[], (h)Radio[], (i)School teachers[], (j)Books[], (k)Any other answer.....

4. Which of these agents do you think teaches your adolescent(s) more about sex (a) Christian workers[], (b)Parents[], (c)Friends[], (d)Classmates[], (e)Magazines [], (f)Movie[], (g)Television[], (h)Radio[], (i)School teachers[], (j)Books [], (k)Any other answer.....

5 Most young people today are involved in pre-marital sex: True [], False []

What do you think is the reason?.....

6 I think your adolescent(s) normally imitate the actors/actresses they watch on video/TV programmes or read from magazines in terms of dressing etc.: (a)agree[], (b)strongly agree[], (c)undecided [], (d)disagree[], (e)strongly disagree[].

7 Do you think your adolescent(s) have a high exposure to types of media like TV, films, radio, music, magazines, books etc.? yes [], no [].

8a Do you think your adolescent(s)' high exposure to types of media has any negative influence on their lifestyle? yes[], no[], I don't know [].

What are some of these negative influences in terms of behavioural traits? (please state and explain)

.....

b I think the influence is :Very small[], Small[], Moderate[], Great[], Very great[].

9a Do you think TV, films, music, radio, magazines, books etc., are influencing your adolescent(s) positively: yes[], no[], I don't know [].

What are some of these positive influences in terms of behavioural traits?(please state and explain)

.....

 b I think the influence is: Very small[], Small[], Moderate[], Great[], Very great[].

Part two

1 In your opinion, how does negative influence from the media affect your adolescent(s)?

2 In your opinion, how does positive influence from the media affect your adolescent(s)?

Curriculum Vitae

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July, 2000

Thank you for responding.