

DEVELOPMENT OF A THEORY BASED INSTRUMENT TO PREDICT THE
INFLUENCE OF SEXUALLY-ORIENTED MUSIC LYRICS ON THE
SEXUAL ATTITUDES, BELIEFS, AND INTENTIONS OF
AFRICAN-AMERICAN ADOLESCENTS

by

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A DISSERTATION

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ABSTRACT

Early sexual initiation among American adolescents represents a major public health problem. African-American adolescents (AAAs) report earlier age of sexual initiation, which places them at an increased risk of ill health outcomes. Approximately 3 million adolescents are infected with a STI yearly, with the highest incidence occurring in African Americans from impoverished, inner city environments. A relationship among media exposure and media's influence on adolescents' sexual perceptions, attitudes, and intentions has been suggested. However, answers as to whether sexually-oriented music lyrics influence adolescent sexual initiation are unclear.

The purpose of this study was to develop a reliable and valid instrument based on the Theory of Reasoned Action to enable researchers to predict the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of AAAs.

A nine step process was followed to develop a survey to enable researchers to predict the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents. The steps were: 1) identify the attitudinal object, 2) collect a pool of opinion items, 3) submit pool of items to expert panel for review, 4) pilot test draft of the survey, 5) administer item pool to a group of respondents, 6) score each item for each respondent, 7) sum respondents' item scores, 8) correlate item scores with total scale scores for all respondents, and 9) apply statistical criteria for elimination of test items.

One hundred eighty-five (n =185) AAAs in grades 6-8 residing in rural and urban communities in Alabama participated in the study.

An initial pool of items (n =95) was developed based on the TRA, a review of the literature, and input received through focus group interviews with the target audience. Items were eliminated through expert panel review (n =49), item response discrimination, factor analysis (1), and Cronbach's alpha (3). Four subscales were identified with reliability statistics ranging from .722-.940. The final instrument consisted of 44 items with a Cronbach's alpha of .846. Future research should utilize this survey to determine the influence sexually-oriented music lyrics may have on the sexual attitudes, beliefs, and intentions of African-American adolescents.

DEDICATION

This dissertation is dedicated to Tandra, Shelby, and my parents for their guidance and love through the years. Also to my siblings, grandparents, aunts, uncles, and cousins.

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CHAPTER ONE

Introduction

Early sexual initiation among American adolescents represents a major public health problem (American Academy of Pediatrics (AAP), 2001). Although the teen birth rate in the United States (U.S.) has steadily declined (Centers for Disease Control and Prevention (CDC), 2006), recent data indicate the teen birth rate has increased 3% since 2005 (Hamilton, Martin, & Ventura, 2007). This increase is the largest single year increase since 1989, and the U.S. teen birth rate is the highest it has been in almost 50 years (Hamilton, Martin, & Ventura, 2007). While each racial cohort experienced increases in birth rates, African-American adolescents (AAAs) experienced increases significantly higher than White adolescents. As a whole, AAAs experience greater unplanned pregnancies and sexually transmitted infections (STIs) than their counterparts.

In efforts to improve the quality of life for all adolescents, 107 health objectives specific to the adolescent population were developed and included in Healthy People 2010. The aforementioned objectives cover 27 focus areas, and include 21 critical health objectives that were developed based on the most serious health problems adolescents face (CDC, 2004). Critical health objectives are identified in areas such as family planning, Human Immunodeficiency Virus (HIV), injury and violence prevention, nutrition and overweight, and STIs. Of particular interest for this research is the national critical health objective of increasing the proportion of adolescents who abstain from sexual intercourse or use condoms if currently sexually active (CDC, 2004).

Adolescents' Reported Sexual Behaviors

Data from the 2007 National Youth Risk Behavior Surveillance Survey (YRBSS) revealed almost 50% of male and female adolescents had sexual intercourse, 49.8% and 45.9% respectively (National Youth Risk Behavior Surveillance Survey, 2007). The YRBSS is administered semi-annually to 9th-12th grade students across the U.S. Data are collected on priority health risk behaviors that contribute to the leading causes of death, disability, and social problems among adolescents in the U.S. In general, male adolescents were more likely than females to have had sex with four or more people in their lifetime (YRBSS, 2007); however, male and female adolescents who reported ever having sex has declined (The Henry J. Kaiser Family Foundation, 2006). Adolescents who reported first sexual intercourse before age 13 declined from 10% in 1991 to 6% in 2005 (YRBSS, 2007). When comparing adolescents by race, 66.5% of AAAs reported ever having sex, 16.3% reported having had sex before age thirteen, and 27.6% reported having sex with 4 or more people, compared to White adolescents who reported 43.7%, 4.4%, and 11.5% respectively (YRBSS, 2007).

Disparities in Adolescent Sexual Health

The teen birth rate in the U.S. is the highest among comparable countries. In 2004 the U.S. teen birth rate was 4.1%, which was almost twice the rate of the United Kingdom (2.6%), more than double the rate of Canada (1.5%), and seven times the rate of Japan, Denmark, and Sweden (.56%) (United Nations Statistics Division, 2004). Currently, the U.S. teen birth rate is 4.19% which accounts for the first increase in 15 years (Hamilton, Martin, & Ventura, 2007). Although overall teen birth rates have declined prior to 2006 (1991-2005), AAAs continued to have significantly higher rates of teen pregnancy (Hamilton, Martin, & Ventura, 2007).

African-American adolescents experience pregnancy rates almost three times higher than White adolescents. For example, in 1997 the pregnancy rate for AAAs was estimated to be 17.0% while the estimated rate for White adolescents was 6.5% (Ventura, Mosher, Curtin, Abma, & Henshaw, 2001). While research indicated an overall 3% increase in the teen birth rate for 2006, AAAs experienced the highest single year increase in teen birth rates at 5% compared to a 3% increase for White adolescents (Hamilton, Martin, & Ventura, 2007). Current data indicate the birth rate for AAAs is 6.37% compared to a rate of 2.66% for White adolescents (Hamilton, Martin, & Ventura, 2007).

African-American adolescents report earlier age of sexual initiation, which places them at an increased risk of ill health outcomes (Escobar-Chaves, Tortolero, Markham, Low, Eitel, & Thickstun, 2005). Approximately 3 million adolescents are infected with a STI yearly, with the highest incidence occurring in African Americans from impoverished, inner city environments (Bachanas et al., 2002). African-American adolescents are disproportionately affected by STIs with rates more than seven and twenty-three times that of White adolescents for chlamydia and gonorrhea respectively (CDC, 2004A; CDC, 2001; CDC, 2002). Research has shown the risk of Human Immunodeficiency Virus (HIV) increases 2 to 5 fold among people with other STIs (CDC, 1998). In 2005, AAAs accounted for 55% of HIV infections (CDC, 2005). In 2004, AAAs 13-19 years of age made up 15% of the adolescent population, however, they accounted for 73% of the incidence of Acquired Immune Deficiency Syndrome (AIDS) (CDC, 2004).

Negative Outcomes of Risky Sexual Behavior

Adolescents' reproductive health continues to be a national health concern (DiClemente, Salazar, & Crosby, 2007; Manlove, Terry-Humen, Papillo, Franzetta, Williams, & Ryan, 2002). Annually, almost one million adolescent females become pregnant (CDC, 2004A), and

adolescents account for a fourth of the fifteen million new cases of STIs (CDC, 2000). Both adolescent pregnancies and STIs impose significant social and economic cost (Manlove, Terry-Humen, Papillo, Franzetta, Williams, & Ryan, 2002). In the U.S., medical costs associated with STIs alone are an estimated \$14.1 billion annually (Chesson, Blandford, Gift, Tao, & Irwin, 2004). Research has shown several biological and social factors that are associated with negative pregnancy outcomes could contribute to poor outcomes in adolescents. Negative biological factors are low birth weight and height, and poor nutrition status (Fraser, Brockert, & Ward, 1995; Goldenberg & Klerman, 1995). Examples of associated social factors are poverty, smoking, drug use, and low education levels (East & Felice, 1996). Factors related to unintended pregnancy and STIs are perhaps the most prevalent and quantifiable negative outcomes of risky sexual behaviors.

Unintended Pregnancies

Greater than 90% of adolescents described their pregnancies as unintended (Klein, 2005). Unintended pregnancy can have ill effects on adolescent parents as well as their children. Adolescent parents are less likely to complete high school, and having a child before the age of 20 reduces academic achievement by approximately 3 years (The Annie E. Casey Foundation, 2006). Lower education levels place adolescents at a disadvantage when seeking employment often leading to low wage jobs and public assistance. Poverty is significantly correlated with adolescent pregnancy in the U.S. with 83% of adolescent mothers being from disadvantaged backgrounds (Klein, 2005). In one study, the rate of preterm infants born to mothers younger than 17 years (14%) was more than double the rate for preterm infants born to mothers 25-29 years of age (6%) (Davidson & Felice, 1992). Furthermore, adolescent mothers younger than 14 years are more likely to have low birth weight babies, with African-American mothers being

disproportionately affected (Blankson, Cliver, Goldenberg, Hickey, Jin, & Dubard, 1993; Goldenberg & Klerman, 1995; Kirby, 2001; Klerman, 1993).

Sexually Transmitted Infections

The U. S. has had the highest rates of Sexually Transmitted Infections (STIs) in the industrialized world for almost a decade (CDC, 1998). The Henry J. Kaiser Family Foundation (2006) estimated that 1 in 4 adolescents contract a STI yearly. The prevalence of most STIs peak during adolescence and serious negative outcomes including tubal infertility, ectopic pregnancy, genital cancers, and HIV leading to AIDS can occur (Ozer, Park, Paul, Brindis, & Irwin Jr., 2003). Human papillomavirus (HPV), trichomoniasis, and chlamydia are the most common STIs among adolescents (The Henry J. Kaiser Family Foundation, 2006), and it was estimated that 35% of adolescents are infected with HPV (CDC, 2004A). Due to biological and behavioral factors adolescents are at increased risk of STIs than other age groups (Eng & Butler, 1997). In light of the negative outcomes associated with risky sexual behavior, adolescents' influences and attitudes towards sex are worthy of further study.

Influences on Sexual Behavior

Factors such as gender, race and ethnicity, environment, age, and attitudes contribute to sexual behaviors of adolescents (Manlove, Terry-Humen, Papillo, Franzetta, Williams, & Ryan, 2002). Males are more likely to initiate sex early and have multiple partners, minorities are more likely to engage in behavior that lead to early pregnancy and STIs, and older adolescents are more sexually experienced than younger adolescents (Abma, Driscoll, & Moore, 1998; Miller, Norton, Curtis, Hill, Schvaneveldt, & Young, 1997; Raine, et al., 1999; Santelli, Lowry, Brener, & Robin, 2000; Shrier, 2004). Furthermore, studies show adolescents from disadvantaged communities with high poverty rates are more likely to have sex, become pregnant, and give

birth in relation to adolescents from advantaged communities who are less likely to engage in risky behaviors (Brewster, Billy, & Grady, 1993; Hogan, & Kitagawa, 1985; Manlove, Terry-Humen, Papillo, Franzetta, Williams, & Ryan, 2002; Sucoff & Upchurch, 1998). One largely unexplored factor that may influence sexual initiation and sexual behavior among adolescents is the media, specifically sexually-oriented music lyrics.

Media's Influence on Adolescent Sexual Initiation

A relationship among media exposure and media's influence on adolescents' sexual perceptions, attitudes, and intentions has been demonstrated (Brown, L'Engle, Pardun, Guang, Kenneavy, & Jackson, 2006; L'Engle, Brown, and Kenneavy, 2006; Martino, Collins, Elliott, Strachman, Kanouse, & Berry, 2006). However, answers as to whether sexually-oriented music lyrics influence adolescent sexual initiation are unclear. According to Bandura's Social Learning Theory (SLT), adolescents' attitudes, beliefs, and behaviors are influenced by modeling and other vicarious experiences (Bandura, 1962).

While research on the influence of sexual media is lacking, SLT is the one of the premises for the argument of a causal relationship as it relates to exposure to sexually-oriented lyrics (Allen, Herrett-Skjellum, Jorgenson, Ryan, Kramer, & Timmerman, 2007; Escobar-Chaves, Tortolero, Markham, Low, Eitel, & Thickstun, 2005; Martino, Collins, Elliott, Strachman, Kanouse, & Berry, 2006). Allen and colleagues (2007) commented that in relation to SLT adolescents might be listening to crude song lyrics and mimicking or acting out scenarios that they hear. What is not known is does exposure to sexually-oriented music lyrics influence early sexual behavior and can it be predicted? One such social science theory, the Theory of Reasoned Action (TRA) has been used to determine the weight of attitudes and subjective norms of adolescents on the intentions to perform behaviors such as drinking, dietary supplement use,

and sun protection behaviors. Application of the TRA to predict early initiation of sexual activity from exposure to sexually-oriented music lyrics by AAAs has not been done.

Theory of Reasoned Action

The Theory of Reasoned Action (TRA) was originally developed by Martin Fishbein in 1967 (Fishbein, 1967) and later refined with the assistance of Icek Ajzen. The TRA was developed through an effort to understand the relationship between attitudes, intentions, and behavior (Fishbein & Ajzen, 1975). The TRA was developed to predict behavior by assessing the target population's attitudes and the norms toward the behavior. The concept is that attitudes and norms predict intentions, and intentions predict behavior. Ultimately, the goal of the TRA is to serve as a tool to help researchers to predict human behavior.

The two basic assumptions of TRA are 1) people will make rational decisions concerning the behavior with appropriate information, and 2) the behavior of interest is under volitional control. Ajzen and Fishbein (1980) recognized that addictive type behaviors such as smoking and nicotine addiction are not under volitional control. As such, they concluded the TRA is not appropriate for explaining or predicting such behaviors (Ajzen & Fishbein, 1980). Therefore, it is assumed that African-American adolescents have the ability to make rational decisions concerning sexual behavior regardless of exposure to sexually-oriented music lyrics (Huberman, 2002), and that sexual initiation or abstinence is a choice that African-American adolescents have the competence to consciously make (L'Engle, Jackson, & Brown, 2006; Marston & King, 2006). As yet, however, no such TRA instrument has been developed regarding the of influence sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents.

Purpose of Study

The purpose of this study was to develop a reliable and valid instrument based on the Theory of Reasoned Action to enable researchers to predict the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents.

Significance of the Study

This study is significant because African-American adolescents are confronted with significantly higher health risks than white adolescents. Understanding the influences of external forces on risky sexual behavior among African-American adolescents can ultimately improve their health and contribute to achieving national health objectives in this area. As well, the study of media effects on sexual knowledge, attitudes, and behaviors is in its infancy (Rich, 2005). The basis of this dissertation is the result of several calls to action from researchers whose work has been the foundation of national recommendations and policies from organizations such as the American Academy of Pediatrics.

The majority of research in this emerging area suggests adolescents with greater exposure to sexually-oriented music lyrics are more sexually active, have greater intentions to have sex, and are more likely to initiate sexual activity (L'Engle, Brown, Kenneavy, 2006; Martino, Collins, Elliott, Strachman, Kanouse, & Berry, 2006). However, of the extent of available research examining the influence of sexual media exposure on the attitudes and behaviors of adolescents, African-American adolescents have rarely been included in research efforts (Escobar-Chaves et al., 2005). Furthermore, the development of a theory-based instrument to predict the influence of sexually-oriented music lyrics on the attitudes, beliefs, and intentions of African-American adolescents is the first of its kind. In addition, the development of a valid and reliable instrument of this nature will have the following implications:

1. Provide health professionals with a tool to adequately measure influences on sexual decision making among African-American adolescents.
2. Assist in determining the influence of sexually-oriented music lyrics on African-American adolescents' sexual intentions.
3. Aid health educators and practitioners in the development of prevention programs to address risky sexual behavior.
4. Assist in tailoring interventions to address specific levels of influence for at-risk adolescents.
5. Contribute to the advancement of social science theory.

Limitations of Study

The limitations of this study are:

1. The recruited population consisted of African-American adolescents in grades 6-8. The instrument was tailored to the perceptions amongst the target population. Thus, results of the study lack generalizability to other adolescent populations.

2. This study is subject to the restrictions particular to survey designs. A bias may exist simply because of a person's choice to respond or not respond. Error of measurement may occur due to lack of understanding of the instrument by the respondent and undetected nuances of meaning (Borg & Gall, 1987).

Delimitations

This research study was delimited to those participants who were available because of demographic accessibility. This includes African-American adolescents who agreed to participate in focus group and pilot test activities. Further delimitations include only the use of the constructs inherent to the Theory of Reasoned Action.

Definitions

The following definitions will be assigned to terms and concepts utilized in this study:

Adolescents. People between the ages of 11-14.

Attitude toward the behavior. A person's positive or negative evaluation of performing a behavior (Ajzen, 1988).

Behavior. Volitional, observable, verbal and/or nonverbal actions of people, consciously performed or not performed.

Behavioral intentions. The likelihood that a person will engage in a given behavior (Ajzen & Fishbein, 1980).

Degrading Music Lyrics. Lyrics that depict men as sexually insatiable, women as sex objects, and sexual intercourse as inconsequential (Martino, Collins, Elliott, Strachman, Kanouse, & Berry, 2006).

Early Adolescents. People between the ages of 11-13.

Late Adolescents. People between the ages of 17-19.

Middle Adolescents. People between the ages of 14-16.

Sex. Sexual stimulation by means of entry of the penis into the vagina; coitus (Hales, 2009).

Sexual Activities. Kissing, hugging, and touching, no genital or oral penetration (Hales, 2009).

Sexually-Oriented Music Lyrics. Lyrics that explicitly or implicitly talk about own/others sexual desires or plans, talk about sex that has occurred, talk toward sex, advice about sex, talk about sexual risk (STIs, HIV/AIDS, multiple partners, etc.) or protective behaviors (condoms, birth control, abstinence, etc.), mention of exotic dancing and exotic dance movements, and talk

stressing body parts and female undergarments (thongs, G-strings, etc.), and talk of how physical appearance causes sexual arousal (Kunkel, Keren, Cope-Farrar, Donnerstein, & Fandrich, 2003).

Subjective norm. An individual's perception of social pressure to perform or not perform the particular behavior of interest (Ajzen, 1988).

Theory of Planned Behavior (TPB). Extension of the TRA, developed to help researchers predict behaviors that are not under volitional control.

Volitional Control. Individual belief that a person can control his or her behavior.

Abbreviations

AAas	African-American Adolescents
AIDS	Acquired Immunodeficiency Syndrome
CDC	Centers for Disease Control
HIV	Human Immunodeficiency Virus
HPV	Human Papillomavirus
NHIS	National Health Interview Survey
SES	Social Economic Status
SLT	Social Learning Theory
SPISOML-AAA	Survey to Predict the Influence of Sexually-Oriented Music Lyrics on African-American Adolescents.
STIs	Sexually Transmitted Infections
TPB	Theory of Planned Behavior
YRBSS	Youth Risk Behavior Surveillance Survey

CHAPTER TWO

Literature Review

Influences on Sexual Behavior

The purpose of this study was to develop a reliable and valid instrument based on the Theory of Reasoned Action to enable researchers to predict the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents. Research has shown several factors such as attitudes, gender, race, community, and environment influence sexual behavior among adolescents. One of the most important components in adolescents' lives, the media, has rarely been explored as a mediating factor on early sexual initiation and sexual behavior. On the other hand, hundreds of studies have examined the media's influence on other adolescent behaviors such as violence, aggression, eating disorders, and tobacco and alcohol use. The consensus suggests there are associations between the media content adolescents are exposed to and their attitudes and behaviors in relation to the above mentioned areas (CDC, 2004). Escobar-Chaves and colleagues (2005) noted the effects of the media are far reaching and potentially destructive in influencing the health behaviors of adolescents. Thus, it is plausible to hypothesize that exposure to sexual messages through the media will influence adolescents' attitudes and behaviors as it has in other areas of adolescents' lives. The following is a discussion of research examining various influences on the sexual behavior of adolescents.

Utilizing data from the 1992 YRBSS and National Health Interview Survey (NHIS), Santelli and colleagues (2000) examined the relationship of socioeconomic status (SES), family structure, and race on adolescents' sexual behaviors. The NHIS data were used to gather

information from the parents of adolescents concerning family structure and SES while YRBSS data were used to gather information about adolescents' sexual behavior. The sample consisted of 3,904 adolescents between 14 and 17 years of age, 1,951 were female and 1,953 were male. Logistic regression analyses were used to assess the influences of SES and family structure. It was noted that male adolescents were more likely to have engaged in sexual intercourse than their female counterparts, 45 and 41% respectively. Of the sexually active adolescents 40% of males compared to 18% of females reported having 2 or more partners in the past three months.

Adolescents whose parents reported higher educational attainment were less likely to have initiated sex; however, this association was not evident for African-American adolescents. Additionally, females whose parents reported being college educated were more likely to use condoms. Parental education, family structure, and race were not independently associated with other sexual behaviors (i.e., condom use among males, multiple partners). It was concluded that SES was not a significant predictor of sex among adolescents. Researchers suggested other mediating factors such as media may have an influence on adolescent sexual behavior.

In 2004, Shrier sought to determine behavioral factors contributing to the incidence of STIs in adolescents. Shrier (2004) conducted a literature review to determine what was known about the behaviors that placed adolescents' at an increased risk of STIs. Multiple sexual partners place adolescents at an increased risk. Although sexual activity among male and female adolescents were similar in proportion, it was observed that more male adolescents reported having 4 or greater sexual partners (Shrier, 2004). Additionally, concurrent sexual relationships were found to be a risk behavior among adolescents. Adolescents in sequential and concurrent relationships were less likely to use condoms compared to adolescents in single relationships.

Shrier (2004) noted that little research has focused on adolescent consumers and how they process and use the sexual content presented in the media.

Sucoff and Upchurch (1998) examined the influence of neighborhood socioeconomic status and racial composition on premarital adolescent childbearing among AAAs. Although both variables influenced adolescent childbearing, neighborhood racial composition was the strongest predictor. African-American adolescents living in disadvantaged communities were at greater risk (50%) for adolescent pregnancy than AAAs living in advantaged neighborhoods (Sucoff & Upchurch, 1998).

Moreover, adolescents from high crime environments are more likely to engage in risky sexual behavior in comparison to adolescents from low crime areas (Billy, Brewster, & Grady, 1994). Other factors that influence sexual behavior are drug use, problem drinking, and smoking (Mott & Haurin, 1988; Orr, Beitem, Ingersoll, 1991; Zabin, 1984; Zabin, Hardy, Smith, & Hirsch, 1986). It was noted that drugs are often used before sexual intercourse, thereby decreasing inhibitions and impairing adolescents' judgment (Santelli & Beilenson, 1992). Rosenbaum and Kandel (1990) conducted a retrospective study examining sexual initiation and drug use. They found that the risk for sexual initiation before age 16 years was 39%, 2.73%, and 3.35% higher for adolescents with a history of alcohol and/or cigarette use, marijuana use, and other illicit drug use.

Attitudinal Influences

Research has shown male adolescents are less conservative about sex, have less conservative perceptions of parent expectations about sex, and have less conservative peer expectations about sex (Watts & Nagy, 2000). Additionally, male adolescents are more willing to have sex with someone they do not know (Cooper, Peirce, & Huselid, 1994; Manlove, Ryan, &

Franzetta, 2003; Manning, Longmore, & Giordano, 2002), and provide more positive reports of sexual debut (Guggino & Ponzetti, 1997; Sprecher, Barbee, & Schwartz, 1995). As it relates to virginity, young male adolescents are more likely to have negative attitudes about being a virgin (Marsiglio, Ries, Sonenstein, Troccoli, & Whitehead, 2006).

In 1996, Sprecher and Regan conducted a study to determine male and female attitudes about not engaging in sexual intercourse. Researchers concluded female adolescents reported not engaging in sexual intercourse for reasons related to love or their relationship status, while males report reasons related to insecurities, inadequacies, or lack of a partner. Ozer and colleagues (2003) examined adolescents' attitudes for having sex. They reported that female and male adolescents had sex because they had a boy/girlfriend they loved, and because sex felt good. Additionally, males reported having sex to strengthen their relationship, and for social and economic reasons (Ozer, Dolcini, & Harper, 2003).

Misconceptions can also impact adolescent's attitudes and lead to poor decisions concerning sex. According to DiClemente, Crosby, and Wingood (2002) misconceptions about preventing the spread of STIs may be commonplace among U.S. adolescents. One such flawed belief that influences adolescents' attitudes about sex is they can tell if a partner has an STI (Shrier, 2004). However, due to the asymptomatic nature of most STIs, adolescents are placing themselves at an increased risk. Despite demonstrated knowledge of condoms and STI prevention, adolescents do not report safer sex practices in comparison to less knowledgeable peers (Shrier, Goodman, & Emans, 1999).

Family Influences

There are hosts of micro and macro factors, in addition to adolescents' attitudes and beliefs that influence sexual behavior among adolescents, such factors identified by researchers

include family, peers, community, and the media (Escobar-Chaves, Tortolero, Markham, Low, Eitel, & Thickstun, 2005; Miller & Moore, 1990; Moore, Miller, Glei, & Morrison, 1995).

Researchers have examined various associations between adolescents' sexual behavior and their family structure, family activities, parental attributes, and parenting styles (Miller, 2002; Miller, Benson, & Galbraith, 2001). While results from the aforementioned studies have shown statistically significant relationships between adolescents' age and first sexual intercourse, family and parental processes that account for such significant relationships are not clear (Marsiglio, Ries, Sonenstein, Troccoli, & Whitehead, 2006).

Marsiglio and colleagues (2006) conducted an extensive literature review to determine successful approaches for addressing adolescent pregnancy. The focus for the study was to combine best practices for intervening with adolescents based on existing knowledge of intervention success addressing adolescent pregnancy. It was noted that family influences impact adolescents' sexual behavior with primary conclusions suggesting that adolescents living in homes without two-biological parents, and those from disadvantaged families are more likely to initiate sex early (Marsiglio, Ries, Sonenstein, Troccoli, & Whitehead, 2006). Additional conclusions are that male adolescents have fewer discussions about sex with their parents, and monitoring of preadolescents is the most promising parenting strategy for postponing sexual initiation (Marsiglio, Ries, Sonenstein, Troccoli, & Whitehead, 2006).

Peer Influences

Understanding peer influence on sexual behavior is no less clear than understanding familial influences on adolescent sexual behavior (Marsiglio, Ries, Sonenstein, Troccoli, & Whitehead, 2006). Miller and colleagues (1997) observed that adolescents with sexually active peers are more likely to be sexually active. Adolescents who believe their peers are sexually

active are more likely to have sex at an earlier age (Kinsman, Romer, Furstenberg, & Schwarz, 1998), and adolescents perceiving their peers do not use condoms are less likely to use condoms (Whitaker & Miller, 2000). Unfortunately, the majority of research showing a correlation between perceptions of peers' attitudes and behavior and adolescents' sexual activity is dependent on cross-sectional data (Moore, Miller, Gleib, & Morrison, 1995) therefore a causal link can not be established.

Community Influences

Researchers have also investigated the relationship between community factors and their influence on sexual attitudes and behaviors of adolescents. The community is the larger context in which adolescents learn and make decisions about sex (Marsiglio, Ries, Sonenstein, Troccoli, & Whitehead, 2006). However, due to the complex relationships between broader community factors and intra/interpersonal factors, causal conclusions are difficult to obtain (Marsiglio, Ries, Sonenstein, Troccoli, & Whitehead, 2006). Upchurch and colleagues (1998) examined the affects of gender race on adolescents' first sexual intercourse. They examined 870 adolescents with an average age of 14.5 years from Los Angeles County. The sample consisted of 48.7% Hispanics, 25.9% White, 11.1% African American, and a total of 14.3% Asian and other ethnicities. Males, African Americans, and adolescents from single parent homes reported the earliest age for first sexual intercourse. Black males were more likely to initiate sex at younger ages if they lived in low income areas. However, when males' perceptions of their communities (threat, deterioration, disorder, etc.) were considered the effect was reduced. Community structural affects were not significant when predictors such as family structure and relationships with significant others were considered (Upchurch, Levy-Storms, Sucoff, & Aneshensel, 1998).

In 2005, Roche and colleagues examined the relationship between neighborhood socioeconomic status, parenting practices, and sexual intercourse of adolescents. The researchers used Add Health data to study 12-16 year old adolescents. The National Longitudinal Study of Adolescent Health (Add Health) is a nationally representative study designed to examine how social contexts (such as families, friends, peers, schools, neighborhoods, and communities) influence adolescents' health and risk behaviors (Udry, 2003). Researchers noted greater parental control was related to delayed sexual initiation despite the socioeconomic status of the adolescents' communities (Roche, Mekos, Alexander, Astone, Bandeen-Roche, & Esnminger, 2005).

Using an ecological framework, Voisin and colleagues (2006) examined factors associated with risky sexual behavior among 280 detained adolescent females. The study sample was 41% White and 38% African American, had an average age of 15 years, and had completed the 9th grade in high school. Self-reported data were collected using audio-computer-assisted self-interviewing (A-CASI). Data were analyzed using multiple regression analysis. Seven of the ten independent variables (risk-taking attitudes, substance use, parental monitoring, family support, risky peer norms, teacher-connectedness, and gender roles/male dominance) presented significant relationships. The researchers noted that community violence was not associated with sexual risk; furthermore, family influence and parental monitoring presented an inverse relationship with sexual risk (Voisin, DiClemente, Salazar, Crosby, & Yarber, 2006).

Media Influences

The study of media affects on health knowledge, attitudes, and behaviors is in its infancy (Rich, 2005). Yet, the available research indicates media consumption has a demonstrable impact on attitudes and health behavior as it relates to eating, smoking, and alcohol intake (Allen &

Casey, 2007). Greenberg and colleagues (1993) noted that exposure to media content with an emphasis on sexual themes among adolescents is believed to cause premature sexual initiation. Several comprehensive reviews have been conducted to determine what is known about the exposure to media and the influence of that exposure on the sexual behaviors of adolescents. Although correlations between exposure to media and sexual behavior have been determined in the available literature, the general consensus is that a causal link can not be established. The lack of longitudinal studies examining the influence of sexual media on subsequent behavior has resulted in deficient knowledge concerning the influence media has on adolescents' sexual behaviors (Brown, 2002; Brown & Witherspoon, 2002; Escobar-Chaves, 2005; Fine, Mortimer, & Roberts, 1990; Gruber & Grube, 2000; Harris & Scott, 2002; Strasburger & Donnerstein, 1999).

Of the studies suggesting a relationship between media and adolescents' sexual attitudes and behaviors, noted limitations are inappropriate study designs, limited sampling methodology, small sample sizes, and the absence of a theoretical underpinning (Allen & Casey, 2007; Bryant & Cummins, 2007; Escobar-Chaves, Tortolero, Markham, Low, Eitel, & Thickstun, 2005; Pardun, L'Engle, & Brown, 2005). Furthermore, the bulk of previous research examining the influence of media exposure on sexual behavior has focused solely on television viewing (Pardun, L'Engle, & Brown, 2005; Brown & Walsh-Childers, 2002).

Allen and colleagues (2007) commented that music serves as part of the social system, and for adolescents the sounds of growing up are synonymous with popular music. Although music is second to TV in usage patterns, music appears to be the most readily accessible medium available to adolescents. Despite adolescents' exposure to music lyrics Escobar-Chaves and

colleagues (2005) concluded that there is a lack of research that examined the effects of Sexually-oriented music lyrics on adolescents' sexual attitudes and behaviors.

For the purposes of this study, Sexually-oriented music lyrics are defined as lyrics that explicitly or implicitly talk about own/others sexual desires or plans, talk about sex that has occurred, talk toward sex, advice about sex, talk about sexual risk (STIs, HIV/AIDS, multiple partners, etc.) or protective behaviors (condoms, birth control, abstinence, etc.), mention of exotic dancing and exotic dance movements, talk stressing body parts and female undergarments (thongs, G-strings, etc.), and talk of how physical appearance causes sexual arousal (Kunkel, Keren, Cope-Farrar, Donnerstein, & Fandrich, 2003).

Escobar-Chaves and colleagues (2005) called for the inclusion of at-risk populations in future research seeking to explain the influence media has on the sexual attitudes and behaviors of adolescents. Furthermore, Rich (2005) noted that national data-collection methodology is not designed to determine the influence of different mediums on adolescents' sexual attitudes and behaviors. The flurry of new technological devices (i.e., Ipods, iPhones, cell phones, palm pilots, etc.) allows adolescents the ability to immediately access media. African-American adolescents have higher exposure to media and are at an increased risk for early sexual initiation. The influence music exerts on AAAs' sexual attitudes, beliefs, and intentions begs for investigation.

Music Influences

Roe (1987) has contended that in terms of sheer amount devoted to it and the meanings it assumes, music is the most important medium for adolescents. Although the styles of popular music have changed, lyrical themes have remained relatively constant (Hansen & Hansen, 2000). In the 1940s and 1950s the focus of music lyrics was on romantic love. In the 1960s music themes evolved to reflect present issues during that time. Dominant themes in the 1960s included

drugs, protest against the war, and a greater focus on physical love (Hansen & Hansen, 2000). Disco-themed music refocused themes to romance in the 1970s. The 1980s gave rise to rock music, which emphasized physical love making and infatuation (Fedler, Hall, & Tanzi, 1982). Additionally, punk and heavy metal rock included themes of violence. In the 1990s rap emerged, with gangsta rap including the highest levels ever of violence, sex, and misogynistic themes (Hansen, 1995).

Allen and colleagues (2007) commented, “For each generation, a new iteration of popular music creates new allegations of antisocial effects” (p. 263). Perhaps the most important trend in popular music occurred in the 1980s. In 1981, the advent of a television channel devoted solely to music videos (MTV) allowed for listening with the added feature of viewing musicians through videos (Hansen & Hansen, 2000). As a result, the lyrics and video imagery associated with genre’s such as heavy metal and rap music have gained increased vocal condemnation from parents, teachers, media commentators, and main stream cultural authorities (Roberts & Christenson, 2001). However, Roberts and Christenson (2001) noted that time spent viewing music videos was insignificant compared to time spent listening to music, indicative of adolescent’s decreasing interest in television as they age.

Despite negative attention garnered by popular music, listening to music is a normal part of growing up. Rowe (1995) noted listening to music is pleasurable to the body and mind of adolescents. It was suggested that listening to music can reduce unpleasant feelings of anxiety (Peretti & Zweifel, 1983), lift the spirits, or get someone “pumped up” (Wells, 1990, p. 113). Music may also function in the development of self and group identity, with lyrical content providing adolescents with information about society, social and gender roles, and behavior (Christenson, DeBenedittis, & Lindlof, 1985). Furthermore, music can reduce tension; provide

escape or distraction from troubles; alleviate feelings of loneliness; fill the time when there is nothing much to do; ease the drudgery of repetitive, menial tasks and chores; fill uncomfortable silence; provide topics of conversations; make parties more lively; teach new vocabulary; articulate political attitudes; and perform many other uses for adolescent listeners (Christenson & Roberts, 1998). Roberts and Christenson (2001) commented that for the majority of today's adolescents, music functions as essential equipment for living.

Music Videos

Adolescents compose the majority of the audience entertained by music videos (Gunter, 2002). Music videos allow artists to fuse visual images with the lyrical content presented in songs. Greenfield and Beagles-Roos (1988) commented that videos allow adolescents to flashback to visual images they associate with music lyrics. Researchers posit this combination magnifies the potential influence exerted through music (Christenson, & Roberts, 1990; Strasburger, 1995). Thus, the content of music videos garnered increased attention. Music videos often contain high levels of sexism and implied risky sexual behaviors (Baxter, De Riemer, Landini, Leslie, & Singletary, 1985; Sherman & Dominick, 1986; Vincent, Davis, & Bronszkowski, 1987).

In 2003, Wingood and colleagues examined whether exposure to rap music videos would predict health risk behaviors and STIs among AAAs at 12 month follow up. The study population included 522 sexually active females 14-18 years of age. Results revealed greater exposure to rap music videos was associated with the incidence of health risk behavior and STIs. However, it was noted that a causal relationship between exposure to rap music videos and health status was difficult to confirm.

Sex in the Media

Concerns have been raised about suggestive content adolescents are exposed to through media (AAP, 1984). Such concerns are fueled by the belief that the array of sexual messages depicted on television and in other media may lead to casual attitudes toward sexual relationships, distorted expectations, and reckless sexual decision making (Ward, 2002). Research has shown a relationship among media exposure and media's influence on adolescents' sexual perceptions, attitudes, and intentions (Brown, L'Engle, Pardun, Guang, Kenneavy, & Jackson, 2006; L'Engle, Brown, and Kenneavy, 2006; Martino, Collins, Elliott, Strachman, Kanouse, & Berry, 2006). The following is a discussion of research in this area.

Wingood and colleagues (2001) used a cross-sectional design to examine the association between exposure to X-rated movies and African-American adolescent females' sexual and contraceptive attitudes and behaviors. The study population included 522 sexually active females 14-18 years of age. Participants completed a self administered survey and a personal interview. Exposure to X-rated movies was related to negative attitudes toward STI/HIV prevention, and engaging in contraceptive risk practices and sexual risk behaviors.

The RAND Corporation (2004) conducted a study to analyze sexual content on television and the attitudes and behaviors of adolescents. This was the first longitudinal study to use a representative sample to investigate the phenomena (Escobar-Chaves, Tortolero, Markham, Low, Eitel, & Thickstun, 2005; Kunkel, Eyal, Finnerty, Biely, & Donnerstein, 2005). The results showed that heavy exposure to sexual content (viewing sexual behavior or hearing about sex) on TV was predictive of the initiation of sex at one year follow up (Collins et al., 2004). Additionally, researchers found exposure to portrayals of safe sexual practices and sexual risk was predictive of delayed sexual behavior for African-American adolescents only (Collins et al.,

2004). Researchers called for studies to analyze how African-American adolescents interpret media content, and for investigation into the contribution of various media sources on adolescent sexuality (Collins et al., 2004).

Brown, Halpern, and L'Engle (2005) examined the relationship between pubertal timing and exposure to mass media (television, movies, music, and magazines). They studied 471 adolescent females from urban, suburban, and rural areas in North Carolina. The sample had a mean age of 13.7 years, 227 were African American, and 244 of the participants were white. Researchers concluded there was a consistent association with early pubertal development and interest in sexual media regardless of race. Earlier maturing girls were also more likely to perceive media messages as supportive of teen sexual intercourse.

In 2005, Pardun, L'Engle, and Brown sought to examine 12-14 year olds' exposure to sexual content in a variety of media. They concluded exposure to sexual content was significantly related to sexual experience and intentions to be sexually active. Their data also suggested that the type of sexual content was irrelevant, but the sheer amount of exposure to sexual content was relevant for understanding media's impact on early adolescents' sexual intentions and behavior. Furthermore, researchers concluded television does not have a substantial association with adolescent sexual behavior and recommended researchers should analyze early adolescents' music preferences as a robust measure of sexual content in the media (Pardun, L'Engle, & Brown, 2005).

In assessing whether early adolescents' exposure to sexual content in the media predicted sexual behavior by middle adolescents, Brown and colleagues (2006), concluded adolescents with heavy exposure to sexual content were more likely to have engaged in sex at 2 year follow up. Researchers also found that among other predictive factors, one of the strongest predictors of

risk for early sexual intercourse for white and black adolescents was the perception that his or her peers were sexually active (Brown, L'Engle, Pardun, Guang, Kenneavy, & Jackson, 2006). Additionally, for black adolescents there was not a relationship between exposure to sexual content and sexual behavior after controlling for all predictor variables (Brown, L'Engle, Pardun, Guang, Kenneavy, & Jackson, 2006). Brown and colleagues (2006) suggested researchers should conduct longitudinal studies that include younger adolescents as the study sample. Moreover, researchers concluded more research is needed to understand the relationship between exposure to sexual media content and adolescents' sexual attitudes and behaviors (Brown, L'Engle, Pardun, Guang, Kenneavy, & Jackson, 2006).

In 2006, L'Engle, Brown, and Kenneavy compared the influences of media on adolescents' sexual intentions and behaviors to other predictor variables. Media influences presented a significant association with early adolescents' sexual intentions and behaviors after controlling for age, gender, religion, family, race, and socioeconomic status (L'Engle, Brown, and Kenneavy, 2006). Researchers concluded adolescents with higher exposure to sexual content in the media, and who perceived greater support from the media for adolescent sexual behavior reported more sexual activity and greater intentions to have sex in the future (L'Engle, Brown, and Kenneavy, 2006). It was recommended that the influence of mass media should receive increased attention from future researchers seeking to reduce risky sexual behavior among adolescents (L'Engle, Brown, and Kenneavy, 2006).

Chandra and colleagues (2008) analyzed data from a national longitudinal study to examine the link between exposure to sex on TV and teen pregnancy. Participants were 12-17 years old at initial interview. Subsequent interviews were conducted after 1 year and again after 3 years. Researchers conducted a content analysis of 23 popular TV shows that were aired on

broadcast and cable channels. After controlling for other mediating factors, exposure to sexual content on TV was associated with teen pregnancy. Researchers estimated that teens with higher exposure to sexual content on TV were twice as likely to become pregnant or be responsible for a pregnancy.

Music and Adolescents

Music plays an important role in the socialization process of adolescents (Roberts & Christenson, 2001). Adolescents spend significant amounts of time listening to music with more than half (65%) of 8-18 year old adolescents reporting they carrying portable music devices when away from home (Rideout, Roberts, & Foehr, 2005). In relation to gender and race, females listen more than males (Greenberg, Ku, & Li, 1989; Roberts & Henriksen, 1990), and African-American adolescents listen more than White adolescents (Brown, Childers, Bauman, & Koch, 1990). Moreover, Hall (1983) noted that African-American adolescents 10-12 years of age not only recognize lyrical content, but are able to describe lyrical messages.

Adolescents are saturated with mass media, spending an average of 6 hours and 30 minutes a day utilizing media. Media use increases to 8 hours and 30 minutes when considering the multiple mediums adolescents use simultaneously (Rideout, Roberts, & Foehr, 2005). Mass media is defined as television, radio, newspapers and magazines, records, computers, video, and films (Feldman, & Elliott, 1990). Despite the plethora of media devices and technological advances such as Ipods, MP3 players, other hand held media devices, and the Internet, music persists as the dominant media chosen by adolescents (Rideout, Roberts, & Foehr, 2005). Adolescents spend an average of 1 hour and 45 minutes daily listening to music (Rideout, Roberts, & Foehr, 2005). Adolescents spend roughly 1 hour using the computer, 50 minutes playing video games, and 45 minutes reading on a daily basis (Rideout, Roberts, & Foehr, 2005).

The fact that sexual references readily occur in music lyrics is alarming (Wartella, Heintz, Aidman, & Mazzarella, 1990). Researchers suggest that song lyrics have become more sexually explicit as society has become more accepting of overt sexuality (Hirsch, 1971; Prinsky & Rosenbaum, 1987; Rice, 1980). Content analysis of selected media showed that music contained 40% more sexual content than any other medium, with 15% of music's sexual content focusing solely on intercourse, compared to a 3% and 4% focus in television and movies, respectively (Pardun, L'Engle, & Brown, 2005).

Furthermore, Primack and colleagues (2008) conducted a content analysis of music lyrics to determine the prevalence of sexual content. Popular songs were identified and analyzed for degrading and non-degrading sexual music lyrics. Thirty-seven percent (37%) of lyrics contained sexual content. Degrading lyrics were more common (65%) than non-degrading (35%) music lyrics. Rap (64%) and R&B/Hip-Hop (22%) were the genres that contained the highest amounts of degrading lyrics, while Country (45%) and R&B/Hip-Hop (28%) contained the highest percentages of non-degrading sexual lyrics. Researchers recommended investigation into the influence of sexual music lyrics on adolescents' sexual behavior.

In light of driving privileges and other age-specific liberties, music exposure is bound to increase as adolescents mature. Older adolescents listen to more music than younger adolescents. Listening patterns differ significantly, with 8-10 year olds listening for 59 minutes, 11-14 year olds listening for 1 hour and 42 minutes, and 15-18 year olds listening to music an average of 2 hours and 24 minutes daily (Rideout, Roberts, & Foehr, 2005). This increase in exposure to music is likely to exert some influence on adolescents' sexual attitudes, beliefs, and behaviors. Walsh-Childers and Brown (1993) noted that regardless of gender, adolescents with higher levels

of exposure to music are more likely to consider lyrical messages more realistic than those with low levels of exposure.

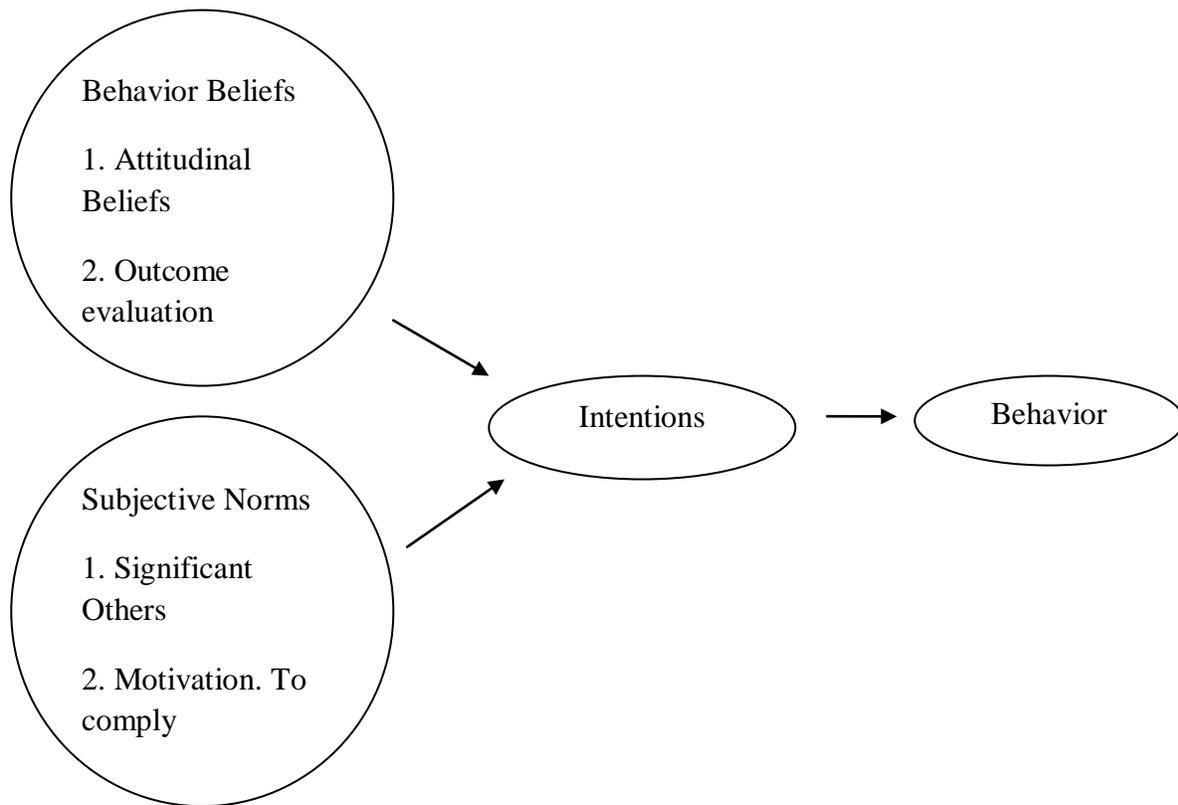
To date, one longitudinal study has attempted to examine the relationship of degrading vs. non-degrading music lyrics on the attitudes and behaviors of adolescents. Martino and colleagues (2006) conducted national telephone surveys of 1,242 adolescents 12-17 years of age. The sample was 43% female and consisted of 68%, 14%, 12%, and 6% White, African American, Hispanic, and other adolescents respectively. Researchers concluded that exposure to sexual music lyrics is related to advancement in sexual activities, i.e., intercourse and noncoital behaviors. However, exposure to sexual lyrics was not related to advances in sexual behavior when music lyrics were not degrading. Additionally, results showed adolescents who listened to increased amounts of music were more likely to advance in noncoital sexual behavior and initiate sex even after controlling for sexual content in the music. Researchers recommended future studies examine how male and female adolescents make sense of sexually explicit lyrics and how it relates to sexual behavior.

Utility of the Theory of Reasoned Action

The Theory of Reasoned Action (TRA) has been useful in predicting and explaining a variety of behaviors. For example, the TRA has been successfully utilized to predict and explain health behaviors related to drinking, mammography use, substance use, and sun protection (Gastil, 2000; Montano & Taplin, 1991; Morrison, Spencer, & Gilmore, 1998; Steen, Peay, & Owen, 1998). Additionally, TRA was successfully used to predict adolescents' sexual behavior and intentions, adolescent's dietary supplement use, and adolescent's AIDS preventive behaviors (Carvajal et al., 1999; Fisher, Fisher, & Rye, 1995; Flores, Tschann, Marin, 2002; Gillmore et

al., 2002; Perko, Bartee, Dunn, Wang, & Eddy, 2000;). Refer to figure 1 for a graphic depiction of the TRA.

Figure 1: Theory of Reasoned Action.



Note. Adapted from Ajzen & Fishbein, 1980.

Carvajal and colleagues (1999) conducted a longitudinal study to examine the sexual behaviors of 827 adolescents in Texas. Social norms and beliefs about postponing sex were associated with delayed sexual initiation. Gillmore and colleagues (2002) tested the TRA to predict adolescents' sexual behavior. Sexual intercourse was associated with intentions to have sex, and intentions were associated with attitudes and general norms. Flores and colleagues (2002) utilized the TRA to predict sexual intentions of 84 Latina adolescents. They noted that social norms were the only predictor of intentions to have sexual intercourse.

In 2000, Perko and colleagues used the TRA to identify influences on dietary supplement use or nonuse among 1,737 adolescent student athletes aged 14-19 years. Results indicated a relationship among adolescents' intentions of use or nonuse of supplements and their attitude toward the behavior and their subjective norms.

In an effort to understand beliefs related to AIDS preventive behaviors among high school adolescents, Fisher, Fisher, and Rye (1995) conducted a prospective study of 165 9th grade students. They noted that preventive behaviors were predicted by behavior intentions, intentions were a function of attitudes toward prevention and norms, and subjective norms related to preventive behaviors were significantly correlated with perceptions of significant other's beliefs. The aforementioned research provides evidence for the use of the TRA in predicting distinct adolescent behaviors. Based on this research the TRA may be useful in predicting younger AAAs' sexual behaviors. The constructs of the TRA are discussed in detail.

Behavioral Intentions

The TRA holds that the immediate determinant of a person's behavior is that person's intention to perform or not to perform that specific behavior. Refer to Figure 1 for a graphic depiction of the TRA. Ajzen and Fishbein (1980) postulated this based on comparisons of the strength of the intention-behavior correlation to other kinds of antecedent factors. They consistently found that the intention correlation to behavior was significantly greater than that of any other factor, with typical correlations ranging between 0.72 and 0.96. Within this line of research, two factors have been found to influence the accuracy of intentions to behavior. First is the time interval between assessing intentions and subsequent behavior. Fishbein and Ajzen have found that the level of accuracy decreases as the time interval increases. They believe that this is true due to unexpected events that occur over time. Secondly, all possible behavioral alternatives

should be assessed. For example, African-American adolescents can choose to abstain from sexual activity, use condoms if sexually active, or participate in risky sexual activities. To increase the accuracy of intention in predicting future sexual behavior, the investigator needs to determine the individual's intention concerning sexual behavior. In general, individuals will adopt the behavior associated with their strongest intention.

Referring back to Figure 1, the TRA model shows that behavioral intention is a direct function of two specific and independent determinants. Ajzen and Fishbein (1980) identified these determinants as attitude toward the behavior, which is a personal factor, and subjective norm, a factor reflective of social influence. Attitude toward the behavior is defined as a person's positive or negative evaluation of personal performance of the behavior. Subjective norm is described as an interaction between a person's perception of how significant others in his/her social environment feel about the individual's performance of the behavior and the person's motivation to comply with these significant others. For most behaviors under volitional control, both of these factors are strong predictors of behavioral intention. A summary of TRA research studies presented by Ajzen (1988) shows that the influence of attitude toward the behavior and subjective norm varies across behaviors and populations with correlations ranging from 0.40 and 0.73. For most behaviors, the influence of the attitudinal component outweighs that of the subjective component. Thus, based on TRA research, it is safe to assume that most individuals will intend to perform a behavior when they evaluate its consequences positively and they believe that significant others think they should perform the behavior.

The formula representing the TRA demonstrates this point, and can be represented by the following formula (Ajzen, 1988, p. 117):

$$B \sim I = w_1Ab + w_2SN$$

where B = behavior, I = intention to perform the behavior, Ab = attitude toward the behavior, SN = subjective norm, and w1 and w2 are empirically determined weights.

Attitude Toward the Behavior

According to the TRA, a person's attitude toward the behavior is a function of an individual's salient beliefs that by performing the behavior, it would be likely or probable that a positive or negative outcome would occur. A person's attitudinal beliefs can vary by an associated probability that the outcome will occur, and evaluation of the outcome as being either positive or negative. In other words, a person can have a positive or negative attitude toward the behavior based on the belief that performance of the behavior will lead to mostly positive or negative outcomes. This can be summarized by the following formula (Ajzen, 1988, p. 120):

$$A_b = \sum b_i e_i$$

where A_b = the attitude toward the behavior, b_i = the probability that the behavior will lead to outcome i , and e_i = a person's positive or negative evaluation of that outcome.

Subjective Norm

Subjective norm, according to the TRA, is a function of an individual's normative beliefs. These beliefs are social in nature, in that they focus on an individual's perceived social pressures to perform the behavior. These beliefs are affected by both the presence of significant others (e.g., mother, father, best friend, girlfriend/boyfriend) and the individual's level of motivation to comply with to please these significant others. So, in general, people would be expected to intend to perform the behavior if they felt that important people in their life, with whom they were motivated to comply, wanted them to do so. In terms of a formula, subjective norm could best be represented by the following (Ajzen, 1988, p. 121):

$$SN = \sum b_i m_i$$

where SN = subjective norm, bi = normative belief concerning significant other, and mi = motivation to comply with that significant other.

With the full TRA model in mind, Fishbein and Ajzen hypothesized that a person's behavior can be traced back to personal beliefs about the specific behavior and the perceived social pressure to perform the behavior. Fishbein and Ajzen further hypothesized about the relationship of the TRA to other psychosocial factors possibly influencing behavior in that these outlying, distal factors will only impact behavior indirectly through the mediating properties of attitudes toward the behavior and subjective norm. While adolescents are influenced by various factors, for many adolescents music is an important badge of identity (Strasburger & Hendren, 1995) and often influences social norms. Roe (1990) noted that music also help adolescents identify with peer groups. Although recent evidence suggests exposure to music influences adolescents' intentions, limitations of study methodologies impact the validity of such findings. Currently, not theory based instrument exist to examine the influence of sexual media on adolescents, sexual intentions and subsequent behavior. The utilization of the TRA in explaining music's influence on adolescents' sexual attitudes and behaviors can provide essential information for addressing risky sexual behavior among at risk African-American adolescents.

Theory of Reasoned Action and Sexual Behavior

Buhi and Goodson (2007) conducted a comprehensive literature review to examine research studies that sought to determine predictors of adolescent sexual behavior. They sought to review studies published between 1996 and 2005 and found that 43 of 69 published articles used a theoretical framework. Although several studies have been conducted in the area of adolescent sexual behaviors, most have focused on the influence of sociodemographic and family factors (Gillmore, Archibald, Morrison, Wilsdon, Wells, Hoppe, Nahom, & Murowchick,

2002). Carvajal and colleagues (1999) noted that such a focus has resulted in a lack of knowledge of the more proximal factors that influence adolescents' sexual decision making. Based on the premise of the TRA and past evidence, the TRA is appropriate for studying possible influences on adolescent sexual behavior.

Robinson and colleagues (1998) used constructs from the TRA to examine the sexual behavior of 689 rural junior high school adolescents in Ohio. The study sample was 92% White, 51% male, and had an average age of 13 years. The sample was nonrandom, and the study used a cross sectional design. Results indicated that attitudes and efficacy expectations significantly predicted intercourse for males. Furthermore, they noted that efficacy expectations were the only significant predictor for engaging in sexual intercourse.

In 1999, Carvajal and colleagues conducted a longitudinal study to examine the sexual behaviors of 827 adolescents in Texas. Participants were randomly selected from a larger study that evaluated the Safer Choices curriculum. Results were consistent for the TRA constructs that were utilized. It was noted that social norms and beliefs about postponing sex were associated with delayed sexual initiation.

Albarracín and colleagues (2001) conducted a meta-analysis to evaluate the success of the TRA as a predictor of condom use. They combined 96 data sets from 42 reports that were available as of June 1996 that tested the TRA, TPB, or both. Researchers concluded that intentions correlated more highly with future condom ($r = .45$) use than did perceived behavioral control ($r = .25$, $p < .0001$ for contrast), and attitudes correlated more strongly with intentions ($r = .58$) than did either subjective norms ($r = .39$, $p < .0001$ for contrast) or perceived behavioral control ($r = .45$, $p < .0001$ for contrast). It was noted that both the TRA and TPB were highly successful in predicting condom use. However, researchers concluded interventions focusing on

changing attitudes will produce greater results than interventions seeking to change norms and addressing perceived behavioral control.

Flores and colleagues (2002) utilized the TRA to predict sexual intentions of 84 Latina adolescents. The nonrandom sample consisted of female adolescents 14 - 19 years of age residing in California and Texas. Data were collected through telephone surveys and analyzed using regression analysis. Results determined that social norms were the only predictor of intentions to have sex.

Gillmore and colleagues (2002) tested the TRA to predict adolescents' sexual behavior. The initial wave of data were collected when adolescents were in grades 3-6, and the final wave of data were collected when adolescents were in grades 10-12. The study sample consisted of 749 urban adolescents residing in the northwest. Females accounted for 53% of the sample with Whites, African Americans, and Asians accounting for 47, 20, and 22% of the sample respectively. It was noted that sexual intercourse was associated with intentions to have sex, and intentions were associated with attitudes and general norm. Researchers concluded the influence of sexually explicit media, images and popular songs, warrant further investigation.

In examining the sexual behaviors and attitudes toward condom use in adolescent mothers, Koniak-Griffin and colleagues (2003) utilized the TRA, TPB, and constructs from the Social Cognitive Theory (SCT). A convenience sample of 572 female adolescents age 14 – 20 years from Los Angeles County, California were studied in a quasi-experimental prospective longitudinal design. Latinas consisted of 77% of the sample, African Americans accounted for 18%, and Whites, Asians, and others accounted for the remaining 5%. Researchers noted that constructs from the TPB and SCT were insignificant in predicting unprotected sex. However,

constructs from the TRA were significantly correlated with unprotected sex, and explained 17% of the variance.

CHAPTER THREE

Methodology

The purpose of this study was to develop a reliable and valid instrument based on the Theory of Reasoned Action to enable researchers to predict the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents. This chapter describes the framework used to develop the Survey to Predict the Influence of Sexually-Oriented Music Lyrics on the sexual attitudes, beliefs, and intentions of African-American Adolescents (SPISOML-AAA). The steps outlined are an adapted version of Mueller's (1986) procedures for the development of an attitude and belief instrument. More specifically, procedures employed replicated those of Perko (1996) who utilized a 9 step model in survey development.

Overview of Instrument Development

The goal of the TRA is to predict human behavior (Fishbein and Ajzen, 1975). The two basic assumptions of TRA are 1) people will make rational decisions concerning behavior with appropriate information, and 2) the behavior of interest is under volitional control. The premise is intentions are influenced by attitudes and norms. In turn, intentions predict behavior. Mueller (1986) stated, "Measuring someone's attitude is an attempt to locate his/her position on an affective continuum ranging from very positive to very negative toward an attitudinal object" (p. 8). Although thousands of scales have been developed to measure attitudes; the instrument developed in this study utilized Likert scales (Likert, 1932). Fishbein and Ajzen (1975) believe any standard measurement scale can be used effectively with the TRA (p. 263). In considering

the study sample (6th-8th graders) it is important to have a reasonably concise and straightforward survey. Likert scales are simple to administer, and it was noted that they retain high reliability with as few as 20 questions (Mueller, 1986, p. 30).

The steps used to develop the SPISOML-AAA are listed below and will be discussed further.

1. Identify the attitudinal object.
2. Collect a pool of opinion items.
3. Submit pool of items to expert panel for review.
4. Pilot test draft of SPISOM-AAA.
5. Administer item pool to a group of respondents.
6. Score each item for each respondent.
7. Sum respondents' item scores.
8. Correlate item scores with total scale scores for all respondents.
9. Apply statistical criteria for elimination of test items.

Step 1: Identify the Attitudinal Object

The initial task in the development of a survey to measure intentions, attitudes, and beliefs of African-American adolescents related to sexual initiation and sexual behavior was to identify the attitudinal object. The attitudinal object was identified by determining the parameters of content in this area. Three strategies were used to determine these parameters; review of the literature, focus group interviews with African-American adolescent in grades 6-8, and expert panel submission of related materials relevant to the topic area, (e.g., previous surveys or questionnaires). The first step in the development of the SPISOML-AAA was to determine the efficacy of the TRA to measure intentions, attitudes, and beliefs, and the potential for exposure to sexually-oriented music lyrics to influence sexual initiation and sexual behavior of African-American adolescents. This was established by reviewing the literature in both areas. That information is detailed in depth in Chapter 2 of this document and is summarized here.

Findings from the literature review.

The TRA was developed to predict behavior by assessing the target population's attitudes and the norms toward the behavior. The concept is that attitudes and norms predict intentions, and intentions predict behavior. Research findings have supported the use of the TRA in predicting and explaining a variety of adolescent behaviors. TRA was successfully used to predict adolescents' sexual behavior and intentions, adolescent's dietary supplement use, and adolescent's AIDS preventive behaviors (Carvajal et al., 1999; Fisher, Fisher, & Rye, 1995; Flores, Tschann, & Marin, 2002; Perko, Bartee, Dunn, Wang, & Eddy, 2000). Carvajal and colleagues (1999) conducted a longitudinal study to examine the sexual behaviors of 827 adolescents in Texas. It was noted that social norms and beliefs about postponing sex were associated with delayed sexual initiation. Flores and colleagues (2002) utilized the TRA to predict sexual intentions of 84 Latina adolescents. They noted that social norms were the only predictor of intentions to have sex.

In 2000, Perko and colleagues used the TRA to identify influences on dietary supplement use or nonuse among adolescent student athletes. Results indicated a relationship among adolescents' intentions of use or nonuse of supplements and their attitudes toward the behavior and their subjective norms.

Fisher, Fisher, and Rye (1995) utilized the TRA to understand beliefs related to AIDS preventive behaviors among high school adolescents. They noted that preventive behaviors were predicted by behavior intentions, intentions were a function of attitudes toward prevention and norms, and subjective norms related to preventive behaviors were significantly correlated with perceptions of significant other's beliefs. The aforementioned research provides evidence for the use of the TRA in predicting distinct adolescent behaviors. Based on this research it is rational to

hypothesize that the TRA can be useful in predicting adolescents' sexual attitudes, beliefs, and intentions.

African-American adolescents and sexually-oriented music lyrics.

The available research indicates media consumption has a demonstrable impact on attitudes and health behavior as it relates to eating, smoking, and drinking (Allen & Casey, 2007). However, research examining the influence of sexually-oriented music on adolescents' sexual attitudes, beliefs, and behaviors is nearly nonexistent. The bulk of previous research examining the influence of media exposure on sexual behavior has focused solely on television (Brown & Walsh-Childers, 2002; Pardun, L'Engle, & Brown, 2005). Allen and colleagues (2007) commented that, "Music serves as part of the social system, and for adolescents the sounds of growing up are synonymous with popular music" (p. 264). Studies have shown that 86% of 8-18 year olds have a CD/tape player, and 84% of 8-18 year olds have a radio in their bedrooms (Rideout, Roberts, & Foehr, 2005). In an effort to reveal what adolescents are listening to, Pardun, L'Engle, and Brown (2005) conducted a content analysis of selected media. They noted that music contained 40% more sexual content than any other medium, with 15% of music's sexual content focusing solely on intercourse (Pardun, L'Engle, & Brown, 2005).

Brown and colleagues (1990) noted that African-American adolescents listen to more music than White adolescents. Moreover, it was suggested that African-American adolescents as young as 10-12 years of age not only recognize lyrical content, but are able to describe the lyrical messages they are exposed to through music (Hall, 1983). Thus, Escobar-Chaves and colleagues (2005) called for the inclusion of African-American adolescents in future research seeking to explain the influence media has on the sexual attitudes and behaviors of adolescents. As a result of their meta-analysis of research conducted in this area between 1983 and 2004, Escobar-

Chaves and colleagues (2005) noted that despite the pervasiveness of sexual lyrics there is a lack of research that examine the affects of sexually-oriented music lyrics on adolescents' sexual attitudes and behaviors.

To date, one longitudinal study has attempted to examine the relationship of degrading vs. non-degrading music lyrics on the attitudes and behaviors of adolescents. Martino and colleagues (2006) conducted national telephone surveys of 1,242 adolescents 12-17 years of age. Researchers concluded that exposure to sexual music lyrics is related to advancement in sexual activities, i.e., intercourse and noncoital behaviors. Additionally, results showed adolescents who listened to increased amounts of music were more likely to advance in noncoital sexual behavior and initiate sex even after controlling for sexual content in the music.

Focus group interviews.

The second strategy in identifying the attitudinal object in stage one consisted of focus group interviews with African-American adolescents to determine belief and attitude parameters with respect to the constructs of the SPISOML-AAA. Additionally, focus group interviews allowed for an understanding of common jargon used among the target population. As a preliminary measure, this researcher met with principals (n = 2) of possible study sites to discuss the purpose and methods of the study, and to access their opinions about the worthiness of the study. Both principals expressed a perceived need for the study and agreed to participate after official approval was obtained. Approval for the study's protocol was secured from The University of Alabama's Institutional Review Board (IRB).

Next, this researcher met with the superintendent of the school system for the urban site and the Title I Coordinator for the rural site to gain approval to collect data in the predetermined schools in their system. Approval was secured for both schools. After official approval, this

researcher met with the principals of each school to determine how to proceed. Both principals directed this researcher to work with the school counselors to complete data collection methods. Both schools were predominately African-American, and had students in the 6th, 7th, and 8th grades.

Recruitment.

Recruitment for focus group participants began and concluded in spring 2009. This researcher met with each school counselor to discuss the dynamics of the focus group interviews. Each counselor decided it would be best if they recruited students for the interviews. This researcher informed the counselors of the minimum number (equal groups of 6-10 males/females per grade level) of participants needed and provided each counselor with the appropriate number of consent and assent forms. After receiving and verifying approved consent and assent forms from each school, two dates were set for data collection at each school. The first meeting was for the focus group moderators to become acquainted with the participating students. The first meeting was scheduled 1 day prior to focus group interviews at each school. The second date was reserved for the focus group interviews. This researcher moderated the sessions for the male students, and an African-American female graduate student was selected to moderate the sessions with the female students.

Day one.

This researcher and the female moderator met with participating students (male and female) collectively at each school. An activity was planned to get students to interact with each other and the moderators. This researcher thanked the students for participating and briefly explained the focus group process. Next, the students were divided into groups to complete the planned activity. Female students were with the female moderator and male students were with

this researcher on opposite sides of the room. This meeting took place in a private room at each school. Each activity was completed and extra time was used to answer any questions the students had. Researchers informed the students of what to expect on the following day, and expressed the importance of the focus group interviews. The meeting lasted 1 hour at each school.

Day two.

Focus group interviews (n=12) were conducted with 36 AAAs in 6th-8th grades. Twenty (n=20) students resided in a rural county and 16 students resided in an urban county. Nineteen (n=19) students were female and 17 were male. Focus groups interviews were conducted during school hours in private rooms designated by the counselors. Interviews took place during designated exploratory periods for 6th, 7th, and 8th grades. No school officials were present during the focus group interviews. Focus groups interviews were separated according to gender with corresponding moderators of the same gender and ethnic background. At the beginning of the session, students were thanked for their participation. Also, students were reminded that their participation was completely voluntary and that they could refuse participation at anytime. Further, they were informed that their grade would not be affected due to participation in the interview.

Directions for the interviews were given and the importance of honest discussions was reemphasized. The moderators informed the students that the discussions were to remain confidential, and informed the students that the discussions were being audio recorded. All students agreed to rules of the interviews and to having the discussions audio recorded. Students were asked questions regarding factors that they believe influence their perceptions and intentions regarding sexual behaviors, and their perceptions about music lyrics. Each session last

approximately 30 minutes. Focus group participants received a meal equal to \$6 as an incentive for participation.

Expert panel submissions.

The final strategy in identifying the attitudinal object was submission of materials related to African-American adolescents' sexual behavior and sexual music lyrics. Experts in the field of health behavior theory, adolescents' sexual health, and communications were asked to submit any existing surveys or questionnaires examining exposure to sexually-oriented music lyrics and African-American adolescents' sexual initial and sexual behavior.

Step 2: Develop Pool of Test Items

As a result of the strategies in step one, a pool of questions was developed. Questions were developed in survey form to examine the attitudes toward the behavior, subjective norms, and intention to perform the behavior. Each question assessed constructs of the TRA. The collective pool of questions represented the first draft of the SPISOML-AAA.

Step 3: Pool of Items Reviewed by panel of Experts

A panel of experts reviewed the initial pool of items. Experts in the areas of communication (n=4), health behavior theory (n=4), and adolescent sexual health (n=3) were mailed the first draft of the SPISOML-AAA. Experts were asked to evaluate each item based on the criterion sheet they were provided.

Step 4: Pilot Test Draft of the SPISOM-AAA

In the spring and fall semesters of 2009, AAAs in grades 6-8 residing in an urban and rural community in Alabama were recruited to take the pilot draft of the SPISOML-AAA. The pilot test draft of the SPISOML-AAA consisted of 46 questions. Parental consent and student assent were confirmed before students were allowed to participate. Six (n=6) students from 2

predominantly African-American middle schools took the pilot draft of the SPISOML-AAA. This researcher administered the pilot draft of the SPISOML-AAA to one female and one male student simultaneously during the exploratory periods for each grade level. The survey was administered in a private room to allow for candid discussion of the dynamics of the survey. Immediately after each couple completed the survey this researcher asked questions to determine the appropriateness of the survey. Students were asked to provide comments on how to improve the survey. In addition, the time taken to complete the survey was recorded by this researcher. The SPISOML-AAA was refined based on input from the students. Each session lasted approximately 25 minutes.

Step 5: Administer the Item Pool to a Group of Respondents

Initial group of respondents.

Original approval to administer the SPISOML-AAA was attained from one urban and one rural school in Alabama. This resulted in a potential study population of 615 students. Unfortunately, the response rate was lower than expected. Recruitment for this phase of the study began in the latter part of the fall 2009 and concluded early in the spring 2010 semester. Initially, a total of 42 (36 from urban site and 6 from rural site) students agreed to participate in the study. A second recruitment push resulted in an additional 67 students, 34 from the urban site and 33 from the rural location. A total of 109 students agreed to participate in the study. However, the original goal for recruitment was a minimum of 200 AAAs. Therefore, approval from additional schools was sought.

Additional group of respondents.

After meeting with 9 principals, a superintendent for 1 school system, 2 assistant superintendents for 2 school systems, and 1 presentation for a county school board, approval for

3 additional schools (2 systems) were secured the latter part of the fall 2009 semester. The total 6th-8th grade population of the additional schools was 465. However, only 76 students agreed to participate in the study. Two (n = 2) of the additional schools were in a rural area and 1 was in an urban area in Alabama. This resulted in the participation of AAAs from 4 school systems and 5 schools. Two (n = 2) schools were in a county in central Alabama and 3 were in 2 counties in west Alabama. The schools in central Alabama were approximately 35 minutes apart, and the schools in west Alabama were approximately 1:30 minutes apart. The total response rate for the study was 17%.

Administration of Item Pool.

This researcher administered the survey in 3 of the 5 schools. Due to travel time to and from 2 of the additional study sites and time constraints of this researcher, agreements were reached that school administrators would administer the survey at their respective sites. Administrators were given directions for administering the survey and based on the reading level of the survey; administrators were easily able to clarify questions students may have had concerning the survey. Parental consent and student assent was attained before students were allowed to participate. The initial group of respondents completed the survey during designated exploratory periods. The additional group of respondents completed the SPISOML-AAA the first 15 minutes of the first period of the school day in the library at each school. The final draft of the SPISOML-AAA was administered to a total of 185 AAAs. However, 4 surveys were omitted from data analysis due to biased responses. The total sample for analysis was 181.

Step 6: Score Each Item for Each Respondent

Each item was scaled as having a positive or negative weight. Five answer choices were provided: “strongly agree,” “agree,” “neither agree nor disagree,” “disagree,” and “strongly

disagree.” Items received a score of 1-5, with 3 representing “neither agree nor disagree.” “Strongly agree” and “agree” received a score of 5 and 4, respectively, for each positively and negatively scored item. “Strongly disagree” and “disagree” received a score of 1 and 2, respectively, for each negatively scored item.

Step 7: Sum Respondents’ Item Scores

Positive responses toward the attitudinal object received a high score, and negative responses toward the attitudinal object received a low score. The highest possible score was 5 multiplied by N (number of questions), the lowest was 1 multiplied by N, and a neutral score was calculated as 3 multiplied by N. The highest score on the continuum represented an extremely positive attitude, the lowest score extremely negative, and a middle score represented a neutral attitude.

Step 8: Correlate Items with Total Scale Scores for All Respondents

Item scores were correlated with total scores one at a time. Items that did not indicate moderate to high correlations were deleted from the scale.

Step 9: Apply Statistical Criteria for Elimination of Test Items

Data analyses consisted of factor analysis, descriptive statistics, item response discrimination, and Cronbach’s alpha to determine internal consistency. Factor analysis was used to examine the pilot data for patterns, and to eliminate insignificant variables. Descriptive statistics allowed for summation of the data including demographic variables assessed. Item response discrimination was used to determine the adolescents with positive attitudes as oppose to those with negative attitudes. Finally, Cronbach’s alpha was used to determine the interpretability of each construct.

CHAPTER FOUR

Results

The purpose of this study was to develop a reliable and valid instrument based on the Theory of Reasoned Action to enable researchers to predict the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents. This chapter depicts the results of the framework that was used to develop the Survey to Predict the Influence of Sexually-Oriented Music Lyrics on African-American Adolescents (SPISOML-AAA).

A nine-step process was followed in the development of the SPISOML-AAA. The steps replicated are described in Chapter III. Initially, a ten-step process was proposed; however, after mutual agreement by the researcher's committee, step 10, field test, was eliminated. Consensus was reached among committee members that a nine-step process would fulfill the stated purpose of this study, which was to develop and validate a survey to predict the influence sexually-oriented music lyrics has on the attitudes, beliefs, and intentions of AAAs. The following steps outline the process that provided the basis for the results in this chapter, followed by a discussion of the results of each step:

1. Identify the attitudinal object.
2. Collect a pool of opinion items.
3. Submit pool of items to expert panel for review.
4. Pilot test draft of SPISOM-AAA.
5. Administer item pool to a group of respondents.
6. Score each item for each respondent.
7. Sum respondents' item scores.
8. Correlate item scores with total scale scores for all respondents.
9. Apply statistical criteria for elimination of test items.

Step 1: Identify the Attitudinal Object

Three strategies were used to determine the influence sexually-oriented music lyrics has on the attitudes and beliefs of AAAs. The strategies used were a review of the literature (found in chapter II), focus group interviews with AAAs (described in chapter III), and input from an expert panel. Refer to Appendix A for the moderator’s script and focus group questions. The expert panel was asked to provide existing instruments and/or items, and information for construction of attitudinal items by authors of the items. No existing instruments were submitted by the expert panel.

Step 2: Develop Pool of Test Items

Utilizing information gathered in step 1, 95 items were constructed for use in the initial pool of items. These items were divided into 4 areas; demographics, behavioral beliefs, subjective norms, and behavioral intention. The initial pool of items can be found in Appendix B. A depiction of the initial pool of items by area is presented in Table 1.

Table 1

Initial Pool of Items by Area.

<u>Area</u>	<u>Questions</u>
Demographics	1 through 14
Behavioral Beliefs	15 through 40
Subjective Norms	41 through 85
Behavioral Intention	86 through 95

Step 3: Pool of Items Reviewed by panel of Experts

A total of 5 of 11 identified experts reviewed the initial pool of items. Appendix C provides a list of selected experts and their respective fields, and a copy of the criterion sheet used by the panel. The expert panel review resulted in the deletion of 22 items. Items were omitted based on clarity of questions, relevance, and lack of conformity to the tenets of a TRA

questionnaire. The panel recommended that some questions be reworded. After initial feedback was received, the pool of items was refined until a consensus was reached that the items used were representative of a TRA survey. This consensus was reached with this researcher and the experts in the area of health behavior theory. Twenty-seven ($n = 27$) additional items were deleted.

Step 4: Pilot Test Draft of the SPISOML-AAA

The pilot draft of the SPISOML-AAA consisted of the refined pool of items ($n = 46$) developed in step 3. Refer to Appendix D for a copy of the pilot test draft of the SPISOML-AAA. A total of 12 AAAs in grades 6-8 answered survey items of the pilot test draft of the SPISOML-AAA. As a result of the information gathered from administration of the pilot test draft, the SPISOML-AAA was refined. In general, definitions of terms were clarified, time intervals were changed, and students suggested additional questions be added.

Step 5: Administer the Item Pool to a Group of Respondents

The refined draft of the SPISOML-AAA from step 4 resulted in the final item pool ($n = 48$). Refer to Appendix E for final draft of the SPISOML-AAA. The final draft of the SPISOML-AAA was administered to a total of 185 AAAs. Four surveys were omitted from data analysis due to biased responses. The total sample for analysis was 181 AAAs. Table 2 provides the demographic profile of the pilot study population.

Table 2

Demographics of Survey to Predict the Influence of Sexually-Oriented Music Lyrics on African-American Adolescents Pilot Study Sample

Students (n = 181)		
<u>Where do you live?</u>	<u>Number</u>	<u>Percent (%)</u>
Rural	77	42.8
Urban	103	57.2
<u>How old are you?</u>	<u>Number</u>	<u>Percent (%)</u>
11 years old	40	22.1
12 years old	62	34.3
13 years old	54	29.8
14 years old	25	13.8
<u>What is your sex?</u>	<u>Number</u>	<u>Percent (%)</u>
Male	75	41.9
Female	104	58.1
<u>In what grade are you?</u>	<u>Number</u>	<u>Percent (%)</u>
6th grade	68	38.0
7th grade	65	36.3
8th grade	46	25.7
<u>What is your race?</u>	<u>Number</u>	<u>Percent (%)</u>
Black	174	98.3
Mixed	3	1.7
<u>Are you Hispanic or Latino?</u>	<u>Number</u>	<u>Percent (%)</u>
Yes	3	1.7
No	172	98.3
<u>Which of the following do you live with?</u>	<u>Number</u>	<u>Percent (%)</u>
Mother Only	94	53.4
Father Only	2	1.1
Mother and Father	59	33.5
Other(Grandparent/s, Aunt/Uncle, legal Guardian, Foster Parent)	21	11.9
<u>Which of the following relatives do you live with?</u>	<u>Number</u>	<u>Percent (%)</u>
Older brother and/or sister	72	41.4
Older step/half brother and/or sister	8	4.6
Older cousin	5	2.9
None of the above	89	51.1
<u>How many people do you live with?</u>	<u>Number</u>	<u>Percent (%)</u>
1-2 people	37	20.8
3-4 people	82	46.1
5-6 people	45	25.3
7 or more people	13	7.3
<u>Do you take part in the following lunch plans at school?</u>	<u>Number</u>	<u>Percent (%)</u>
Free lunch	152	85.4
Reduced lunch	12	6.7
Full pay	14	7.9

<u>About how much music do you listen to or watch during the week (Monday-Friday)?</u>	<u>Number</u>	<u>Percent (%)</u>
2 or less hours	61	34.9
3-5 hours	46	25.4
6-8 hours	20	11.4
9 or more hours	48	27.4
<u>About how much music do you listen to or watch during the weekend (Saturday-Sunday)?</u>	<u>Number</u>	<u>Percent (%)</u>
8 or less hours	121	69.9
9-11 hours	22	12.7
12-14 hours	9	5.2
15 or more hours	21	12.1
<u>Have you ever had sexual intercourse?</u>	<u>Number</u>	<u>Percent (%)</u>
Yes	28	15.9
No	148	84.1

Note. Total number and percentages may not equal to 181 due to missing responses.

Step 6: Score Each Item for Each Respondent

Each item was scaled as having a positive or negative weight. Five answer choices were provided: “strongly agree,” “agree,” “neither disagree nor agree,” “disagree,” and “strongly disagree.” Items received a score of 1-5, with 3 representing “neither agree nor disagree.” “Strongly agree” and “agree” received a score of 5 and 4, respectively, for each positively scored item. For negatively scored items “strongly disagree” or “disagree” received a 1 and 2, respectively.

Step 7: Sum Respondents’ Item Scores

Table 3 shows the mean score, standard deviation, and the minimum and maximum scores for respondents in each construct. The behavioral beliefs construct measured the positive or negative value students placed on listening to sexually-oriented music lyrics for advice about sexual activities. The subjective norms construct measured the social pressure students perceived for participating in sexual activities. The behavioral intention construct measured students’ intention to participate in sexual activities or to have sexual intercourse. Positive responses

toward the attitudinal object received a high score, and negative responses toward the attitudinal object received a low score.

Table 3

Mean, Standard Deviation (SD), and Range of scores of the SPISOML-AAA, by construct.

<u>Construct</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>Range</u>
Behavioral Beliefs (4 items)	176	2.8594	.85300	1.00-4.75
Social Norms (21 items)	150	3.1213	.70832	1.00-4.86
Intentions (2 Items)	177	1.9040	1.08021	1.00-5.00

Step 8: Correlate Items with Total Scale Scores for All Respondents

Item scores were correlated with total scores one at a time. Table 4 shows the item scores with total correlation and the alpha if each item is deleted. Being that the alpha did not change much (remained at .83-.85) with the deletion of either item, no items were eliminated at this step.

Table 4

Results of Item Discrimination Analysis based on Item-Total Correlations (N=27)

<u>Item</u>	<u>Corrected Item-Total Correlation</u>	<u>Cronbach's Alpha if Item Deleted</u>
It is important to get advice about sexual activities.	.110	.851
It is important to get advice about girl/boy friend relationships.	.250	.845
I would listen to sexually-oriented music lyrics for advice about girl/boy friend relationships.	.189	.847
I would listen to sexually-oriented music lyrics to relax my mind.	.146	.848
My mom does not approve of me trying sexual activities talked about in songs.	.565	.834
My dad does not approve of me trying sexual activities talked about in songs.	.481	.837
My guardian does not approve of me trying sexual activities talked about in songs.	.549	.835
My favorite teacher does not approve of me trying sexual activities talked about in songs.	.434	.839
My coach does not approve of me trying sexual activities talked about in songs.	.440	.839
My school counselor does not approve of me trying sexual activities talked about in songs.	.488	.837

My close friends think it is okay to listen to sexually-oriented music lyrics for advice about sexual activities.	.331	.842
My close friends think it is okay to try sexual activities that are talked about in songs.	.215	.846
My older brother or sister would approve of me trying sexual activities talked about in songs.	.269	.844
My cousin would approve of me trying sexual activities talked about in songs.	.303	.843
My uncle or aunt would approve of me trying sexual activities talked about in songs.	.233	.845
Generally speaking, I want to do what my mom wants me to do.	.463	.838
Generally speaking, I want to do what my dad wants me to do.	.509	.836
Generally speaking, I want to do what my guardian wants me to do.	.518	.836
Generally speaking, I want to do what my favorite teacher wants me to do.	.438	.839
Generally speaking, I want to do what my coach wants me to do.	.485	.837
Generally speaking, I want to do what my school counselor wants me to do.	.532	.835
Generally speaking, I want to do what my close friends wants me to do.	.328	.842
Generally speaking, I want to do what my older brother or sister wants me to do.	.535	.835
Generally speaking, I want to do what my cousin wants me to do.	.418	.840
Generally speaking, I want to do what my uncle or aunt wants me to do.	.534	.835
I plan to try sexual activities in the next 2-4 weeks.	.177	.847
I plan to have sexual intercourse in the next 2-4 weeks.	.209	.846

Cronbach's $\alpha = .846$

Results of the initial factor analysis identified items that loaded on 4 components. According to Ajzen and Fishbein (1980), correlations of .30-.50 are acceptable; however, correlations of .50 or higher indicate a strong relationship among variables. Therefore, items not loading at .40 or higher were deleted from the scale. One ($n = 1$) behavioral belief item was deleted as a result of the initial factor analysis. Refer to Appendix F for initial factor loadings.

Item scores were correlated with total scores for each of the identified subscales. Tables 5-8 show the item scores with total correlation and the alpha if each item is deleted for the subscales.

Table 5

Results of Item Discrimination Analysis based on Item-Total Correlations, Subscale 1 (N=10)

<u>Item</u>	<u>Construct</u>	<u>Corrected Item-Total Correlation</u>	<u>Cronbach's Alpha if Item Deleted</u>
Generally speaking, I want to do what my mom wants me to do.	SN	.754	.922
Generally speaking, I want to do what my dad wants me to do.	SN	.796	.919
Generally speaking, I want to do what my guardian wants me to do.	SN	.809	.919
Generally speaking, I want to do what my favorite teacher wants me to do.	SN	.791	.920
Generally speaking, I want to do what my coach wants me to do.	SN	.786	.920
Generally speaking, I want to do what my school counselor wants me to do.	SN	.789	.920
Generally speaking, I want to do what my close friends wants me to do.	SN	.405	.938
Generally speaking, I want to do what my older brother or sister wants me to do.	SN	.695	.925
Generally speaking, I want to do what my cousin wants me to do.	SN	.600	.929
Generally speaking, I want to do what my uncle or aunt wants me to do.	SN	.833	.917

Cronbach's $\alpha = .930$, SN = Social Norms

No items were deleted from subscale 1 as the minimum correlation among items in the scale was .40.

Table 6

Results of Item Discrimination Analysis based on Item-Total Correlations, Subscale 2 (N = 6)

<u>Item</u>	<u>Construct</u>	<u>Corrected Item-Total Correlation</u>	<u>Cronbach's Alpha if Item Deleted</u>
My mom does not approve of me trying sexual activities talked about in songs.	SN	.851	.933
My dad does not approve of me trying sexual activities talked about in songs.	SN	.816	.938
My guardian does not approve of me trying sexual activities talked about in songs.	SN	.896	.928
My favorite teacher does not approve of me trying sexual activities talked about in songs.	SN	.848	.934

My coach does not approve of me trying sexual activities talked about in songs.	SN	.813	.938
My school counselor does not approve of me trying sexual activities talked about in songs.	SN	.783	.941

Cronbach's $\alpha = .946$, SN = Social Norms

No items were deleted from subscale 2 as the minimum correlation among items in the scale was .78.

Table 7

Results of Item Discrimination Analysis based on Item-Total Correlations, Subscale 3 (N = 10)

<u>Item</u>	<u>Construct</u>	<u>Corrected Item-Total Correlation</u>	<u>Cronbach's Alpha if Item Deleted</u>
I would listen to sexually-oriented music lyrics for advice about sexual activities. ⁺	BB	.383	.830
I would listen to sexually-oriented music lyrics for advice about girl/boy friend relationships.	BB	.466	.823
I would listen to sexually-oriented music lyrics to relax my mind.	BB	.489	.821
My close friends think it is okay to listen to sexually-oriented music lyrics for advice about sexual activities.	SN	.540	.816
My close friends think it is okay to try sexual activities that are talked about in songs.	SN	.485	.822
My older brother or sister would approve of me trying sexual activities talked about in songs.	SN	.627	.806
My cousin would approve of me trying sexual activities talked about in songs.	SN	.613	.808
My uncle or aunt would approve of me trying sexual activities talked about in songs.	SN	.503	.819
I plan to try sexual activities in the next 2-4 weeks.	I	.560	.814
I plan to have sexual intercourse in the next 2-4 weeks.	I	.551	.815

Note. ⁺Indicates item deleted from scale. Cronbach's $\alpha = .833$. BB = Behavioral Beliefs, SN = Social Norms, I = Intention

One (n = 1) item was deleted from subscale 3 due to a weak correlation among the other the items. Remaining items in subscale 3 had a minimum correlation among items of .46.

Table 8

Results of Item Discrimination Analysis based on Item-Total Correlations, Subscale 4 (N = 4)

<u>Item</u>	<u>Construct</u>	<u>Corrected Item-Total Correlation</u>	<u>Cronbach's Alpha if Item Deleted</u>
It is important to get advice about sexual activities.	BB	.598	.492
It is important to know what sexual activities other people do. ⁺	BB	.380	.650
It is important to get advice about girl/boy friend relationships.	BB	.546	.538
It is important to relax my mind. ⁺	BB	.300	.690

Note. ⁺Indicate items deleted from scale. Cronbach's $\alpha = .671$. BB = Behavioral Beliefs.

Two (n = 2) items was deleted from subscale 4 due to a weak correlation among the other the items. Remaining items in subscale 4 had a minimum correlation among items of .54.

Item discrimination analyzed the data for frequencies of responses on each item. Mainly items were observed for clustering of responses. Items where responses were clustered on either end of the scale with little range in responses were deleted. No items were deleted using this method.

Step 9: Apply Statistical Criteria for Elimination of Test Items

Data analysis consisted of factor analysis, descriptive statistics, item response discrimination, and Cronbach's alpha to determine internal consistency. Factor analysis was used to examine the pilot data for patterns, and to eliminate insignificant variables. The initial factor analysis (Appendix F) resulted in the deletion of 1 item. Reliability tests were performed on the identified subscales from the initial factor analysis. As indicated above, 1 item was deleted from subscale 3, and 2 items were deleted from subscale 4. Therefore, a total of 4 items were deleted from the scale. As a follow up measure, factor analysis and reliability tests were performed a second time. Factor analysis was set to extract 4 components. Table 9 depicts the results of the

factor loadings of items included in the final scale and the corresponding alpha. All items loaded at .49 or higher on a minimum of 1 of the identified subscales.

Table 9

Final Factor Analysis-Survey to Predict the Influence of Sexually-Oriented Music Lyrics on African-American Adolescents (n = 27 items)

<u>Item</u>	<u>Component</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
I would listen to sexually-oriented music lyrics for advice about girl/boy friend relationships.	-.021	-.049	.513	.321
I would listen to sexually-oriented music lyrics to relax my mind.	-.116	-.033	.613	.104
It is important to get advice about sexual activities.	-.126	.111	.125	.686
It is important to get advice about girl/boy friend relationships.	.006	.168	.166	.723
My mom does not approve of me trying sexual activities talked about in songs.	.154	.907	.013	.098
My dad does not approve of me trying sexual activities talked about in songs.	.160	.868	-.083	.014
My guardian does not approve of me trying sexual activities talked about in songs.	.168	.912	-.051	.089
My favorite teacher does not approve of me trying sexual activities talked about in songs.	.019	.898	-.008	-.003
My coach does not approve of me trying sexual activities talked about in songs.	.085	.853	-.038	-.008
My school counselor does not approve of me trying sexual activities talked about in songs.	.064	.833	.090	.073
My close friends think it is okay to listen to sexually-oriented music lyrics for advice about sexual activities.	.006	.119	.642	.239
My close friends think it is okay to try sexual activities that are talked about in songs.	-.043	.014	.577	.242
My older brother or sister would approve of me trying sexual activities talked about in songs.	-.030	.030	.853	-.251
My cousin would approve of me trying sexual activities talked about in songs.	.024	.005	.825	-.102
My uncle or aunt would approve of me trying sexual activities talked about in songs.	.018	-.006	.697	-.183
Generally speaking, I want to do what my mom wants me to do.	.766	.165	-.033	-.326
Generally speaking, I want to do what my dad wants me to do.	.807	.172	-.023	-.276
Generally speaking, I want to do what my guardian wants me to do.	.825	.152	-.051	-.199

Generally speaking, I want to do what my favorite teacher wants me to do.	.819	.067	-.125	-.127
Generally speaking, I want to do what my coach wants me to do.	.813	.092	-.075	-.093
Generally speaking, I want to do what my school counselor wants me to do.	.829	.137	-.061	-.019
Generally speaking, I want to do what my close friends wants me to do.	.493	-.087	.170	.256
Generally speaking, I want to do what my older brother or sister wants me to do.	.757	.084	.046	.213
Generally speaking, I want to do what my cousin wants me to do.	.707	-.048	.021	.178
Generally speaking, I want to do what my uncle or aunt wants me to do.	.867	.136	-.125	.035
I plan to try sexual activities in the next 2-4 weeks.	-.035	-.135	.594	.367
I plan to have sexual intercourse in the next 2-4 weeks.	-.030	-.074	.604	.336

Cronbach's α SPISOML-AAA= .846, Cronbach's α subscale 1= .930, Cronbach's α subscale 2= .946, Cronbach's α subscale 3= .831, Cronbach's α subscale 4= .722

Analysis showed 63.3% of the variance was explained by the SPISOML-AAA.

Cronbach's α for the SPISOML-AAA after all items were deleted was .846. Items in subscale 1 and 2 explained 40.7% of the variance. Subscale 1 had an α of .930, and subscale 2 had a corresponding α of .946. Subscale 3 accounted for 15.3%, and subscale 4 accounted for 7.3% of the variance. Reliability statistics were performed on subscales 3 and 4 after items were deleted. Cronbach's α for subscale 3 was .831, and the α for subscale 4 was .722. Sub-analysis showed the SPISOML-AAA is a reliable measure among adolescents in the study. Reliability statistics reported an alpha of $\geq .70$ for participants by grade, gender, and study site.

Summary of Findings

Initially, 95 items made up the pool of items. Items were eliminated from the pool utilizing the following steps:

1. Eliminated by expert panel.
2. Item discrimination.

3. Factor analysis.

4. Item response discrimination.

The final draft of the SPISOML-AAA consists of 48 items. Twenty-seven ($n = 27$) items measure constructs of the TRA and 21 items assess demographic variables. Four ($n = 4$) items measure behavioral beliefs, 21 measure social norms, and 2 items measure intention. The Cronbach's alpha for the SPISOML-AAA was .846. The SPISOML-AAA accounted for 63.3% of the variance.

CHAPTER FIVE

Summary, Discussion, Implications, and Recommendations

The purpose of this study was to develop a reliable and valid instrument based on the Theory of Reasoned Action to enable researchers to predict the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents. This chapter includes a brief review of the process and results, discussion, and provides implications for further study.

Summary of Process and Results

The SPISOML-AAA was developed following a nine-step process. The nine steps were

1. Identify the Attitudinal Object

The attitudinal object was identified through a review of the literature and by focus group interviews conducted with rural and urban AAAs.

2. Develop Pool of Test Items

As a result of the strategies in step one, a pool of questions was developed. Eighty-one (n = 81) questions measuring the constructs of the TRA and 14 questions measuring demographic variables represented the first draft of the SPISOML-AAA.

3. Pool of Items Reviewed by Panel of Experts

The first draft of the SPISOML-AAA was mailed to a panel of experts for review. Experts in the field of health behavior theory, adolescents' sexual health, and communications evaluated the first draft of the SPISOML-AAA based on the criterion sheet provided.

Information gathered at this step resulted in a refined draft of the SPISOML-AAA. A total of 46 items were deleted at this step.

4. Pilot Test Draft of the SPISOM-AAA

The refined draft of the SPISOML-AAA developed in stage 3 was administered to a small cohort (n = 12) of the target audience. Six AAAs from both study sites completed the pilot draft. One female and 1 male student from each grade level completed the pilot draft and provided feedback concerning the dynamics of the survey. This allowed for the clarification of definitions, rewording of obscure questions, and modification of time intervals in used in response choices. The SPISOML-AAA was further refined resulting in the final pilot draft (n = 48) of SPISOML-AAA.

5. Administer the Item Pool to a Group of Respondents

The SPISOML-AAA was pilot tested in 2 urban and 3 rural middle schools in Alabama. One hundred, eighty-five (n = 185) AAAs from 4 school systems completed the survey. However, 4 surveys were excluded from data analysis resulting in a pilot study sample of 181.

6. Score Each Item for Each Respondent

Each item was scaled as having a positive or negative weight. Five answer choices were provided: “strongly agree,” “agree,” “neither agree nor disagree,” “disagree,” and “strongly disagree.” Items received a score of 1-5, with 3 representing “neither agree nor disagree.” “Strongly agree” and “agree” received a score of 5 and 4, respectively. “Strongly disagree” and “disagree” received a score of 1 and 2, respectively, for each negatively scored item.

7. Sum Respondents' Item Scores

Positive responses toward the attitudinal object received a high score, and negative responses toward the attitudinal object received a low score. The highest possible score was 5

multiplied by N (number of questions), the lowest was 1 multiplied by N, and a neutral score was calculated as 3 multiplied by N. The highest score on the continuum represented an extremely positive attitude, the lowest score extremely negative, and a middle score represented a neutral attitude.

8. Correlate Items with Total Scale Scores for All Respondents

Item scores were correlated with total scores one at a time. Items with low correlations were deleted.

9. Apply Statistical Criteria for Elimination of Test Items

Data analyses consisted of factor analysis, descriptive statistics, item response discrimination, and Cronbach's alpha to determine internal consistency. Factor analysis was used to examine the pilot data for patterns, and to eliminate insignificant variables. Descriptive statistics allowed for summation of data including demographic variables assessed. Item response discrimination was used to determine the adolescents with positive attitudes as opposed to those with negative attitudes. Finally, Cronbach's alpha was used to determine the interpretability of each construct.

Discussion

Identified Limitations of the Literature

The SPISOML-AAA is currently the only such instrument developed specifically to predict the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents. This is timely, given that research has indentified factors such as gender, race and ethnicity, environment, age, and attitudes as contributors to sexual behaviors of adolescents (Manlove, Terry-Humen, Papillo, Franzetta, Williams, & Ryan, 2002). One specific factor that led to the development of the SPISOML-AAA is the largely

unexplored and rapidly growing area of media and its influence on the sexual attitudes and behavior of AAAs, specifically through exposure to sexually-oriented music lyrics.

The influence of sexually-oriented music lyrics on adolescent sexual initiation is unclear due to a dearth of literature in this area. As noted in Chapter 2, many of the existing studies on media and adolescents' sexual attitudes and behaviors have faulty or insufficient research designs, limited sampling methodology, small sample sizes, and the absence of theoretical underpinning (Allen & Casey, 2007; Bryant & Cummins, 2007; Escobar-Chaves, Tortolero, Markham, Low, Eitel, & Thickstun, 2005; Pardun, L'Engle, & Brown, 2005). In addition, the bulk of previous research examining the influence of media exposure on sexual behavior has focused solely on television viewing (Brown & Walsh-Childers, 2002; Pardun, L'Engle, & Brown, 2005). Rich (2005) noted that national data-collection methodology is not designed to determine the influence of different mediums on adolescents' sexual attitudes and behaviors.

Research Calls to Action

Several researchers have called for the investigation into the influence of sexual media. While various factors have proven causal links among risky sexual behavior of AAAs, the same has not been established related to sexual music lyrics. As indicated in Chapter 2, music genres (Rap and R&B/Hip-Hop) preferred by AAAs have a higher prevalence of sexual content. The association between sexual music lyrics and adolescents' sexual attitudes and behavior must be rigorously studied as indicated by the following calls to actions.

Collins and colleagues (2004) conducted a longitudinal study to assess the influence of exposure to sexual media content. Researchers recommended that future studies should analyze how African-American adolescents interpret media content, and for investigation into the contribution of various media sources on adolescent sexuality (Collins et al., 2004).

Escobar-Chaves and colleagues (2005) concluded that there is a lack of research that examine the effects of sexually-oriented music lyrics on adolescents' sexual attitudes and behaviors as a result of their meta-analysis of research conducted in this area between 1983 and 2004. Researchers also called for the inclusion of at-risk adolescents in future research seeking to understand the influence of sexual media.

Pardun, L'Engle, and Brown sought to examine 12-14 year olds' exposure to sexual content in a variety of media. Researchers concluded television does not have the biggest association with adolescent sexual behavior and recommended researchers should analyze early adolescents' music preferences as a robust measure of sexual content in the media (Pardun, L'Engle, & Brown, 2005).

Brown and colleagues (2006) assessed whether early adolescents' exposure to sexual content in the media predicted sexual behavior by middle adolescents. Researchers suggested future studies should include younger adolescents in study samples. Moreover, it was recommended that future studies seek to understand the relationship between exposure to sexual media content and adolescents' sexual attitudes and behaviors (Brown, L'Engle, Pardun, Guang, Kenneavy, & Jackson, 2006).

Martino and colleagues (2006) conducted the only longitudinal study to date that assessed the influence of degrading versus non-degrading music lyrics on adolescents' attitudes and sexual behavior. Researchers called for future studies to make sense of how adolescents make sense of sexual lyrics and how sexual lyrics relate to behavior.

Primack and colleagues (2008) conducted a content analysis of music lyrics to determine the prevalence of sexual content. Rap and R&B/Hip-Hop contained the highest levels of degrading sexual lyrics. Additionally, R&B/Hip-Hop contained higher levels on non-degrading

sexual lyrics. Researchers recommended investigation into the influence of sexual music lyrics on adolescents' sexual behavior.

Attributes of the SPISOML-AAA

The SPISOML-AAA was developed to address several of the limitations in this area and is a response to calls to action from the literature. The following will highlight the SPISOML-AAA development in light of gaps in the literature, and how it offers contributions to the literature.

1. The SPISOML-AAA was developed based on a theoretical framework (TRA) and following specific protocol set forth by TRA developers Fishbein and Ajzen in a survey utilizing his theory.
2. The SPISOML-AAA was developed for those in early adolescence. Survey development completed in stages 1, 4, and 5 of this study ensured that the SPISOML-AAA was sensitive to and representative of the attitudes and beliefs of AAAs who were demographically in the 6th, 7th, and 8th grades. Stanton and colleagues (1995) completed similar processes in efforts to develop and validate a culturally appropriate instrument to measure the impact of an AIDs intervention for early AAAs.
3. Third, the SPISOML-AAA was developed for an at-risk adolescent population. The SPISOML-AAA was developed specifically for at risk AAAs from a rural and urban background. Special attention was given in the developmental processes to ensure the instrument was culturally appropriate.
4. The SPISOML-AAA was developed specifically to assess the positive or negative value AAAs place on the significance of sexually-oriented music lyrics, and whether attitudes

related to sexually-oriented music lyrics influence their sexual intentions and subsequent behavior.

5. Finally, the SPISOML-AAA was developed to examine the influence of sexually-oriented music lyrics. Previous research has focused on the influence of television programming; the SPISOML-AAA is the first to provide a valid and reliable instrument designed to assess the influence of sexually-oriented music lyrics delivered via a media source.

Validity and Reliability

The SPISOML-AAA consists of 27 total items with a Cronbach's alpha of .846. Analyses conducted to test the reliability and validity of the SPISOML-AAA replicated methods of previous researchers who had used a similar survey development process (Perko, 1996; Stanton, Black, Feigelman, Ricardo, Galbraith, Li, Kaljee, Keane, and Nesbitt, 1995).

Validity of the instrument was assessed through measures of face and construct validity. Identified subscales were developed through discriminate and convergent validity. The SPISOML-AAA went through a rigorous review process and was reviewed by a panel of experts in the fields of adolescent sexual health, communication, and health education theory. Questions not deemed a valid measure by the expert panel were deleted. The SPISOML-AAA was also tested for construct validity. Construct validity was assessed by examining the item correlations within the instrument. Items correlated highly with one another on the identified scales indicating each item was a validate measure.

Consistent with discriminant validity, the weak items in the subscales did not correlate highly with the other items. Meaning, the lower loading items were not measuring what they were developed to measure as well as the other items. Therefore, the weak items were deleted. After weak items were eliminated from the subscales, the item correlations increased. This was

an indication of higher internal consistency among the remaining items. This effect was consistent with convergent validity, in which measures correlate well with items that they are supposed to. Items in the new subscales had higher correlations. It is important that the validity of the SPISOML-AAA is established as it would not be beneficial if the instrument was not measuring what it was developed to measure (Windsor, Baranowski, Clark, and Cutter, 1994). Thus, it is concluded that the SPISOML-AAA is a valid measure. Equally important was testing the reliability of the SPISOML-AAA.

Reliability of the instrument was assessed through Item response discrimination, factor analysis, and Cronbach's alpha. Item response discrimination was assessed by examining the frequencies of responses for each item. This procedure compared adolescents scoring high on an item to those scoring low on an item. No items were eliminated through this procedure as an appropriate range of responses was observed for each item.

Factor analysis was used to examine data for patterns, and to eliminate insignificant items from the instrument. Factor analysis identified items that loaded on 4 subscales. Visual review of the Scree plot distinctly identified 4 scales; however, data became distorted after the 4th component. Although methods were used to prevent cross loadings, some cross loadings were observed. The distortion after the fourth component and cross loadings could be attributed to the small sample size in the study, which is discussed in the limitations section of the document. Items that did not load on 1 of 4 identified subscales were deleted. According to Ajzen and Fishbein (1980) correlations of .30-.50 are moderate and correlations of .50 or higher can be considered a reasonably strong relationship among variables. One ($n = 1$) attitude item from the behavioral belief construct, "I would listen to sexually-oriented music lyrics to know what sexual activities people do" loaded at .397 and was deleted from the scale. The remaining items loaded

at .430 - .861, indicating moderate to strong relationships among items. Reliability statistics were run after the item was deleted to determine the reliability of the remaining items. The Cronbach's alpha was .846 indicating a highly reliable scale. Subsequent analyses were performed on the identified subscales.

Analyses were completed on the subscales to determine the internal consistency of the identified scales. Cronbach's alpha is also a method of testing the reliability of the subscales. For this method a subscale that did not report a Cronbach's alpha of .70 was not considered a reliable scale. Item correlations of .40 or greater indicates a moderate to strong relationship among the items in the subscale, and can be considered valid measures of the scale. Subscale 1 consisted of items from the social norm construct of the TRA, specifically, all items (n=10) that measured the variable of motivation to comply. Subscale 1 is therefore termed peer pressure. One (n=1) item loaded at .405 in subscale 1 indicating a moderate relationship among the other items. All other items loaded at .600 - .833 indicating a strong relationship among the items. This indicates subscale 1 is a valid subscale. No items were deleted from subscale 1. Refer to Table 5 in chapter 4 for item correlations in subscale 1. Furthermore, the Cronbach's alpha for subscale 1 was .930. This indicated that subscale 1 is a highly reliable subscale. Thus, it is concluded that subscale 1 is a valid and reliable measure of peer pressure.

Likewise, subscale 2 consisted of items from the social norm construct, more specifically, 6 items developed to measure significant others loaded on component 2. Subscale 2 is termed perceived norms. Items in subscale 2 loaded at .783 - .896, indicating a strong relationship among the items. Subscale 2 is considered a valid measure. Thus, no items were eliminated from subscale 2. Refer to Table 6 in chapter 4 for items in subscale 2. The Cronbach's alpha for

subscale 2 was .946. Subscale 2 is also considered a highly reliable subscale. It is concluded that subscale 2 is a valid and reliable measure of perceived norms.

Subscale 3 consisted of items developed to measure intentions, behavioral beliefs, and social norms. Therefore, subscale 3 is termed indecision/flux. Both of the intention items loaded on component 3 along with the remaining items ($n = 5$) from social norms, and 3 behavioral belief items. An item developed to measure attitudes, “I would listen to sexually-oriented music lyrics for advice about sexual activities,” loaded at .383 and was deleted from the scale. The remaining items loaded between .466 and .627, indicating moderate to strong relationship among the items. The remaining items in subscale 3 are valid measures of indecision/flux. It is important to note that due to the cross loading, it is unclear as to what construct these items are measuring. Items in subscale 3 can be found in Table 7 in chapter 4. The Cronbach’s alpha for subscale 3 was .833. Reliability statistics were rerun for subscale 3 using only the items that loaded and the resulting Cronbach’s alpha was .831. In both instances subscale 3 is a highly reliable measure. Subscale 3 is considered a valid and reliable subscale, but it is unclear as to which construct the items are measuring.

Subscale 4 consisted of items developed to assess behavioral beliefs. Four ($n=4$) items developed to measure the outcome evaluation loaded on component 4. Subscale 4 is termed benefits/consequences. Two ($n = 2$) items, “It is important to know what sexual activities other people do,” and “It is important to relax my mind” loaded at .380 and .300, respectively and were deleted from the scale. The remaining items loaded at .546 and .598 indicating a strong relationship among the items. The remaining items in subscale 4 are considered valid items. Items in subscale 4 can be found in Table 8 in chapter 4. The Cronbach’s alpha for subscale 4 was .671, thus subscale 4 is not considered a reliable subscale. Reliability statistics were rerun

for subscale 4 using the 2 items that loaded and the resulting Cronbach's alpha was .722. Thus, subscale 4 is considered a reliable subscale after the two items discussed above were deleted.

Subscale 4 is considered a valid and reliable measure of benefits/consequences.

Factor analysis was rerun using only those items not deleted in the aforementioned analyses. The second factor analysis consisted of 27 items (31 items were in initial factor). This analysis was completed to determine if the reliability of the SPISOML-AAA would increase with the deletion of the 4 items. All items in the scale loaded at .493-.912, indicating a moderate to strong relationship among the items. The SPISOML-AAA is a valid measure. The Cronbach's alpha remained the same at .846. The SPISOML-AAA is a valid and highly reliable measure.

Initial factor analysis showed the SPISOML-AAA (n = 30) explained 58% of the variance. Subsequent factor analysis showed the SPISOML-AAA (n = 27) accounted for 63.3% of the variance. Collectively, subscales 1 (22.7%) and 2 (18%) consisted of social norm items and explained 40.7% of the variance. Subscale 3 consisted of items from all 3 constructs and accounted for 15.3%. Further, subscale 4 consisted of behavioral beliefs and accounted for 7.3% of the variance. It is concluded, based on the methods employed, the SPISOML-AAA is both a valid and reliable scale for measuring the influence of sexually-oriented music lyrics on the attitudes, beliefs, and intentions of AAAs.

Strengths of the Study

The purpose of this study was to develop a reliable and valid instrument based on the Theory of Reasoned Action to help researchers predict the influence sexually-oriented music lyrics may have on the sexual attitudes, beliefs, and intentions of African-American adolescents. According to Ajzen and Fishbein (1980) it is crucial to get an understanding concerning the target populations' evaluation of performing the behavior and their perceived influences on

behavior. Conversely, they noted that failure to thoroughly assess the attitudes of the target population would result in weak measures in the scale (Ajzen, & Fishbein, 1980). Strategies used, followed by completed procedures, represents the strengths of this study.

Conducted thorough needs assessment.

Identified needs. Parameters of item development were gathered using three separate efforts – review of the literature, focus groups with target population, and expert panel review. A thorough review of the literature was conducted. Probing questions were developed to collect considerable information concerning AAAs attitudes toward the relevance of sexually-oriented music lyrics and factors they perceived as influencing their attitudes and behaviors. Input from the expert panel provided learned knowledge related to the behavior from various disciplines, all of which provided unique perspectives for the development of the SPISOML-AAA. A subset of the target population (n = 36) with varying views related to sexual behaviors and the importance of music lyrics were interviewed. Participants were from urban and rural study sites and all were African American. Ajzen and Fishbien (1980) recommended that a minimum of 15-20 participants with various experiences related to the target behavior participate in focus group interviews.

Developed culturally sensitive and age appropriate instrument.

Detailed recollections of focus group interviews. The interview sessions were audio recorded with digital recorders. Digital recorders have high quality audio outputs, and aided moderators' recall when responses were transcribed. After focus group sessions were completed each moderator transcribed responses within 2 days of the sessions. This researcher compiled male and female responses and analyzed data for common themes and patterns. The information gathered was used to complete the development phases for the draft copy of the SPISOML-

AAA. This process ensured the pilot draft of the SPISOML-AAA was representative of the attitudes and beliefs of target population.

Pretest to Refine Instrument. This researcher administered the pilot test draft of the SPISOML-AAA to a subset of the target population. This allowed the researcher to clear up any concerns AAAs may have had with the survey. The SPISOML-AAA was further refined based on recommendations from the target audience.

Involved stakeholders.

Opinion of Key Stake Holders was solicited. Another strategy that contributed to the strength of the development of the SPISOML-AAA was the information gained through meetings with various principals and school counselors. In discussions about the merits of the study and the study's protocol, principals and counselors provided their opinions about the risk behavior of their populace. As well as, observed influences and norms among AAAs at their schools. This allowed for insights from those who worked with the target population on a daily basis, and contributed to the assessment of attitudes and social norms.

Piloted instrument in target audience.

Pilot Tested SPISOML-AAA in target audience. It was proposed that the SPISOML-AAA would be piloted in 2 schools but fortunately the SPISOML-AAA was piloted in 5 schools. Participants represented 3 counties and 4 school systems (2 city and 2 county systems). Thus, each cohort had differing personal, normative, and community influences that made them unique. Although the development phases (stages 1, 4, and 5) of SPISOML-AAA were completed only in the 2 initial schools, the SPISOML-AAA proved to be a valid and reliable instrument for all AAAs in the study. Thus, the SPISOML-AAA is generalizable to AAAs from urban and rural backgrounds.

Closely monitored data entry.

Monitored Data Entry for Errors. Verification of data were conducted by reviewing every 10th entry for errors.

Limitations of Study

This study had several limitations. The sample size (n = 181) was smaller than proposed. It was anticipated that a minimum of 300 students of the total available population of AAAs would participate in the study. Other researchers have noted challenges in recruiting meaningful sample sizes when active parental consent was required in school-based studies. However, the response rate for this study (17%) was smaller compared to similar type studies that reported response rates of 50% and 62% (LaGreca & Harrison, 2005; Markham, Peskin, Addy, Baumler, & Tortolero, 2009). The small sample may have prevented all items from distinctively loading on 1 of the identified subscales. Subscale 3 had items from all constructs; this may have been avoided with a larger study sample. Another factor that may have contributed to the low response rate was lack of an incentive for participation in the pilot study.

Another limitation of this study may have been social desirability. According to Gehlbach (1993) participants respond in a way they think is correct as opposed to how they really feel. Although measures were taken to prevent this in the focus group interviews, some participants may have provided inaccurate responses, thus leading to biased data concerning attitudes, beliefs, and influences as related to music lyrics and sexual intention. Further, social desirability could have impacted the way students responded to questions when completing the SPISOML-AAA. This could have resulted in over or under reporting of responses in the survey.

The fact that this was a school-based study, the sensitive nature of the topic presented a limitation. In considering the population studied and sensitive nature of the topic, this researcher

was cautious when developing the focus group questions. As discussed earlier in this chapter the questions that did not load in the scale were behavioral belief questions. This could be attributed to the conservative tone in which this researcher had to adhere to when assessing AAAs attitudes and beliefs about the influences on sex. This researcher was limited as to how questions concerning sex were asked. According to Ajzen and Fishbein (1980) if the attitudes of the target are not thoroughly discussed weak measures may result. However, the SPISOML-AAA did prove to be a valid and reliable instrument.

Although the survey was developed according to the purpose of the study, the results of the study are not generalizable to the total adolescent population. Thus, the SPISOML-AAA may not be a valid and reliable measure for majority and other minority adolescent populations from differing backgrounds.

Finally, this researcher was unable to physically administer the SPISOML-AAA in 2 of the 5 study sites. Thus, the surveys were administered by the school counselors. Therefore, the data collection methods were not monitored equally at all study sites.

Challenges of the Study

As discussed in chapter 3, this researcher encountered a few setbacks in recruiting the desired number (300) of participants to pilot the SPISOML-AAA. The original study sites had ample students to reach the recruitment goal; however, response rates were low. Competing demands at the study sites also presented a challenge for timely data collection. For example, state exams, official school meetings, and associated activities resulted in unexpected delays.

Preliminary efforts were taken to gain support for the study sites so that school staff would not be doing something they perceived as taking time away from other duties. Further, it was hoped that a top-down approach was not experienced; rather principals and counselors were

participating because they were equally convinced that the study was warranted. Although the counselors were a tremendous help in recruiting participants to pilot the SPISOML-AAA, it was difficult getting students to return parental consent forms. Due to the low response rate at the initial study sites, approval was sought from other school systems which presented additional challenges.

After meeting with 9 principals, a superintendent for 1 school system, 2 assistant superintendents for 2 school systems, and 1 presentation for a county school board, approval for 3 additional schools (2 systems) were attained. By gaining the support of school officials this researcher was convinced that entry into additional schools would be easier. Being that this is a controversial topic, this researcher believed that if the support of principals could not be obtained there would be little support to proceed. The majority of principals was receptive to the study idea and expressed a need for it. However, final approval had to be obtained from a representative at the board of education charged with reviewing and approving study request.

While senior administrative approval was anticipated, this researcher was surprised by the reaction when representatives reviewed the title of the study, not the subsequent proposal. Two of the senior administrators thought the study was needed, but commented it was too controversial. In this era, when rates of STIs among Alabama adolescents are among the highest in the nation, it is still discouraging to see those responsible for educating Alabama's adolescents not move forward with valid research efforts because of a potentially controversial subject.

State data indicate that Alabama's adolescents are participating in risky sexual behaviors. Alabama ranked second, fourth, and fifth highest in rates of syphilis, gonorrhea, and Chlamydia, respectively (Steele, Meléndez-Morales, Campoluci, Deluca, & Dean, 2007). Since 1960 (47 years), AAAs in Alabama have reported higher rates of teen pregnancies than those reported

nationally and by their White counterparts in Alabama according to the Center for Health Statistics (Center for Health Statistics, 2007). The time for assertively addressing risky sexual behavior among AAAs in Alabama has long expired.

Schools are ideal sites for primary prevention efforts as 53 million adolescents attend daily (Burke, Axelrod, Weist, & Paternite, 2006). More importantly, reaching early adolescents could result in a more health conscious populace, and lead to a reduction in adolescent risk behaviors. The barriers encountered were taxing; however, this researcher was convinced that the benefits of reaching the stated goal of the study, that being to develop a valid and reliable instrument, would be a first step in providing a tool to aide in risk reduction strategies for this at risk cohort.

Implications

Adolescents are saturated with mass media, spending an average of 5 hours and 30 minutes a day utilizing media. Media use increases to 8 hours and 30 minutes when you consider the multiple mediums adolescents use simultaneously (Rideout, Roberts, & Foehr, 2005). Mass media is defined as television, radio, newspapers and magazines, records, computers, video, and films (Feldman, & Elliott, 1990). Despite the plethora of media devices and technological advances such as cell phones, MP3 players, personal digital assistants, and the Internet, music persists as the dominant media chosen by adolescents (Rideout, Roberts, & Foehr, 2005).

While this study addresses the influence of music lyrics, much is left to be done. The flurry of new technological devices allows adolescents immediate media access. The influence and use of new technologies must be investigated and understood. Specifically, it was recommended that the influence of mass media should receive increased attention from future

researchers seeking to reduce risky sexual behavior among adolescents (L'Engle, Brown, and Kenneavy, 2006).

Recommendations for Further Research

The significance, implications, and recommendations related to the use of the SPISOML-AAA are interrelated and will be examined using research recommendations which have been the basis for national recommendations and policies. The following organizations (AAP, 1996 & 2009; National Adolescent Health Information Center, 1997 & 2000) and leading researchers (Brown, L'Engle, Pardun, Guang, Kenneavy, & Jackson, 2006; Escobar-Chaves, 2005; Kirby, 2001 & 2007) have suggested, among other recommendations, that future research

1. Investigate the effects of music lyrics on adolescents' sexual attitudes and behaviors.
2. Include early and at risk adolescents.
3. Refine data collection methods.
4. Conduct longitudinal studies to determine the influence of sexual media.
5. Include theory in intervention methods.

The following will provide a perspective as to why the SPISOML-AAA was developed and aligns with these recommendations for future application.

For this study, it was hypothesized that the Theory of Reasoned Action would explain the influence sexually-oriented music lyrics have on the sexual attitudes, beliefs, and intentions of African-American adolescents and serve as a means to predict use. This hypothesis was offered based on the wealth of research on the use of the TRA as a tool to help explain and predict health behaviors. With the notion that the TRA can be used to predict the influence sexually-oriented music lyrics have on the sexual attitudes, beliefs, and intentions of African-American adolescents clearly established, application in various settings is now warranted.

A careful review of the literature lead to the conclusion that no significant database exists on the influence of sexually-oriented music lyrics on the sexual attitudes, beliefs, and intentions of African-American adolescents, nor was a valid and reliable theory-based instrument available. Therefore the basis of this dissertation was the development of an instrument to predict the influence sexually-oriented music lyrics have on the sexual attitudes, beliefs, and intentions of African-American adolescents using the TRA. Now that the SPISOML-AAA has been developed and has shown to be reliable, a longitudinal database can be established. Recommendations for establishing a database are listed below.

Data should be gathered, using the SPISOML-AAA, from AAAs in both urban and rural geographic regions. Escobar-Chaves and colleagues (2005) called for the inclusion of at-risk populations in future research seeking to explain the influence media has on the sexual attitudes and behaviors of adolescents.

Studies should be conducted using the SPISOML-AAA controlling for a variety of independent variables such as gender, socioeconomic status, music preference, significant others, geographic region, age, and ethnicity. The benefits of these studies may assist in identifying those variables that influence AAAs sexual attitudes, beliefs, and behavioral intentions. Currently, the lack of longitudinal studies examining the influence of sexual media on subsequent behavior has resulted in limited knowledge concerning the influence media has on adolescents' sexual behaviors (Brown, 2002; Brown & Witherspoon, 2002; Escobar-Chaves, 2005; Fine, Mortimer, & Roberts, 1990; Gruber & Grube, 2000; Harris & Scott, 2002; Strasburger & Donnerstein, 1999).

The next recommendation should consist of the design and implementation of intervention methods that influence the two major constructs of the TRA: subjective norms and

attitudes toward the behavior. Escobar-Chaves and colleagues (2005) recommended future research examine mediating variables such as peers and family dynamics on the sexual attitudes of adolescents. Studies should be conducted to assess the influence of significant others on subjective norms, and studies should focus on specific attitudinal differences among AAAs. Brown and colleagues (2006) concluded that more research is needed to understand the relationship between exposure to sexual media content and adolescents' sexual attitudes and behaviors (Brown, L'Engle, Pardun, Guang, Kenneavy, & Jackson, 2006). For the controlled intervention trials, the SPISOML-AAA serves as the instrument to measure behavioral intentions, attitudes towards the behavior, and subjective norms. The results of the controlled intervention will be to add to a database. Millstein and colleagues (2000) recommended future research should increase diversity of study populations, and conduct theory based longitudinal studies.

Defined population studies include the implementation of successful interventions with identified populations of AAAs. Researchers recommend future research should include younger adolescents, and adolescents from low SES (Escobar-Chaves, Tortolero, Markham, Low, Eitel, & Thickstun, 2005; Millstein, Ozer, Ozer, Brindis, Knopf, & Irwin, 2000). Educational intervention activities should be conducted based on the results of SPISOML-AAA administrations. These should be conducted to determine those activities most effective for educators in developing a national agenda to support the various organizations calling for education regarding potential risks of sexually-oriented music lyrics on AAAs. Brindis and colleagues (1997) recommended future research should provide intervention that focus on the needs of adolescents.

The implementation of controlled intervention trials that focus on the constructs of the TRA would elicit further validation of the SPISOML-AAA. Escobar-Chaves and colleagues (2005) recommended future research should refine methods used to measure exposure to sexual content in the media. Some recommendations for further study would include, but not be limited to assessing the impact of an educational intervention on the influence of sexually-oriented music lyrics on the behavioral intent of AAAs. And, assessing the impact of a media campaign related to sexually-oriented music lyrics on attitudes and behavioral intent of AAAs.

Lastly, additional applications of the SPISOML-AAA should concentrate on adding weights to the items in each construct as put forth by the TRA to determine the strength of relationships as they lead to behavioral intentions and, ultimately, behavior. Millstein and colleagues (2000) recommended future research should use valid measurement tools.

This valid and reliable instrument (the SPISOML-AAA) is likely to benefit those groups of individuals who are responsible for the well-being of AAAs; most specifically, but not limited to the parents/guardians, educators, physicians, music artists, and the community as a whole. Researchers have suggested that interventions addressing risky sexual behaviors among adolescents must include cultural and economic measures, be theoretically grounded, and comprehensive in nature (Escobar-Chaves & Anderson, 2008; Kirby, 2007). Furthermore, future research should be conducted to determine the impact of music lyrics on early adolescents (Committee on Communications, 1996; Council on Communications and Media, 2009).

Trends have changed as adolescents now prefer MP3 players instead of radio and CDs for music consumption (Nielsen, 2009). With the growing array of mobile digital devices, adolescents will have unlimited means for accessing media in an instant. Current research lags behind media innovations in terms of examining the influence of new mediums. It is unlikely

that innovations will halt as consumers demand immediate media access from anywhere (Bhatia, 2009). As early adolescents are likely to receive sexual messages from media sources, tailored interventions are crucial for addressing potential influences of the media on AAAs' sexual risk behaviors. The media deserves substantial focus when addressing adolescent risky sexual behaviors (CDC, 2004).

“They don't want it to be sexual, but it sounds that way to me.”

6th grade male, rural site

“I think if a 13 year old listen to sexual music it will make you want to do it at that time.”

7th grade male, urban site

“Music back then had meaning, even the rap, the lyrics today are sad. They don't realize that people listen to their songs and try to do what it says”

8th grade female, urban site

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Appendix
Appendix A

Moderator's Script

Thanks for agreeing to participate in this focus group. My name is Ms./Mr. _____ and I am a graduate student at UA and I will be leading the group today.

Has anyone here ever participated in a FG before? *IF yes...* Can you tell the rest of the group what a focus group is? *If no...* Do you have an idea of what a FG is and why we are here?

A focus group is a discussion among a group of people about specific topics. The purpose is to understand how you feel about the topics discussed; there are no right or wrong answers. We are going to tape the discussion so we can make sure no one's responses are misinterpreted, but the tapes will be destroyed after all answers are written down. No one is to discuss any of the group's discussion outside of this room.

Before we get started it is important that you respect the comments made by your friends. Please do not make loud out bursts or disturbing noises while others are speaking. Speak one at a time and raise your hand to make a comment. Taking part in this group is voluntary. You can stop at any time if you would like. Does everyone understand? Good!

Today I will ask you questions about your attitudes and beliefs about risky behavior, people or things that are important to you, and your media preferences. It is important that you answer each question honestly and that everyone participates in the discussion. The more information you share, the more we will learn about these important issues. Also, we need to agree to protect the privacy of the information shared in this session. Please do not use each other's names when the discussion begins. By a show of hands, we all agree not to discuss any information related to this group outside of this room. Please raise your hands if you agree. Good!

Introduction

We will get started by finding out something about each of us. When it is your turn, please tell the group 1 thing you enjoy doing outside of school.

I'll go first, I like to _____ when I am not in school. *Have everyone answer, no repeat answers.*

Ok, let's begin... *Start tape recorder*, ask first question.

Focus Group Questions

1. What type of music do you most often listen to? [Wait for responses. If none, provide an example to get discussion going.] (Example: Gospel.) What other type of music do you prefer to listen to?
2. What do you feel are the advantages of listening to music? [Wait for responses. If none, provide an example to get discussion going.] (Example: Listen to get advice.) What else can you think of?
3. What kind of music would you or your friends consider to have sexual music lyrics, why? [Wait for responses. If none, provide an example to get discussion going.] (One example may be R&B because they sing about relationships, such as Alisa Keys song, Teenage Love Affair.) What else can you think of?
4. What would it take to classify a song as sexual? That is, why would you or your friends say a song has sexual lyrics? [Wait for responses. If none, provide an example to get discussion going.] (Example: A song can be considered sexual because it talks about hooking up.) What else can you think of?
5. Is there anything else you can think of that you relate to music lyrics?
6. Apart from intercourse, what would you or your friends consider to be sexual activities? [Wait for responses. If none, provide an example to get discussion going.] (One example may be kissing.) What else can you think of?
7. What or who do you think would influence someone your age attitudes about sexual activities? [Wait for responses. If none, provide an example to get discussion going.] (An example may be your coach, sibling, or TV.) Who or what else can you think of?
8. Who or where would you get advice from about sexual activities? [Wait for responses. If none, provide an example to get discussion going.] (Example: Parents or guardian, sister or brother, or the TV or Internet.) What other sources can you think of?
9. How many hours a day would you say you listen to music lyrics either on the radio, watching videos, or through the internet, etc.?
10. How do you listen to music? [Wait for responses. If none, provide an example to get discussion going.] (Example: Radio or an iPod.) Can you think of any other ways you listen to music?

Closing

Well, that is the end of our discussion. Do you have any questions or comments you want to share before we end?

If you have any questions later, please contact Brian Gordon, who is the principle investigator of this research at (205) 348-8366. The contact information is on your informed consent page as well.

Thank you for your time!

Appendix B

Initial Pool of Items

The first set of questions relate to demographics.

1) How old are you?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

2) What grade are you in?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

3) What is your gender?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

4) What is your race?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

5) What type of music do you listen to?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

6) When do you mostly listen to music?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

7) Have you ever participated in sexual activities?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

8) Have you ever been pregnant or gotten someone pregnant?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

9) Have you ever had a sexually transmitted infection?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

10) How much music do you listen to on a daily basis?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

11) How do you listen to music?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

12) Do you take part in any of the following meal programs offered at school?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

13) Do you live with any of the following older relatives?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

14) Do you live with the following?

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

The second set of questions relates to adolescents attitudes about sexual activity.

Attitudes: A person's positive or negative evaluation of performing a behavior.

15) Listening to sexually-oriented music lyrics affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

16) Listening to sexually-oriented music lyrics influences my decisions about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

17) Listening to sexually-oriented music lyrics makes me popular among my friends.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

18) Listening to my mom/dad affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

19) Listening to my grandparents/guardian affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

20) Listening to my uncle/aunt affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

21) Listening to my older brother/sister affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

22) Listening to my cousin/s affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

23) Listening to my best friends affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

24) Listening to my coach affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

25) Listening to the school counselor affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

26) Listening to my favorite teacher affects how I think about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

27) Listening to sexually-oriented music lyrics lets me know what sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

28) Talking to my mom/dad is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

29) Talking to my grandparents/guardian is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

30) Talking to my uncle/aunt is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

31) Talking to my older brother/sister is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

32) Talking to my cousin/s is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

33) Talking to my best friends is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

34) Talking to my coach _____ is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

35) Talking to the school counselor _____ is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

36) Talking to my favorite teacher _____ is a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

37) I listen to sexually-oriented music lyrics for fun, not to do what is said in the songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

38) Listening to sexually-oriented music lyrics is helpful for making decisions about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

39) Listening to sexually-oriented music lyrics is not a good way to learn about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

40) Sexually-oriented music lyrics provides advice about acceptable sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

The next set of questions relates to adolescents' subjective norms concerning sexual activity.

Subjective Norms: An individual's perception of social pressure to perform or not perform the particular behavior of interest.

41) My mom/dad _____ thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

42) My grandparents/guardian _____ thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

43) My uncle/aunt thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

44) My older brother/sister thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

45) My cousin/s thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

46) My best friends thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

47) My coach thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

48) My school counselor thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

49) My favorite teacher thinks it is important to listen to sexually-oriented music lyrics to learn about the right sexual activities to try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

50) My mom/dad thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

51) My grandparents/guardian thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

52) My uncle/aunt thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

53) My older brother/sister thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

54) My cousin/s thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

55) My best friends thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

56) My coach thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

57) My school counselor thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

58) My favorite teacher thinks it is okay to try sexual activities that are talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

59) My mom/dad would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

60) My grandparents/guardian would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

61) My uncle/aunt would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

62) My older brother/sister would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

63) My cousin/s would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

64) My best friends _____ would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

65) My coach _____ would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

66) My school counselor _____ would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

67) My favortie teacher _____ would support me trying sexual activities talked about in songs.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

68) My mom/dad _____ would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

69) My grandparents/guardian _____ would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

70) My uncle/aunt _____ would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

71) My older brother/sister _____ would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

72) My cousin/s _____ would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

73) My best friends _____ would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

74) My coach would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

75) My school counselor would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

76) My favorite teacher would advise me to listen to sexually-oriented music lyrics for advice about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

77) Generally speaking, I want to do what my mom/dad wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

78) Generally speaking, I want to do what my grandparents/guardian wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

79) Generally speaking, I want to do what my uncle/aunt wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

80) Generally speaking, I want to do what my older brother/sister wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

81) Generally speaking, I want to do what my cousin/s wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

82) Generally speaking, I want to do what my best friends wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

83) Generally speaking, I want to do what my coach wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

84) Generally speaking, I want to do what my school counselor wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

85) Generally speaking, I want to do what my favorite teacher wants me to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

The last set of questions relates to adolescents' intentions to participate in sexual activities.
Intentions: The likelihood that a person will engage in a given behavior.

86) I will try sexual activities in the next 1-3 months to be like my favorite singer.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

87) I will try to sexual activities in the next 1-3 months because my favorite song tells me what to do.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

88) I will use sexually-oriented music lyrics to make decisions about sexual activities even if my friends don't.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

89) I will listen to sexually-oriented music lyrics for advice about sexual activities even if my parents/guardian tells me not to.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

90) I will listen to sexually-oriented music lyrics to learn about sexual activities because the songs give good advice.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

91) I will listen to sexually-oriented music lyrics to help me make decisions about sexual activities.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

92) I will listen to sexually-oriented music lyrics to learn about sexual activities because the lyrics are true.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

93) I will listen to sexually-oriented music lyrics to find out what sexual activities I should try.

Relevant Relevant with minor revisions Not relevant without major revisions Not relevant

94) I will listen to sexually-oriented music lyrics to learn how to talk to a girl/boy about sexual activities.

<input type="checkbox"/> Relevant	<input type="checkbox"/> Relevant with minor revisions	<input type="checkbox"/> Not relevant without major revisions	<input type="checkbox"/> Not relevant
-----------------------------------	--	---	---------------------------------------

95) I will try sexual activities in the next 1-3 months because they are always talked about in the music I listen to.

<input type="checkbox"/> Relevant	<input type="checkbox"/> Relevant with minor revisions	<input type="checkbox"/> Not relevant without major revisions	<input type="checkbox"/> Not relevant
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Please provide any additional comments about the survey:

Juror's Name (Please Print)

Juror's Signature and Date

Thank you for your time and participation!

Appendix C

Criterion Sheet for Expert Panel

Survey to Predict the Influence of Sexually Oriented Music Lyrics on African American Adolescents (SPISOML-AAA)

Dear Dr. _____,

You are being contacted because you have been identified as an expert in the area of communication, health education theory, adolescent sexual health, or health disparities. I am a Doctoral student in the Department of Health Science at The University of Alabama, and I am requesting your assistance in the validation phase of developing an instrument to predict the influence sexually-oriented music lyrics have on the sexual attitudes, beliefs, and intentions of African American adolescents in grades 6-8. I am hoping that you will assist me in one phase of my study. Specifically, I am asking you to please review and comment on initial survey items written with in the constructs of the Theory of Reasoned Action (TRA). I anticipate this to take you approximately 1-2 hours. Below you will find a pool of questions designed to measure the attitudes, subjective norms, and intentions of adolescents as it relates to sexually oriented music lyrics and sexual initiation and sexual behavior. Please complete the following form and return the materials using the postage page return envelop enclosed no later than November 21, 2008. Also, please provide references for existing instruments with a similar goal.

Thank you for your participation!

Directions: Please mark one response for each for “Relevancy” and “Clarity” as you review each survey item. Indicate whether each item is:

Relevant (4), Relevant with minor revisions (3), Not relevant without major revisions, or Not relevant (1).

Clear (4), Clear with minor revisions (3), Not clear without major revisions (2), or Not clear (1).

Adapted from Geiger & Fulmore, 2007.

Contact me at (205) 348-8366 or at bgordon@ches.ua.edu if you have questions about these instructions.

Sincerely,

Brian C. Gordon

Panel of Experts

Health Education theory.

Dr. James Eddy University of North Carolina, Greensboro

Dr. Eugene Fitzhugh University of Tennessee

Communications

Dr. Jane Brown University of North Carolina, Chapel Hill

Dr. Jay Bernhardt CDC- Director of the National Center for Health Marketing

Adolescent Sexual Health

Dr. Gina Wingood Emory University

Appendix D

Pilot Test Items

Directions: Please circle one (1) answer for each question.

Example: I like to listen to music.								
1	:	2	:	3	:	4	:	5
Strongly Disagree		Disagree		Neither Disagree or Agree		Agree		Strongly Agree
(SD)		(D)		(N)		(A)		(SA)

Useful Definitions:

Sexually-oriented music lyrics- songs that talk about women, talk about male or female private parts, talk about sex and/or sexual activities, or use slang terms such as the “P” or “F” words, etc.

Sexual activities- dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex.

1. I would listen to sexually-oriented music lyrics for advice about sexual activities.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

2. I would listen to sexually-oriented music lyrics to know what sexual activities people do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

3. I would listen to sexually-oriented music lyrics for advice about girl/boy friend relationships.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

4. I would listen to sexually-oriented music lyrics to relax my mind.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

5. It is important to get advice about sexual activities.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

6. It is important to know what sexual activities other people do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

7. It is important to get advice about girl/boy friend relationships.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

8. It is important to do something to relax my mind.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

Directions: Please circle one (1) answer for each question.

Example: I like to listen to music.								
1	:	2	:	3	:	4	:	5
Strongly Disagree		Disagree		Neither Disagree or Agree		Agree		Strongly Agree
(SD)		(D)		(N)		(A)		(SA)

Useful Definitions:

Sexually-oriented music lyrics- songs that talk about women, talk about male or female private parts, talk about sex and/or sexual activities, or use slang terms such as the “P” or “F” words, etc.

Sexual activities- dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex.

9. My mom does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

10. My dad does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

11. My guardian does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

12. My favorite teacher does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

13. My school counselor does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

14. My close friends think it is okay to listen to sexually-oriented music lyrics for advice about sexual activities.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

15. My close friends think it is okay to try sexual activities that are talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

16. My older brother or sister would approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

Directions: Please circle one (1) answer for each question.

Example: I like to listen to music.								
1	:	2	:	3	:	4	:	5
Strongly Disagree		Disagree		Neither Disagree or Agree		Agree		Strongly Agree
(SD)		(D)		(N)		(A)		(SA)

Useful Definitions:

Sexually-oriented music lyrics- songs that talk about women, talk about male or female private parts, talk about sex and/or sexual activities, or use slang terms such as the “P” or “F” words, etc.

Sexual activities- dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex.

17. My cousin would approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

18. My uncle or aunt would approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

19. Generally speaking, I want to do what my mom wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

20. Generally speaking, I want to do what my dad wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

21. Generally speaking, I want to do what my guardian wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

22. Generally speaking, I want to do what my favorite teacher wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

23. Generally speaking, I want to do what my school counselor wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

24. Generally speaking, I want to do what my close friends want me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

Directions: Please circle one (1) answer for each question.

25. Generally speaking, I want to do what my older brother or sister wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

26. Generally speaking, I want to do what my cousin wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

27. Generally speaking, I want to do what my uncle or aunt wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

28. I plan to try sexual activities (dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex) in the next 1-3 months.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

29. I plan to have sexual intercourse in the next 1-3 months.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

30. Where do you live?

1) ----- County 2) ----- County 3) Other, please list_____

31. How old are you?

1) 11 years old 2) 12 years old 3) 13 years old 4) Other, please list_____

32. What is your sex?

1) Male 2) Female

33. In what grade are you?

1) 6th grade 2) 7th grade 3) 8th grade

34. What is your race?

1) White 2) Black 3) Other, please list_____

1) Yes

2) NO

Thank You for Your Time!

Appendix E

SPISOML-AAA

Directions: Please circle one (1) answer for each question.

Example: I like to listen to music.

1 : 2 : 3 : 4 : 5
Strongly Disagree : Disagree : Neither Disagree or Agree : Agree : Strongly Agree
(SD) (D) (N) (A) (SA)

Useful Definitions:

Sexually-oriented music lyrics- songs that talk about women, talk about male or female private parts, talk about sex and/or sexual activities, or use slang terms such as the “P****” or “F****” words, etc.

Sexual activities- dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex.

1. I would listen to sexually-oriented music lyrics for advice about sexual activities.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

2. I would listen to sexually-oriented music lyrics to know what sexual activities people do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

3. I would listen to sexually-oriented music lyrics for advice about girl/boy friend relationships.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

4. I would listen to sexually-oriented music lyrics to relax my mind.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

5. It is important to get advice about sexual activities.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

6. It is important to know what sexual activities other people do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

7. It is important to get advice about girl/boy friend relationships.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

8. It is important to relax my mind.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

Directions: Please circle one (1) answer for each question.

Example: I like to listen to music.

1 : 2 : 3 : 4 : 5
Strongly Disagree Disagree Neither Disagree or Agree Agree Strongly Agree
(SD) (D) (N) (A) (SA)

Useful Definitions:

*Sexually-oriented music lyrics- songs that talk about women, talk about male or female private parts, talk about sex and/or sexual activities, or use slang terms such as the "P****" or "F****" words, etc.*

Sexual activities- dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex.

9. My mom does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

10. My dad does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

11. My guardian does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

12. My favorite teacher does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

13. My coach does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

14. My school counselor does not approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

15. My close friends think it is okay to listen to sexually-oriented music lyrics for advice about sexual activities.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

16. My close friends think it is okay to try sexual activities that are talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

Directions: Please circle one (1) answer for each question.

Example: I like to listen to music.

1 : 2 : 3 : 4 : 5
Strongly Disagree Disagree Neither Disagree or Agree Agree Strongly Agree
(SD) (D) (N) (A) (SA)

Useful Definitions:

Sexually-oriented music lyrics- songs that talk about women, talk about male or female private parts, talk about sex and/or sexual activities, or use slang terms such as the “P****” or “F****” words, etc.

Sexual activities- dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex.

17. My older brother or sister would approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

18. My cousin would approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

19. My uncle or aunt would approve of me trying sexual activities talked about in songs.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

20. Generally speaking, I want to do what my mom wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

21. Generally speaking, I want to do what my dad wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

22. Generally speaking, I want to do what my guardian wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

23. Generally speaking, I want to do what my favorite teacher wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

24. Generally speaking, I want to do what my coach wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

Directions: Please circle one (1) answer for each question.

Example: I like to listen to music.

1 : 2 : 3 : 4 : 5
Strongly Disagree Disagree Neither Disagree or Agree Agree Strongly Agree
(SD) (D) (N) (A) (SA)

25. Generally speaking, I want to do what my school counselor wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

26. Generally speaking, I want to do what my close friends want me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

27. Generally speaking, I want to do what my older brother or sister wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

28. Generally speaking, I want to do what my cousin wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

29. Generally speaking, I want to do what my uncle or aunt wants me to do.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

30. I plan to try sexual activities (dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex) in the next 2-4 weeks.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

31. I plan to have sexual intercourse in the next 2-4 weeks.

1 : 2 : 3 : 4 : 5
(SD) (D) (N) (A) (SA)

32. Where do you live?

1) ----- County 2) ----- County 3) Other, please list _____

33. How old are you?

1) 11 years old 2) 12 years old 3) 13 years old 4) Other, please list _____

Directions: Please circle one (1) answer for each question.

34. What is your sex?

- 1) Male 2) Female

35. In what grade are you?

- 1) 6th grade 2) 7th grade 3) 8th grade

36. What is your race?

- 1) White 2) Black 3) Other, please list_____

37. Are you Hispanic or Latino?

- 1) Yes 2) NO

38. Which of the following do you live with?

- 1) Mother Only 2) Father Only 3) Mother and Father 4) Other (Grandparents, Aunt/Uncle, legal Guardian, Foster Parent)

39. Which of the following relatives do you live with?

- 1) Older brother and/or sister 2) Older step/half brother and/or sister
3) Older cousin 4) None of the above

40. How many people do you live with?

- 1) 1-2 people 2) 3-4 people
3) 5-6 people 4) 7 or more people

41. Do you take part in the following lunch plans at school?

- 1) Free lunch 2) Reduced lunch 3) Full Pay

42. What type of music do you most often listen to (choose one)?

- 1) Rap 2) R&B/ Slow music 3) Gospel 4) Hip-Hop 5) Other, please list_____

43. About how much music do you listen to or watch during the week (Monday-Friday)?

- 1) 2 or less hours 2) 3-5 hours 3) 6-8 hours 4) 9 or more hours

44. About how much music do you listen to or watch during the weekend (Saturday-Sunday)?

- 1) 8 or less hours 2) 9-11 hours 3) 12-14 hours 4) 15 or more hours

45. When do you most often listen to music (choose one)?

- 1) Alone 2) With Friends or at a party 3) In the Car 4) Other, please list_____

46. How do you usually listen to music?

- 1) Radio 2) TV 3) Computer (YouTube, Internet, etc.) 4) Other, please list_____

Directions: Please circle one (1) answer for each question.

47. Have you ever participated in sexual activities (dirty dancing, touching/rubbing/feeling on one another or anything that can lead to sex)?

1) Yes 2) NO

48. Have you ever had sexual intercourse?

1) Yes 2) NO

Thank You for Your Time!

Appendix F

Results of Initial Factor Analysis

<u>Item</u>	<u>Component</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
I would listen to sexually-oriented music lyrics for advice about sexual activities.	.050	-.141	.467	.316
I would listen to sexually-oriented music lyrics to know what sexual activities people do.*	-.040	-.020	.397	.327
I would listen to sexually-oriented music lyrics for advice about girl/boy friend relationships.	-.006	-.073	.530	.388
I would listen to sexually-oriented music lyrics to relax my mind.	-.115	-.025	.648	.066
It is important to get advice about sexual activities.	-.126	.080	.093	.799
It is important to know what sexual activities other people do.	.130	-.039	.263	.638
It is important to get advice about girl/boy friend relationships.	-.009	.149	.117	.753
It is important to relax my mind.	-.107	.117	.017	.430
My mom does not approve of me trying sexual activities talked about in songs.	.157	.906	.009	.089
My dad does not approve of me trying sexual activities talked about in songs.	.178	.857	-.076	.065
My guardian does not approve of me trying sexual activities talked about in songs.	.179	.904	-.045	.100
My favorite teacher does not approve of me trying sexual activities talked about in songs.	.026	.900	-.015	.020
My coach does not approve of me trying sexual activities talked about in songs.	.091	.856	-.033	-.016
My school counselor does not approve of me trying sexual activities talked about in songs.	.069	.832	.105	.085
My close friends think it is okay to listen to sexually-oriented music lyrics for advice about sexual activities.	-.010	.141	.630	.197
My close friends think it is okay to try sexual activities that are talked about in songs.	-.074	.051	.577	.081
My older brother or sister would approve of me trying sexual activities talked about in songs.	-.021	.048	.820	-.170
My cousin would approve of me trying sexual activities talked about in songs.	.025	.025	.794	-.061
My uncle or aunt would approve of me trying sexual activities talked about in songs.	.040	-.006	.656	-.080
Generally speaking, I want to do what my mom wants me to do.	.805	.145	-.028	-.165
Generally speaking, I want to do what my dad wants me to do.	.820	.163	-.045	-.178
Generally speaking, I want to do what my guardian wants me to do.	.841	.133	-.075	-.055
Generally speaking, I want to do what my favorite teacher wants me to do.	.829	.061	-.151	-.018
Generally speaking, I want to do what my coach wants me to do.	.817	.099	-.121	-.052

Generally speaking, I want to do what my school counselor wants me to do.	.827	.131	-.059	-.032
Generally speaking, I want to do what my close friends wants me to do.	.476	-.072	.227	.039
Generally speaking, I want to do what my older brother or sister wants me to do.	.748	.092	.056	.083
Generally speaking, I want to do what my cousin wants me to do.	.696	-.029	.021	.026
Generally speaking, I want to do what my uncle or aunt wants me to do.	.861	.132	-.139	.021
I plan to try sexual activities in the next 2-4 weeks.	-.059	-.116	.598	.274
I plan to have sexual intercourse in the next 2-4 weeks.	-.052	-.051	.604	.232

*Depict Item deleted from scale