MEDIA AND THE CONSTRUCTION OF IDENTITY IN KENYA

By

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The University of Nairobi

November 2015
DECLARATION

I declare that this is my original work and has never been presented for a degree award in any other university.

Signature:…………………………… Date:…………………………

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This proposal has been submitted to the University of Nairobi for the defense with my approval as the candidate’s supervisors.

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DEDICATION

I dedicate this thesis to my God, the great I am. This was all You.
ACKNOWLEDGEMENT

I recognise and acknowledge the support of my family, friends and colleagues for their unending support. Special gratitude goes to Njeri Muoro for the many encouraging tissue sessions. My classmates, Martin Kabugo, Laban Njoroge and Moses Oburu, acquaintances Stig, Leo and Wachira whose assistance saw the achievement of this study. I salute my supervisor Dr. George Nyabuga whose knowledge, keen eye and criticism helped me develop a better understanding of the subject and guided this paper.
**DEFINITION OF TERMS**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Twitter</td>
<td>Online social media platform that enables users to send and read tweets</td>
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<tr>
<td>Tweets</td>
<td>Twitter messages, which are limited 140 characters at a time.</td>
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<tr>
<td>Instagram</td>
<td>Online photo and video-sharing social networking service that enables users to take and share pictures and videos across other social networking platforms</td>
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<tr>
<td>Traditional Media</td>
<td>Media channels that existed before the Internet enabled ones; they include newspapers, magazines, radio and television.</td>
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<tr>
<td>In-Group</td>
<td>A group to which the speaker, the person spoken of belongs.</td>
</tr>
<tr>
<td>Out-group</td>
<td>A group to which the speaker, the person spoken of does NOT belong.</td>
</tr>
<tr>
<td>Other</td>
<td>Member of an out-group, whose identity is considered lacking and who may be subject to discrimination by the in-group.</td>
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ABSTRACT

This thesis argues that the media contributes to the formation or construction of identity. This is largely a consequence of media representations (the stories, myths, themes, etc.) that ascribe certain particular characteristics to individuals or groups. With time, those characteristics may help in defining or constructing certain individual or collective identities. For example, the notion of ‘Kenyanness’ is sometimes built on what is perceived to be intrinsic characteristics that may be constructed and perpetuated by media representations. Accordingly, this thesis argues that the way people consider themselves, and see others is partly as a consequence of their interaction with and consumption of media. For example, images in the media shape people’s perception of identity, and challenge their everyday beliefs about others. The representations in media organise and influence people’s perceptions of other people. Perception and identity are intertwined as they are both formed through communication. What’s more, identity is a collection of social experiences that are built and passed on through communication. Granted, as this work posits, the process of identity formation is complex, with different cultural agencies, including the media, playing a role in its construction, communication and understanding. Notwithstanding the complexity, this thesis argues that given the media’s role in society, it informs social relations, including how people perceive, understand and relate with one another. It does this by examining the extent to which use and reliance on media informs individual identity. It also looks at group identity as an amalgamation of individual identities whose exposure to media may help build and destroy social relations. The study concludes that media plays an important role in shaping identities, and that, if used effectively; it may promote relations between and among people with different identities (for example ethnic and religious identities).
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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section provides the background and the role the media plays in identity construction. It also contains the statement of the problem, the research objectives, questions and the study rationale.

1.1 Background

The question of identity has been given much focus on various venues and academic fields. The politics of how people get to construct, modify, and present their individual and group sense of who they are is influenced by a number of factors such as class, sexuality, ethnicity, race, and gender (Singh, 2010). According to Eisend & Jana Möller (2007), related groupings like economic location, political climate, and geographical location also tend to shape identity development.

With these many factors affecting individuals, it is possible to define one’self by what they are not. Aronson, Wilson & Akert (2010) argue that human beings are not born with identity, but are actively involved in identity construction. The self-concept, which is the knowledge of who we are, combines with self-awareness to develop a cognitive representation of the self, called identity. People’s source of meaning and experience on who they are, what they do, and where they come from, form part of their identity, which obviously changes as their experiences and growth in life and society changes. This is a clear show that people are influenced by both external and internal factors.
Nevertheless, with the new media outlets, like the Internet, media is now considered as an extension of everyday life and a tool of cultural change (Singh, 2010). Therefore, identity construction is a social concept that is being transformed in new and more global ways. In essence, identity construction is not always a definite process set out to happen in a certain way; it is influenced by the daily experiences and relationships that one makes.

Hall (2010) argues that instead of people thinking of identity as an already accomplished fact, people should perceive it as a production that is never complete. Identity is a continuous process that is always constituted within a representation. Therefore, an identity only sticks and becomes an identity when its internalized and adopted.

We acquire identity passed on from social institutions and we communicate our identity to others through our conversations and interactions. From this observation, we can see that communication is a channel of identity as it conveys aspects on gender, race, and nationality that in return define who people are. Communication helps build, sustain and modify identity and is thus also expressed and performed through communication. We often categorise other people deductively from information communicated about and by them. According to Hecht, Jackson & Ribeau (2003), identity formation and organisation is an ongoing process of communication with the self and with others rather than as a simple product of communication or basis for producing communication.

Moemeka (1996, pp. 6-8) argues that the use of communication media has been shown to lead to positive and effective development behaviour. The modern media bombard people with news stories that portray how media is shaping today’s human beings and have been assumed to enhance some of the social ills, including infamy, stereotyping, violence and increased sexual promiscuity.
1.2 Influence of media in identity construction

People rely on mass media, traditional and new, to get news about what is happening around them; locally and internationally. Media transmits these images, and they have some influencing factors on individual.

Media acts as an important way of communication and passing of information among people on a daily basis and therefore it can influence social identities based on the representations of people and societies it makes and how frequent it makes these representations. Social identities are threatened by the development of new media and technology (Rutherford, 2000), and such pressures cause people to constantly look and re-look their different identities against the flux of unstable representations around them (Howarth, 2002). Brooks & Hebert (2006) also assert that in our consumption-oriented, mediated society, much of what happens as important is based often on the stories produced and disseminated by media institutions. Jaspal & Cinnirela (2010), assert that when people are constantly exposed to dominant media representations, it can have important implications for identity principles among the primary readership of newspapers or the consumers of the kind of media in use.

1.2.1 Influence of media representations on identity construction and social relations

The representations media makes about people and societies impact how these people and societies see themselves and how outsiders view them. It is common feature in media to highlight people’s behaviour and characteristics based either on race, ethnicity and tribe where they exist. For instance, a study by Howarth (2002) in Brixton a city in the United Kingdom, a multi-ethnic society with cultural richness but the representations of the media and the outsiders characterized it as black, foreign and criminal. The study showed
that the Brixton locals developed an understanding of the area where they lived through the eyes of others. The media also impacts religion identity. Terrorism has become a common feature in media with the main perpetrators being Muslim groups in various parts of the world. Muslims all over the world have complained they are treated with suspicion due to that the media images of Islam courtesy of these terrorist acts which they argue is not a true reflection of their beliefs. Closer to home, the Kikuyu community in Kenya have in many instances been characterised as a materialistic money minded community, the Luo as lovers of authority and flashy lifestyles, the Kisii and Meru as quick-tempered among many other stereotypes. In the international front, most European movies depict the Hispanics as helps, who though smart, generally lack the opportunity to further their potential. Media representations of identity go as far as physical attributes like skin color, body size and weight. In the larger Asia continent for example, the fair skin female is depicted as being more attractive and desirable than her slightly darker friend not forgetting the preference on petite women in advertising. As a result, the perception of identity threat in the dominant majority, due to exposure to such media representations, tends to induce coping strategies where people copy what they see on media (Jaspal & Cinnirela, 2010). The variances between insiders’ and outsiders’ representations tend to threaten both the self-knowledge and the self-esteem of the people who live there.

Brooks & Hebert (2006) are of the opinion that media crafts representations that in return shape how people construct their social identities as they try to understand what it takes to belong to a certain gender, race, religion, or social class. The media people consume influences their perceived identities. Jaspal & Cinnirela (2010) also argue that the
frequency and consistency of media representations will determine their eventual transformation into social representation, since the more these representations are reproduced in the media, the more firmly they become ingrained in the social and psychological context. In the Kenyan situation, these social identities could revolve around different ethnic communities such as seen by the common stereotypes representations by popular comedians in the mainstream media.

It is clear to see that there are various ways the media constructs and represents identity. The identity could be a positive or negative one depending on the representation the media sends. Hill (1997) asserts that the media in general and television in particular tell people what to think about and also provide a sanctioned view of what everyone else is thinking. Noelle-Neumann further debated on this and on analyzing the power of TV media in the spiral of silence theory (1983) explained that the ubiquity, consonance and cumulation give TV its power. That is to say, TV has an advantage in terms of reach and audio and visual cues. If therefore the message it transmits is constantly repeated, it will reach a larger population and affect a bigger population’s judgment of the prevailing opinion.

It is under this background that this study will review the influence of media on identity construction and its effects on social relations in Kenya. According to Samovar et al. (2011), the media can affect the way people think and behave.

1.3 Statement of the problem

Stuart Hall (1999) points out that representation builds identity. This means that certain identities are shaped depending on the context of the media message that the audiences can take up or adopt. As stated earlier, the identity could be a positive or negative one.
depending on the representation. Eisend & Moller (2007), investigated the influence of TV viewing on peoples perceived body images. They realized that for women and young people, TV viewing influenced their idea of body image and related behaviour. One of the ways through which media seems to shape people’s identities is through persuasion. Constant exposure to media can have an effect on one’s view regarding social reality. Through exposure to beautiful models in advertising campaigns, for example, women may tend to have lower physical body satisfaction, something that raises comparison standards regarding their physical attractiveness and their mind is made to believe that enhancing attractiveness through artificial methods is necessary. Smith-Speck & Roy (2008) are of the opinion that the constant persuasion of what is reality plays a pivotal role in young girl's development of negative self-image. Through stereotypical portrayal propagated by media, women’s identity has been diminished. When the media sends issues as messages to a mass audience via representations, they inevitably also send identity as a message (Bachofer, 2014).

**1.3.1 How use and media reliance informs identity**

On average, a Kenyan spends six and a half hours per day engaging in some form of media including mobile phones, television, radio and the Internet (Steadman Group, 2010). This is a substantial amount of time and therefore if the message they receive during this time is on identity representations it will influence their view of themselves, others and their environment this is because the media not only acts as a form of entertainment, but also as an external force for comparative research on ideal choices and situations. Part of identity formation is thinking about the type of person you want to be
(Arnett, 2010) therefore audiences consume, then interpret and then adopt what they see on media.

Based on this background, this study intends to do a primary research to determine how media helps construct identities and how these influence social relations in Kenya.

1.4 Research Objectives

The main objective of this study is:

- To examine how media influences identity construction.

The study’s specific objectives are to:

- To examine the influence of media on construction of individual identity in Kenya
- To identify the influence of media on group identity in Kenya
- To examine the effect of media-formed identities on social relations

1.5 Research Questions

- What influence do media have on the construction of individual identity in Kenya?
- What influence do media have on group identity in Kenya?
- What effect do media-formed identities have on social relations?

1.6 Justification of the study

Result from this study will help individuals understand how media influences identity construction. Given the pervasive nature of media, it is assumptive that they contribute to the development of various phenomena in society including identity. This media comes in form of mobile phones and the Internet and they constitute an important outreach agent
through which the public is sensitized on social issues such as health, security, religion, nationality and political ideologies.

Many forms of popular media offer images of what life looks like, good or bad. Media sends out information on the attractiveness, worth and value of things and therefore it is likely that people learn about their society through the themes in media.

1.7 Scope and limitations

The study will mainly be carried out within the Nairobi City County, which does not reflect the national outlook but through use of valid and reliable methodology, the findings can be used inform the situation in various places with similar media consumption traits.

Various factors may affect the study. Immediate limitations are: limited time for conducting study, limited facilities, and financial resources that would enable the researcher to cover the geographical scope and the large population within the county. The researcher also intends to complete satisfactorily the research within the timeframe allocated and also to provide answer to the questions under investigation.
CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

The chapter critically reviews literature on how media influences identity. It will discuss in broad terms the meaning of identity, media construction of individual and group identity and the effect of media formed identities on social relations.

2.1 Meaning of identity

According to Singh (2010), identity provides people with means through which they answer the question: ‘who am I?’ This makes identity personal. Note that identity is different from personality. People may share personality traits with other people, but sharing an identity suggests some active engagement in that people choose to identify with a particular identity or group and at times, they may have more than one choice.

According to Eisend & Jana Möller (2007), personal identity is the concept one develops about oneself that evolves over time. This may include aspects of one’s life that one has no control over, such as where one grew up or the color of their skin, as well as choices they make in life, such as how to spend their time and what to believe.

According to Hartley (1999), identity is all about the totality of what an individual is and it forms the basis of the most part of social identities and humanity in general because it is rather obvious that these cannot exist without individuals.

Mittal (2006) asserts that identity is something unique to each individual and can include components concerning what can make up one’s sense of self. As earlier stated, this is evident in how people communicate about themselves especially before strangers. This
means that identity is something that can make an individual stand out from the rest of the people in society.

Grubb & Grathwohl (1967) argue that individuals can be seen as consumers; hence the explanations as to why identities are constantly open to change and construction. In real situations, consumers would strive to further enhance their concept of self through the consumption of goods as symbolic communication devices. Arnould & Thompson (2005) describe consumers as identity seekers and makers, and that consumers actively rework and transform symbolic meanings encoded in advertisements, brands or material goods to manifest their particular personal and social circumstances and further their identity and lifestyle goals. Accordingly, this demonstrates the transitory or changing nature of identity, and reinforces the notion that identity is built over time.

2.2 Media and the construction of individual identity

In the modern day world, media plays a vital role right from passing news and informing people to entertaining people. Uses and gratification theory by Blumler & Katz (1974) posits that media users actively are goal oriented in choosing a media source that maximally fulfills their needs. People can therefore elicit loyalty for media, a channel, a show, a presenter among many other things, based on the needs it satisfies, be it entertaining or informing. Loyalty shows belonging and if an individual feels a particular media adds meaning on their life, they will identify themselves with the said media and all it offers together with others who share the same sentiments thus forming a group. This shows that media plays a significant role in group identity construction. Halkoaho (2012) argues that media plays a role in shaping identity through what it exposes its audience to.
2.2.1. Media and the construction of group identity

A study by Ngugi (2005) investigated the role of media in the sustenance of collective identifications in Africa with a focus on regional integration in East Africa with the East African community. The study pointed out how headlines in the Kenyan media were invariably positive, occasionally neutral and rarely negative on the matter of integration. Integration was portrayed as a ray of hope and as an idea whose time has come and is not to be delayed. It is clear that these headlines had an effect on the readers as it shaped their ideas or perceptions towards integration on which the author suggested further research. From this study, the researcher found out that media was helping in shaping societal view of integration.

Eisend & Möller (2007) believe that media consumption plays a vital role to influence body images and body satisfaction. Television and magazine advertisement with attractive role models will raise comparison standards for physical attractiveness. Prior research on mass media exposure and its effect on body images emphasize on body dissatisfaction and body perception while it fails to integrate beauty-related consumption behavior. Eisend & Möller (2007) provide a cultivation theory, which holds that the continued exposure of television to adolescents will have a subtle and cumulative effect to shape views of social reality.

A research done by Kjaegaard et al. (2011) regarding media influence on organizational identity construction revealed that positive media coverage could help in the construction of organizational identity. The study highlighted how intense positive coverage, to the point of turning an organization into a celebrity, influences both the way members understand their organization and the gratification they derive from its positive
representation. This positive representation also affects how the organization is viewed by the others and how its influence also growing externally. The study found out that social media affects organizational identity. It found out that the way media highlights an organization will determine the kind of identity people will have towards it, whether negative or positive.

Problems associated with group identity can threaten the peace of a society. Therefore positive media has the potential to reinforce unity and acceptance of difference and diversity to strengthen a society. According to Nusseibeh (2014), education media can enable individuals as well as groups to become less vulnerable to manipulation. If there were more positive coverage of various groups there would be less negative stereotypes, suspicions and segregation and more integration and tolerance of the other.

2.3 Influence of media-formed identities on social relations

A study by Ellison (2013) examined social media, identity and how identities are expected to change over the next ten years in the UK. The study found out that social media offers people new ways to connect with one another, present and communicate about themselves to others, and other activities that are critical to identity formation and expression. It also pointed out that although people cannot predict how technological innovation will evolve over the next decade, people will be using social media to enable them meet their self, relational and identity presentational based goals. Technology and social media have also affected face-to-face interactions. In some places in Kenya, it is now easy to spot a sign prohibiting the use of phones and gadgets just as it was common to find signs prohibiting people from smoking in the said area. The researcher has observed situations where people, friends, are in the same room but instead of talking to
each other face to face, they are interacting with the same people in some instances and others via social media. Wangui (2011) reinforced this observation in a study on University of Nairobi students where she noted that students are spending significant amounts online, something that has affected their communication skills especially face-to-face communication. The study also found out that the students are becoming dependent on the social sites and are logging daily as they seek to seek information and gratify their entertainment needs. In a way this is shaping their personal identity and the way they relate with others in society. This in return has influenced their identity and how they socialize.

2.4 Theoretical Framework

To understand the essence of this research, the study will be anchored on the following theories: Theories of representation, Harold Laswell and Charles Wright’s functionalist theory of media and, social responsibility theory by Yew Soon Tan and Soh Yew Pend.

2.4.1 Theories of representation

According to Tseng (1997), representation is the production of the meaning of the concepts in our minds through language. This means that the meanings are created from the representations. Culture and identity are formed and passed on through language. People in the same culture therefore interpret the signs of a language similarly so that they can understand and communicate with each other. There are three main approaches to representation of meaning, the reflective approach, the intentional approach and the constructionist approach.
Constructive approach is important to this study as it examines how identities are constructed. Further study of the constructionist approach led to the development of the semiotic and discursive approaches by scholars Ferdinand de Saussure and Michel Foucault respectively in their study of structuralism (Saussure 2006). Foucault studied discourse as a system of representation which he argued is never one statement, one text, one action or one source but a characteristic of the knowledge that will appear across a range of texts at a number of different institutional sites within society Tseng (1997). If representation is characteristic of knowledge across texts, then media’s various text at any moment have discourses which are passed on to audiences. The texts are constructed with various intentions, including to educate and inform society as well as pass on the media’s agenda, which includes among others attracting and retaining audiences for ratings. Cultures also have texts that they pass on from individuals, groups and generations which then inform language, identity, behaviour, beliefs and relations therein. Individuals exhibit different conducts, those they have acquired from various experiences and institutions in the lives. Based on Foucault’s argument that representation is discourse, individuals use the texts they have acquired to guide their lives as well as communicate and influence others. Identity in societies are built and influenced around the nature of all these texts and naturally the relations there will be influenced by their representation. In the semiotic approach, Strauss posits that not only words and images but even objects themselves can function as signifiers in the production of meaning Meeks, B., & Hall, S. (2007). This explains how objects such as clothes, cars, buildings elicit status in contemporary society. What car a person owns for example will identify them in the current world as either in the high or middle class. The
neighborhoods they live in and even the schools their children attend signify status in today’s society. Both these approaches of representation explain the transitory nature of identity and the influences of its construction.

The representations that the media makes tend to shape how individuals construct, alter and adopt identities. (Howarth, 2002 p.1) affirms this when he says, “pressures in media have caused people to constantly examine and re-examine their different identities against the flux of unstable representations around them”.

2.4.1 Functionalist theory

Harold and Charles in their 1984 study of the functionalist theory pointed out that people generally have a people need to understand their environment and what goes on around them and to get this information they have to rely on the media. They therefore establish a relationship with their preferred media through watching news and entertainment on television, listening to the radio, reading newspapers and books. Uses and gratification theory examines the need of the audience in relation to the media content, which gives insight on why people choose particular media over others. Audiences consume media and media creates content with the audience in mind, this implies that the two depend on each other.

2.4.3 Dependency Theory

Dependency theory developed by Sanda Ball-Rokeach and Melvin DeFleur in 1976 states that a transactional relationship exists among media, audience and society from a systems perspective. For any to achieve its goal, it must depend on the other two. This suggests that media cannot transmit in a void, and people need to communicate the media
therefore acts as the link, a channel that connects the two. Going by Ball-Rokeach & DeFluer (1976) study, two factors influence the degree of media dependence. First, one will become more dependent on media that meets a number of their needs than one that satisfies just a few, while the second factor lies with social stability influences. Spence et al. (2006) posits that during crisis or instability, mass media becomes a big source of information for audiences. During such times people seek information to make sense of their situation and also to help them to prepare and deal with it if they can. When social change and conflict are high, established institutions, beliefs, and practices are challenged, forcing one to re-evaluate and make new choices (Njoroge et al., 2011).

Traditionally it has been argued that media has cognitive, affective and behavioural effects on individuals Karen (2005). These effects vary among individuals, mainly because people have different perceived needs they hope to satisfy by their choice of media content and therefore the affect will not be the same for everyone. However, much like a ripple effect, changes in individuals living within a particular society are passed on through communication from one to another and therefore will eventually it lead to a change in the whole society. Media therefore needs to assume both moral and legal responsibilities for all that they publish for the general good of the society, a disinterested guidance that elevates their standards to govern themselves (Nerone, 1995). The media therefore should realize that they have the power through their messages to positively or negatively affect the social relations within the society. The media should therefore aim to provide a full, comprehensive and truthful representative picture of constituent groups in society to present and clarify the goals and values of society (Njoroge et al. 2011).
2.5 Summary

This chapter contains the literature review and the theoretical framework informing this study. It has presented a review of scholarly works on the meaning of identity, the transitory nature of identity and it also discusses how the media representations influence social relations. This chapter has further discussed the theories that inform the study – representation theories, functionalist theory and social responsibility theory. Representation approaches explain how media through language and sign help people create meaning of the environment and the people around them. Functionalist theory further supports the approaches because it posits that people form relationships with media because it is one of the main channels through which they gather information that assists them make sense of their surroundings. Finally the social responsibility theory thought explains that media is obligated to give a truthful, comprehensive, representative picture of the constituent groups in the society with societal good in mind.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methodology used in this study. It seeks to answer the question how people know what they know about themselves and their societies. It presents research design variables, location of the study, target population, sampling techniques, research instruments, data collection and analysis techniques used in the study.

3.1 Research design

The study adopted a descriptive design. A descriptive research survey collects information by interviewing or administering a questionnaire to sample individuals and can be used to collect information about people’s attitudes, opinions, habits or any of the variety of education or social issues like use of social networking sites (Mwangi, 2011 p. 21). A descriptive survey enquires and describes the situation as it is now. Since the researcher has no control over variables, one can only report what is happening (Kothari, 2008). Descriptive survey is best for this study as it seeks to identify the influence media has on constructing individual and collective identities, and how these media-formed identities affect social relations.

3.2 Research target population

A population refers to an entire group of individuals, events or objects having a common observable characteristic Mugenda (2003. The target population includes all the cases about which the researcher would like to make generalizations, and from which the
researcher identifies the accessible population that forms a pool of subjects for a study (Polit & Hungler, 1999).

This study targeted the general public from the larger Nairobi County. Being an urban area, the capital city of Kenya, Nairobi has a considerable number of diverse people with a majority having exposure to media, be it television, radio, print or social media. The study targeted students, self-employed people, private sector employees, civil servants and random people in Nairobi, in order to represent a diverse view of the general population because the researcher could easily access them and the majority have had exposure to various media.

3.3 Sample procedure and size

The research employed purposive sampling because the study assumed that not everyone in Nairobi County has access to media to the extent of it defining or constructing their identities. Frequent consumption of media is a factor that is likely to determine the response that would help the study identify if there is any relationship between media and identity construction. The study targeted 90 respondents above 18 years. These included 30 students, 30 self-employed and employed people and 30 random people in the city.

Many of the targeted respondents had access to media in different forms and therefore their responses were informed by their daily interaction with media.

3.4 Data collection procedures

In this study, data was collected using questionnaires. The questionnaire had both close-ended and open-ended questions. Chandran (2004) explains that open-ended questions or unstructured questions are those for which alternatives are provided while close-ended
questions or structured questions do not provide alternatives for the respondents to choose from. The questionnaires were administered in person, and sent via email to employees with restricted time. The researcher employed the services of research assistants to assist in data collection and they were given a period by which they should have collected the data for analysis.

3.5 Data analysis techniques and presentation

Data analysis consists of the examining, categorizing, tabulating or otherwise recombining the evidence to address the initial propositions of the study (Njoroge, 2011). Classifications and categorization of data can be done using open coding so that patterns can be discovered and conclusions drawn, and in this way information is analyzed in a systematic manner enabling the researcher to search for a common dominant theme that appears in the data thereby coming to some useful conclusions and recommendations (Mugenda & Mugenda, 1999; Njoroge, 2011).

Data collection for the study was primarily done through questionnaires created by the researcher containing both closed and open-ended questions.

3.6 Pilot study

According to Kothari, (2005) piloting research instruments help in eliminating misunderstanding and doubt in the research items.

To increase validity and reliability of data collection instruments, the researcher did a pilot test of the instruments five people who are not in the sample County.
The results from the pilot study were used to improve on the research items in order to refine the questionnaire for the accuracy of the needed information. Note that the respondents to be used in the pilot study were not covered in the major study.

### 3.6.1 Validity of the instruments

To ensure validity of the instruments, the researcher established that the variables under study were the main items in the instrument. An expert opinion was sought from the supervisor. Each item was examined in terms of its relevance to the variables under study and the research objectives.

### 3.7 Ethical considerations

Since the research was conducted in Kenya and its findings intended to contribute to the study of human behavior, the researcher got a formal letter from the University of Nairobi and obtained a permit from the National Council of Science and Technology in the Ministry of education Science and Technology, administration to facilitate data collection process.

### 3.8 Summary

This chapter has detailed the methods used in the research and the tools used in the collection of data. This research, qualitative in nature, uses questionnaires to collect data. The chapter has also presented the population studied, validity and ethical issues.
CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents and discusses the research findings. It presents responses to the research questions based on the relationship between variables; media, identity construction. The findings are tabulated to percentages, graphs and pie charts. The chapter finally presents analysis and interpretation of the data collected from the field.

4.1 Demographic information

The respondents were required to state gender, age, marital status and occupation.

4.1.1 Distribution of respondents across gender

Out of the respondents, 68.8 percent were female while the rest, 31.3% were male. Figure 4.1 below presents the distribution of respondents across gender.

Figure 4.1: Distribution of respondents across gender

![Pie chart showing gender distribution]

Though equal distribution of gender would have been ideal, the data indicates more women than men.
4.1.2 Age distribution of the respondents

The researcher was interested in establishing the age bracket of the respondents. Majority of the respondents were recorded to be aged between of 26-35 years which was represented by 40 percent of the sample population, 26.3 percent at 36-50 years, 21.3 percent at 25 years and below while only 12.5 percent of the respondents were 55 years and above. The chart below illustrates the age distribution of the respondents.

Figure 4.2: Age distribution of respondents

The data suggests that majority of people are between the ages of 26-35 years. Kenya demographics factor the number of youths in the county at over 60 percent, who coincidentally also constitute majority of the working age group. This information helps the researcher to deduce how media use differs with age. For example younger people use the Internet more frequent than older people this is because they form the dot.com generation who have a need to be information competent and have some level of information technology skills. Wolfgang (2015) posits that specific age groups share expectations of media qualities based on key events and dominant content themes.
4.1.3 Level of education

To determine the highest level of education attained by the respondents, the researcher got the information illustrated in the chart below.

**Figure 4.3: Education level of respondents**

The data suggests that majority of the respondents are literate and have attained the minimum education level, O level certificate. Uses and gratification theory discusses the fact that people use media for various reasons which is determined by their tastes, age as well as level of education. Education level influence psychological factors like ideologies that then influence the motive and patterns for media use (John 1998). The findings indicate that literacy enables people to articulate their interest in media use and can adequately recognise some influences and motives behind media communication.
4.1.4 Duration respondents have lived in Nairobi

This question wanted to evaluate the period respondents have resided in Nairobi; from the data, the researcher can deduce if they recently migrated into the city or were born there.

The chart below shows the period within which the respondents resided in Nairobi.

**Figure 4.4: Duration for which respondents have lived in Nairobi**

Goffman (1956) defines regions as any place that is bounded to some degree by barriers to perception. Regions vary, and therefore the degrees to which they are bound by also vary according to culture and communication. Kenya is made up of different regions, including all made up of different identities and infrastructure therein. The big cities like Nairobi, Kisumu, Mombasa, Nakuru have infrastructure that enable residents access a broad variety of media easily thus the residents in such towns are constantly exposed to media content including representations for a slightly longer perhaps those who were perhaps living say in remote places where media access is low before migrating to the cities. The influence of media exposure on these two categories of people will vary.
4.1.5 Respondents occupations

Since the respondents were picked randomly it was good for the researcher to determine their occupation. The chart below indicates the various occupations of the respondents.

**Figure 4.5: Occupation of respondents**

Banton (1965) posits that using symbolic interaction, identity is based on roles, other people’s ascriptions, social constructions and performances. People define themselves according to the social roles they play. Occupation is part of the social role people play. According to Goffman (1967), identity is based on symbolic interactionism; other people’s ascriptions, social constructions and performances. On the question above further sought if respondents worked as civil servants, private sector employees or students. Different roles require different degrees of interaction with the media, with some requiring heavier usage than others. For example, a pre-school teacher requires less media interaction in her role than a blogger who writes about fashion trends. Income
varies with occupation, as does social status that also affects media use. Affluent people have access to a wider variety of media channels and they also tend to consume more international content.

4.2 Analysis of extent of media exposure on individual identity in Kenya

This section analyses data on the role of media in influencing the way individuals consider themselves. Data presents the consequences of individual interaction with and media and examines if the knowledge received from media helps shape individual’s perception of identity. Construction, negotiation and communication of identity are done directly in interaction and discursively through various forms of media (McAdams 1995).

Mass media is a platform of society’s articulation it provides an avenue within which individual’s identities may be constrained by the practical expression of ideologies (Downing & Husband 2005)

4.2.1 Type of media use

To establish if respondents had access to media, the respondents were asked to indicate what form of media they use. For traditional media platforms, TV, radio and print, respondents were also required to indicate if they consumed only local content or they also sought international content. The researcher also wanted to know the motives, selection patterns of popular social media networks available and the frequency of use of the media itself. The table below summarises the findings.
Table 4.1: Type of media use

<table>
<thead>
<tr>
<th>Media Type</th>
<th>Frequency of use</th>
<th>Local</th>
<th>International</th>
<th>% use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>11.3</td>
</tr>
<tr>
<td>TV</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td>Newspaper/Magazines</td>
<td>17</td>
<td>16</td>
<td>1</td>
<td>20.3</td>
</tr>
<tr>
<td>Facebook</td>
<td>20</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Twitter</td>
<td>19</td>
<td></td>
<td></td>
<td>23.8</td>
</tr>
<tr>
<td>Web</td>
<td>5</td>
<td></td>
<td></td>
<td>6.3</td>
</tr>
<tr>
<td>Instagram</td>
<td>14</td>
<td></td>
<td></td>
<td>17.5</td>
</tr>
</tbody>
</table>

All respondents had frequent access to different media at any moment in time. The findings imply that media use varies significantly with individuals over time, which can be attributed to the fact that with globalisation and advance in technology, people can now access international media from the comfort of their mobile handsets. Use of such type of media depended on the time and purpose. The reasons they use media is to listen to music, news and information relating to their occupation. From the findings, email and Internet search engines are the most accessed platforms during the day. From discussions with respondents, the researcher discovered that as the day progresses, respondents mainly accessed TV, radio, print media to get the latest news while use of social media platforms increased in the course of the day as they sought to connect with friends and family.

4.2.4 Frequency of media use

The respondents were asked to indicate the media they often use. Korgaonkar & Wolin (1999) found that factors of escapism, information control, interactive control,
socialization, and economic motivation differentiated light (less than an hour per day) and heavy web users. The chart below shows the frequency of respondents media use.

**Figure 4.6: Frequency of media use**

The above data indicates that 57.6 percent of the respondents use various types of media often while 3.8 percent said they did not use any form of media at all. Uses and gratifications theory assumes that audiences actively seek out media that provides them with the means of gratifying a wide variety of needs. According to Palmgreen, Wenner, & Rayburn (1981), gratifications sought do not in themselves predict media behavior very well; they have far greater explanatory power when compared with the gratifications obtained. From the data, variance in use of media is attributed to age, occupation as well as education and income levels. All these factors offer differences in motivation of media use. Students are more inclined to use media to socialise and therefore they constitute the heavy social media users. Majority of the respondents said that Facebook
was their main source of social networking media, 25 percent. They pointed out that it is because Facebook is easy to open, has both local and international content and can be used accessed anywhere, anytime especially from the comfort of a mobile phone. These respondents highlighted that they use media to monitor their friends’ activities and get updates on celebrities’ latest trends and follow popular people in their circles. Business people and employees sought media for individual and career knowledge, to improve their participation in their fields, as well as socialisation.

4.2.5 Common points of media access

Figure 4.7: Location of media access

When asked to state where they used the various media, a majority of respondents, 43.8 percent said that they use media from the workplace. This can be attributed to two observations, first that the majority of the respondents are working and can access free media from their various occupations. Most offices have automated systems and are
equipped with computers. 16.3 percent of the respondents access media at home, which is mostly radio, TV, mobile phones and tablets, while some take time to read the newspaper or magazines. Some respondents said sometimes they are so busy at work to access any form of informal information and they therefore catch up with news and the day’s happenings at home. At this point the individual will seek the less formal information and lean towards getting relaxation and entertainment from the media.

23.4 percent of the respondents said that they use media while in school. With the schools systems in Kenya embracing digital learning environments, most learning institutions have computer labs and offer free WiFi on campus so that students can access the Internet from anywhere within campus from their many gadgets. While in class, use of media will mostly be directed towards gaining information for schoolwork out of class the information sought is for individual needs like entertainment and socialising.

4.2.6 Respondents trust in media information

To understand further how media transforms individual identity, the respondents were asked to state if they felt media information was important to their lives. Harwood (2007) suggests that individuals seek out particular messages that support their social identities and avoid messages which do not support those identities. The responses are divided into simple yes or no answer as shown in the chart below

Table 4.2: Respondents trust in media information

<table>
<thead>
<tr>
<th>Answer</th>
<th>% Trust in media information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>20%</td>
</tr>
</tbody>
</table>
From the table above, a majority, 80% of the respondents agreed that media is an important source of information while only 20 percent of the respondents said they did trust the information provided by media. They however said that they make good use of the media platforms available to better their lives. Media provides indirect experiences about how other people live, and thus directs individuals’ expectations, satisfaction, motivation and desires. With the influx of information from various media platforms, people tend to change how they talk, dress or live based on what they learn from media. The researcher observed that media consumption provided the respondents with information that has in one point or another affected their lifestyle decisions.

4.2.7 How media influences people’s decisions

The respondents cited a few ways in which media has influenced them. One of the ways in which media has influenced them is behavioral change. Shanahan & Morgan (1999) argued that watching more television leads to believing that the world is a more affluent place. People tend to copy language, adopt new lifestyle behaviour, and alter their dressing based on what they see on media. Kubic & Chory (2007) investigated the exposure to television makeover and their findings suggested that these programs negatively affected audiences self–esteem and positively influenced physical well-being. This tendency of people aping what the media portrays suggests that people incorporate and interchange the media fantasy and their reality and they also either extend or transfer to their friends. George Gerbner (1960) in his hypothesizes that those who spend more time watching television are more likely to perceive the real world in ways that reflect the pervasive messages of the world of fictional television.
4.2.8 Influence of media on individual behavior

Media stations compete to attract and maintain audiences through various mechanisms including stories, themes and programming. Shaw & McCombs (1977) argued that while media informs, educates and entertains it does not tell people how to think but merely what to think about. The findings suggest that a higher percentage of the respondents, believe that media has an influence on both their lives and those around them while only 25.5 percent of the respondent said that media has no influence on their behavior. The chart below represents this.

Figure 4.8: Media influence on individual behavior

Part of identity formation is thinking about the type of person you want to be (Arnett, 2010). With seemingly constant flow of information in the mediated community respondents live in, individuals use media information as a guide for social comparison, enhancement and connections. Furthermore, situationists argue that such an unconscious influence can also lead to behavioral changes that are consistent with the assumed identity (Shih et al. 1999; Wheeler and Petty 2001).
Deciding what type of person one wants to be interpretation and analysing of all information. Ideas, can either be enforced by media information, or even corrupted by it because in some instances by a false sense of what the world actually is. Although media information may not always be fully reliable, the findings indicate that it still provides ideas as to how to act and form identity. Another interesting finding observed was that influence on individual occurred irrespective of the fact that the individual was consciously aware of the representation displayed by the media or not.

4.4.2 Influence of media exposure on adoption of new identity

The role of media’s emotive power of representation, identification and marker generation cannot be ignored. Social identity theory developed by Tajfel & Turner (1986) defines social identity as part of an individual’s self-concept derived from knowledge of membership to a social group with value and emotional significance attached (Tajfel, 1978 p. 63). Celebrities are popular source trends and they influence people’s beliefs, and behaviour. In Kenya for example, Vera Sidika, a famous female socialite, confirmed reports that is using skin-lightening creams and now many young women consider doing it because of the lavish lifestyle she is living after her treatment. Internationally, celebrities like the late Michael Jackson, Rihanna and Niki Minaj have also been associated with this trend to sell records. Young people today grow up in a media saturated world define and redefine their identities through engagements with media and technology, which has implications on their experiences as learners, citizens, consumers, family and community members Duszak (2002).

The chart below shows that representation.
Over 91 percent of the respondents said that in one way or another media has influenced them to change or do something in a bid to improve on their identity, behaviour, look and lives. While only 8.7 percent of the respondents said they have not adopted anything from media.

4.3 Media influence on group identity

Works in the rationalist thought of identity emphasise that individuals possess a “repertoire” of potential identity attachments, and that the dimension that becomes one’s primary identity often reflects a strategic rationale. This means that individuals are assumed to adopt certain identities because of perceived psychological or material benefits. Further illustrated by the survey below

…We have spoken to many people in this country [X] and they have all described themselves in different ways. Some people describe themselves in terms of their language, religion, race, and others describe themselves in economic terms, such as working class, middle class, or a farmer. Besides being [a citizen of X], which specific group do you feel you belong to first and foremost” [Afrobarometer Surveys, 1999-2002].
4.3.1 Media influence on group identity

From the findings, respondents identify themselves in more than one group at a time. They also indicated in order of preference what groups they felt most attached to. Group identities influence how people respond to situations that affect those identities, which varies with individuals. For instance, Carey finds “a clear indication that a strong national identity leads to a decrease in support for the European Union” (Carey 2002, p. 397). However from the findings it means that the attachment can change over time. Social psychology proposes an even more malleable view of identity. It argues that external stimuli can unconsciously influence people’s primary identity in a given moment, without requiring an instrumental consideration one one’s behalf Kuo (1997).

4.3.2 Influence of media dependency on group identity

One’s identification with an in-group is perhaps most clearly shown in one’s positive feelings about the group and one’s membership in it Tajfel & Turner (1979).Though consumption of media is most of the time at an individual basis, commitment and solidarity of group is achieved by constant communication. Technology has made this easier because people can now easily share with their groups interests using links and group chats without necessarily having to engage them in face-to-face conversation. Social media groups are instantaneously created especially on such platforms as the WhatsApp. The question was asked to gauge whether the respondents depend on media to get information relating to their group. 78% of the respondents stated that they depend on various media platforms for group information while only 21% of the respondents said they did not. This despite the fact that they consume some form of media throughout their day. However, the respondents argued that they were more dependent on new media
platforms than on the traditional media. The Internet has become a major source of group information.

**Figure 4.10: Influence of media dependency on group identity**

The dependence on media information on group identity can be explained with the centrality approach which argues that a group membership is shown in its chronic salience as well as the subjective importance that individuals give their group membership (Ashmore et al., 2004). As such, centrality leads individuals to be sensitive to threats against their in-group. Ideally, it is important for everyone to have knowledge on current happenings but if a group feels threatened either real or symbolic, for instance via representation, they develop coping strategies which will more likely be communicated via media as observed by Spears (2008).

…“Centrality may lead individuals to defend their in-group against perceived threat. For example, it may lead individuals to legitimate or rationalize their in-group’s mistreatment of an out-group if such misdeeds threaten the in-group’s identity or position in society. Thus, the more central the in-group, the more individuals should defend this in-group against threat; an unimportant in-group is not worth defending”….
4.3.3 Frequency of media use on group identity

Figure 4.11: Frequency of media use to communicate with peers

The findings suggest that 53.8 percent of the respondents use media to interact with their peers often. 28.8 percent did so regularly, 8.8 percent of the respondents rarely and only 3.8 percent of the respondents said that they did not use the media to identify with their groups.
4.3.4 Extent of media exposure on social group identification

Figure 4.12: Media effect on social group identification

Majority of the respondents agree that media exposure affects their regard towards social identification with 83.2 percent while only 16.8 percent did not agree. Perceived in-group homogeneity establishes the in-group as a coherent social entity (Oakes et al., 1994). Media can help establish the homogeneity through representation in stories, narratives and themes.

4.4 Influence of media representation on social relations

4.4.1 Influence of media representations on group solidarity

Self-categorization theory refers to the perceptual distinction between in-group and out-group as “meta-contrast.” It suggests that perceived in-group homogeneity is associated with a desire to maintain the in-group’s positive distinctiveness from out-groups (Spears
This affects social relation and integration as in-group opposes others represented as different or those that pose a threat to the homogeneity of the group identity.

For most people, it is important to maintain a strong and recognizable identity across media platforms. The respondents argue that with their identity scattered across various media platforms, especially on the Internet, it is hard and important to remain consistent. Having a strong identity makes one stand both as an individual or group.

The respondents noted that one of the ways in which groups can make their identity known is by being and doing things differently. This apparently attracts and maintains members because the group is deemed to be active, relevant and not boring. This explains why currently there is the mushrooming of various sub-cultures especially in the Internet and why it is becoming common to hear of youth expressing interest in joining extremist groups, like the Islamic State, because they are always making headlines.

4.4.2 Influence of media group identity representation on social relations

Media representation of difference, real or imagined, presents a negation of identity and thus a motive for stereotyping and potential discrimination. As earlier stated, the role of media’s emotive power of representation and identification cannot be ignored. Public concerns and issues take on a public form through media, therefore if such events, behaviour and even people are exaggerated or distorted in their representation, it influences how the public receives and perceives them. Media enhances issues by representations of gender, sexual preferences and ethnicity identities within society. The study sought to find out how media represents different identities and their influence on social relations with the in and out-groups there in.
4.4.2.1 Influence of media representation on gender identity and social relations

This question wanted to gauge whether reading and using various media platforms has made respondents become more aware of genders related issues and respect or vice versa.

Below is a chart showing the same

**Figure 4.13: Influence of media representation on gender relations**

![Pie chart showing 67.90% agree and 32.10% disagree](image)

The findings indicate that 67.9 percent agree that they were made aware of gender issues through media while only 32.1 percent of the respondents said that they did not use media to learn gender issues. The representation of gender and gender-based violence has changed. In earlier years, cases of domestic violence mainly involved women victims, but recently it has become a common feature especially in Kenyan news arena to see and hear of men hospitalized from injuries sustained from their spouses.
For example Kikuyu women, more so from Nyeri, have been constantly depicted as violent wives in media, which has negatively affected their image to the rest of society. Unmarried Kikuyu ladies especially from this region are now stereotyped with some bachelors both Kikuyu and from other tribes vowing not to marry a wife from the region.

4.4.3 Influence of media representation on ethnic social relations

The question wanted to know whether the media has been used to divide or unite people from different ethnic groups.

**Figure 4.14: Frequency of negative media representation on ethnic identity**

53.3 percent of the respondents said that media more often than not represents ethnic groups negatively. It is hence important to note that media plays an important role in social identification amongst people. 30.1 percent of the respondents said that they often use media to identify themselves with their ethnic group, 11.1 percent of the respondents said that they did not while only 5.5 percent of the respondents said they did not believe at all that media played a role in their ethnic identity. While having different ethnic groups increases our diverse culture, media has been an agent of promoting the richness
of our culture, but also the same media has been used to spew discord and amongst various communities in some instances leading to violence. During Kenya’s 2007 presidential elections, a radio presenter from Kass Fm, popular among the Kalenjin community, was accused of inciting violence against other tribes living in Rift Valley, predominantly Kalenjin territory. Although he is currently facing charges at the International Criminal Court, it emphasises the aim of this study, that media influences social relations.

4.4.4 Influence of media representation of national identity

The respondents were asked whether they felt whether media had played a role in defining their national identity. Media is used to promote nationalities and even identify people according to continents.

Kenya as a country for example is renowned for its rich wildlife and prowess in athletes, as represented by media. The same media, especially international media, has constantly concentrated more on challenges facing Kenya’s development in a negative light. For example, during President Obama’s recent visit to Kenya, international media channel CNN, ignored to mention how most Kenyans were happy to be hosting the president of the United States of America but instead branded Kenya as a “hot bed of terror” because there has been violent acts by militia group in the country, an event that has also happened in the United States itself. This conversation created uproar in social media, Twitter, and eventually prompted them to make an official apology to Kenya and Kenyans and even Obama had to comment that, the representation is not a true depiction of Kenya. The chart below shows the responses.
Figure 4.15: Media’s role in promoting positive national identity

Just slightly over 78.1 percent of the respondents say that media play a role in identifying and promoting Kenya’s identity while 21.9 percent of the respondents said they do not believe that media plays a key role.
CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

After close analysis and presentation of the data collected on media and identity construction in Kenya here is the summary of data presented.

The study sought to find out how media influences identity construction.

On examining the influence of media on construction of individual identity in Kenya, the study found that majority of people living in Nairobi consume media regularly but differently, depending on their preference, importance they place on the information received and purpose. The study also found that frequency of media use and dependency varied with location, time and the channel. Social media platforms; Facebook, Twitter, Instagram are popular especially among the youth followed closely by traditional media TV and radio which are influenced by availability of technological infrastructures.

From the findings the study observed that individuals have a tendency to change their behaviour and identity as per what they consume in media. Most of the respondents had at one point or another changed their lifestyles, style, physical appearance, and whom they associate with based on media exposure to representation of the identities.

The study sought to identify the influence of media on group identity in Kenya. The study found that media influences positive or negative feeling about groups. The study also found that when groups feel threatened they cope and strategise on how to protect themselves by opposing people from out-groups. The study also found that media
through representation helps strengthen the homogeneity of group identity and influence attachment and solidarity to the group.

The study sought to examine the effect of media formed identities on social relations in Kenya. The study looked at national identity as one of the identifiers of social relations and found that media representations can be used to harmonise and bring together diverse cultures for a country’s development. However, also according to the findings, the study found that most respondents were of the opinion that media is often used to portray negative ethnic identity which creates stereotypes, influences suspicion, segregation and rejection of certain groups. The study also found that as much as media has been used in the wrong ways, it has in some instances been used to communicate the best of culture.

5.2 Conclusion

From the analysis of this study, there is strong evidence that proposes that media exposure has significant influence on the construction of individual and group identity. From the findings the researcher can deduce that the images, themes, issues and representations in media platforms affect identity and influences moral values, beliefs, standards, behaviour, perceptions all of which form the basis of social relations.

This study concludes that media representations have a significant role to play in uniting or dividing a society. It is hence important for people to embrace use of media but be aware of the representation themes. The media should be responsible and project a true representation of people’s culture, language, beliefs and opinions so as to enhance positive identity construction and social relations.
5.3 Recommendations

Based on the findings in this study, the following recommendations were made:

a) Media should show more news, stories and features that reveal the positive and true representation of particular identities, especially group identities. This will not only broaden people’s understanding of others but will enhance tolerance and cohesion of the other.

b) Individuals should gain more knowledge from books and not only depend on media so that they gain broader knowledge and develop analytical skills to assist in developing their identities.

c) Group identities should be more accommodative of others and they should use media not to lock out people but to inform.

5.3 Suggestions for further research

From the findings, limitations and delimitations of this study, the researcher suggests further research on the influence of media identities to children and how it affects their socialisation.
REFERENCES


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APPENDICES

Appendix I: Questionnaire

Researching media and identity construction within Nairobi County

I am a Postgraduate student at the University of Nairobi, pursuing a Master of Arts Degree in Communication Studies. I am conducting a research study titled Media and Identity construction.

The general objective of this study is to examine how media influences identity construction and how it affects social relations.

SECTION I: Demographic Information Details (Please tick ✓)

The information given herein will be treated with utmost confidentiality.

1. Gender
   a) Male [    ]
   b) Female [   ]

1(b) Are you
   (a) Married [    ]
   (b) Single [    ]
   (c) Engaged [    ]
   (d) Complicated [    ]

2. Age
   (a) Below 25 years [    ]
   (b) 26 – 35 years [    ]
   (c) 36 – 50 years [    ]
   (d) 5 years and Above [    ]
3. How long have you lived in Nairobi County?
   (a) Over 10 years [ ]
   (b) 6 - 10 years [ ]
   (c) 1 – 5 years [ ]
   (d) Below 5 years [ ]

4. Level of Education
   (a) A – level education [ ]
   (b) O – level education [ ]
   (c) Tertiary College [ ]
   (d) University education [ ]
   (e) Others, Specify…………………………………………………………………………………………

5. Current occupation in Nairobi
   (a) Civil Servant [ ]
   (b) Employed in the private sector [ ]
   (c) Businessman/Lady [ ]
   (d) Unemployed [ ]
   (e) Student [ ]

6. For what period have you been in Nairobi County?
   (a) 10 years & above [ ]
   (b) 5 years ago [ ]
   (c) 1 – 4 years [ ]
SECTION II: The Extent of Exposure of Media on Individual Identity in Kenya

1. Do you use media?
   i. Yes (   )
   ii. No (   )

2. a. Among the following, which one do you use? Tick as many as possible

<table>
<thead>
<tr>
<th>Media Type</th>
<th>Tick</th>
<th>International</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instagram</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. How often do you use the above media?

<table>
<thead>
<tr>
<th>Media Type</th>
<th>How often various media are used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very often</td>
</tr>
<tr>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Instagram</td>
<td></td>
</tr>
</tbody>
</table>

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3. Where do you frequently use these media from?
   i. At Work (   )
   ii. At School (   )
   iii. At home (   )
   iv. All above (   )
   v. Don’t use (   )

4. Why do you use media
   (a) Entertainment (   )
   (b) Information (   )
   (c) Both (   )

5. How would you rate the information you get from media on your identity? (Please √ one)
   (a) Very useful (   )
   (b) Useful (   )
   (c) Less useful (   )
   (d) Not useful at all (   )

6. Have you altered any part of your identity based on information from the media
   (a) Yes (   )
   (b) No (   )

   If yes, explain ………………………………………………………………………………………………………..
SECTION III: Influence of Media on Group Identity

1. Do you describe yourself in terms of *(Please √ tick as many as possible)*
   
   (a) Gender (   )
   
   (b) Nationality (   )
   
   (c) Ethnic (   )
   
   (d) Religion (   )
   
   (e) Occupation (   )

2. From the answers above, how strong do you identify yourself to the identities above?

<table>
<thead>
<tr>
<th>Group identity Type</th>
<th>Very Strong</th>
<th>Strong</th>
<th>Slightly strong</th>
<th>Not strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Religion</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Do you trust media information?
   
   (a) Yes (   )
   
   (b) No (   )

4. Do you believe that media influences creation of groups?
   
   (a) Yes (   )
   
   (b) No (   )
5. In your own opinion, how does the media influence the behaviour of people living in Nairobi

6. How would you rate the dependency of your group on media? Please tick as appropriate:

   (a) Dependent (  )
   (b) Not dependent (  )
   (c) Don’t know (  )

7. How often do you use media to communicate with your groups?

   (a) Very often (  )
   (b) Often (  )
   (c) Not often (  )
   (d) Not so often (  )
SECTION IV: Effect of media formed identities on social relations

1. How has media helped in keeping the identity known and strong within your group of socialization?
   ..............................................................................................................................................

2. Has media affected your view of other groups in your social setting?
   (a) Yes (   )
   (b) No (   )

3. Has media affected the way people relate with your group?
   (a) Yes (   )
   (b) No (   )

4. Has exposure to media led to your awareness on gender related issues?
   (a) Yes (   )
   (b) No (   )

5. (a) Do you think media been used in the construction ethnic identity?
   (a) Yes (   )
   (b) No (   )
   (b) How often
      (a) Very often (   )
      (b) Often (   )
      (c) Not so often (   )
      (d) Never (   )

6. Do you think media has played a role in promoting Kenya’s national identity?
   (a) Yes (   )
   (b) No (   )