

**Broadcasting Commission of Jamaica**

# **MEDIA CONTENT IMPACT SURVEY**

## **REPORT AND ANALYSIS**

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# Table of Contents

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<b>Table of Contents .....</b>	<b>i</b>
<b>List of Tables.....</b>	<b>ii</b>
<b>List of Figures .....</b>	<b>iii</b>
<b>List of Boxes .....</b>	<b>v</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>vi</b>
<b>INTRODUCTION .....</b>	<b>1</b>
Background .....	1
Objective .....	3
<b>METHODOLOGY .....</b>	<b>4</b>
Study Design .....	4
Sample Size .....	5
<b>STUDENT CONSUMPTION OF MEDIA CONTENTS.....</b>	<b>7</b>
Prominent Themes .....	7
Popular Devices .....	14
Gender Difference in Media Content Consumption .....	16
Other Factors.....	19
<b>RELATIONSHIP BETWEEN CONTENT CONSUMED AND BEHAVIOUR PATTERNS.....</b>	<b>20</b>
<b>SUMMARY OF FINDINGS.....</b>	<b>35</b>
<b>RECOMMENDATIONS .....</b>	<b>37</b>
<b>APPENDICES .....</b>	<b>39</b>
Appendix 1: Questionnaire for Surveys 1-3 .....	40
Appendix 2: Questionnaire for Survey 4 .....	44
Appendix 3: Questionnaire for Survey 5 .....	46
Appendix 4: Questionnaire for Survey 6 .....	48
Appendix 5: Themes for Media Content.....	50

## List of Tables

---

Table 1: Distribution of Questionnaires on Media Content Impact Survey Completed by Students .....	5
Table 2: Participation by School in the Media Content Impact Survey .....	6

## List of Figures

---

Figure 1: Prominent Themes in Songs Consumed by Students at each Data Collection Point .....	8
Figure 2: Prominent Themes in TV Shows Consumed by Students at each Data Collection Point .....	8
Figure 3: Prominent Themes in Movies Consumed by Students at each Data Collection Point .....	9
Figure 4: Students consuming Songs with Sex, Lust, or Sex Appeal by School of Attendance.....	10
Figure 5: Students consuming Songs with Heartbreak, Death or Sadness by School of Attendance.....	10
Figure 6: Students consuming Songs with Dancing, Partying or Carefree Living Theme by School of Attendance.....	11
Figure 7: Students consuming TV Shows with Loyalty to Friends or Unity Theme by School of Attendance .....	12
Figure 8: Students consuming TV Shows with Theme that Focuses on Promoting Violence by School of Attendance .....	13
Figure 9: Students consuming TV Shows with Theme that Focuses on Promoting Justice or Selflessness by School of Attendance.....	13
Figure 10: Consumption of Songs with Sex/Lust/Sex Appeal Theme According to Gender of Students.....	16
Figure 11: Consumption of Songs with Heartbreak, Death, or Sadness Theme According to Gender of Students.....	17
Figure 12: Consumption of Songs with Dancing, Partying, or Carefree Living Theme According to Gender of Students.....	17
Figure 13: Consumption of TV Shows with Loyalty to Friends or Unity Theme According to Gender of Students.....	18
Figure 14: Consumption of TV Shows with Violence Theme According to Gender of Students .....	18
Figure 15: Consumption of TV Shows with Justice or Selflessness Theme According to Gender of Students.....	19
Figure 16: Distribution of Students who listened to Music in the last month by Music Genre and Gender.....	20
Figure 17: Distribution of Student Viewership of TV Genre in the last month by Gender .....	21
Figure 18: Comparison of Student Responses on the Statement “I Sleep Quite Peacefully” by Music Genre.....	22
Figure 19: Comparison of Student Responses on the Statement “I will hit/kick someone/something if someone/something gets me angry” by Music Genre.....	23
Figure 20: Comparison of Student Responses on the Statement “I could see myself owning/using a gun in the future” by Music Genre.....	24

Figure 21: Comparison of Student Responses on the Statement “More than anything else, I just want to be rich” by Music Genre.....	24
Figure 22: Comparison of Student Responses on the Statement “I believe God will help me through tough situations” by Music Genre.....	25
Figure 23: Distribution of Students who thought about trying drugs or alcohol according to their consumption of songs with content that focuses on drug use .....	26
Figure 24: Distribution of Students who thought about trying drugs or alcohol according to their consumption of movies with content that focuses on drug use.....	27
Figure 25: Distribution of Students who indicated ever trying drugs and/or alcohol according to their consumption of songs with content that focuses on drug use .....	27
Figure 26: Distribution of Students who indicated ever trying drugs and/or alcohol according to their consumption of movies with content that focuses on drug use.....	28
Figure 27: Perception of Students of the statement “It’s okay for someone to have sex with many persons” according to their consumption of songs with content that focuses on sex/lust/sex appeal.....	29
Figure 28: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on sex/lust/sex appeal.....	29
Figure 29: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on promiscuity.....	30
Figure 30: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on promoting luxury living and/or spending/getting money .....	30
Figure 31: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on lack of respect for women/people or general sexual abuse .....	31
Figure 32: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on gun ownership/gun violence .....	31
Figure 33: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded as just right for their age.....	32
Figure 34: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded to be educational.....	33
Figure 35: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded to be sometime violent .....	33
Figure 36: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded as encouraging them to be kind and caring .....	34
Figure 37: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded as spiritual .....	34

## List of Boxes

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Box 1: Prominent Themes Contained in Media Contents Consumed by Students .....	7
Box 2: Most Popular Devices Used by Students to Listen to Music .....	14
Box 3: Most Popular Devices Used by Students to Watch TV Shows .....	15
Box 4: Most Popular Devices Used by Students to Watch Movies .....	15

## EXECUTIVE SUMMARY

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Broadcasting Commission of Jamaica, in 2015, initiated a research project for the purpose of monitoring changes in students' behaviour which might be related to electronic media exposure and consumption. This research involved a longitudinal survey of secondary school students from Calabar High School, Holy Trinity High School, Penwood High School, Vauxhall High School, and Wolmer's High School for Girls over a period of two years and three months. Study participants were surveyed at six different points over this period, with the first survey conducted in March 2015 with a cohort of Grade 7 students and the last survey in June 2017 when the cohort was in Grade 9.

Data from the six surveys were analysed using descriptive and inferential statistics with an aim to identify prominent themes in media content being consumed by students, the prevalent devices on which content is consumed and to ascertain whether this content is related to a number of social, demographic, and environmental factors. Additionally, the analysis sought to identify whether there exists a relationship between content consumed by students and their immediate behaviour as well as behaviour over time.

This report presents the results of the analysis of the media content survey data with relevant recommendations. It presents comparisons across the survey periods and between female and male students. However, due to limited response (small sub-sample sizes) on certain questions or in specific survey periods, statistical tests could not be performed to inform these comparisons.

The survey revealed that songs containing *sex, lust or sexual appeal* themes were most popular with students. For TV shows, the most popular theme was *loyalty to friends/unity* while in the case of movies, the most popular theme focused on promoting *violence*. Students used a variety of devices in consuming content. Depending on theme of the music, TV show, or movie, the devices/platforms mostly used include radio, MP3 and MP4 players, tablets, computer, TV, YouTube, CD player, and smart and normal phones.

There was a clear gender influence in the consumption of media content by students. Girls were more likely to consume music with *sex, lust or sexual appeal* or *heartbreak, death or sadness* themes and less likely to consume TV shows with violence. There is some correlation between content consumed by students and behaviour patterns. For example, majority of students who listened to dancehall music during the month preceding a survey agreed or strongly agreed that they have an outgoing personality. Those who listened to dancehall music with the focus of *gun*

*ownership or gun violence* were less likely to indicate a definite desire to want to copy what they heard in these songs. In relation to a number of negative behaviours, students who consumed songs promoting these behaviours were less likely to indicate a desire for the behaviour than those students who were not exposed to songs with these themes. The only exceptions were songs with the themes of *sex/lust/sex appeal, promiscuity and adultery, and lack of respect for women/people/sexual abuse*; students who consumed songs with these themes were more likely to indicate a desire to copy these behaviours.

In general, the results showed that the pattern of agreement with the statements depicting desirable and undesirable behaviours did not vary much across music genre, although the views that student had about the content of the song, TV shows, and movies that they consumed seemed to impact on their long term behaviour. Over time, students' desire for positive behaviours remained steady while their desire for negative behaviours diminished, possibly indicating behaviour modification, greater awareness, or increased sensitivity to the moral issues addressed in the survey.



# INTRODUCTION

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## Background

The Broadcasting Commission is Jamaica's regulator of free-to-air, radio, and cable services. It is an independent statutory agency under the purview of the Minister with responsibility for Information. Part of the Commission's mandate is to conduct research on all areas relating to the electronic media in the country. In pursuant to this mandate, the Commission initiated a research project to monitor changes in students' behaviour which might be related to electronic media exposure and consumption.

Within the last two decades, media has played an increasingly important role in the lives of people. Cohen (1963) posits that "while the media may not tell us what to think, it wields significant influence in telling us what to think about, and sets the agenda." Additionally, the ubiquity of mass media results in children being bombarded by a plethora of content, whether it be appropriate or explicit. Thus, it is one belief that the onus of filtering child-appropriate<sup>12</sup> media and monitoring consumption falls under the purview of parents. Extensive exposure of media content can have fervent effects, both positive and negative. According to Gunter (2009), whether through television or computers, music lyrics or music videos, the messages conveyed are received by children and become part of their internal world. As a result, the media either directly or subtly influences their thoughts and behaviour.

Incidentally, in an Australian study conducted by Drs. Patricia and Don Edwards (Edgar & Edgar) with children eight (8) years and under, they found that children below the age of six (6) could independently turn on televisions, use remotes and insert/play videos and DVDs. This means that toddlers are at liberty to consume media whether it be appropriate or not, without the knowledge of their caretakers. Those aged 0-4 also consumed the most media in the household. This ensued because babies and toddlers were exposed to all media consumed by all persons in the household.

One school of thought is that music has a greater impact on people than do movies/shows and/or audio-visuals. Jowett and O'Donnell (2011) surmises that music "touches the emotions easily, suggests associations and past experiences, and invites us to sing along" and data supports the

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<sup>1</sup> A child, as defined under section 2(1) of the Child Care and Protection Act of Jamaica (2004), refers to a person under the age of eighteen years.

idea that music-listening is even more prevalent than television-viewing, resulting in more contact hours with music than the television or like devices.

With the increase in the ease of accessing music and the popularity of earphones, it is likely that parents are largely unaware of the lyrical content their children listen to. Simultaneously, popular music has become increasingly explicit as it pertains to references to the use of drugs, sex and violence. Larry (2004) believes that children naturally gravitate towards material for older persons or even those that appeals to older persons. Yet it is the knowledge of this popular music that sometimes play a role in adolescents being accepted by their peers and contributes to identity formation.

One of the themes explored in this study is *alcohol* as it has gained increasing prevalence the in media. Initially, alcohol consumption was strictly for adults and media campaigns, likewise, were geared towards them. There appears to be a shift as in a study probing the effect of alcohol on teens, a sample of children 11-17 answered questions regarding their use and opinions on alcohol. Of note, the respondents deemed alcohol an acquired taste but mentioned that it became easier to drink because companies began catering to them. A respondent indicated that one of the beers served in the club was made especially to taste more like pop so adolescents could legally ingest alcohol whilst acquiring the taste. (Dawson, 2004).

On the 26<sup>th</sup> February, 2011, Marcia Forbes presented on the social impact of Jamaican popular music. After surveying almost 450 adolescents across Jamaica she discovered that American rap music was particularly popular amongst the youth and easily accessible due to new technologies. Many young women (47% of the sample) wanted to look like the females portrayed in rap videos, while 44% of the boys idolized their favourite rapper's image. The study goes on to share that many participants voiced having done actions they deemed out of character only to later discover they were mimicking what they saw in the music videos. In the study Forbes shared that "one girl ... drove down her boyfriend because she saw a girl in his car. She later described a video she had seen with a similar scene but hadn't made the link between her behaviour and the video". (Forbes, 2011) Many young adults cannot easily link their actions and the media consumed. They remain unaware of the psychological impact the content is having but like Forbes, Johnson (2002) and Josephson (1995) both concluded that there is a relationship between the consumption of violent content on television and the increased cases of violent behaviours in children.

While there appears to be a flood of information exploring the correlation between media and children, there remains a gap in particularly the effect of sexual content on our kids. Roberts (1999) highlighted that “available research does not adequately address the effects of exposure to sexual content in the media on adolescent beliefs, knowledge, intentions, and behaviours. Similarly, research on sexual content of the Internet, in video games or other handheld devices, or in the multitude of other electronic media has been scanty.”

This theme, along with those mentioned above, were explored in the current study.

## **Objective**

The main objective of this project is to identify any changes in students’ immediate behaviour as well as behaviour over time which might be correlated to electronic media exposure and consumption. Relatedly, the Broadcasting Commission is interested in identifying the prominent themes in the content being consumed by the participants and the prevalent devices on which content is being consumed.

## **METHODOLOGY**

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### **Study Design**

Primary data for the project was collected using a quantitative research method. In order to create a representative sample, high schools were selected based on their male/female ratio and rank based on the 2013 CSEC results. The schools chosen were:

6th place Wolmer's Girls (all female)

45<sup>th</sup> place Calabar High School (all male)

109<sup>th</sup> place Vauxhall High School (male and female)

137<sup>th</sup> place Holy Trinity High School (male and female)

153<sup>rd</sup> place Penwood High School (male and female)

Attempts to engage the number two (2) ranked Campion College (male and female), number four (4) ranked Hampton High (all female) and the number 24th ranked Meadowbrook High (male and female) were unsuccessful.

Students were given questionnaires to complete at intervals within a two (2) year period i.e. March 2015 and June 2017. The students were visited a total of 6 times for the duration of the data collection phase as they progressed from Grade 7 through to Grade 9. Throughout the timeframe, minor changes and modifications were made to the questionnaire in a bid to obtain greater detail for analysis. All versions of same may be found in the appendix.

Although data collection was longitudinal in nature with the inclusion of a unique number for each participant, this unique identifier was not consistently reported over the six data collection points thereby making econometric methods of panel data estimation infeasible. This was due to errors and forgetfulness on the part of the students and facilitating. There were also concerns that the literacy level of students in some schools hampered their comprehension of the questionnaires and in turn, the accuracy of their responses. The researchers sought to overcome this challenge by reading the questionnaires to the students and explaining aspects of the questionnaires when requested. Additionally, students were asked to complete questionnaires in a group setting which could have deterred honesty for fear of ridicule or a desire to fit in with their peers. An assurance of anonymity was provided in an aim to overcome this challenge.

Nonetheless, Chi-Square tests were performed to ascertain association between media content consumption and student behaviour and the role that student demographic and socioeconomic characteristics might play in any identified association.

## Sample Size

Over the period of study, students completed 1659 (one thousand six hundred and fifty nine) questionnaires, distributed un-evenly across data collection points. The largest number of completed questionnaires was 315 (19% of total) recorded during the second data collection point and the fewest number of questionnaires completed was 245 (14.8%) during both the fifth and six data collection points. The distribution of completed questionnaire by data collection point is presented in Table 1.

**Table 1: Distribution of Questionnaires on Media Content Impact Survey Completed by Students**

<b>Data Collection Point</b>	<b>Grade of Students</b>	<b>Number of Completed Questionnaires</b>	<b>Percentage of Total</b>
First (March 2015)	7	254	15.3
Second (May 2015)	7	315	19.0
Third (November 2015)	8	307	18.5
Fourth (January 2016)	8	293	17.7
Fifth (March 2016)	8	245	14.8
Six (June 2017)	9	245	14.8
<b>Total</b>		<b>1659</b>	<b>100</b>

The distribution of the 1659 responses by school is presented in Table 2. The table shows that most of the responses (26.3%) came from Calabar High School, followed by Wolmer's High School for Girls (23.7%) and Penwood High School (21.8%). Holy Trinity High School and Vauxhall High School accounted for 15.1% and 13.1% of the total responses, respectively.

**Table 2: Participation by School in the Media Content Impact Survey**

<b>School</b>	<b>Number of Completed Questionnaires</b>	<b>Percentage of Total</b>
Calabar High School	436	26.3
Holy Trinity High School	250	15.1
Penwood High School	361	21.8
Vauxhall High School	218	13.1
Wolmers High School for Girls	294	23.7
<b>Total</b>	<b>1659</b>	<b>100</b>

It should be noted that the number of completed questionnaires does not represent unique records nor translate to the number of students that participated in each school. Instead, the number indicates the total count of questionnaires that were completed by students in each school during the period of the study.

## STUDENT CONSUMPTION OF MEDIA CONTENTS

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### Prominent Themes

The media content consumed by students was grouped into 25 broad themes across songs, TV shows and movie categories (See Appendix I). Within each category, the prominent themes consumed by students are identified as follows: A theme is considered prominent if, overall, at least 20% of students indicated that the theme was contained in the songs that they listened to. For TV shows and movies, a theme is considered prominent if, overall, at least 10% of students indicated that the theme was contained in the shows or movies that they watched.

Using these criteria, the prominent themes identified under each category are listed in Box 1 in order of prominence.

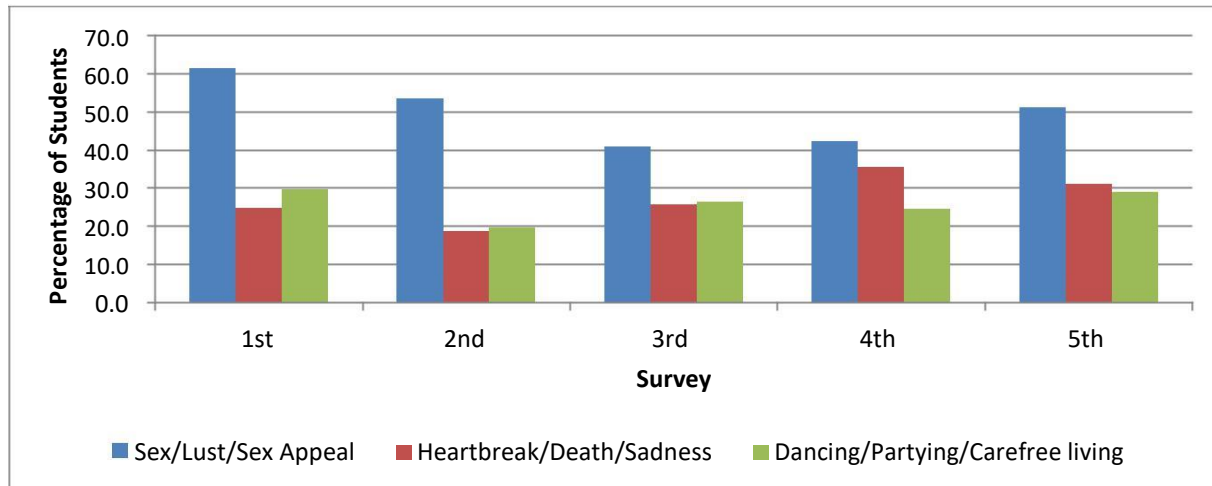
#### Box 1: Prominent Themes Contained in Media Contents Consumed by Students

Songs	TV Shows	Movies
Sex/Lust/Sex Appeal	Loyalty to Friends/Unity	Promoting Violence
Heartbreak/Death/Sadness	Promoting Violence	Loyalty to Friends/Unity
Dancing/Partying/Carefree Living	Justice/Selflessness	Love/Happiness
Promiscuity/Adultery	Family Togetherness/Marriage	Family Togetherness/Marriage
Love/Happiness	Love/Happiness	Justice/Selflessness
Luxurious Lifestyle	Sex/Lust/Sex Appeal	
	Betrayal/Back-Biting	
	Luxurious Lifestyle	
	Hard work/Being Ambitious	

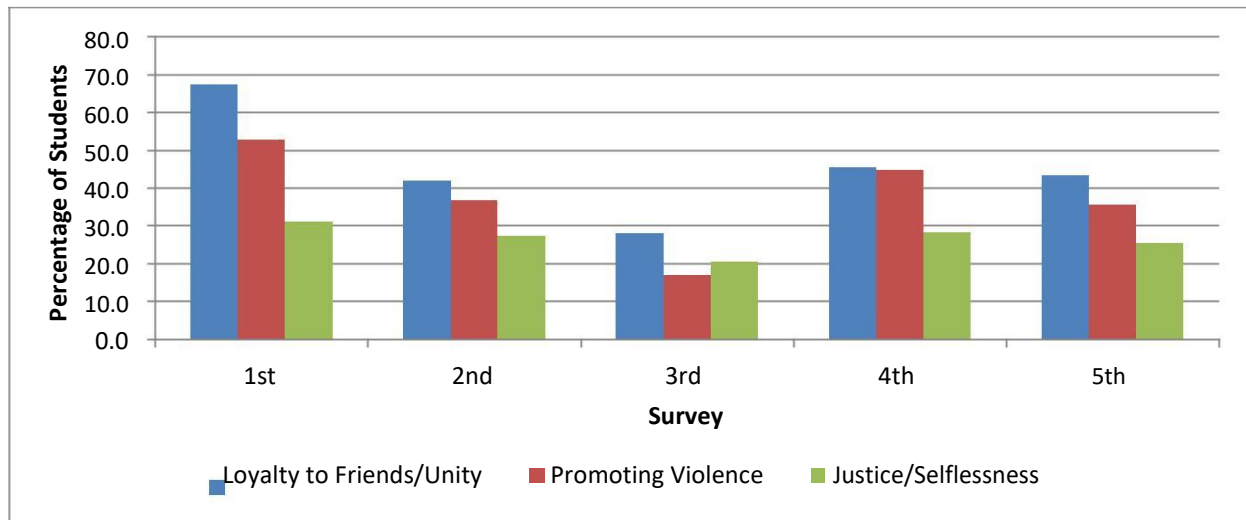
As Box 1 shows, songs with *sex, lust, or sexual appeal* were the most popular with students and this theme also featured among prominent themes in TV shows watched by students. In addition to this, *love and happiness* and *luxurious lifestyle* themes which were prominent in songs were also prominent in TV shows and movies. However, none of the other prominent themes in song appeared on the list of prominent themes for TV shows and movies. Likewise, the top three prominent themes in TV shows (*loyalty to friends/unity; promoting violence; and*

*justice/selflessness*) and the top two prominent themes in movies (*promoting violence* and *loyalty to friends/unity*) did not feature on the list of prominent themes in songs. This suggests that the themes most prominent in songs on one hand and those prominent in TV shows and movies on the other are distinct to some extent. For the top three themes in each category, the trend in prominence across the different data collection points is presented in Figures 1-3.

**Figure 1: Prominent Themes in Songs Consumed by Students at each Data Collection Point**

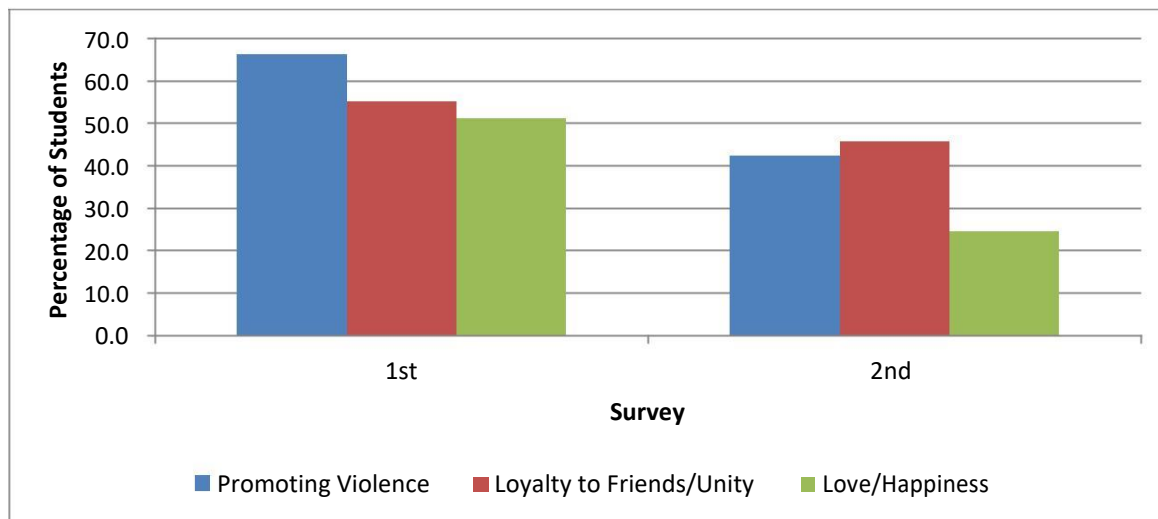


**Figure 2: Prominent Themes in TV Shows Consumed by Students at each Data Collection Point**





**Figure 3: Prominent Themes in Movies Consumed by Students at each Data Collection Point**



Information on prominent themes was not collected during the last survey hence only five data collection points are represented in the figures. Additionally, information on prominent movie themes was not collected for the third to sixth surveys and is therefore not contained in Figure 3.

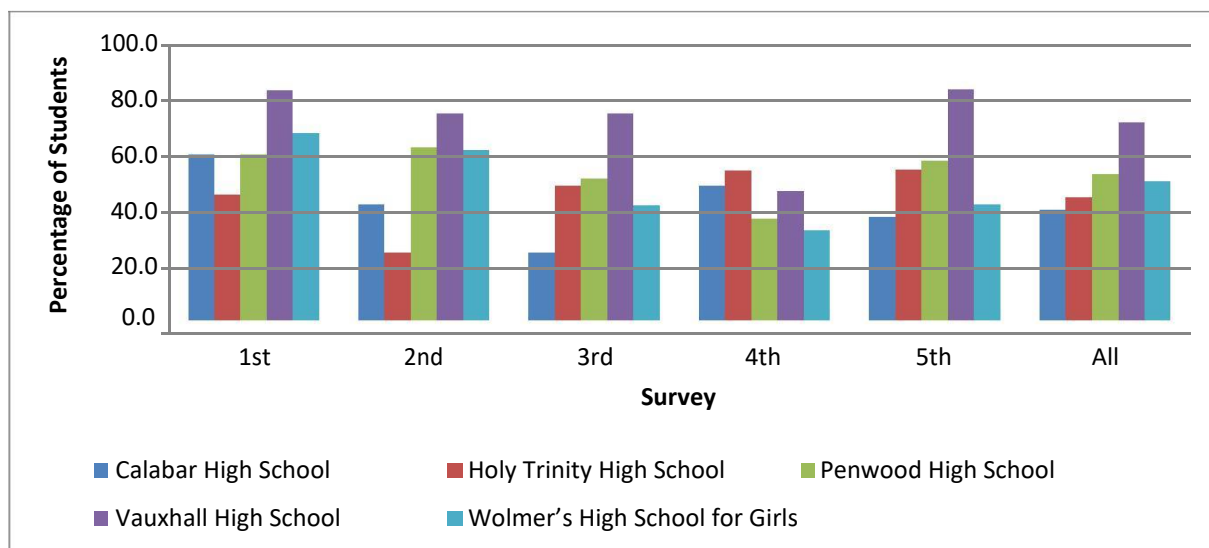
Figure 1 does not show any clear trend in themes consumed in songs. The percentage of students reporting that the songs they listened to contained *sex*, *lust*, and *sex appeal* reduced from a high of 61.4% during the first survey to a low of 40.7% during the third survey before rising in the fourth survey through fifth survey. For the *heartbreak* and *dancing* themes, the percentage of students indicating that these themes were present in songs they listened to decreased between the first and second surveys, increased during the third and fourth surveys before declining in the fifth survey.

For TV shows, there was a clear trend across themes as shown in Figure 2. The percentage of students indicating that content *promoting violence*, containing *loyalty to friends/unity* or *love/happiness* was present in the TV shows that they watched decreased progressively between the first and third surveys, increased sharply during the fourth survey and reduced slightly at the fifth survey.

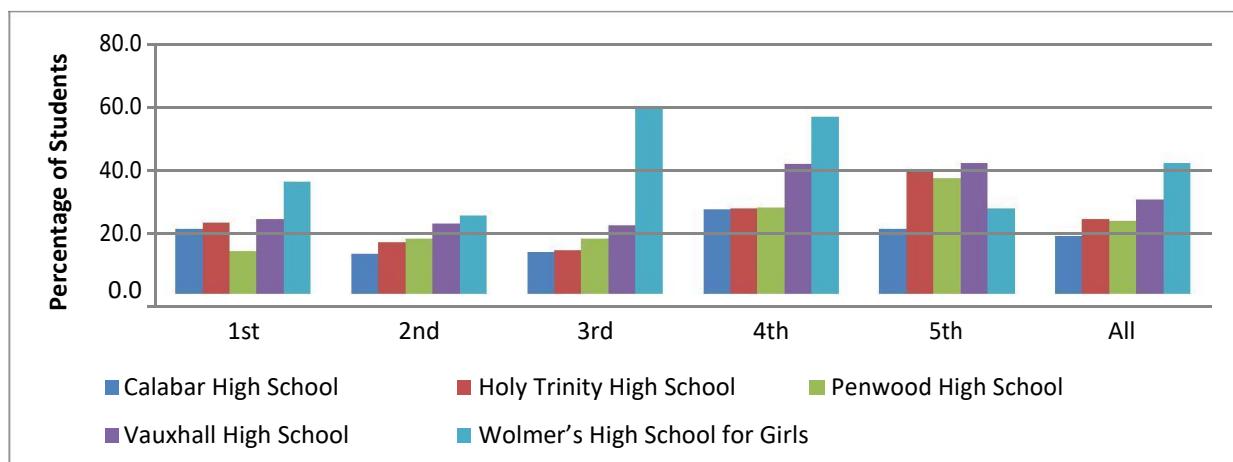
The distribution of students consuming the top three prominent song themes by school of attendance suggests a possible association between school of attendance and content consumed.

Figure 4 shows that Vauxhall High School had the highest percentage of students who indicated the presence of *sex, lust, or sexual appeal* in songs that they listened to for all but the fourth survey. Across all surveys, Vauxhall High School topped the list with students from the school reporting the presence of *sex, lust, or sex appeal* in songs that they consumed 70.9% of the time, followed by Penwood High School (52.3%) at a distant second and Wolmer's High School for Girls (49.9%) at a close third position.

**Figure 4: Students consuming Songs with Sex, Lust, or Sex Appeal by School of Attendance**



**Figure 5: Students consuming Songs with Heartbreak, Death or Sadness by School of Attendance**



Except for the fifth survey, students from Wolmer’s High School for Girls reported the highest prevalence of consumption of songs with the *heartbreak, death or sadness* theme. When students’ responses are combined for all the surveys, Wolmer’s High School for Girls had the highest percentage of students (41.2%) indicating the presence of this theme followed by Vauxhall High School (29.6%) and Penwood High School (23.0%).

**Figure 6: Students consuming Songs with Dancing, Partying or Carefree Living Theme by School of Attendance**

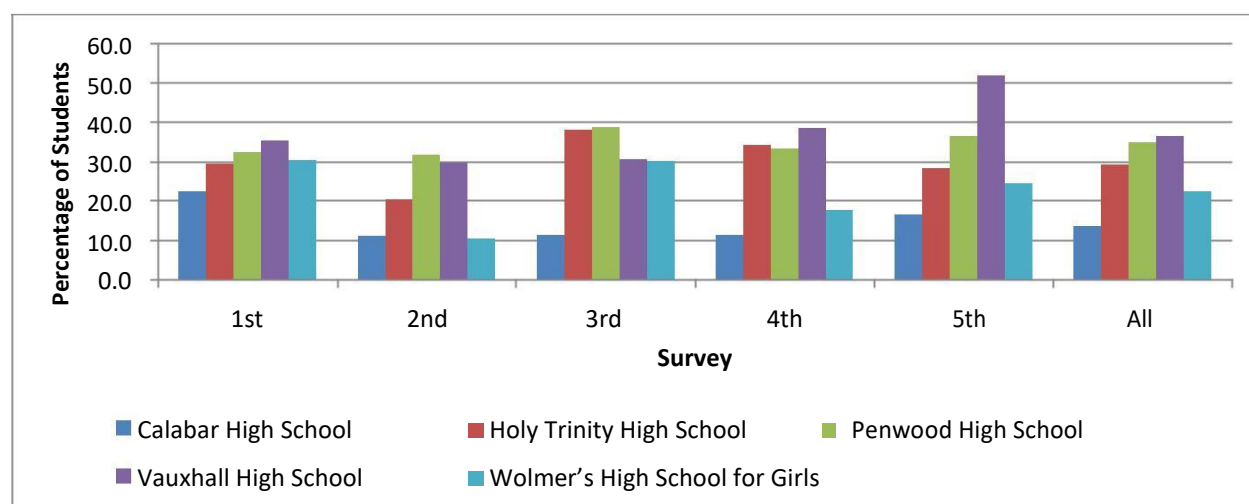
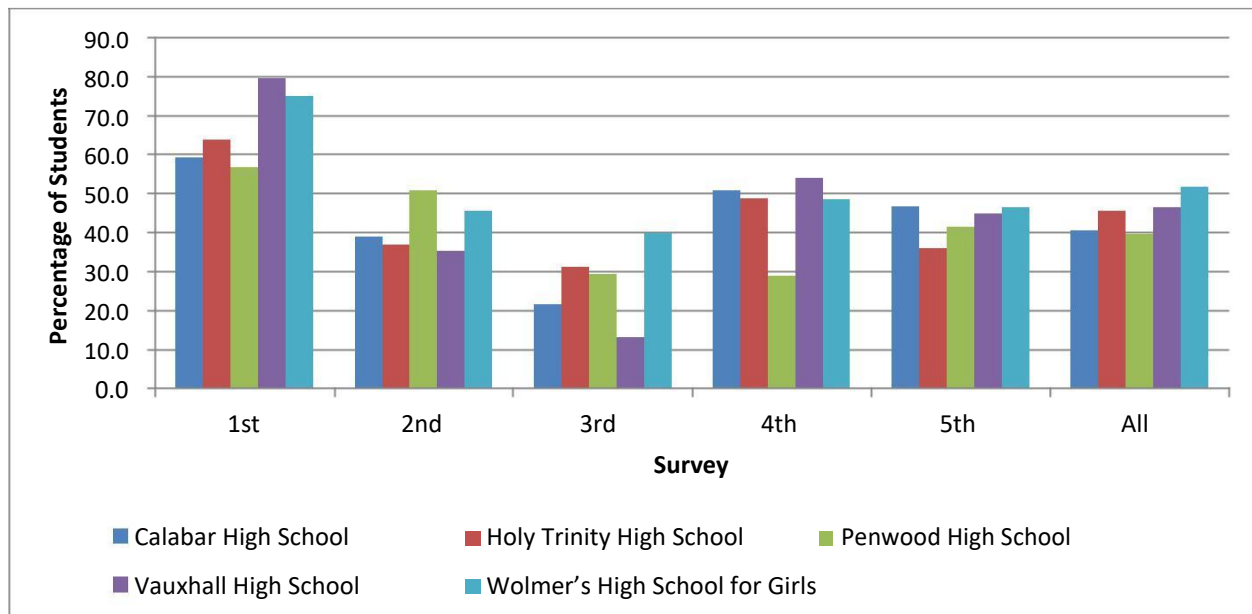


Figure 6 shows that no specific school stood out in the consumption of songs with *dancing, partying or carefree living* theme, although Vauxhall High School showed the highest percentage of students consuming songs with this theme in three of the five surveys analysed while Penwood High School recorded the highest percentage in the remaining two. Across the five surveys, Vauxhall topped the list of schools with the highest percentage of students consuming songs with *dancing, partying and carefree living* with 36.3%, closely followed by Penwood High School (34.9%) and Holy Trinity High School (29.2%).

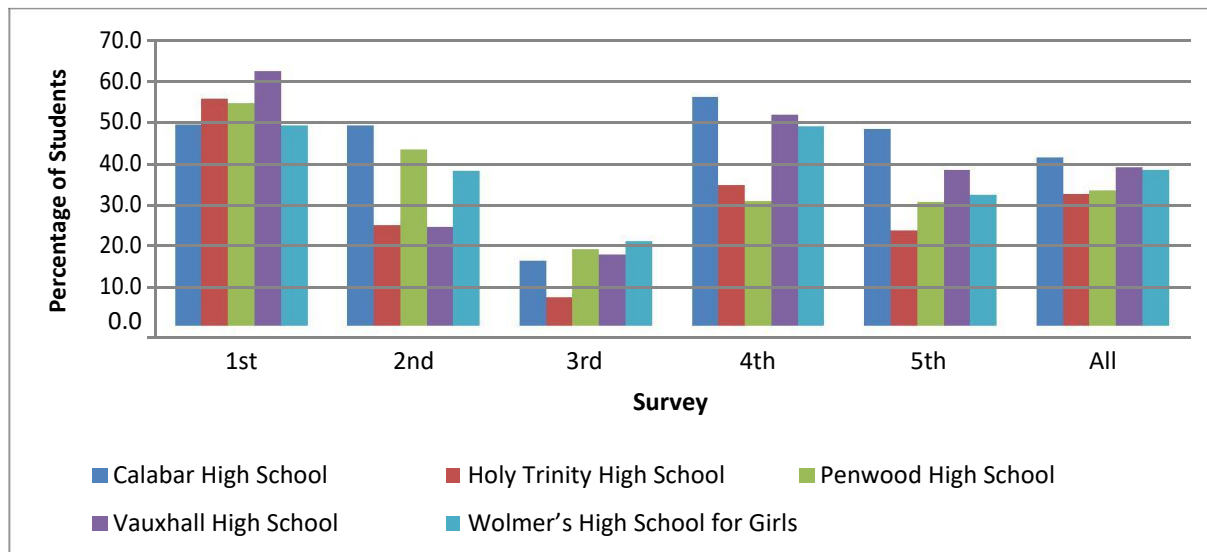
In the category of TV shows, the top three prominent themes were *loyalty to friends or unity, violence, and justice or selflessness*. As reflected in Figure 7, no particular school stood out from one survey to another in terms of students’ consumption of TV shows with the theme of *loyalty to friends/unity*. Based on total responses from all surveys, Wolmer’s High School for Girls topped the list of schools with 51.6% of students indicating that the TV shows they watched contained the theme. Vauxhall High School and Holy Trinity High School were second and third with 46.4% and 45.4%, respectively.

**Figure 7: Students consuming TV Shows with Loyalty to Friends or Unity Theme by School of Attendance**



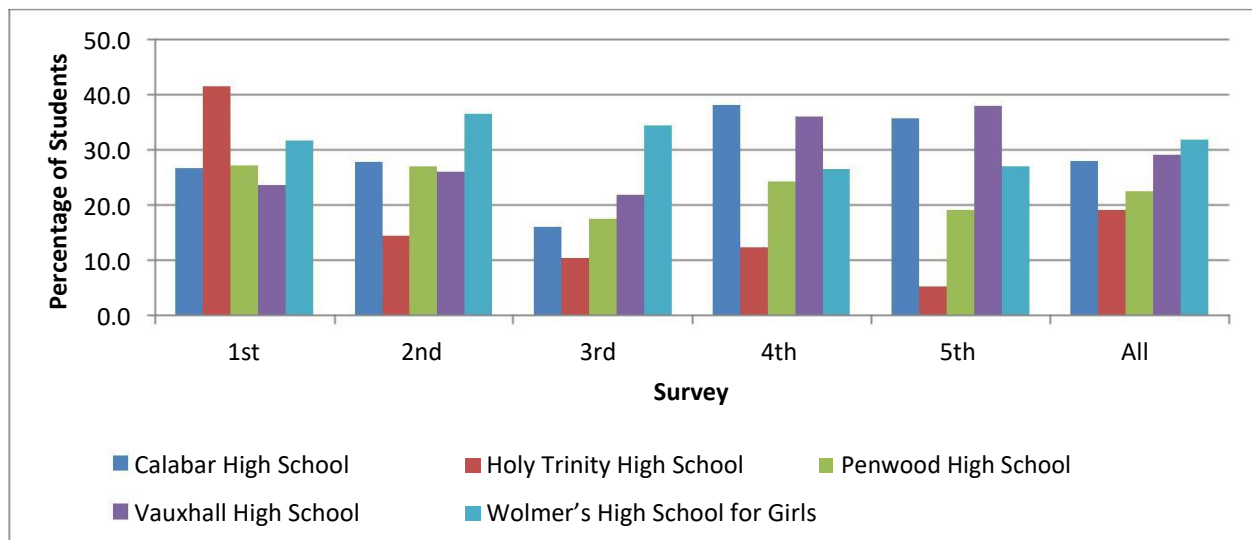
In the case of shows with the theme of *promoting violence*, Calabar High School had the highest percentage of students who indicated that the TV show they watched focused on *promoting violence* in three out of the five surveys analysed. When data from all surveys were combined, Calabar High School topped the list of schools with students indicating that they consumed TV shows with *violence* theme 40.8% of time. Calabar High School was closely followed in the second and third position by Vauxhall High School (38.5%) and Wolmer's School for Girls (37.9%), respectively (see Figure 8).

**Figure 8: Students consuming TV Shows with Theme that Focuses on Promoting Violence by School of Attendance**



No particular school also stood out from one survey to another with respect to student viewership of TV shows having the focus of *promoting justice or selflessness* with four different schools recording the highest percentage of students who watched shows containing this theme across the five surveys analysed. In total, Wolmer's High School for Girls had the highest percentage of students (31.6%), and closely followed by Vauxhall High School (29.1%) and Calabar High School (27.9%).

**Figure 9: Students consuming TV Shows with Theme that Focuses on Promoting Justice or Selflessness by School of Attendance**



## Popular Devices

Students use several devices to listen to music or watch shows and movies. The use of device varies with theme as shown in Boxes 2-4.

### Box 2: Most Popular Devices Used by Students to Listen to Music

Theme	Device Ranked by Proportion of Students		
	First Ranked	Second Ranked	Third Ranked
Sex/Lust/Sex Appeal	Radio	Tablet	YouTube
Heartbreak/Death/Sadness	MP3 Player	YouTube	Tablet
Dancing/Partying/Carefree Living	MP4 Player	Normal Cell Phone	CD Player
Promiscuity/Adultery	MP4 Player	Normal Cell Phone	Radio
Love/Happiness			
Luxurious Lifestyle	Smart Phone	TV	MP3 Player

For songs and movies, there is no clear preference for a particular device among students.

**Box 3: Most Popular Devices Used by Students to Watch TV Shows**

Theme	Device Ranked by Proportion of Students		
	First Ranked	Second Ranked	Third Ranked
Loyalty to Friends/Unity	MP4 Player	MP3 Player	Smart Phone
Promoting Violence	MP4 Player	MP3 Player	Computer
Justice/Selflessness	Computer	YouTube	TV
Family	Normal Cell Phone	Computer	TV
Togetherness/Marriage			
Love/Happiness	Normal Cell Phone	CD Player	CD Player
Sex/Lust/Sex Appeal	Normal Cell Phone	MP3 Player	CD Player
Betrayal/Back-Biting	CD Player	MP3 Player	TV
Luxurious Lifestyle	Normal Cell Phone	MP3 Player	Smart Phone
Hard work/Being Ambitious	Tablet	Computer	YouTube

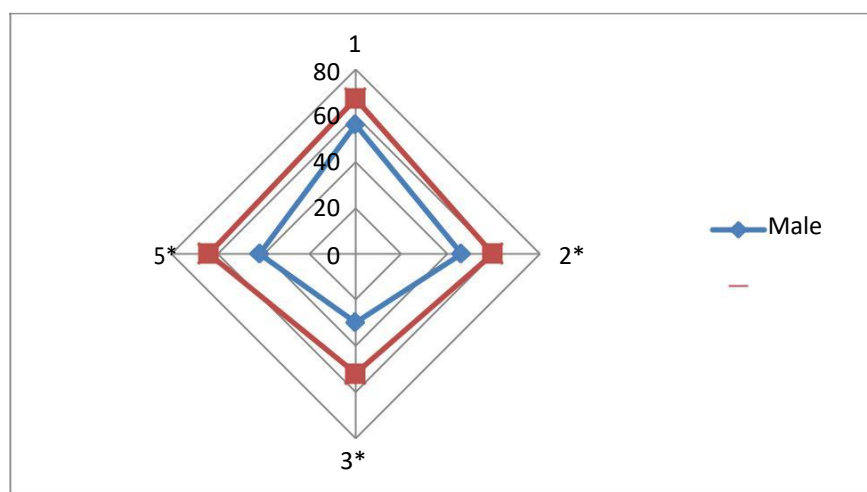
**Box 4: Most Popular Devices Used by Students to Watch Movies**

Theme	Device Ranked by Proportion of Students		
	First Ranked	Second Ranked	Third Ranked
Promoting Violence	MP4 Player	Computer	Normal Cell Phone
Loyalty to Friends/Unity	MP4 Player	Normal Cell Phone	Tablet
Love/Happiness	Tablet	YouTube	Normal Cell Phone
Family	Normal Cell Phone	TV	Computer
Togetherness/Marriage			
Justice/Selflessness	Tablet	MP4 Player	Computer

## Gender Difference in Media Content Consumption

Gender of students has a strong association with media content consumed across themes (See Figures 10-15). In general, higher percentages of female students listened to songs with *sex, lust and sex appeal* theme, with the difference being statistically higher during the second, third and fifth surveys. For both sexes, the percentage of students decreased between the first and third survey before increasing during the fifth survey.

**Figure 10: Consumption of Songs with Sex/Lust/Sex Appeal Theme According to Gender of Students**



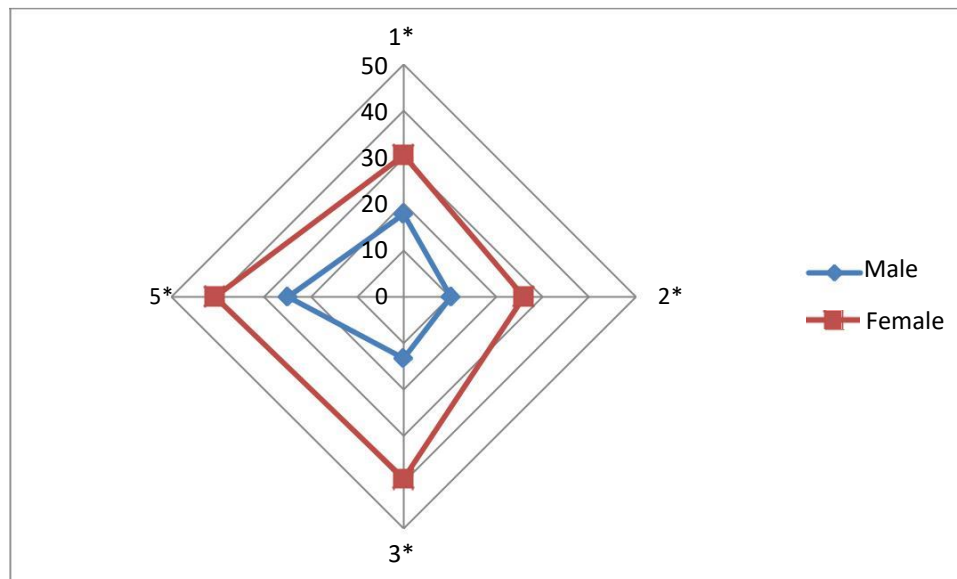
\* indicates statistically significant difference at the 5% level

With respect to songs with *heartbreak, death or sadness* theme, consistently higher percentages of female students indicated that the songs they listen to contained this theme across all surveys. This difference was statistically significant across all survey periods.

Higher percentages of female students also reported listening to music that *contained dancing, partying and carefree living* theme. The difference between sexes was only statistically significant during the third and fifth survey.

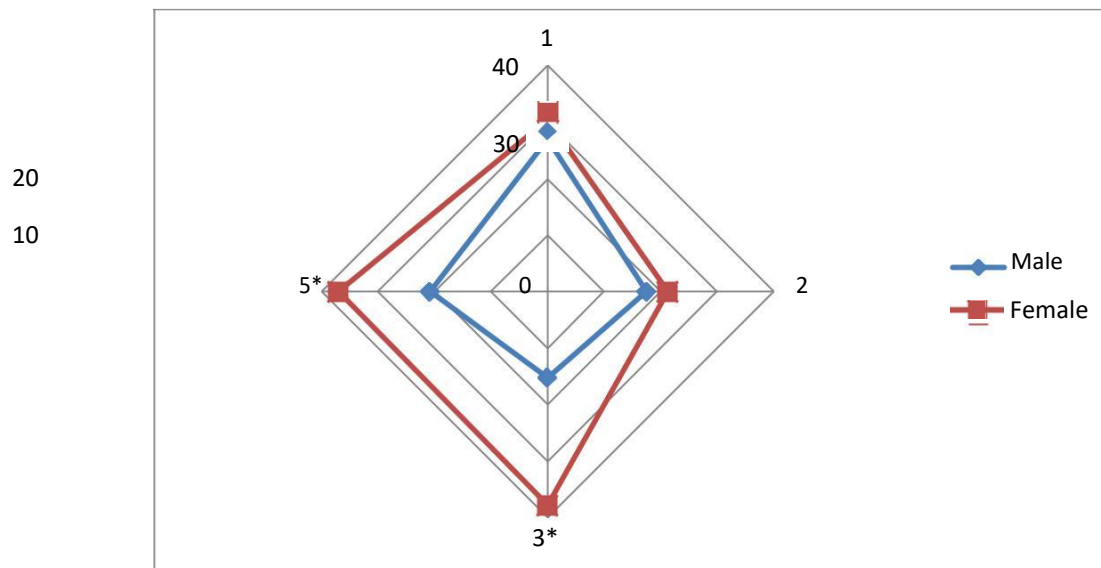


**Figure 11: Consumption of Songs with Heartbreak, Death, or Sadness Theme According to Gender of Students**



\* indicates statistically significant difference at the 5% level

**Figure 12: Consumption of Songs with Dancing, Partying, or Carefree Living Theme According to Gender of Students**

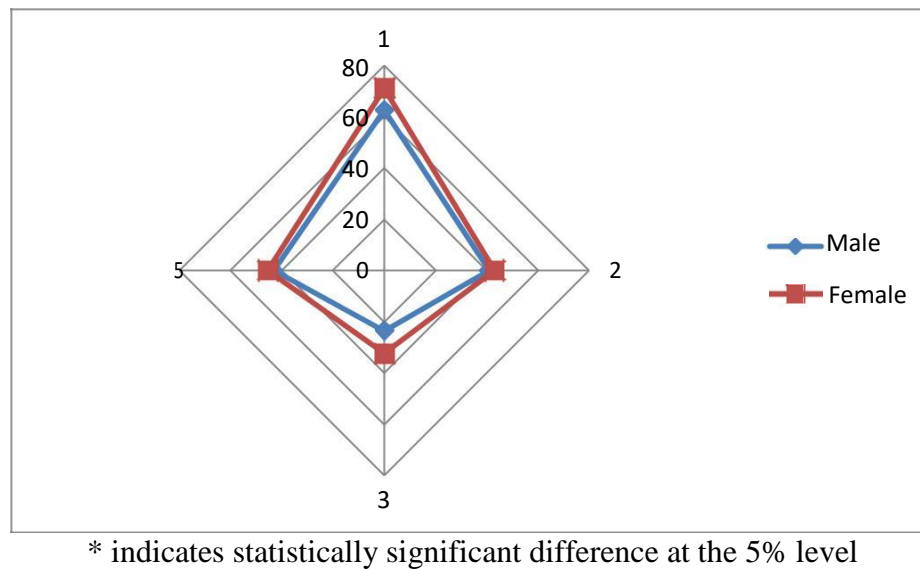


\* indicates statistically significant difference at the 5% level

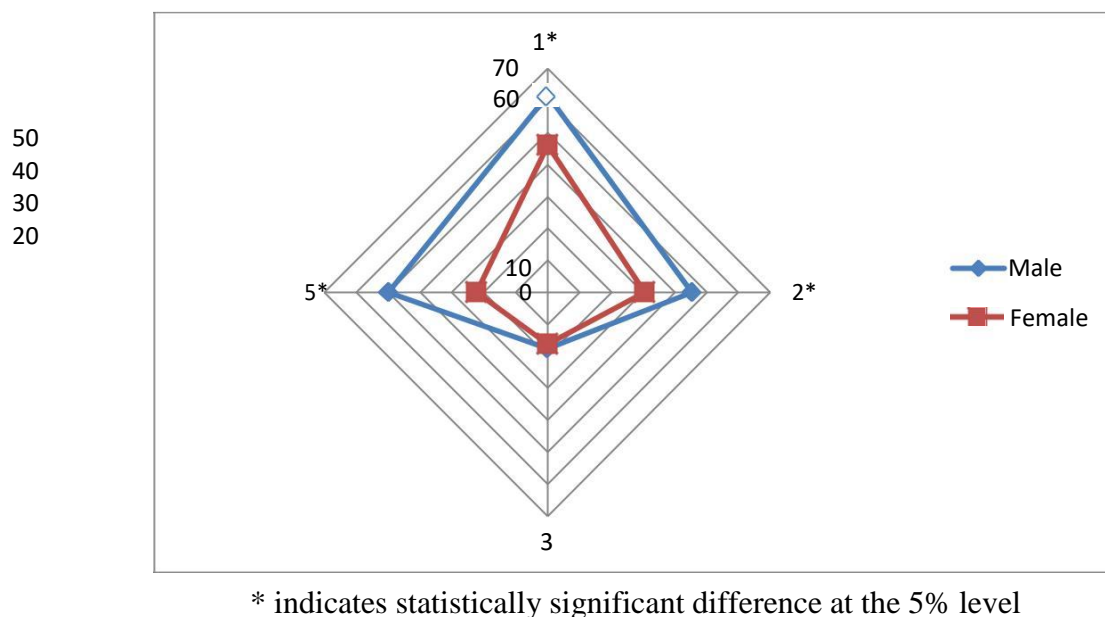
Contrary to the trend in consumption of song themes, with relatively more female students consuming these songs, the consumption of TV shows does not have a clear gender association, except for the *violence* theme (see Figure 14). For the theme of *violence*, statistically significant

higher percentage of male students indicated watching TV shows with the violence theme than their female counterpart across all survey periods, except for the third survey. In the case of TV shows with *loyalty to friend or unity* the difference between male and female students was not statistically significant while for the *justice or selflessness* theme, only during the fifth survey did relatively more male than female students indicated watching TV shows with this theme.

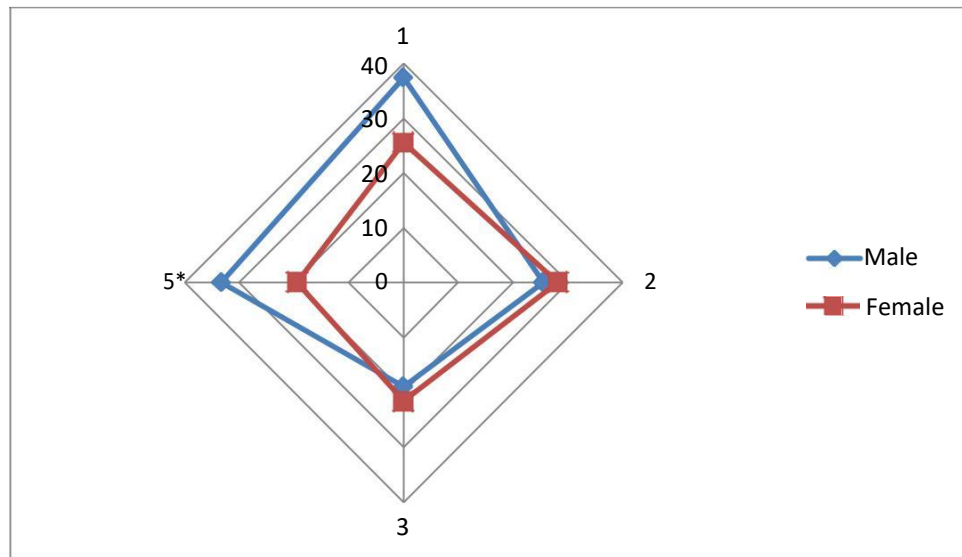
**Figure 13: Consumption of TV Shows with Loyalty to Friends or Unity Theme According to Gender of Students**



**Figure 14: Consumption of TV Shows with Violence Theme According to Gender of Students**



**Figure 15: Consumption of TV Shows with Justice or Selflessness Theme According to Gender of Students**



\* indicates statistically significant difference at the 5% level

## Other Factors

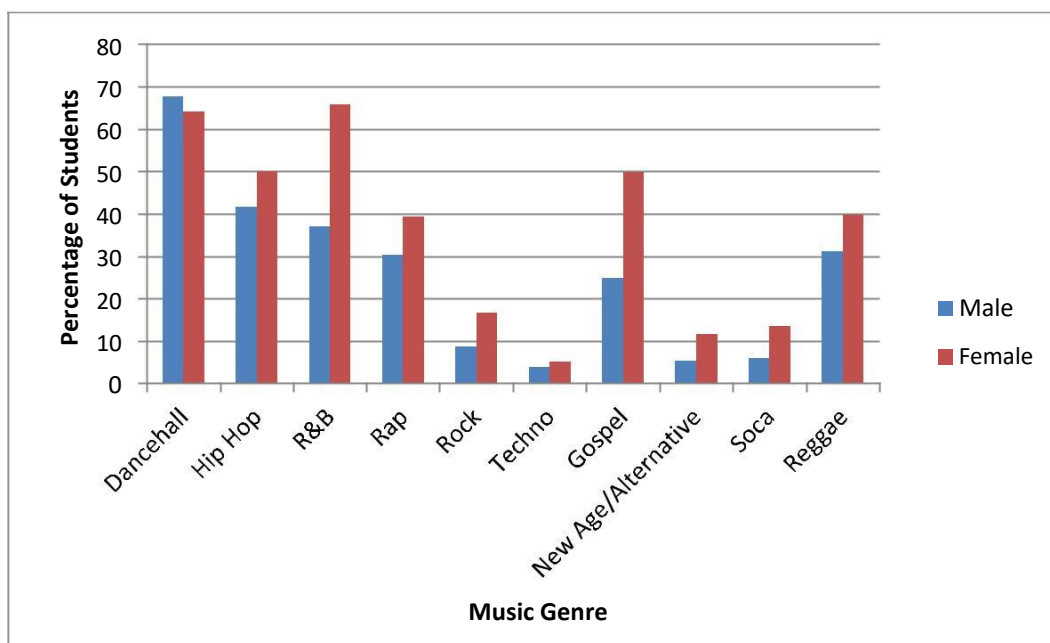
The questions on family situation or structure, level of supervision received, and conflict resolution methods utilised at home were either poorly completed by students or the results showed that there is no significant correlation between each of these factors and media content consumption of students.

## RELATIONSHIP BETWEEN CONTENT CONSUMED AND BEHAVIOUR PATTERNS

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Students consumed a variety of music genre during the month preceding each survey with dancehall being the most popular among males and R&B the most popular among females. With the exception of dancehall, a greater percentage of female students listened to every genre of music in comparison to their male counterpart (see Figure 16). Significantly greater proportions of female students listened to R&B, Rock, Gospel, New Age/Alternative, and Soca music than did male students. Overall, dancehall music was the genre that the majority of students listened to and the only genre that more than half of both genders mostly listened to during the month that preceded each survey.

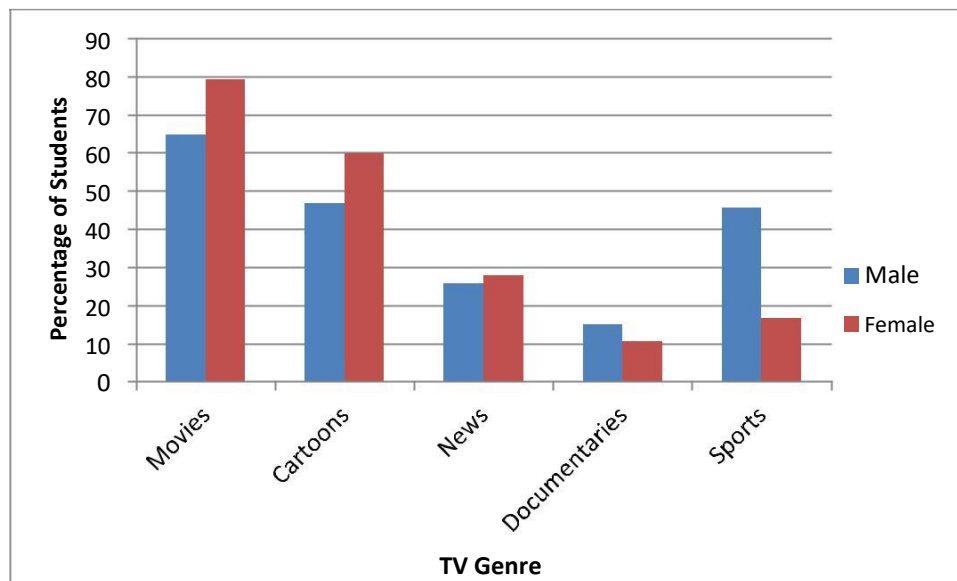
**Figure 16: Distribution of Students who listened to Music in the last month by Music Genre and Gender**



With respect to TV genre, a higher percentage of female students watched movies, cartoons, and news while a higher percentage of male students watched documentaries and sports in the month preceding each survey. Although the difference between the relative number of female and male students watching news and documentaries was not significant, the percentage of male students

who watched sports more than doubled the percentage of female students who did. The proportion of female students who watched movies and cartoons was at least 13% higher than that of male students (see Figure 17).

**Figure 17: Distribution of Student Viewership of TV Genre in the last month by Gender**



Due to its popularity with students, the likely impact of dancehall on behaviour patterns was assessed. For the six rounds of surveys (or a subset thereof<sup>1</sup>), the majority of students who listened to dancehall music agreed or strongly agreed that they are more outgoing than shy, that their mood is always changing, that they want to get married one day, that people always seem to annoy them, that they are a very secretive person, that they like their appearance, that they are happy and enjoying life, that people are always making them curse, that hard work is the only way to succeed in life, that they will hit someone if they get them angry, that most times they will talk loudly, that more than anything else they just want to be rich, that they use catch phrases all the time, and that sex should wait until marriage.

On the contrary, majority of students disagreed or strongly disagreed that they are not usually anxious, that they do not eat as much as they used to, that they feel sad, that it is okay for

<sup>1</sup> Not all statements referring to behavioural traits were included on the questionnaire for each survey.

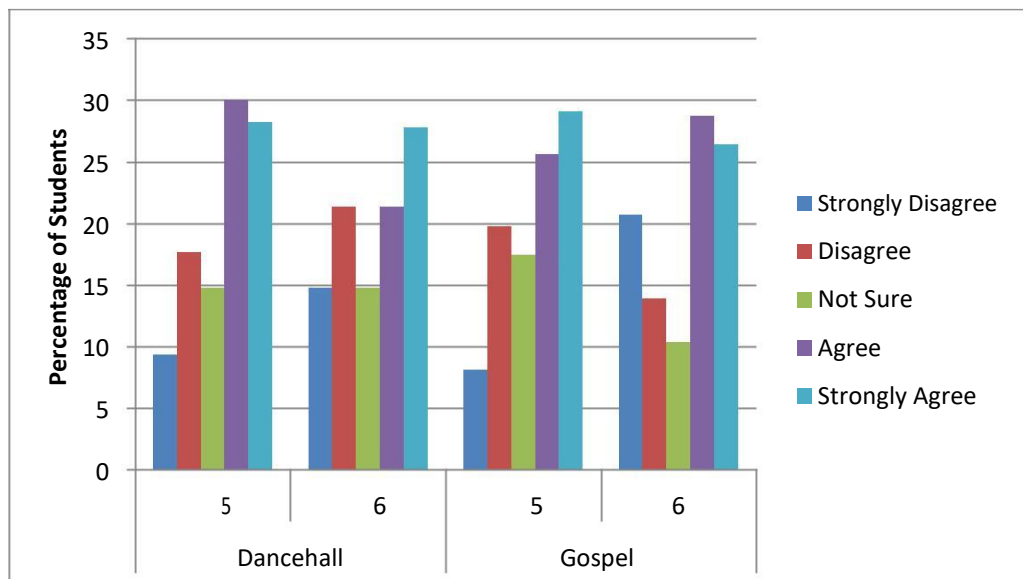
someone to have more than one sex partner, that they are calm, that they see themselves owning or using a gun in the future, that it is okay for persons to send naked pictures of themselves to someone they like, and that there is no real harm in talking about persons behind their backs.

On two behaviours concerning sleeping quite peacefully and being a very talkative person, there was no clear pattern of agreement or disagreement among students across the surveys.

Although data analysis showed that the pattern of agreement with the statements depicting desirable and undesirable behaviours did not vary much across music genre, a few exceptions were noted and highlighted here.

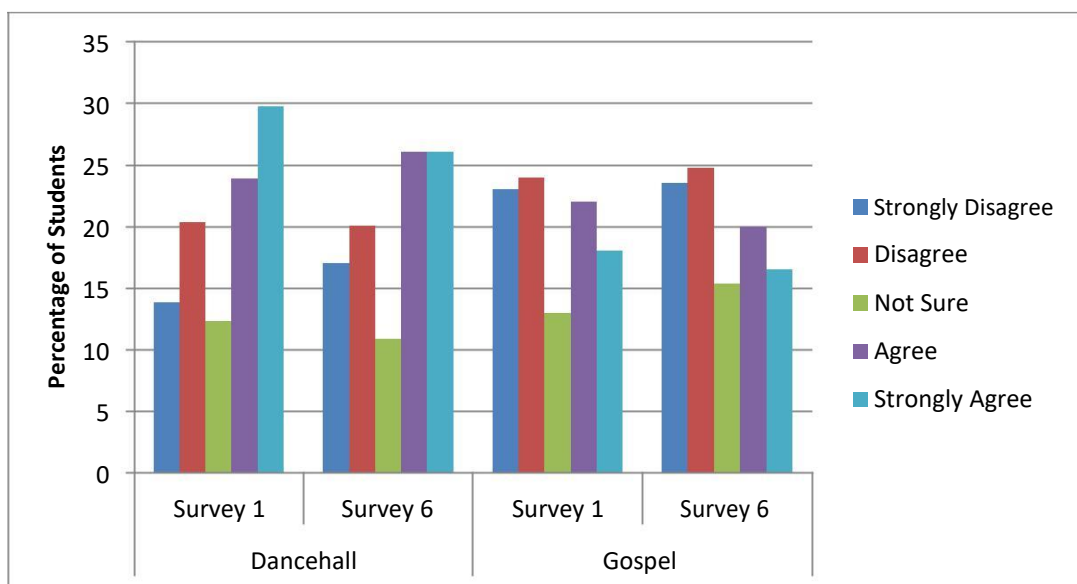
A comparison of students who mostly listened to dancehall with those who mostly listened to gospel is presented in Figure 18. The figure showed that the percentage of students who indicated strong disagreement with the statement “I sleep quite peacefully” was identical for both music genres at the fifth survey. This percentage increased for both music genre by the sixth survey but more significantly for students who listened to gospel music. In contrast, the percentage of students who indicated strong agreement only reduced marginally for dancehall and not significantly for gospel.

**Figure 18: Comparison of Student Responses on the Statement “I Sleep Quite Peacefully” by Music Genre**



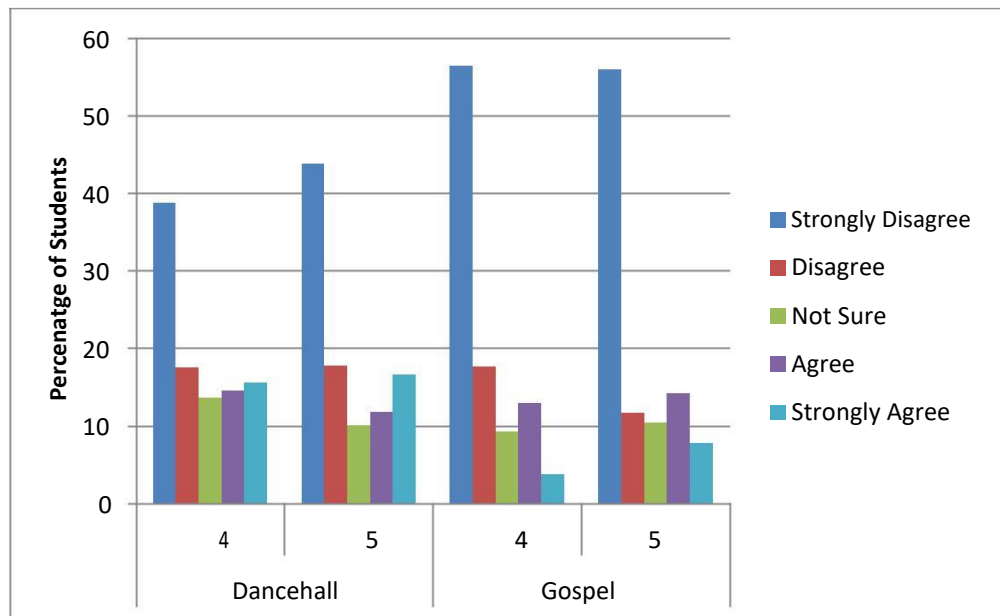
On the statement “ I will hit/kick someone/something if someone/something gets me angry”, the percentage of students who listened to gospel and indicated strong disagreement was higher by about 10 percentage points when compared to the percentage of students who listened to dancehall and indicated their strongly disagreed with the statement. By the sixth survey, the percentage of students listening to dancehall who strongly disagreed had increased appreciably whereas there was no practical change in the percentage for those who listened to gospel music (see Figure 19).

**Figure 19: Comparison of Student Responses on the Statement “I will hit/kick someone/something if someone/something gets me angry” by Music Genre**

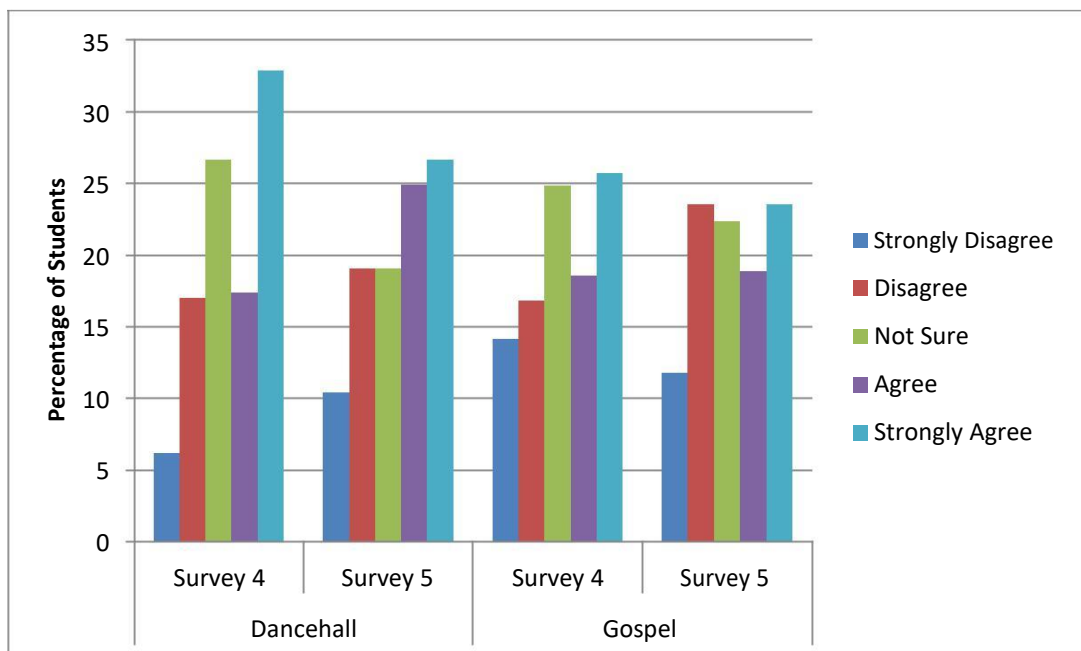


Regarding the subject of future gun ownership, a greater percentage of the students who mostly listened to gospel indicated their strong disagreement with the statement “I could see myself owning/using a gun in the future” than students who mostly listened to dancehall during the fourth survey. As Figure 20 shows, this percentage increased for dancehall but reduced marginally for gospel. However, while the percentage of students who indicated strong agreement with the statement in the dancehall group increased by 1 percentage point, the percentage of students who strongly agreed with the statement more than doubled from 3.7% to 7.8%.

**Figure 20: Comparison of Student Responses on the Statement “I could see myself owning/using a gun in the future” by Music Genre**



**Figure 21: Comparison of Student Responses on the Statement “More than anything else, I just want to be rich” by Music Genre**

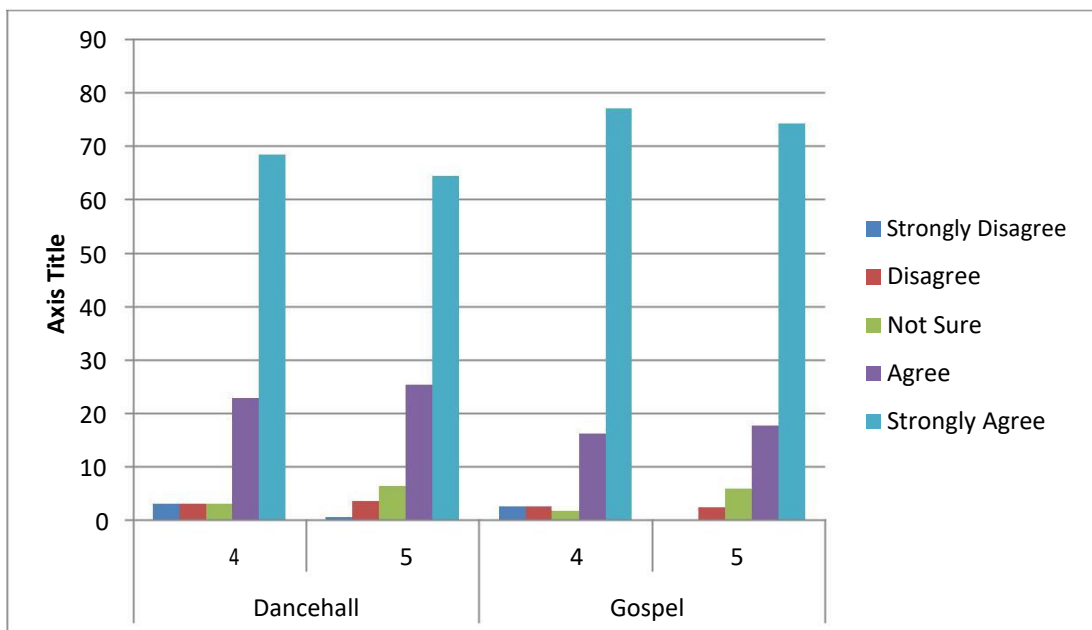




A significantly higher percentage of students who listened to gospel music during the fourth survey strongly disagreed with the statement “More than anything else, I just want to be rich” than did students who listened to dancehall. By the fifth survey, the percentage of students who indicated strong disagreement had almost doubled in the dancehall group while the percentage of student in the gospel group fell. Complementarily, the percentage of students who indicated strong agreement with the statement was higher among students in the dancehall group than in the gospel category and while this percentage fell in both groups, the decrease was more pronounced in the dancehall group (see Figure 21).

Irrespective of the genre of music that students listened to, they had a strong belief that God will help them through tough situations. As Figure 22 shows, higher percentage of students who listened to gospel indicated strong agreement with the statement “I believe God will help me through tough situations” than did students who listened to dancehall. For both groups of students, the percentage with strong agreement decreased between the fourth and fifth surveys.

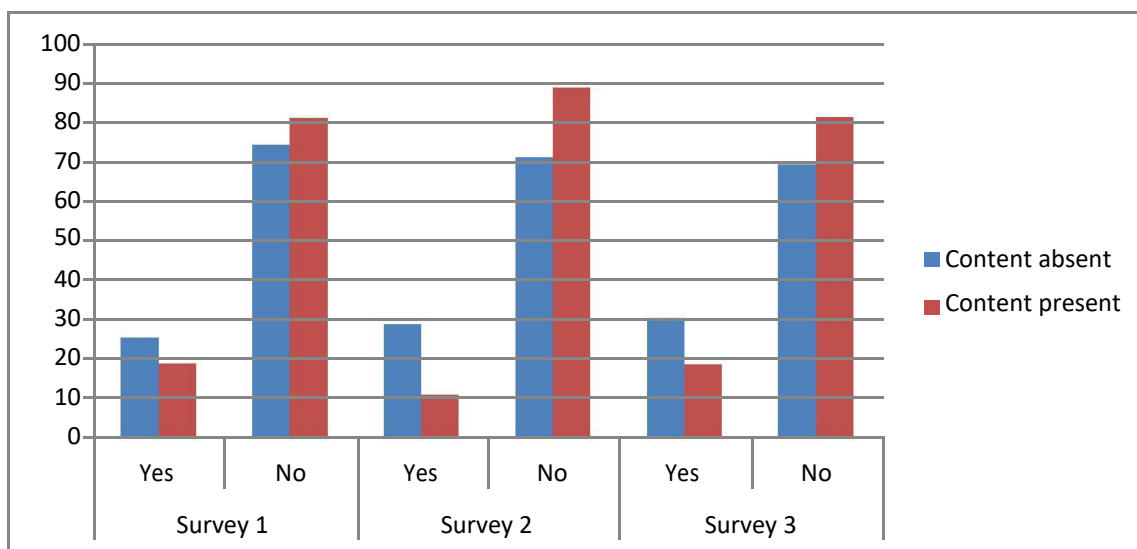
**Figure 22: Comparison of Student Responses on the Statement “I believe God will help me through tough situations” by Music Genre**



The theme of songs, shows, and movies did not have a consistent pattern on the perception and behaviour of students. **In most cases**, students who listened to songs that promote a particular behaviour or lifestyle were less likely to indicate that they exhibited those traits than those who listened to songs that do not contain the theme.

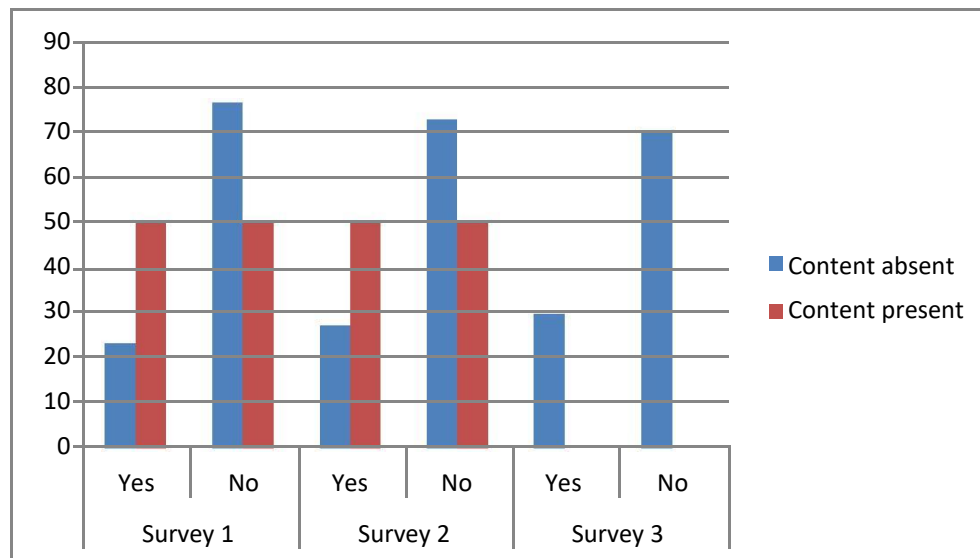
For example, a cross tabulation of the response of students to the question “have you ever thought about trying drugs or alcohol?” and the variable that signifies if the song(s) that they listened to had contents which focused on drug use is presented in Figure 23. The figure shows that a higher percentage of students who listened to songs with the theme of *drug use* indicated that they had not thought about using drugs compared to the percentage of students that did not consumed songs with this theme.

**Figure 23: Distribution of Students who thought about trying drugs or alcohol according to their consumption of songs with content that focuses on drug use**



However, this trend is reversed for movies with the same contents. As Figure 24 shows, the percentage of students who viewed movies that focused on *drug use* and who indicated that they thought about trying drugs or alcohol was significantly higher during the first two surveys. No response was given by students in this category during the third survey. When asked if they ever tried drugs and/or alcohol, the results are mixed for songs (see Figure 25) but unambiguous for alcohol in the case of movies (see Figure 26).

**Figure 24: Distribution of Students who thought about trying drugs or alcohol according to their consumption of movies with content that focuses on drug use**



**Figure 25: Distribution of Students who indicated ever trying drugs and/or alcohol according to their consumption of songs with content that focuses on drug use**

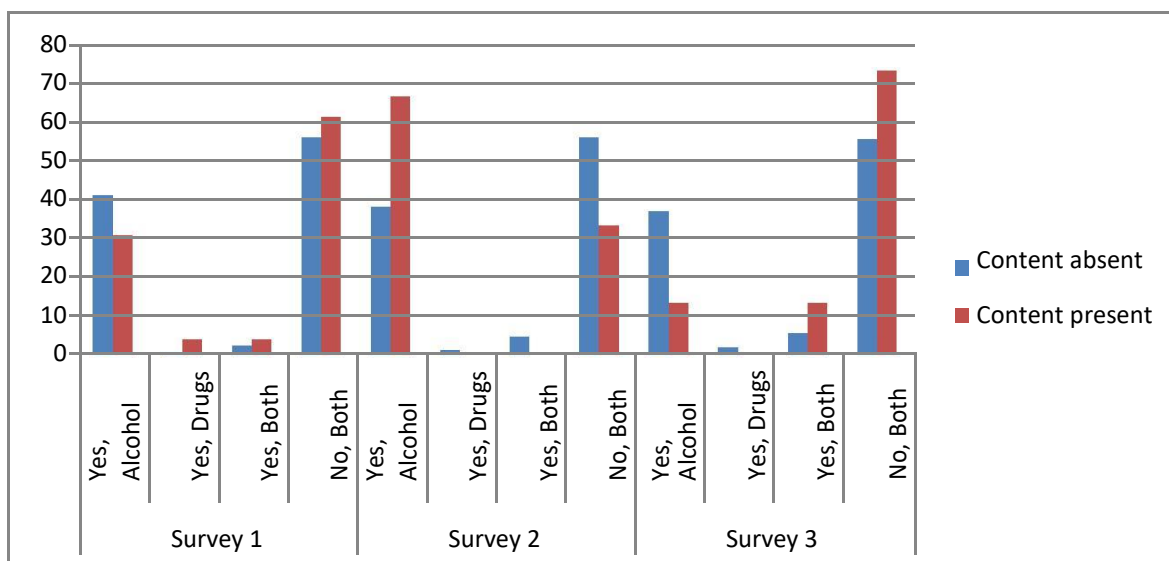
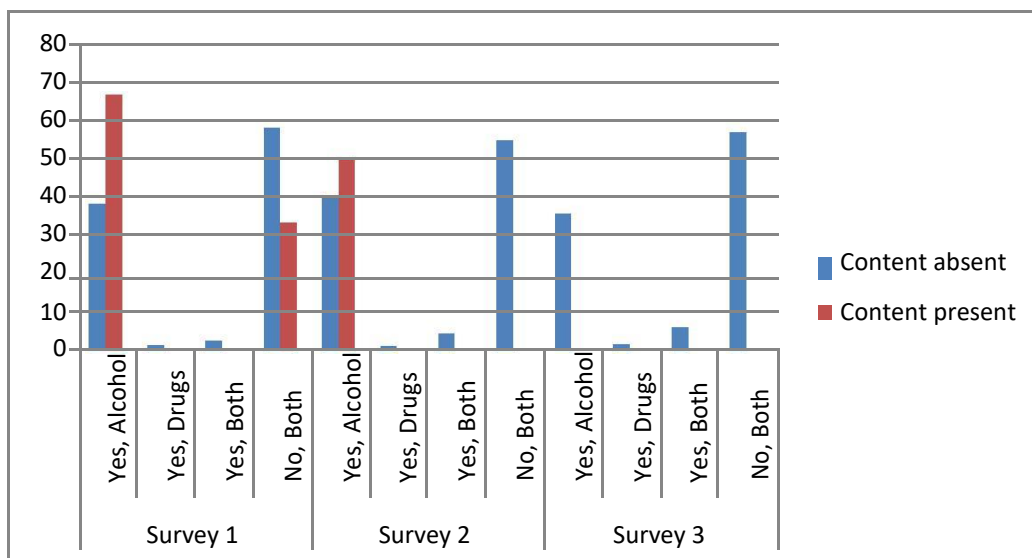


Figure 25 shows that only for the first survey did students who listened to music with the content of *drug use* have a higher prevalence of ever trying drugs, although students who listened to music with the theme of drug use were more likely to have ever tried drugs and alcohol during the first and third survey as well. In contrast, Figure 26 shows that students who watched movies

with the theme of drug use were far more likely to have ever tried alcohol during the first and second surveys.

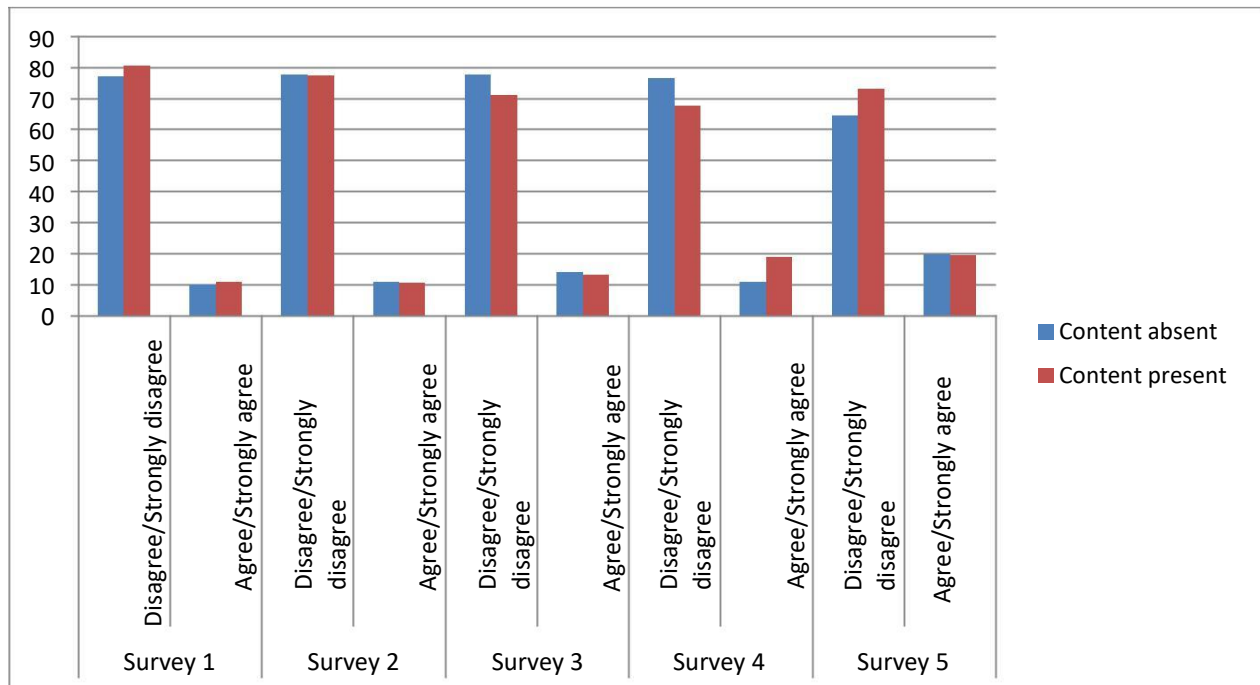
**Figure 26: Distribution of Students who indicated ever trying drugs and/or alcohol according to their consumption of movies with content that focuses on drug use**



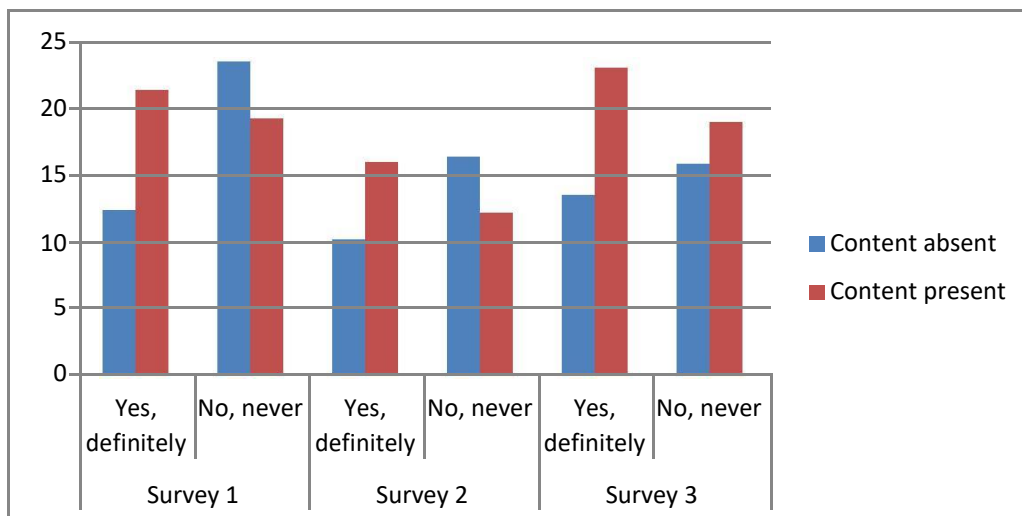
On the effect of media content consumed on the perception of the students, there is no clear difference or trend between the views of students who listened to music with the theme of *sex/lust/sexual appeal* and their views on sex with many persons (see Figure 27).

On the same subject, when asked if they had ever wanted to copy any of the things they heard in the songs that they listened to, students who listened to songs with the content of *sex/lust/sexual appeal* were more likely to have indicated “Yes, definitely” than those who listened to songs that did not contain this theme (see Figure 28). Similar results were obtained for songs with the theme of promiscuity (see Figure 29), luxurious lifestyle (see Figure 30) and lack of respect for women/people or general sexual abuse (see Figure 31). A major deviation from this behaviour pattern is in the case of songs that promote *gun ownership/gun violence* in which students who did not listen to songs promoting gun ownership or violence were more likely to indicate “Yes, definitely” than those who listened to music with this theme during the first and second surveys (see Figure 32).

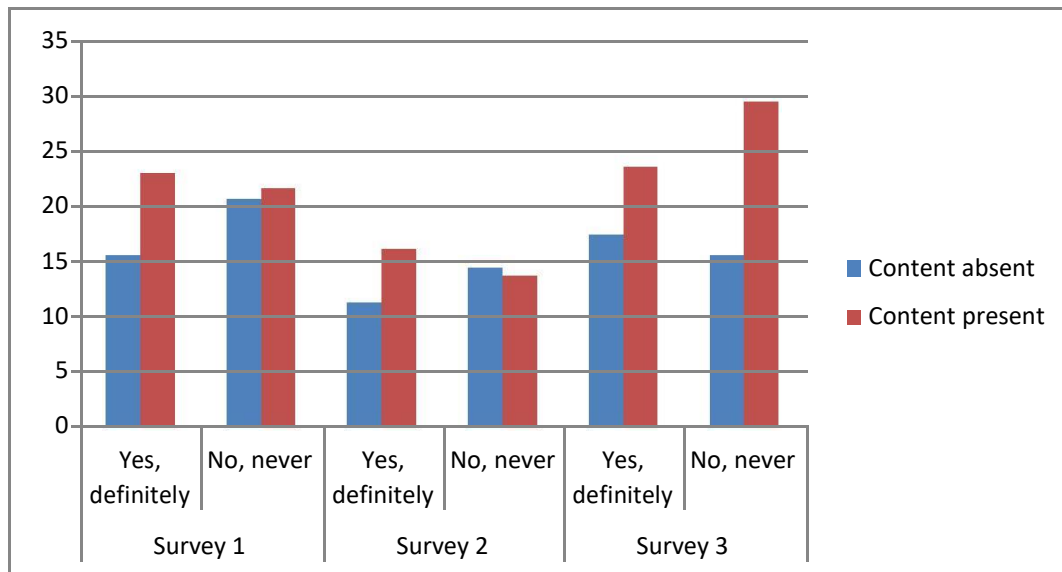
**Figure 27: Perception of Students of the statement “It’s okay for someone to have sex with many persons” according to their consumption of songs with content that focuses on sex/lust/sex appeal**



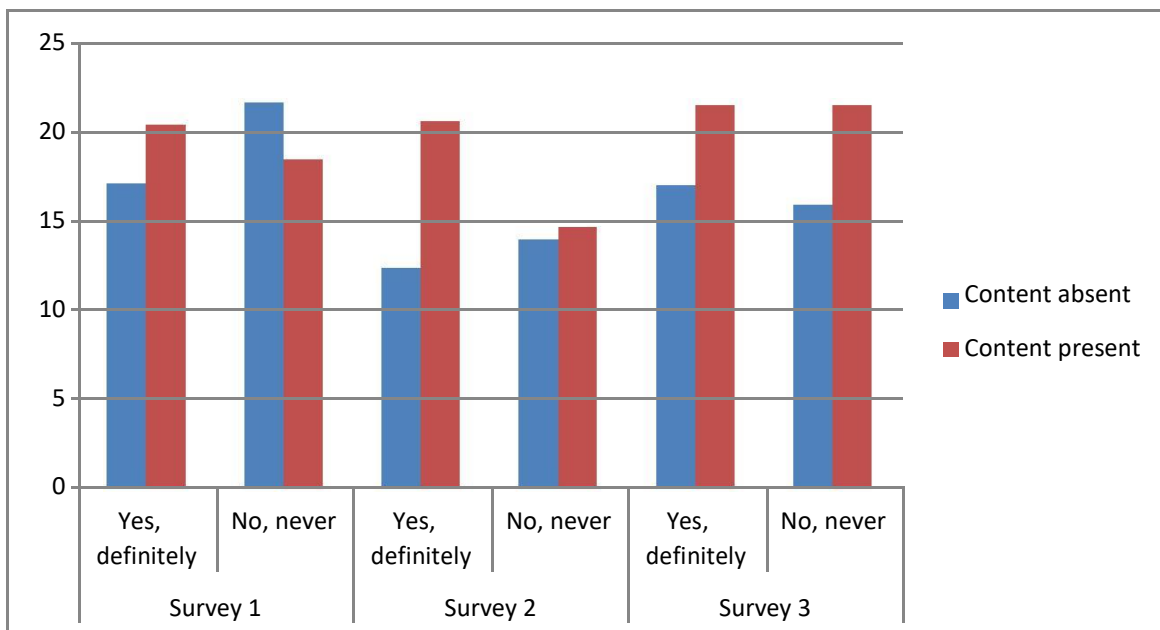
**Figure 28: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on sex/lust/sex appeal**



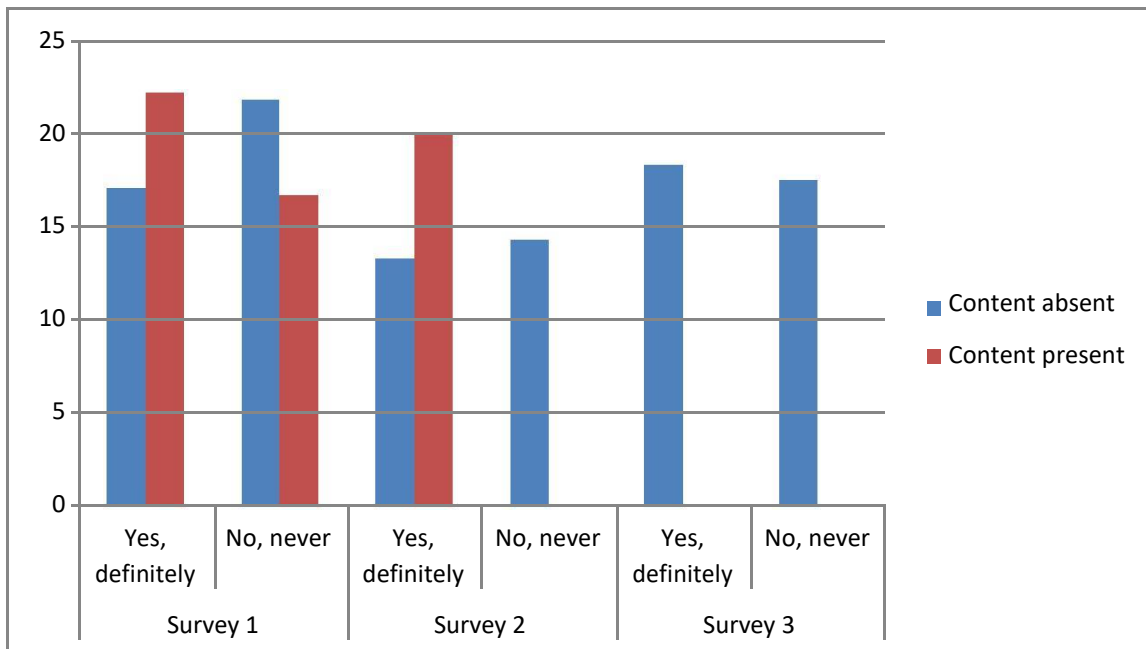
**Figure 29: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on promiscuity**



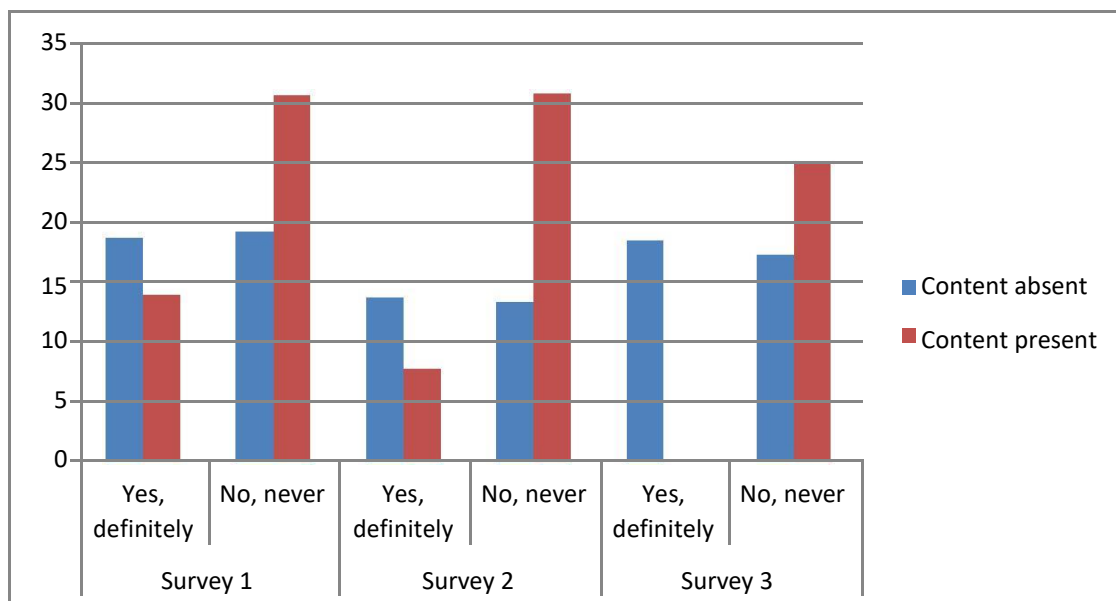
**Figure 30: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on promoting luxury living and/or spending/getting money**



**Figure 31: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on lack of respect for women/people or general sexual abuse**

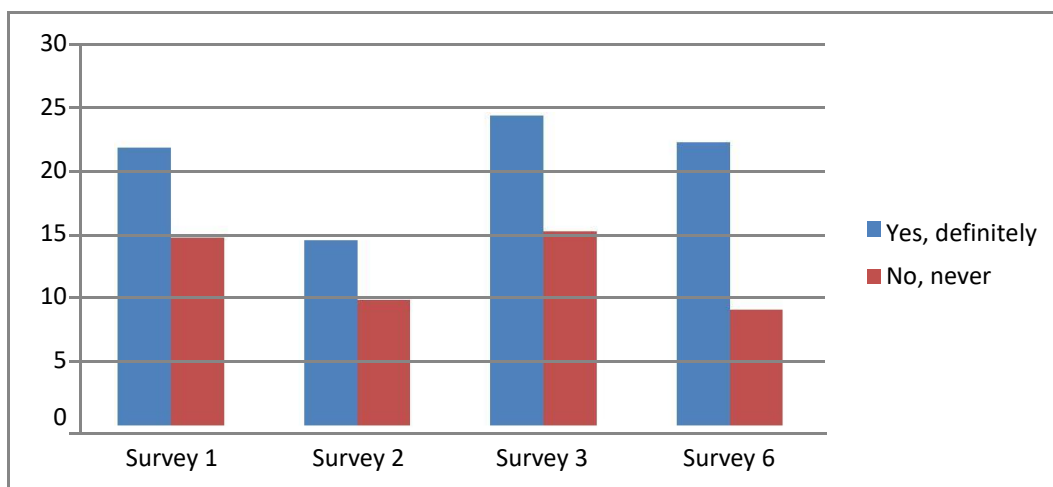


**Figure 32: Distribution of Students who indicated ever wanting to copy anything they heard in songs according to their consumption of songs with content that focuses on gun ownership/gun violence**



The views that students had about the content of the song, shows and movies that they consumed seemed to impact on their long term behaviour. For students who thought that the content was just right for their age, they were more likely to indicate a definite interest in wanting to copy any of the things they heard in songs and this interest remained fairly steady from the first survey to the sixth survey. On the contrary, the percentage of students indicating that they would never try to copy the thing they heard decreased between the first and sixth surveys (see Figure 33).

**Figure 33: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded as just right for their age**

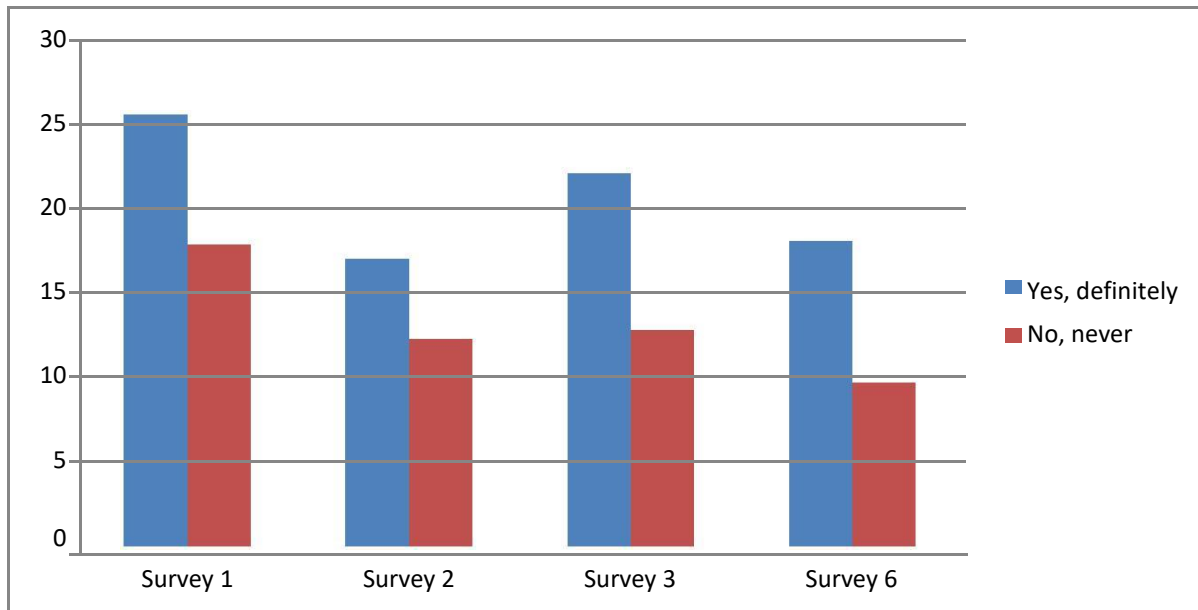


For songs that were judged to be educational, higher percentage of students indicated a definite interest in copying what is contained in the song compared to those who indicated that they would never do so. However, the interest to definitely copy or never to copy what was heard in the song waned significantly between the first and sixth surveys (see Figure 34).

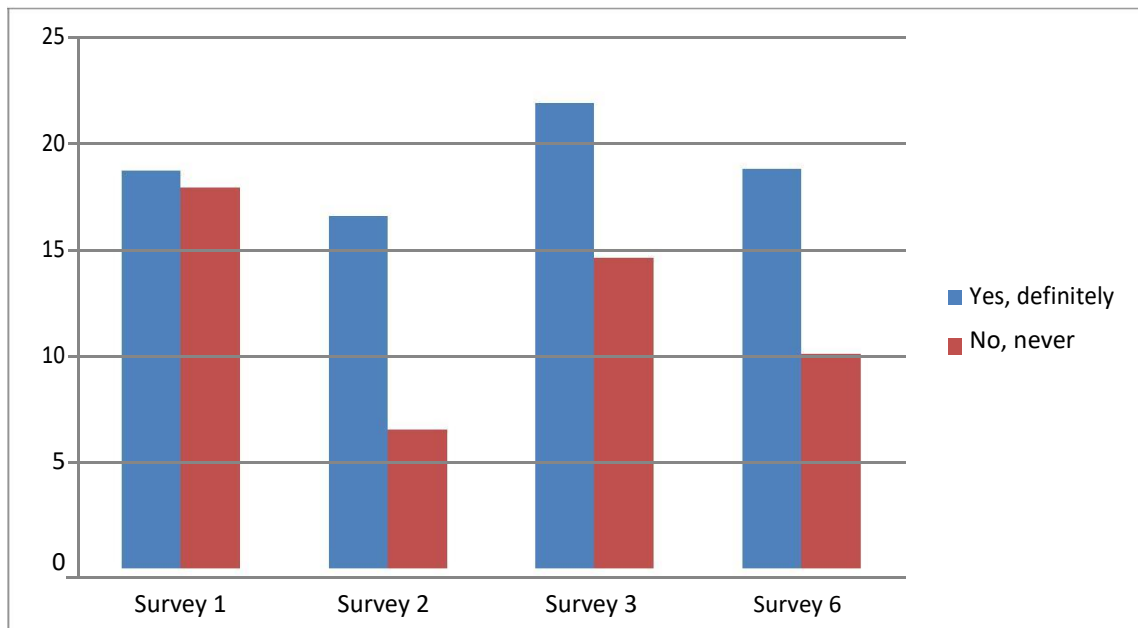
In the case of songs regarded to be sometime violent, the percentage of students who indicated “Yes, definitely” to wanting to copy this act remained fairly stable from the first to sixth survey but the percentage with a “No, never” response declined steadily during the same period (see Figure 35). A similar trend was observed for songs that students regarded as encouraging them to be kind and caring (see Figure 36), although with a much steady decline in the percentage of those responding with “No, never”.



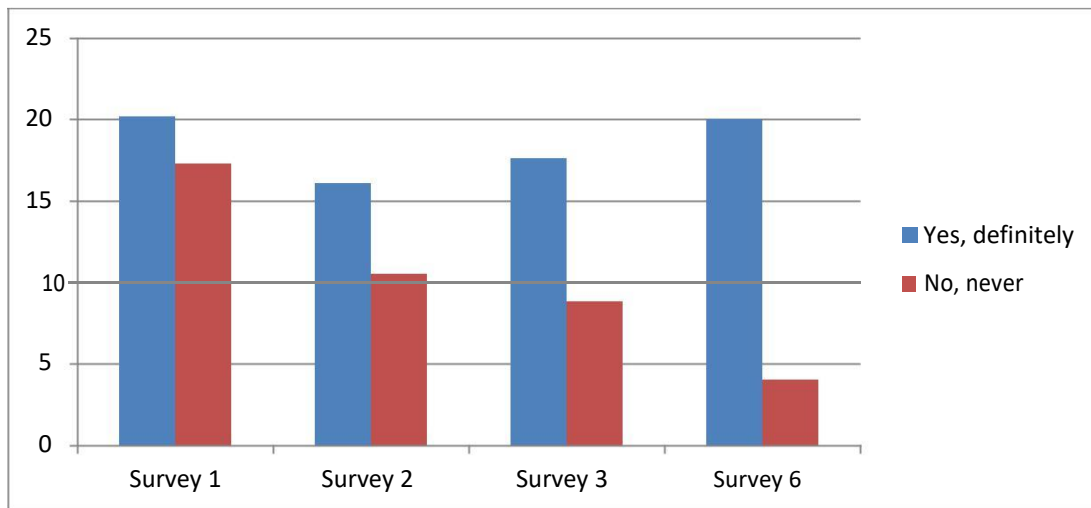
**Figure 34: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded to be educational**



**Figure 35: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded to be sometime violent**

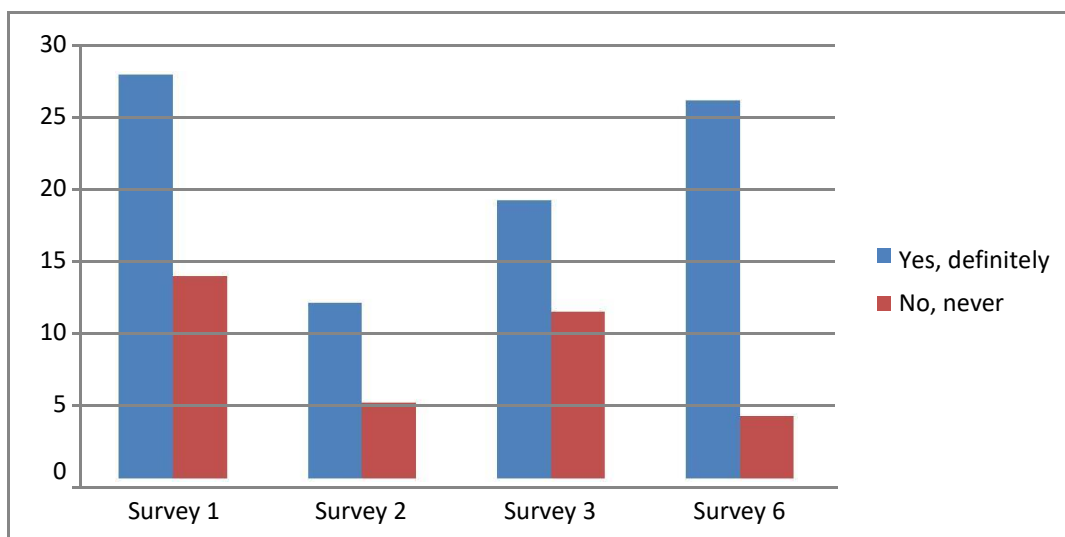


**Figure 36: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded as encouraging them to be kind and caring**



For songs that are spiritual, a significantly higher percentage of students indicated their definite interest in copying what they heard in the song in comparison to those you indicated that they never wanted to. While the percentage of students dropped significantly for both groups between the first and second survey, the percentage of students with a “Yes, definitely” response rose steady from the second to sixth survey but the percentage of students with a (No, never” response fluctuated between the second and sixth survey (see Figure 37).

**Figure 37: Distribution of Students who indicated ever wanting to copy anything they heard in songs when the song is regarded as spiritual**



## SUMMARY OF FINDINGS

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The series of Media Content Impact Surveys conducted by the Broadcasting Commission during 2014-2017 provided important insights on media content consumed by high school students in Jamaica. Based on the response provided by study participants at the five schools covered by the study, namely, Calabar High School, Holy Trinity High School, Penwood High School, Vauxhall High School, and Wolmer's High School for Girls, it can be inferred that the following themes are the most prominent among students:

### **Songs**

- *Sex, lust or sex appeal*
- *Heartbreak, death or sadness*
- *Dancing, partying or carefree living*

### **TV Shows**

- *Loyalty to friends or unity,*
- *Violence*
- *Justice or selflessness*

### **Movies**

- *Violence*
- *Loyalty to friends or unity*
- *Love or happiness.*

There is a correlation between content being consumed by students and gender, school of attendance, and device on which the content is consumed. Female students are more likely to listen to songs with the theme of *sex/lust/sex appeal* and *heartbreak/death/sadness* as well as less likely to watch TV shows with a *violence* theme. Furthermore, female students are more likely to listen to every genre of music except dancehall, and are more likely to watch movies and cartoons on TV but less likely to watch sports.

In comparison to students from the other four schools, students from Vauxhall High School are more likely to listen to songs with *sex, lust or sex appeal*; students from Wolmer's High School for Girls are more likely to listen to songs with *heartbreak, death or sadness*; and students from Calabar High School are less likely to listen to songs with *dancing, partying or carefree living*, respectively. Students from Calabar are also more likely to listen to songs containing *violence*. With regards to TV shows, students from Holy Trinity High School and Penwood

High School are less likely to watch shows with the theme of *promoting violence or promoting justice or selflessness* in comparison to students from the other three schools.

MP players are the most popular devices used by students to listen to music and to watch movies while cell phone <sup>3</sup> is the most popular device used by students to watch TV shows.

The pattern of agreement with statements that depict desirable or undesirable behaviours did not vary much across music genre except in a few cases where the pattern suggests that students who listen to dancehall music are more likely to hit someone when they are angered, are more likely to use or own a gun in the future, and are more likely to dedicate themselves to acquiring material wealth than do students who listen to gospel music. However, it should be noted that while comparable percentages of female and male students indicated listening to dancehall music, the percentage of female students who listened to gospel music was twice that of male student who did. Therefore, gender of student is likely a factor in the difference in pattern of behaviour exhibited by these students.

More than sixty percent of both female and male students listened to dancehall music in the month preceding an interview and represents the only genre among music, TV shows, and movies that the majority of students consumed. Using dancehall as a benchmark for media content, the results suggest that students who listen to dancehall music with the theme of drug use are less likely to think about trying drugs or alcohol than those students who listen to music that does not contain this theme. Similarly, students who listen to songs with the content of gun ownership or violence are less likely to want to copy what they heard in these songs. Furthermore, students who consume songs that focus on promiscuity, glamorizes luxurious lifestyle, or focus on disrespect for women, people or general sexual abuse are more likely to copy these behaviours than do those students who are not exposed to similar content in the songs that they consume.

The results revealed that students who consume songs promoting negative behaviours are, in general, less likely to imbibe these behaviours, except if the behaviour is related to sex, lust, sex appeal; promiscuity and adultery; and lack of respect for women, people, or sexual abuse. In the long term, the views that students hold about the media content that they consume play a more important role in their future behaviour. Students who think that the content is appropriate for their age or that it encourages them to be kind and caring are more likely to copy what they hear

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<sup>3</sup> The results showed that students indicated watching TV shows on cell phones and not smart phones. The features of the "normal cell phone" would not make this possible and so it must be interpreted as "smart phones".

in the song, watch on the TV, or see in the movie. However, while students' desire to exhibit positive behaviours could be expected to remain steady overtime, their desire for negative behaviours is expected to diminish.

These findings are indicative of areas of possible intervention for policy development in creating a safer media space for children in Jamaica.

## **RECOMMENDATIONS**

The research showed that students are accessing a range of content, including problematic content across multiple screens/devices. Moreover, there appears to exist, a very real and nonlinear relationship between media consumption and behaviour. At the very basic level, we have identified that males tend towards more violent content and females towards more sexual content. One school of thought posits regulation as a reasonable approach to protecting children from potentially problematic and harmful content. However, the research confirms that smartphones and other digital devices are widely available to young children, and owing to the fact that many parents are unaware of the settings for restricting access to age-appropriate content, **media and digital literacy** is the most immediately practicable regulatory response. This approach can effectively address digital age challenges such as uncontrolled opportunities for children to access problematic content.

There is a clear and urgent need for interventions to build the capacity of teenagers to recognise and navigate away from harmful material, understand the impact of the media on their socialisation and well-being, contextualize content and make sense of it, taking account of sources; and decode messages transmitted through media.

Given the trends identified in the study regarding being able to identify prominent themes in each school, we are confident that the schools are critical agents of socialisation and media-sharing. Accordingly, the capacity of teachers and academic staff, parents/guardians, and the general public must be developed to detect and respond to digital age risks pertaining to media consumption, cyberbullying, revenge porn, Internet addiction disorder and other forms of deeply problematic Internet use.

The BCJ intends to strengthen its response to this challenge by expanding its Media Literacy and Digital Awareness Programme to include a Virtual Digital Literacy Academy (VDLA) - an

online educational platform that will teach users about all areas of media literacy and digital awareness through entertaining engagements that facilitate self-assessment of knowledge gained and sharing of content in the social online space.

## **APPENDICES**

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## Appendix 1: Questionnaire for Surveys 1-3



### MEDIA CONTENT IMPACT SURVEY

**Instructions:** Please read the questions carefully then indicate the response(s) which best describes you/your situation. All responses will remain anonymous and confidential.

1. What is the number that was assigned to you? \_\_\_\_\_
2. Which school do you attend? \_\_\_\_\_
3. What is your gender? ☐ Male ☐ Female
4. How old are you? ☐ 10 years old ☐ 11 years old ☐ 12 years old ☐ 13 years old  
☐ 14 years old ☐ 15 years old ☐ 16 years old
5. Does your school have a guidance counsellor/teacher who gives you information about:  
a) Sex and sexuality ☐ Yes ☐ No ☐ I don't know  
b) Aggression and violence ☐ Yes ☐ No ☐ I don't know  
c) Dispute resolution ☐ Yes ☐ No ☐ I don't know
6. How would you describe your home?  
☐ Single mother is head of home ☐ Single father is head of home ☐ Both parents are there  
☐ Brother/sister is head of home ☐ Aunt/uncle is head of home ☐ Grandparent is head  
☐ I live with a friend of my parents ☐ I live with my adopted parents ☐ I move between parents  
☐ Step-father is the head of the home ☐ Other \_\_\_\_\_
7. How many children are at home, inclusive of yourself?  
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ More than 5
8. How are conflicts **usually** dealt with at home? **Select one.**  
☐ Verbally- Calm conversation ☐ Verbally- Shouting ☐ Physically ☐ Not at all
9. Has there been any sudden change in your life? *If yes, please select all the relevant ones from the listing below:*  
☐ There was a death in the family recently ☐ I just started a new school  
☐ There was a birth in the family recently ☐ My parents recently got separated  
☐ I recently moved with both parents ☐ I moved from one parent to another this month  
☐ My parent/guardian lost his/her job ☐ I have a new boyfriend/girlfriend  
☐ I just got broke up with my boyfriend/girlfriend ☐ Other \_\_\_\_\_
10. How do you watch your movies/shows or listen to music? **Select all that apply.**  
☐ Radio ☐ Television ☐ Computer ☐ Tablet ☐ Smart phone  
☐ Normal cell phone ☐ CD Player ☐ MP3 player ☐ Mp4 player ☐ YouTube
11. In the last month, which of the following music genre did you listen to most? **Select all that apply.**  
☐ Dancehall ☐ Hip-hop ☐ R&B ☐ Rap ☐ Rock  
☐ Techno ☐ Gospel ☐ New Age/Alternative ☐ Soca ☐ Reggae
12. In the last month which of the following TV genre did you watch most? **Select all that apply.**  
☐ Movies ☐ Cartoons ☐ News ☐ Documentaries ☐ Sports ☐ Series ☐ Other \_\_\_\_\_



13. For the following devices, how would you rate the movies/shows/music that you usually watch/listen to? You can select more than one rating per device. Keep the following explanations in mind when answering:

**G-** Suitable for all ages

**PG-** Contains material that may be unsuitable for younger children

**A-** Suitable for adults only

**X-** Explicit content suitable for adults only

**NA-** I don't watch shows/listen to music on this device.

	G	PG	A	X	NA
Radio					
Television					
Computer					
Tablet					
Smart phone					
Normal cell phone					
CD player					
MP3 player					
MP4 player					
YouTube					
Other _____					

14. Name the 3 songs that you listen to most frequently right now:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

15. Name the 3 TV shows that you watch most frequently right now:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

16. Name the last 3 movies that you watched:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

17. How much time (in hours) do you spend on the following devices between **Monday and Thursday**? Please indicate the *number of supervised* and *unsupervised* hours for each device. In the "Times used" columns, indicate the times in which you are supervised with the devices and the time that you are not supervised. An example is provided.

	Number of Supervised hours with device	Times used when supervised	Number of Unsupervised hours with device	Times used when unsupervised
<i>Eg. Radio</i>	<i>2 hours</i>	<i>6:00am to 8:00 am</i>	<i>4 hours</i>	<i>3:00pm to 7:00pm</i>
Radio	hours		hours	
Television	hours		hours	
Computer	hours		hours	
Tablet	hours		hours	
Smart phone	hours		hours	
Normal cell phone	hours		hours	
CD player	hours		hours	
MP3 player	hours		hours	
MP4 player	hours		hours	
YouTube	hours		hours	
Other _____	hours		hours	

18. How much time (in hours) do you spend on the following devices between **Friday and Sunday**? Please indicate the number of supervised and unsupervised hours for each device. In the "Times used" columns, indicate the times in which you are supervised with the devices and the time that you are not supervised. An example is provided.

	Number of Supervised hours with device	Times used when supervised	Number of Unsupervised hours with device	Times used when unsupervised
<i>Eg. Radio</i>	<i>2 hours</i>	<i>6:00am to 8:00 am</i>	<i>4 hours</i>	<i>3:00pm to 7:00pm</i>
Radio	hours		hours	
Television	hours		hours	
Computer	hours		hours	
Tablet	hours		hours	
Smart phone	hours		hours	
Normal cell phone	hours		hours	
CD player	hours		hours	
MP3 player	hours		hours	
MP4 player	hours		hours	
YouTube	hours		hours	
Other _____	hours		hours	

19. Have you ever thought about trying drugs or alcohol? ☐ Yes ☐ No
20. Have you ever tried drugs and/or alcohol? ☐ Yes, I've tried both ☐ Yes, I've tried alcohol  
☐ Yes, I've tried drugs ☐ No, I've tried neither
21. How do you feel about the shows/movies that you watch and the songs you listen to? **Select all that apply.**
- ☐ They are just right for my age ☐ Sometimes it is a little sexually graphic, but nothing major  
☐ They are educational ☐ They are spiritual  
☐ Sometimes they are violent ☐ They are very sexual  
☐ They show that it's OK to curse/swear ☐ I know I shouldn't watch/listen to them  
☐ They make me want to be rich ☐ They teach me that I don't have to be nice to everybody  
☐ They make think about sex sometimes ☐ They encourage me to be kind and caring  
☐ They make me think about hurting people ☐ Other \_\_\_\_\_
22. Do you ever want to copy any of the things you see on these shows/movies or hear in the songs?  
☐ Yes, definitely! ☐ Sometimes I think it would be cool ☐ I'm not sure ☐ Rarely ☐ No, never
23. Have you ever copied any of the things you see on these shows/movies or hear in the songs?  
☐ Yes ☐ No

**Please turn over.**

24. Do you see/hear sex, violence, adult language and abuse in the shows/movies you watch or the songs you listen to? If yes, on a scale of 0 to 5 with 5 being the highest and 0 being none at all, indicate how much of these you see or hear.

	0	1	2	3	4	5
Gun violence						
Sexual abuse						
Adult language						
Couples having sex/in compromising positions						
Violence against children						
Violence against women						
Men fighting each other						
Women fighting each other						
People swearing at each other						

25. Indicate if, at this moment, if you *strongly disagree*, *disagree*, are *not sure*, *agree* or *strongly agree* with the following statements.

		SD	D	NS	A	SA
a.	I consider myself to be more outgoing than shy.					
b.	I am easily excited.					
c.	My mood is always changing.					
d.	I am not usually anxious and/or don't suffer from anxiety attacks.					
e.	People always seem to annoy me.					
f.	I don't eat as much as I used to - I am eating less.					
g.	I am a very secretive person.					
h.	I sleep quite peacefully and wake up rested.					
i.	I feel sad/down for long periods and find myself crying all the time.					
j.	I am happy and am enjoying life.					
k.	People are always making me curse/argue with them.					
l.	It's okay for someone to have sex with many persons.					
m.	I am quite calm - nothing really bothers me.					
n.	I am very talkative.					
o.	I will hit/kick someone/something if someone/something gets me angry.					
p.	Most times I will talk quite loudly.					
q.	I use catch phrases from songs/shows/movies all the time.					
r.	Sex should wait until marriage.					
s.	It's okay for persons to send naked pictures of themselves and/or explicit messages to their partner or someone they like.					
t.	There is no real harm in talking about others behind their backs.					

***Thank you for your participation!***

## Appendix 2: Questionnaire for Survey 4



**Instructions:** Please read the questions carefully then indicate the response(s) which best describes you/your situation. All responses will remain anonymous and confidential.

1. Which school do you attend? \_\_\_\_\_
2. Which class/group are you in? \_\_\_\_\_
3. How are conflicts dealt with at home **now**? **Select one.**  
☐ Verbally- Calm conversation      ☐ Verbally- Shouting      ☐ Physically      ☐ Not at all
4. Has there been any sudden change in your life? *If yes, please select all the relevant ones from the listing below:*  
☐ There was a death in the family recently      ☐ I just started a new school  
☐ There was a birth in the family recently      ☐ My parents recently got separated  
☐ I recently moved with both parents      ☐ I moved from one parent to another this month  
☐ My parent/guardian lost his/her job      ☐ I have a new boyfriend/girlfriend  
☐ I just got broke up with my boyfriend/girlfriend      ☐ Other \_\_\_\_\_
5. In the last month, which of the following music genres did you listen to most? **Select all that apply.**  
☐ Dancehall      ☐ Hip-hop      ☐ R&B      ☐ Rap      ☐ Rock  
☐ Techno/EDM      ☐ Gospel      ☐ New Age/Alternative      ☐ Soca      ☐ Reggae
6. In the last month which of the following TV genres did you watch most? **Select all that apply.**  
☐ Movies      ☐ Cartoons      ☐ News      ☐ Documentaries      ☐ Sports      ☐ Series      ☐ Other \_\_\_\_\_
7. What are your favourite songs now? Please put the name of the artist as well.  

<u>Song</u>	<u>Artist</u>
a. _____	_____
b. _____	_____
c. _____	_____
8. What are your favourite TV shows/movies now?  

a. _____
b. _____
c. _____
9. How do you feel about the shows/movies that you watch and the songs you listen to? **Select all that apply.**  

<input type="radio"/> They are just right for my age	<input type="radio"/> Sometimes it is a little sexually graphic, but nothing major
<input type="radio"/> They are educational	<input type="radio"/> They are spiritual
<input type="radio"/> Sometimes they are violent	<input type="radio"/> They are very sexual
<input type="radio"/> They show that it's OK to curse/swear	<input type="radio"/> I know I shouldn't watch/listen to them
<input type="radio"/> They make me want to be rich	<input type="radio"/> They teach me that I don't have to be nice to everybody
<input type="radio"/> They make think about sex sometimes	<input type="radio"/> They encourage me to be kind and caring
<input type="radio"/> They make me think about hurting people	<input type="radio"/> Other _____

10. Indicate if, at this moment, if you strongly *disagree* (SD), *disagree* (D), are *not sure* (NS), *agree* (A) or *strongly agree* (SA) with the following statements:

		SD	D	NS	A	SA
a.	I am a shy person.					
b.	I get excited easily.					
c.	My mood is always changing.					
d.	I want to get married one day.					
e.	I get anxious a lot.					
f.	People always seem to annoy me.					
g.	I like my appearance/who I am.					
h.	I believe God will help me through tough situations.					
i.	I sleep quite peacefully.					
j.	I feel sad/down for long periods and find myself crying all the time.					
k.	I am happy and am enjoying life.					
l.	People are always making me curse/argue with them.					
m.	It's okay for someone to have more than one sex partner.					
n.	I am calm - nothing really bothers me.					
o.	Hard work is the only way to succeed in life.					
p.	I could see myself owning/using a gun in the future.					
q.	I will hit/kick someone/something if someone/something gets me angry.					
r.	Most times I will talk loudly.					
s.	More than anything else, I just want to be rich.					
t.	I use lines/phrases from songs/shows/movies all the time.					
u.	Sex should wait until marriage.					
v.	It's okay for persons to send naked pictures of themselves and/or explicit messages to their partner or someone they like.					
w.	Talking about others behind their backs is a big deal.					

***Thank you for your participation!***



## Appendix 3: Questionnaire for Survey 5



**Instructions:** Please read the questions carefully then indicate the response(s) which best describes you/your situation. All responses will remain anonymous and confidential.

1. What is the number that was assigned to you? \_\_\_\_\_
2. Which school do you attend? \_\_\_\_\_
3. What is your gender?      ☐ Male      ☐ Female
4. How old are you?    ☐ 10 years old      ☐ 11 years old      ☐ 12 years old      ☐ 13 years old  
                                 ☐ 14 years old      ☐ 15 years old      ☐ 16 years old
5. How are conflicts dealt with at home **now**? **Select one.**  
☐ Verbally- Calm conversation      ☐ Verbally- Shouting      ☐ Physically      ☐ Not at all
6. Has there been any sudden change in your life? *If yes, please **select all the relevant ones** from the listing below:*  
☐ There was a death in the family recently      ☐ I just started a new school  
☐ There was a birth in the family recently      ☐ My parents recently got separated  
☐ I recently moved with both parents      ☐ I moved from one parent to another this month  
☐ My parent/guardian lost his/her job      ☐ I have a new boyfriend/girlfriend  
☐ I just got broke up with my boyfriend/girlfriend      ☐ Other \_\_\_\_\_
7. In the last month, which of the following music genres did you listen to most? **Select all that apply.**  
☐ Dancehall      ☐ Hip-hop      ☐ R&B      ☐ Rap      ☐ Rock  
☐ Techno/EDM      ☐ Gospel      ☐ New Age/Alternative      ☐ Soca      ☐ Reggae
8. In the last month which of the following TV genres did you watch most? **Select all that apply.**  
☐ Movies      ☐ Cartoons      ☐ News      ☐ Documentaries      ☐ Sports      ☐ Series      ☐ Other \_\_\_\_\_
9. What are your favourite songs now? Please put the name of the artist as well.  

<u>Song</u>	<u>Artist</u>
a. _____	_____
b. _____	_____
c. _____	_____
10. What are your favourite TV shows/movies now?  

a. _____
b. _____
c. _____

11. How do you feel about the shows/movies that you watch and the songs you listen to? **Select all that apply.**

- ☐ They are just right for my age      ☐ Sometimes it is a little sexually graphic, but nothing major  
☐ They are educational      ☐ They are spiritual  
☐ Sometimes they are violent      ☐ They are very sexual  
☐ They show that it's OK to curse/swear      ☐ I know I shouldn't watch/listen to them  
☐ They make me want to be rich      ☐ They teach me that I don't have to be nice to everybody  
☐ They make think about sex sometimes      ☐ They encourage me to be kind and caring  
☐ They make me think about hurting people      ☐ Other \_\_\_\_\_

12. Indicate if, at this moment, if you strongly *disagree* (**SD**), *disagree* (**D**), *are not sure* (**NS**), *agree* (**A**) or strongly *agree* (**SA**) with the following statements:

		SD	D	NS	A	SA
a.	I am a shy person.					
b.	I get excited easily.					
c.	My mood is always changing.					
d.	I want to get married one day.					
e.	I get anxious a lot.					
f.	People always seem to annoy me.					
g.	I like my appearance/who I am.					
h.	I believe God will help me through tough situations.					
i.	I sleep quite peacefully.					
j.	I feel sad/down for long periods and find myself crying all the time.					
k.	I am happy and am enjoying life.					
l.	People are always making me curse/argue with them.					
m.	It's okay for someone to have more than one sex partner.					
n.	I am calm - nothing really bothers me.					
o.	Hard work is the only way to succeed in life.					
p.	I could see myself owning/using a gun in the future.					
q.	I will hit/kick someone/something if someone/something gets me angry.					
r.	Most times I will talk loudly.					
s.	More than anything else, I just want to be rich.					
t.	I use lines/phrases from songs/shows/movies all the time.					
u.	Sex should wait until marriage.					
v.	It's okay for persons to send naked pictures of themselves and/or explicit messages to their partner or someone they like.					
w.	Talking about others behind their backs is a big deal.					

***Thank you for your participation!***

## Appendix 4: Questionnaire for Survey 6



**Instructions:** Please read the questions carefully then indicate the response(s) which best describes you/your situation. All responses will remain anonymous and confidential.

1. What is the number that was assigned to you? \_\_\_\_\_
2. Which school do you attend? \_\_\_\_\_
3. How old are you? ☐ 10 years old ☐ 11 years old ☐ 12 years old ☐ 13 years old  
☐ 14 years old ☐ 15 years old ☐ 16 years old
4. Does your school have a guidance counsellor/teacher who gives you information about:  
a) Sex and sexuality ☐ Yes ☐ No ☐ I don't know  
b) Aggression and violence ☐ Yes ☐ No ☐ I don't know  
c) Dispute resolution ☐ Yes ☐ No ☐ I don't know
5. How are conflicts dealt with at home **now**? **Select one.**  
☐ Verbally- Calm conversation ☐ Verbally- Shouting ☐ Physically ☐ Not at all
6. Has there been any sudden change in your life? *If yes, please select all the relevant ones from the listing below:*  
☐ There was a death in the family recently ☐ I just started a new school  
☐ There was a birth in the family recently ☐ My parents recently got separated  
☐ I recently moved with both parents ☐ I moved from one parent to another this month  
☐ My parent/guardian lost his/her job ☐ I have a new boyfriend/girlfriend  
☐ I just got broke up with my boyfriend/girlfriend ☐ Other \_\_\_\_\_
7. How do you watch your movies/shows or listen to music now? **Select all that apply.**  
☐ Radio ☐ Television ☐ Computer ☐ Tablet ☐ Smart phone  
☐ Normal cell phone ☐ CD Player ☐ MP3 player ☐ Mp4 player ☐ YouTube
8. In the last month, which of the following music genres did you listen to most? **Select all that apply.**  
☐ Dancehall ☐ Hip-hop ☐ R&B ☐ Rap ☐ Rock  
☐ Techno/EDM ☐ Gospel ☐ New Age/Alternative ☐ Soca ☐ Reggae
9. In the last month which of the following TV genres did you watch most? **Select all that apply.**  
☐ Movies ☐ Cartoons ☐ News ☐ Documentaries ☐ Sports ☐ Series ☐ Other \_\_\_\_\_
10. Have you ever thought about trying drugs or alcohol? ☐ Yes ☐ No
11. Have you ever tried drugs and/or alcohol? ☐ Yes, I've tried both ☐ Yes, I've tried alcohol  
☐ Yes, I've tried drugs ☐ No, I've tried neither
12. How do you feel about the shows/movies that you watch and the songs you listen to? **Select all that apply.**  
☐ They are just right for my age ☐ Sometimes it is a little sexually graphic, but nothing major  
☐ They are educational ☐ They are spiritual  
☐ Sometimes they are violent ☐ They are very sexual  
☐ They show that it's OK to curse/swear ☐ I know I shouldn't watch/listen to them



- ☐ They make me want to be rich      ☐ They teach me that I don't have to be nice to everybody  
☐ They make think about sex sometimes      ☐ They encourage me to be kind and caring  
☐ They make me think about hurting people      ☐ Other \_\_\_\_\_

13. Do you ever want to copy any of the things you see on these shows/movies or hear in the songs?

- ☐ Yes, definitely!    ☐ Sometimes I think it would be cool    ☐ I'm not sure    ☐ Rarely    ☐ No, never

14. Have you ever copied any of the things you see on these shows/movies or hear in the songs?

- ☐ Yes    ☐ No

15. Do you see/hear sex, violence, adult language and abuse in the shows/movies you watch or the songs you listen to? If yes, on a scale of 0 to 5 with 5 being the highest and 0 being none at all, indicate how much of these you see or hear.

	0	1	2	3	4	5
Gun violence						
Sexual abuse						
Adult language						
Couples having sex/in compromising positions						
Violence against children						
Violence against women						
Men fighting each other						
Women fighting each other						
People swearing at each other						

16. Indicate if, at this moment, if you *strongly disagree*, *disagree*, are *not sure*, *agree* or *strongly agree* with the following statements.

		SD	D	NS	A	SA
a.	I consider myself to be more outgoing than shy.					
b.	I am easily excited.					
c.	My mood is always changing.					
d.	I am not usually anxious and/or don't suffer from anxiety attacks.					
e.	People always seem to annoy me.					
f.	I don't eat as much as I used to - I am eating less.					
g.	I am a very secretive person.					
h.	I sleep quite peacefully and wake up rested.					
i.	I feel sad/down for long periods and find myself crying all the time.					
j.	I am happy and am enjoying life.					
k.	People are always making me curse/argue with them.					
l.	It's okay for someone to have sex with many persons.					
m.	I am quite calm - nothing really bothers me.					
n.	I am very talkative.					
o.	I will hit/kick someone/something if someone/something gets me angry.					
p.	Most times I will talk quite loudly.					
q.	I use catch phrases from songs/shows/movies all the time.					
r.	Sex should wait until marriage.					
s.	It's okay for persons to send naked pictures of themselves and/or explicit messages to their partner or someone they like.					
t.	There is no real harm in talking about others behind their backs.					

**Thank you for your participation!**

## **Appendix 5: Themes for Media Content**

1. Sex/Lust/Sex Appeal
2. Promiscuity and Adultery
3. Partying/Dancing and Carefree Living
4. Heartbreak/ Death/Sadness
5. Promoting luxury living and/or spending/getting money
6. Gun ownership/gun violence
7. Dependence on God/Supreme being
8. Motivational/Overcoming hardships
9. Social mobility/popularity
10. Self-acceptance/Self-confidence
11. Love/ Happiness
12. Drug use
13. Animosity towards law
14. Lack of respect for women/people/sexual abuse
15. Homosexuality
16. Alcohol
- 17 and 22. Betrayal/ backbiting/ Deception (these were merged during data entry i.e. all 17's can be changed to 22 or vice versa)
18. Loyalty to friends/unity
19. Hard work/Being ambitious
20. Violence (general)
21. Spiritual
22. Deception
23. Promoting Justice/selflessness
24. Family togetherness/ marriage
25. Social commentary/current affairs or event