



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



**ADDIS ABABA UNIVERSITY COLLEGE OF DEVELOPMENT STUDIES
CENTER FOR GENDER STUDIES PORNOGRAPHY CONSUMPTION AMONG
ADDIS ABABA UNIVERSITY-MAIN-CAMPUS STUDENTS: IMPLICATION ON
BEHAVIOURAL PATTERN OF MALE AND FEMALE STUDENTS.**

BY

BIRUKTAWIT BERHANU

**THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR
MASTERS OF ART DEGREE IN GENDER STUDIES.**

ADVISOR: DILU SHALEKA (Ph. D)

AUGUST, 2023

ADDIS ABABA ETHIOPA

Declaration

I declare that this thesis is my original work and has not been presented for a degree or masters at any other university by another person. I also acknowledge all the materials that I used for this MA thesis.

Student Name: Biruktawit Berhanu

Signature _____

Place: Addis Ababa University

Date of Submission August, 2023

I confirm that this study has been submitted with my approval as an academic advisor

Name of Advisor: Dilu Shaleka (Ph.D)

Signature: -----

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE
STUDIES

CENTER FOR GENDER STUDIES

Title: -Pornography Consumption among Addis Ababa University-Main
Campus Students: Implications on Behavioural Patterns of Male and Female
Students

Name of Student: _____ Signature _____

Approved by Examining Board

Name	Signature	Date
Advisor: <u>Dilu Shaleka (Ph.D)</u>	_____	_____
Internal Examiner: <u>Hanna Tegegne (Ph.D)</u>	_____	_____
External Examiner: <u>Ashenafi Hagos (Ph.D)</u>	_____	_____

Acknowledgment

My first thank is to Almighty God for his mercy and grace!

I would like to give my appreciation and heartfelt thanks to my advisor, **Dr. Dilu Shaleka**, for his constructive and unreserved support throughout the study. I am also thankful to all the instructors and administrative staff at the **center for gender studies**, for their unreserved support. Again, I would like to express my deepest gratitude and thanks to all my **families**, whose financial, material, prayer, and moral support go beyond what I can inscribe on paper. It will remain engraved in my heart.

Plus, I would like to thank **Asefa leta**, for this study's success through your assistance because you have sent me relevant and updated reference materials related to my research. Also, I would like to thank **Seyoma Alemayew** for her kindness and unwavering support since the beginning of my studies and up to the present. Last but not least, I am deeply indebted to **Kidist Dessalegne** and her husband, **Diribsa**, who have been extending their heartfelt support and extraordinary suggestions throughout my study.

Contents

Acknowledgment	iii
LIST OF TABLES	viii
ACRONYMS/ABBREVIATION.....	ix
Abstract.....	
CHAPTER ONE.....	1
1 INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the Problem.....	2
1.3 Research Questions	5
1.4 Objectives of the Study.....	5
1.4.1 General Objective	5
1.4.2 Specific Objective of the Study.	5
1.5 Significance of the Study	6
1.6 Scope of the Study	6
1.7 Limitation of the Study	6
1.8 Organization of the Study	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2. Globalization and culture.....	8
2.1.Definition of Related Terms and concepts.....	9
1.2 Sexuality and Social Norms.....	9
2.3.Consumerism / pornographic consumption	10
2.4.Defining Pornography.....	10
2.5.Internet Pornography (IP)	12
2.6. Prevalence of Pornography Consumption	13

2.7.Highlights of Pornography Consumption in Africa.....	14
2.8.Pornography Consumption and Gender Difference.....	15
2.9.Effects of Pornography Consumption.....	17
2.2.1Positive Effects:	17
2.2.2.Negative Effects.....	18
2.2.3The Debate on Pornography	19
2.2.4.Feminist Approach.....	19
2.2.6. Anti-censorship Feminist	20
2.2.8. Pro-censorship Feminist /Civil Right Approach.....	21
2.2.10. Conservative Perspectives	22
2.2.7.The Religious Conservatives Perspective	23
CHAPTER THREE	24
3.RESEARCH METHOD AND METHODOLOGY	24
3.1.Descriptions of the Study Area and period	24
3.2.Study Design.....	24
3.3.Study Population.....	25
3.4.Eligibility Criteria	25
3.5.Inclusion Criteria	25
3.6. Exclusion Criteria	26
3.8. Dependent Variable	26
3.9.Independent Variables	27
3.9.1. Sample size and sampling procedure.....	27
3.9.2. Sample size	27
3.9.3. Data Collection Instrument and Data Collection.....	30
3.9.4. Data Collection Tools	30
3.9.5. Key Informant Interviews	30
3.10.An In-depth Interview.....	30
3.11.Survey	31
3.12.Desk Review	31

3.13.Data Collection Procedure and Sources.....	31
3.14.Data Quality Control.....	32
3.15.Data Processing and Analysis	32
3.16.Ethical Consideration.....	32
3.17.Dissemination Plan	33
CHAPTER FOUR.....	34
4.RESULT AND DISCUSSION	34
4.1. Background of Interviewees Respondents.....	34
4.2.1. The Interview Respondents.....	34
4.2.2. Socio-Demographic Characteristics of Respondents.....	36
4.2.3.Source about Sexual and Reproductive Health among Students	37
4.2.4. Pornography Consumption in AAU-Main Campus Students in Selected Departments.	38
4.3. Onset of First Introduction to Pornography.	40
4.4.Reason to Watch Pornography.....	40
4.5.Source of Pornography Consumption by Students	44
4.6. Effect of Pornography Consumption on the Behaviour of AAU-Main Campus Students.....	45
4.6.Pre-Marital Sex	48
4.7.Anal and Oral Sex	51
4.9. Having a Negative Attitude towards Female or Male	53
4.10.Lack of Confidence.....	54
4.11. Pornography Consumption and Its Competition with Study Time.....	56
4.12.The Unrealistic Expectation on Dating/or Relationship	57
4.13.Fear of Getting into an Intimate Relationship.....	59
4.14. The Opinion of Students on Attitude towards Pornography and its Contribution to Violent Behaviours	60
4.15.Students Opinions on the Importance of Pornography	61
4.16. Opinion of Sstudents on Pornography's Contribution to Violent Behaviour.....	63

4.17.Objectification of Women.....	65
4.18. Suggestions of Students’ for Minimizing the Negative Effect of Pornography	67
CHAPTER FIVE	70
5.CONCLUSION AND RECCOMONDATION	70
5.1Conclusion	70
5.2.Recommendation	72
Reference	73
Annex A.....	81
Annex B	86
Annex c.....	87

LIST OF TABLES

Table 4.1.1 Information of in-Depth-Interview Participants.....	34
Table 4.1.2 information about key-informant Interviews	35
Table 4.2: Socio-demographic and Personal Characteristics of respondents (Ni=101)	36
Table: -4.2.1 Source about Sexual and Reproductive Health.	37
Table 4.3. Students Pornography Consumption/ Gender Cross tabulation.....	38
Table 4.3.1 Rate of watching pornography	38
Table: -4.3.2 Students Introduction to Pornography Materials.	40
Table 4.3.3 Reasons to watch pornography	41
Table 4.3.4 results on the source pornography among students.....	44
Table 4.4 Emotional or psychological effect of watching pornography	45
Table 4.4.1 Result of engaging in sex acts.....	48
Table 4.4.2 Oral and Anal sex.....	51
Table 4.4. Attitudinal effect	53
Table: 4.4.4 Effect of watching pornography on social activity	55
Table 4.4.5. Academic effects of watching pornography	56
Table, 4.5. Information in attitudes of students towards pornography.	61
Table: 4.5.1. Views on the importance of pornography.....	61
Table. 4.5.2. Opinion of students on the contribution of pornography to violent behavior.....	63
Table 4.5.3 How pornography contributes for violence against women	65
Table 4.5.3. Attitude about pornography and objectification of women	66

ACRONYMS/ABBREVIATION

AIDS..... Acquired Immunodeficiency Syndrome

AAU.....Addis Ababa University

APF.....Anti-Pornography Feminist

HIV..... Human Immunodeficiency Virus

FACT Feminist Anti-Censorship Task

FGM.....Female Genital Mutilation

HSIU.....Haile Selassie I University

IP.....Internet Pornography

RSB.....Risky Sexual Behaviour

SEM.....Sexually Explicit Material

SRH.....Sexual and Reproductive Health

STI..... Sexual Transmitted Infections

VAW.....Violence Against Women

Abstract

This study is aimed to explore pornographic consumption at Addis Ababa University with the view to assess its implication on the behavioural patterns of male and female students on the main campus. The accessibility of advanced internet technology has fundamentally altered how young people, especially students, come into contact with and consume sexually explicit content. It is now possible to access the internet via laptop, smart phone, video game, consoles, and other electronic devices as opposed to the past when it was only possible via a person in all of the world nations. Watching pornography is utilized as an alternative source of sexually related knowledge in Africa because it is difficult to find such information elsewhere. Ethiopia, a developing nation in Africa, is distinguished by its high rate of pornography consumption, but on the contrary, there is a lack of access to alternative information about the negative and positive effects it possesses on sexual and reproductive health. Besides, to achieve the goals of the study, the student researcher used mixed research methods. To generate qualitative data, in-depth interviews and key informant interviews were employed, while the cross-sectional survey method was applied to collect quantitative data. In-depth interviews of five volunteer pornography consumers were conducted, while three key informants were interviewed. Also, the data collected from primary and secondary sources were analysed numerically and narratively. The study results show that watching pornography is common among students at Addis Ababa University's main campus among four selected departments. Despite this, male participants consume twice as much porn as female participants. According to the findings, pornography has both negative and positive effects on students. The positive effects of pornography consumption on students include learning new sex styles or acts, increasing sexual satisfaction by using different sexual acts, and learning more about sex. Negative effects include premarital sex, feeling guilt/regret, having unrealistic expectations for dating partners and themselves, and so on, lack of confidence, and obtaining poor academic grade performance. Furthermore, female 51.4% and 56.4% of male participants, argue that pornography leads to and aggravates violence against women. However, no significant difference in the opinion of the pornography effect was found.

Keywords: - Pornography Consumption, Implication, Patterns, behaviour

CHAPTER ONE

1 INTRODUCTION

1.1 Background of the study

The widespread availability of the advancement of Internet technology development has radically changed how young people, particularly students, encounter and consume sexually explicit material. The Internet is now available on laptops, smart mobile phones, video game consoles, and other electronic devices, where it was once limited to a personal computer connected to a telephone line which the countries of the world have never accessed in the past. Despite the fact, the prevalence of this supportive material disseminated the accessibility of pornography become easier and more widely spread as the Internet has grown in popularity (Owens, Behun, Manning, & Reid, 2012).

As different academic research and literature on pornography consumption indicate, there are several social consequences and harms. This is demonstrated due to the consumption of pornography by male and female youths in different universities and colleges in different parts of the world (Eberstadt, & Layden 2010). However, a few researcher came up with the result that showed that there are the positive effects of pornography consumption by teenagers as well as adults. Significantly, as some research results indicated around 58.8% of pornography consumption has a positive effect, helps them to become more aware and 'comfortable' with sexual activities (McKee, 2005). Accordingly, the effect of pornography consumption is controversial among scholars and the debates have centred on whether pornography can lead consumer to commit acts of abduction, rape and ,other violent actions in the society (Malamuth, & Koss, 2000).

In fact, different literature demonstrated that a large percentage of university students in Ethiopia are exposed to sexually explicit electronic resources in searching for sexual and sexual related information. Lack of proper information on sexual and reproductive health issues is one of the factors that expose many youths to reproductive health risks (Shallo, Mengesha, 2018). Importantly, young people in Ethiopia could not readily acquire

information about sex, sexual health, and bodily functions, partly because of strong taboos around adolescent sexuality. Therefore, they “gather titillating information from pornographic films, sex workers, and erotic magazines, which often may lead them to engage in risky sexual behaviour activities (Tadele, 2006; Teeferi, 2007).

Moreover, few studies in Ethiopia show, the prevalence of pornography consumption by university students, who watch pornography exposed to risky sexual behaviours compared with those who did not watch it (Shallo, and Mengesha ,2018). In similar circumstance, there is concern that using pornography affects people’s attitudes towards gender and, particularly, may produce an increased belief in gender stereotypes, especially sexual roles and ideas about women as sex objects, sexual double standard and rap myths (Muche, Kassa, Berhe, Fekadu 2017). Yet again, after first being mostly consumed through the periodical, patterns of pornography consumption have changed, with the internet now serving as the main distribution channels of pornography is now more available than it was in the past.

Furthermore, the innovated development of smart phone and their accessibility to the internet among youngsters and the development of the devices have added to the ease with which college and university students can access pornography consumption. However, as technology is now more advanced and makes everything easily accessed, including pornography consumption materials, there is a lack of studies conducted on pornography consumption and its effect on the student’s indifferent universities and colleges in Ethiopia. Likewise, there are no studies conducted specifically on how adults and young female and male students’ exposure to sexually explicit media influences as well as to identify what influence pornography usage could have on current gender inequality. Thus, this study is intended to assess the change in the behavioural pattern due to pornography consumptions among male and female students, in the case of Addis Ababa University main campus.

1.2 Statement of the Problem

Today pornography consumption is extensively distributed, rapidly growing industry is used as a medium of entrainment that attracts large audiences worldwide. Nevertheless, pornography consumption significantly impacts the sexual scripts and behaviours of emerging adults, serving as a model of sexual behaviours that influence the attitudes and the

roles, they play in sexual relationship guidance. Sexuality is a socially constructed and the by-products of the system of learned values, experienced as well as observed activities in the socialization process in entire societies of the world. However, today the development of technology created the massive availability, demand and consumption of pornography on the internet lead infiltration in to main stream avenues of entertainment.

The growth of pornography consumption worldwide has various consequences that have shown up in nearly all classes. According to the justification of global website traffic data from Statistic, there are about 2.4 million people on porn sites each and every minute. In addition, as the 2016, studies showed that, around 91,980,225,000 videos were watched on Porn hub websites. Thus, this evidence shows that, every person on the planet has watched over 14 videos and addictive to pornography consumption (Bóthe, et,al, 2018). By implication, pornography consumption, particularly where the content is violent, gender-stereotypes, and sexually explicit increase high-risk behaviour and alter their capacity for successful and sustained human relation. Moreover, specifically for adolescent high pornography consumption will linked to stronger sexual beliefs, earlier sexual debut, increased casual sex behaviour, and increased sexual aggression in both perpetrators and victims. (Mattebo, Tydén, Häggström-Nordin, Nilsson, & Larsson, 2014)

In today's globalization era of the digital revolution, pornography consumption is highly developed hurts teenagers in society, and hinders the development of healthy sexuality among adults. It distorts sexual attitudes and social realities. Pornography causes stresses and increase the risk of developing negative attitudes about the nature and purpose of human sexuality. Indeed, for adolescents who view pornography, their attitude towards their own and others sexuality changes and their sexual expectation and behaviours are shaped accordingly. Besides, Pornography consumption has been linked to mental health outcomes like depression, anxiety, loneliness, lower life satisfaction, lower self-esteem and other conditions (Borgogna, McDermott, Browning, Beach, & Aita, 2019); (Wordecha, et al., 2018).

The prolonged use of pornography produces habituation, boredom and sexual dissatisfaction among female and male viewers. It changes the habits of mind, the inner private itself. Its use can easily become habitual, leading to desensitization, a distorted view of reality, and the

objection of women. As some scholars argue that pornography consumption as well as any other motion movie consumption has a tendency to bring change in attitudes, emotions, health, moral standards, and conducts. These changes include; arousal (stimulation), harming of health, erosion of moral standards, worse academic work, less positive reputation and the like(Lowery, 1988).

It is generally true that, Ethiopia is a country that is affected by the internet digital revolution which is powerful enough to reach the country's biggest cities and small towns. Moreover, the widespread use of internet technology combined with smart phones has an impact on both adults and teenagers at all level of school institution and others. These circumstances greatly encouraged youngsters either in university or outside of the university to pornography consumption. Evidently, as Google 2013 reports from the Ethiopian Herald magazine indicated that, by June 2013, there were more than 23 million mobile phone subscribers, more than 4 million internet subscribers and more than 4 million internet subscribers and more than 4 million internet subscribers registered in the country. Ethiopia is or was among the leading countries searching for the word "sex" on Google, ranking 4th in the 2012 report and 2nd in searching for the word "sex video" in the 2013. (Ermias, 2015).

Genuinely, these movements demonstrated that the advancement of digitalization in to the new phases of development has an effect on our culture and traditions. In this context in Ethiopia, the young generation who are near the new social media technology could have the potential access to global media massages. This indicates that the effect of pornography usage on behaviours and patterns during adolescence has become a growing topic of interest for this particular study. Despite the fact, as pornography consumption has changed the behaviours and patterns of young male and female students, there are limited studies conducted so far on the prevalence and the effects of pornography consumption at higher education in Ethiopia in general and at Addis Ababa university on youth male and female student in particular. As a result, this study is intended to fill the gap in understanding the effect of pornography consumption on the behavioural patterns of female and male students on the main campus of Addis Ababa University.

1.3 Research Questions

This study is expected to answer the following research questions: -

- How pornography was pornography consumptions prevalent in Addis Ababa University's main campus among female and male students?
- What are the effects of pornography consumption on behavioural patterns of a male and female students in Addis Ababa University's main campus?
- What is the opinion of female and male students on their attitude towards pornography and its contribution to violent behaviours in Addis Ababa university's main campus?
- What is the possible way of minimizing the negative effect of pornography?

1.4 Objectives of the Study

1.4.1 General Objective

The overall objectives of this study are to assess pornography consumption and its Implication on Behavioural Pattern of Male and Female Students on the Addis Ababa University-Main Campus.

1.4.2 Specific Objective of the Study.

This study has the following specific objectives: -

- To assess the prevalence of pornography consumption among Addis Ababa University main campus students.
- To assess the effect of pornography consumption in AAU main campus students on the behavioural patterns of female and male students.
- To assess the opinion of female and male students on their attitude towards pornography and its contribution to violent behaviours.
- To recommend the possible way of minimizing the negative effect of pornography.

1.5 Significance of the Study

This study was conducted to highlight the effect of pornographic consumption on the behaviour of Addis Ababa University students' main campus which can indicate other youth groups in the society. So far there are no numerous studies that have been undertaken in the study area under consideration. Therefore, this study, will serve the subsequent study as the benchmark well as source of the material.

Thus, this study has the following significance: -

- It can increase awareness of understanding of the effect of pornography consumption on gender inequality.
- It can also help the students, how to minimize the negative effects of pornography consumptions.
- It adds insight into a better understanding of the conception of pornography and its implication on behavioural patterns and may lead to further research.
- It can also serve as a reading and reference material for both graduate and undergraduate students.

1.6 Scope of the Study

The scope of this study was focused on the consumption of pornography and its implication on behavioural patterns in Addis Ababa University main campus students who were enrolled in an undergraduate program. Four departments were selected from four colleges and included in the study. These departments are, school of psychology from the college of education and behavioural studies, the school of law from the college of law and governance studies, the school of social work, from the college of social sciences and the department of English from the college Language and humanities. Therefore, the study was delimited to a certain faculties and colleges on the main campus.

1.7 Limitation of the Study

Human behaviour, sexuality and young age are complex and intimate to individuals and a group. Due to this intimacy, sensitivity and consequence the issue goes into secrecy as it

might bring to taboo. Also, while conducting this study, the researcher faced literature-related limitations. There is no adequate written literature and researches conducted in Ethiopia on this area. Furthermore, the researcher also faced difficulty finding female interviewers to conduct face-to-face interviews critical for this research in the particular study area. The researcher tried to solve this problem through deep communication with male interviewees and approached them friendly to get some information regarding their girlfriends. Moreover, the researcher has faced time and budget constraints during the study period and tried to overcome these challenges.

1.8 Organization of the Study

This study is organized into five chapters. The first chapter contains the background of the study, the statement of the problem, the General and specific objectives, the scope of the study, the limitation of the study, and the organization of the paper. The second chapter presents the literature reviewed, while the third chapter discusses the research methodology adopted for the study. Chapter four presents the findings and interpretation, while chapter five discussed the study's conclusion and recommendations based on the discussion's results.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Globalization and culture

The phenomenon called globalization is defined by many literatures (Hassi, & Storti 2012), as transnational flows of people, financial resources, goods, information and culture have recently been increasing in drastic way and have profoundly transformed the world, Globalization has numerous consequences, both positive and negative on society and their cultures, even more on youth culture between the ages of 15-24. Globalization of culture contributes to the exchange of cultural values of different countries, the convergence of traditions. For cultural globalization characterized convergence of business and consumer culture between the different countries of the world (<http://www.sciencedirect.com>). The fast development and increased use of ITC including the use of social Medias has accelerated the phenomenon as a series of powerful processes that provide both opportunities and threat. Hence, it has become very controversial. The increase in media streams has resulted in global consumerism of all kinds. Through television, music videos and movies, of the West as well as the social Medias (face book, telegram, WhatsApp, Viber, and others) is increasingly dominating the entertainment around the world. Globalization hit youth in a complex way making them rethink about their sense of identity and place within the society. The possibility of being influenced by the social impact, the technological development and the new trends becoming their new culture will be higher. Globalization and greater access to information also enhances the students' ability, especially in the higher education, this research target, to acquire and use knowledge.

The information gained from the consumption can enhance the ability of all learners to access, assess, adopt and apply or practice the information, to think independently to exercise appropriate judgement and to collaborate with others to make sense of new situation. It might need further assessment if the target learners are using the information accordingly. Some schools of thought in this regard, However, it will be possible to conclude that the

information from pornographic consumption will make them understand their sense of sexuality; attract and encourage the youth students (girls and boys) to practice the most dearest human behaviour and biological needs. (Gidley, 2001).

2.1. Definition of Related Terms and concepts

1.2 Sexuality and Social Norms

Sexuality is about one's sexual feelings, thoughts, attractions and behaviour towards other people. Sexuality is also finding other people physically, sexually or emotionally attracted and all those things are part of one's sexuality. It is diverse and personal and is important part of who someone is. Social and culture norms are rules or expectations of behaviour and thoughts based on shared beliefs within a specific culture or social group. (The Institute for Reproductive Health, 2018), described social norms as unwritten rules of behaviours shared by members of a given group or society. People could be forced to follow and do those things even if they don't approve them. Some of the social norms can even result in harmful outcomes, ex female genital mutilation, early marriage. Perspectives such as 'students/youngsters who smoke and drink are cool', or 'boys and girls who consume pornography are good at sex' could be also misleading. (Doney, Cannon, & Mullen, 1998).

Therefore, it can be concluded that social norms provide men and women, boys and girls with an expected idea of how to behave and function to provide order and predictability in society. In traditional societies like Ethiopia, social and cultural norms and values will have great influence in all aspects but more in sexual behaviour among the youth. Boys and girls are in most cases not able to ask and discuss about their reproductive organs, sexual and reproductive issues as they are taboos. Since they have no or limited source of information, they will be forced seek other sources information to feed their curiosity and be able about their desire and sexual behaviour. This increased curiosity could push them to pornographic consumption as a source of information, with no judgement and fear of the social norms and to learn how to sexually behave. They also be tempted to question and seek an answer for the strong influence that has already shaped their development, behaviour, values and beliefs in general and their sexual behaviour in particular. The pick time in which young boys and

girls test their freedom and aspiration is when they join the universities and colleges. Hence, this research is carried out on university students where the curiosity prevails at higher level.

2.3.Consumerism / pornographic consumption

Consumerism as a social economic order that encourages the acquisitions of goods and services in ever-increasing amounts. Societies love to get and consume and throw away and get more again and again of goods and services. (Lucamante, 2001). Pornography is perceived as consumerism applied to people and accommodation of a person. Religious researchers accuse pornographic consumerism as degrading persons by using and disposing them. Documents indicate that pornographic consumerism is recent phenomenon (the 1900s), though sexuality explicitly representation have existed in human history. Many published researches indicate, however that pornographic consumption has exponentially increased in recent decades with people of different age, typically between 18-30 years old. Pornographic consumption has become frequent varying depending on age and content.

2.4.Defining Pornography

Pornography is a major issue in research and debate. The term 'pornography' has no definite definition. For various people, it could signify different things. It's nebulous and subjective. Several academics have defined the term "pornography" in various ways, depending on their perspective (individual, institutional, or group interest). As a result, several academics and researchers have coined various terms to define pornography and erotica. Some scholars like (Ruzgyte, 2015), explains why defining and agreeing on a definition of pornography is problematic. Because pornography's scope has ranged from religious rites to erotic love celebrations, entertainment, arousal, art, a vehicle for social and political protest, and a place for fighting for sexual expression freedom (Ruzgyte, 2015).

Other authors looked at diverse views toward pornography and found that there are many varied perspectives on the subject, the most prevalent of which are anti-pornographic feminist viewpoints and pro-pornographic feminist viewpoints (Kuhn, 2007). Some scholars, like McNair, (Teferi, 2007), define pornography by looking at the root term, that the word 'pornography' comes from the Greek words prone and graphed, which are combined to produce 'pornographic.'(McNair, 1996)

On the other ways, Pornography, according to Kingston, Malamuth, Fedoroff, & Marshall, W. L. (2009). is derived from the Greek word's porn, which means "whore," and graphene, which means "to write." Thus, pornography refers to the writing of "harlots" or the depiction of prostitute acts. It has come to refer to sexually arousing material that may contain sexist or violent elements.

On the other hand, the current perspectives of pornography differ significantly from those of the past. For example, for smith, (2015), the term pornography can refer to material that is likely sexually exciting and arousing, without any sense of illegality. However, it can also relate to portrayals of sexual activity that are noted as abusive, and possibly, criminal (Attwood, 2014). The terms pornography and sexually explicit material have been used to describe a variety of media materials (e.g., films, the Internet) that display sexual content (sexual acts or body parts) that are primarily intended to stimulate sexual arousal(Mundorf, Allen, D'Alessio, & Emmers-Sommer, 2007). . Moreover, Peter and Valkenburg, (2016), defined pornography as professionally derived or user-generated pictures or videos (clips) intended to sexually arouse the viewer. These include videos and pictures depicting sexual activities, such as masturbation, oral sex, as well as vaginal and anal penetration, in an unconcealed way, often with a close-up on genitals.

It was like tourism until Catherine MacKinnon and Andrea Dworkin co-authored a legislation for the City of Minneapolis that allowed all women to sue anyone involved in the creation, sale, or distribution of pornography on the grounds that the image of women's sexuality it depicted had damaged them. The anti-pornography feminist definition is at the center of the argument and misunderstanding about what constitutes pornography. Anti-pornography feminist also explained pornography in the following manner: Women are dehumanized as sexual objects, things, or commodities, enjoying pain or humiliation or rape, being tied up, cut up, mutilated, bruised, or physically hurt, in postures of sexual submission or servility or display, reduced to body parts, penetrated by objects or animals, or presented in scenarios of degradation, injury, torture, shown filthy or inferior, bleeding . The major disagreements on definition of pornography between scholars is depending on their interest, view, religious affiliation, or institutional interests. However, it is beyond doubt that the majority agree on sexual explicitness of pornographic materials. The Oxford English Dictionary included the

term *pornography* for the first time in 1857 and today it is listed as “sexually explicit material intended to arouse.” (1996:45).

2.5. Internet Pornography (IP)

There are several distinctions between internet and non-Internet pornography. Pornography that is not published or received over the internet is referred to as non-internet pornography. These would include magazines and various devices (e.g., self-stimulating devices). Although there are some differences between these items and Internet pornography, their similarities are enough to make them comparable. Pornography on the internet is distinct from traditional forms of pornographic materials, such as magazines and videos because sexually explicit materials posted on the internet differ in several important ways: -

- A. It is widely accessible via Bulletin Board Services (BBS) groups and the World Wide Web via database accesses, interactive services, e-mail, Internet Relay Chat (IRC), and real-time data feeds.
- B. it is active and interactive through the presentation of materials in multimedia formats such as digitized moving images, animated sequences, sexually explicit texts, hot chats, and interactive sex games and,
- C. Consumers are also producers of pornography (Wei, 2002)Wright and Dinnerstein, argued that internet pornography carries widespread gender-stereotypic behaviours and roles. In addition to this risky sexual behaviour (RSB) is depicted in Internet pornography with infrequent condom use, sex with multiple partners, extra vaginal sex and ejaculation, and often sex with at least three partners simultaneously.

According to Mestre-Bach, Blycker, & Potenza, (2020) research, during the expansion COVID-19 pandemic, at the time of most countries enforced social or physical distancing (quarantine), Porn hub, one of the largest pornography sites, has reported increased pornography use in multiple countries, with global traffic increasing over 11% from late February to March 17, 2020 (Gemma Mestre-Bach, 2020). (The Porn hub website reported over 42 billion visits during 2019, averaging 115 million visits daily ("Pornhub," 2019). Pornography is a distinct subset of pornography. Pornographies have been filmed and written.

Real women, men, and children appear in filmed pornography to perform sexual acts in front of a camera, whereas sex in written pornography is only a fantasy (Boyle, 2000).

2.6. Prevalence of Pornography Consumption

There is a consensus among theorists and researcher suggesting suggest that university students' interest in pornography can be attributed to their evolved interest in sexual variety and multiple partners. Moreover, university students are in a transitional period in to adulthood and interest in them in sexuality is generally high. According to a survey conducted at North Texas University of America about their use of online pornography, (80.3%) of the 2,290 respondents said they do view online pornography. In the case majority of those who watch online pornography, (38.7%), say they only watch it 1-2 days per week, while (18%) say they don't know how many days per week they watch it. Surprisingly, (19 %) of respondents said they watched online pornography five to seven days a week. Furthermore, (35.3 %) of students said they watch moderate pornography on the internet, (38 %) on cellphones, and (32.0%) on movies and videos. Half of the respondents (47.2%) said they had never viewed moderate pornography on television, and more than half (59.4%) said they had never read or seen pornographic content in periodicals or books. In addition, (38.6 %) and (39.7 %) of the respondents watch erotica pornography through internet and smart phone respectively. Accordingly, the result reveled that more than half 66.3%) of the respondents had watched mild pornography, over half (54.8 %) of them had watched moderate pornography and nearly half (40.9 %) reported watching erotic pornography.

Another survey conducted at four Norwegian universities and sewed found that the majority of males (81.1%) and a minority of women (18.1%) reported using Internet pornography on their personal computers at least once a week, but using a mobile phone or tablet was less prevalent. The majority of the participants were looking for mainstream pornographic material. According to a survey conducted in 313 Bangladeshi undergraduate universities on attitudes and risk factors for pornography usage, (72%) of students have consumed pornography at least once in their lives, with around half of them being occasional consumers. Approximately two-thirds of high school students (67%) were exposed to pornography, though females were exposed to pornography far later (Mamun, Yasir Arafat, Ambiatunnahar, & Griffiths, 2019). Furthermore, the survey discovered that students from

Bangladesh's rural areas were more likely than those from metropolitan areas to consume pornography. As previously stated, there is a significant percentage of pornography use among students around the world. The internet and mobile phones are the most popular ways for students to consume pornography.

2.7.Highlights of Pornography Consumption in Africa

Empirical studies were undertaken in various parts of Africa to reveal the extent of pornographic use and other related issues among African youths. In the absence of information about sex, pornography was an important arena in and through which they learned about sexuality and enacted their sexual pleasures, according to most studies (Barak, A. (2005), (Shallo, and mengesha, 2019; Ahmed Shallo, Willi, & Abubeker, 2020). Sexuality is taboo and sacred in Africa, especially when it comes to discussing sexual things with youngsters until they are ready to enter adulthood. According to the study conducted in Kenya on the prevalence and factors contributing to pornography viewing, male students viewed pornography to satisfy their curiosity (48 percent), learn more about sexuality (43 percent), entertain themselves (43 %), and gain information about sex (42 percent). Only (8%) of the individuals admitted to watching pornography because their friends did (Wamathai, Sirera, & Mwenje, 2014).

Furthermore, a study conducted at Eritrean shows, young Eritreans exposed to pornography found that those who had consumed pornography in the previous year had considerably less egalitarian and negative attitudes toward women than those who had not consumed pornography in the previous year (Amahazion, 2021). When it comes to Ethiopia, an institutional-based cross-sectional study conducted at Ambo University found that, the major reason youths are exposed to reproductive health risks is a lack of organized information about this sexual activity which exposed to the media in search of sexual norms. This exposure, accordingly encourages them to be sexually active. In this study, a total of 403 university students participated. Of the total study participants, about (55%) and (52%) of the university students were exposed to sexually explicit electronic materials throughout their lives and in the last 12 months prior to the data collection period, respectively (Shallo, & Mengesha, 2019).

Another systematic review and meta-analysis of research conducted in Ethiopia found that, there is a high rate of risky sexual behaviour. Substance use, viewing pornography, and peer pressure are found to be associated with risky sexual behaviour. The research also found that there is a high prevalence of risky sexual behaviour among participants who watch pornography (50.27% compared with those who did not watch 27.66%) (Muche, A. A., Kassa, G. M., Berhe, A. K., & Fekadu, G. A. (2017). Another study conducted at Bahir-Dar University and in the northern part of Ethiopia shows that students who were exposed to pornographic materials were 3.8 times more likely to initiate sexual activity before the age of 18 years. Moreover, being female, viewing pornography, and having a boyfriend or girlfriend were found to be determinants of early sexual debut (Hassan, 2018).

According to research conducted on Addis Ababa youth, those who watch pornography are influenced in a variety of ways, both positively and negatively. Such as, among other things, rushing to early and unsafe sexual practices, arousal, distorting the value and image of women, and imitating Western sexual acts and practices. It is also shown that for some pornographic viewing youth, the material has an educative role in informing viewers how to gratify sexual partners using various sexual acts, in addition to allowing them to "break the silence about sex." (Teferi, 2007.) Generally, experimental research shows that youths in Africa and Ethiopia consume pornography for different reasons; among those reasons, to satisfy curiosity and to gain information about sex is the major reasons.

2.8.Pornography Consumption and Gender Difference

Scholars believe that there is a different gender pattern in attitudes towards and consumption of pornography. Males watch pornography more frequently, have a more positive attitude, and believe that they learn more about sex from pornography than girls do (Barak, 2005; Owens, Behun, Manning, & Reid, 2012). as well as explain why women are more likely to associate pornography with negative consequences. According to him, women were more accepting of the arousal and entertainment values of the materials, ranging from "making people sex crazy" and "leading people to lose respect for women" to "leading a breakdown of morals" and "leading people to commit rap" (Owens, Behun, Manning, & Reid, 2012). Women are significantly more likely than men to describe pornography as dull, not exciting, or repulsive, and to favor restrictions on pornography, according to studies from

Scandinavia, the United States, and Italy (Mahood, 2006; Mckee, 2007; Mckee, 2007; Štulhofer, 2007).

In an Indonesian study, 556 college students between the ages of 18 and 23 took part. The findings show that men are significantly older than women, spend significantly more time on the Internet per week, and have significantly more positive sexual attitudes. Men were also discovered to have been exposed to pornography at a younger age than women, to spend significantly more time on pornography consumption, to consume pornography significantly more frequently, and to have consumed pornography significantly more recently. Hald, & Mulya, (2013), found that significantly more women (34.9%) than men (7.8%) reported having sexual activity with a partner while watching pornography. At a younger age, men have been found to use pornography more frequently than women, to spend more time on pornography consumption, to be exposed to pornography at a younger age, and to use pornography more frequently during masturbation (Lundin Kvalem, Træen, Lewin, & Štulhofer, A 2014).

Furthermore, previous research has revealed that women are more likely than men to associate pornographic materials with negative effects and are more likely to support restrictions on pornography (Jensen, & Dines, 1998; Dworkin, 198; Padgett, Brislin- Slütz, & Neal, 1989); A. Barak, 2005, Owens, Behun, Manning, & Reid, 2012).

A national survey of 688 people aged 18 to 30 in Denmark reveals significant gender differences in the prevalence of pornographic consumption and consumption patterns (Owens, Behun, Manning, & Reid, 2012). Men were exposed to pornography at a younger age than women, consumed more pornography in terms of time and frequency, and used pornography more frequently during sexual activity on their own. Gender differences in the interpersonal context of use were also observed, with women using pornography more frequently than men with a regular sexual partner. On the other hand, men were found to use pornography more frequently alone or with friends (non-sexual partners) than women. Furthermore, men prefer a broader range of hardcore pornography and less soft-core pornography than women. (Eberstadt, & Layden, 2010).

2.9.Effects of Pornography Consumption

2.2.1Positive Effects:

A number of studies focus on the negative effect of pornography (Barak, & Fisher, 1997; A. Barak, 2005); (Mahood, 2006). While a number of findings have proven the positive effect of pornography. According to McKee (2016) a study conducted in Australia that 1023 consumer of pornography participated found that over half of the population replied that pornography have had a very positive or a positive effect on their attitudes towards sexuality. The main positive effects reported by participants were: - making consumers less repressed about sex; increasing tolerance of other people's sexualities, providing pleasure to consumers, providing educational insights, maintaining sexual interest in long-term relationships, making consumers more attentive to a partner's sexual desires, helping consumers find an identity or community; and helping consumers talk to their partners about sex.

Another study of the impact of pornography consumption on an Irish sample of heterosexual males discovered no significant differences in overall sexism scores between those who viewed pornography frequently and those who did not. Pornography consumption had more positive than negative effects on the men who took part in the study. Informing sexual knowledge; fostering a positive attitude toward sex; having a positive effect on the participant's sex life; having a positive effect on their life in general; and finally, having a positive effect on their perception and attitude toward the opposite gender are among the positive effects listed by participants(Hassan, 2018). A study conducted on 1, 002 Danish youth aged between 18-30 in self-perceived effect of hard-core pornography found that both men and women generally reported small to moderate positive effects of hardcore pornography consumption. (Allen, D'alessio, & Brezgel, 1995).

A study found pornography have a positive role in confidence, satisfaction, and security, directly linked to the sexual competency of the viewer. Moreover, the self-perceived positive consumption of pornography related in discovering sexual preferences, pleasure, sexual orientation, knowledge of and interest in different sexual acts, attitudes towards sex and the body, and the frequency of masturbation and seeking sexual partner's confidence, satisfaction, and security, directly linked to the sexual competency of the viewer.

Pornography can have a constructive role in the sexual self-esteem of the viewer (Štulhofer, 2007; Hassan, 2018; Lundin Kvalem, Træen, Lewin, & Štulhofer, 2014)

2.2.2. Negative Effects

Previous pornographic research findings indicate that pornographic materials routinely depict women as sexual objects or sexual commodities who enjoy suffering or humiliation (Dines, 1998); (Dworkin, 1988).(Wei, 2002). The effect of pornography consumption crates distorted view of perceptions concerning sexuality and increased callousness towards rape and its victims, may seem unrelated to appraisals of the quality of life among intimates and the institution of marriage, in particular (Padgett, Brislin- Slütz, & Neal, 1989). The appetitive system is hyper-activated by providing an endless harem of sexual objects. Based on the photos and videos they see; porn viewers create new maps in their brains. Because the brain is a use-it-or-lose-it system, we want to keep a map area active as long as possible. Furthermore, Internet pornography can be particularly harmful to women, whether they are consumers' girlfriends or wives, or consumers themselves. Insofar as pornography shapes cultural expectations about female sexual behaviour, any woman can be affected (Layden, 2010). Study conducted on Irish heterosexual males ‘reveals that hat there is a difference in hostile sexism levels of individuals who view pornography more frequently than those who do not, moreover the study found that those who consume pornography typically normalizes unequal gender relations (paraphilic pornography) could be influenced by the content, which could alter his sexual and social scripts. (Al Hassan, 2018)

In America, a survey of 436 male participants ranging in age from 18 to 29 years old found that 373 young adult heterosexual men use pornography. Both frequent and problematic pornography use were linked to more gender role conflict, avoidant and anxious attachment styles, poorer relationship quality, and lower sexual satisfaction, according to the findings. Furthermore, the findings supported a theorized mediated model in which gender role conflict was directly and indirectly linked to relational outcomes via attachment styles and pornography use. A survey of 1023 consumers of pornography shows that, the most negative effect reported by mention by participant’s pornography led to them to objectify people (key terms ‘objects’ or ‘objectify’), (1.6%), ‘unrealistic’ expectations, both about themselves and other people’s bodies and pleasures (0.5%) that pornography had caused problems in a

relationship, and (0.4%) found it had led to a loss of interest in real sexual contact. (Mckee, 2007)

Women are more associated with a negative attitude toward pornography than men, according to most studies and literature. This could be due to a variety of factors, including women's representation in pornography videos, violent content, subjugation, and degradation, the power structure as well as socialization processes that prevent women from expressing sexual emotions in public. Furthermore, men argue that pornography aids their sexual acts and practices more than women. These findings support or strengthen the notion that men are cultural or traditional beliefs guide or control sexual behaviour.

2.2.3 The Debate on Pornography

2.2.4 Feminist Approach

Historically, anti-pornography arguments were primarily based on the potential consequences of viewing pornographic materials. Since 1983, feminists have been deeply divided on the issue of pornography (Teferi, 2007). The topic of pornography has triggered a lot of debate among feminists. Despite many feminists' shared concerns about violent and degrading pornography, the issue of pornography regulation has resulted in a deep and sometimes emotionally charged divide of opinion. Feminists have had to choose between two contrasting viewpoints. Feminist anti-censorship task force (FACT), the second is pro-ordinance civil right violation position led by Dworkin and Mackinnon (Whitman, 1988).

According to anti-feminist perspectives, all pornography is violent both in terms of its content, which includes bondage abuse, mutilation, and torture, and in terms of its system of representation, which silences and objectifies women. Pornography, according to anti-pornography feminists like Andrea Dworkin and Catherine MacKinnon, promotes servomechanisms by putting the male viewer/reader in a sadist active position.

According to radical feminist view of point, most sexual activity in a sexist society is intrinsically male and male identified, according to the underlying premises of this thinking. Male sexuality is inherently aggressive and destructive, according to its proponents. The author claims that because sexual speech is limited to the private domain traditionally and

cross-culturally, women have become more vulnerable to racist practices, and women's rights have suffered as a result. Ellis, O'dair, & Tallmer, 1990).

Other feminists who are concerned about censorship and free speech, on the other hand, emphasize the dangers of censorship as well as the potential benefits of pornography. As a result, anti-pornography feminists accuse anti-censorship feminists of forming an alliance with pornographers, while anti-censorship feminists accuse anti-pornography feminists of forming an alliance with religious conservatives with an anti-feminist social and political agenda (Berger, 1990) Cited by (Teferi, (2007).

2.2.6. Anti-censorship Feminist

According to the civil libertarian viewpoint, the central issue over pornography debate is the freedom from the state interference; that is censorship and freedom to engage in sexual self-fulfillment. The civil libertarians are against any kind of censorship. Their two reasons for arguing against censorship are: - (1) it is impossible to come up with a definition of pornography on which everyone will be in agreement; and (2) pornography continues to go underground. Berger, Searles, & Cottle, 1990); Strossen, 2016), explained why feminist's anti-censorship Task force condemn the censorship of pornography in her writing as follow.

- they argue censorship would harm women's effort to develop their own sexuality
- Censorship perpetuates demanding stereotypes about women, including that sex is bad for them
- Censorship would harm women's who voluntary work in sex industry
- Censorship would strengthen the power of religious right, whose patriarchal agenda would curtail women rights.
- Censorship perpetuates the dis-empowering notion that women are women are essentially victim
- The liberal feminist believes that prohibiting pornography will not eliminate violence against women. (Cowan, 1992). Libertarian and feminist groups argue that the only time pornography should be prohibited is when it is reproduced in a way that causes harm to others. Infringements on free speech rights, physical and mental abuse of both

participants and consumers in pornography during sexual endeavors are examples of these methods. (Cowan, 1992).

Anti-censorship feminist believes that, women should be allowed autonomy in the sense that they should have the opportunity to choose for themselves if they want to participate in the pornography industry. Whereas others are of the conviction that women should not even have this opportunity, as pornography should be banned. However, anti-censorship feminist idea about censorship focuses only on individual right of which is on the participation on female in the industry. They failed to see in wider manner from the consumer perspective. Their argument and opposition towards banning pornography industry is to not harm the participation of women in industry.

2.2.8. Pro-censorship Feminist /Civil Right Approach

The pro-ordinance civil rights violation position led by Dworkin and MacKinnon (1988) argue pornography silences women, renders them powerless, and promotes inequality and violence against women, according to those who believe so. In terms of harm, attitudes toward pornography control are based on the belief that pornography is harmful to viewers and viewers' targets, particularly women. Harm can be generally defined as a factor in women's oppression and subordination, or it can be defined more specifically as a factor in tertiary education.(Cowan, 1992). To civil rights approach to pornography means the sexually explicit subordination of women, graphically depicted whither in picture or in words. (Tong, 1987). Anti-pornographic feminists such as A. Dworkin and MacKinnon are in favor of censorship because of their conviction that pornography creates a distorted image and reality of women and sex in itself, and that consumers are left with unreasonable expectations towards themselves and others.

They are convinced that this is harmful to women because men could for example become of the assumption that women enjoy aggressiveness or comply willingly as is portrayed in many pornographic films. (Dines, 1998) and (Dworkin, 1988) cited by (Hult, Schmedes, Johansen, Kragh, & Munch, 2011) In addition to that, they argue that, pornography is taking already existing inequalities and strive to make them sexually attractive and entertaining (often for the male consumer's benefit). Certain feminists argue that their goal is not to ban pornography itself, but to eliminate the industry that participates in producing a

discriminating view on women through, for example, degrading and violent treatment towards women in sexually explicit material. A problem arises in between these two arguments as neither of them include the possibility that some women have been forced to participate (because of different factors such as drug abuse or seeing no other way to support themselves economically. (Hult, Schmedes, Johansen, Kragh, & Munch, 2011)

Furthermore, anti-censorship feminist's opposition against censorship focus solely on the women who work in the industry by ignoring the impact on the audience. They argue that censorship would hinder women's efforts to develop their own sexuality while strengthening religion's power. However, they failed to recognize how women are undermining in "pornography" rather that further, human right. Moreover, they Feld to see consequences of pornographic exposure, such as sexual images of women, unrealistic sex expectations, sexual coercion, and sexual violence. The current research does not support anti-censorship feminists' argument in this regard. Both of theories have their own merit under their differing findings it cannot able to falsified. However, for this investigation. The anti-feminist view of point is supported or strengthened by a student researcher. Because they recognize the harm or the effect on those who involved in the film industry and on consumers.

2.2.10. Conservative Perspectives

Conservative lobbyists believe that pornography is detrimental to a person's morality and values in all ways. Conservative parties argue that pornography should be outlawed, and that in order to do so, the government should interfere with by-laws and codes to make a significant difference. (Hult, Schmedes, Johansen, Kragh, & Munch, 2011). Pornography, to many conservative thinkers, has negative and unethical effects on not only an individual's rights, but also on the freedom of a culture or society. In conservative perspective sexual values prohibiting sex outside of the marriage are absolutely and transcended. (Wright, 2013). Both anti-pornography feminists and anti-pornography conservatives used similar strategies to push pornographic outlets out of business. Both feminists and conservatives worked for the ordinances, but not in coalition. (Whittier, 2014)

2.2.7. The Religious Conservatives Perspective

Religious conservatives had long been against pornography; although, as the pornography industry grew in the 1970s, their concerns grew, and their political clout forced them into policy campaigns.

The religious conservatives fear that the exposure to pornography endangers the well-being of the youth in particular and the family in general. Pornography influences Christian family life to be corrupted; in corrupting the moral development of children, in encouraging premarital sex, adultery and in discouraging the traditional monogamous marriage and family life. The religious conservatives also associate pornography with addictive, abnormal sexual behaviour; including homosexuality. Moreover, they believe that pornography is sin, an offense against God. (Berger, 1990)

CHAPTER THREE

3. RESEARCH METHOD AND METHODOLOGY

This chapter describes the research method and methodology employed by the student researcher for this study. This chapter presents the following topics: study design, study population, eligibility criteria, inclusion and exclusion criteria, variables, dependent and independent), sampling size and sampling procedures, data collection instrument and data collection, data quality and control, ethical consideration, and a dissemination plan.

3.1. Descriptions of the Study Area and period

This study was conducted from August 21 to September 25, at Addis Ababa University main campus called “*sidist kilo*” in the academic year of 2021. Addis Ababa University is located in the capital city of Ethiopia, Addis Ababa. It is one of the oldest and largest higher Institution in Ethiopia it was founded in 1950. (Ababa, A. (2013). Initially it was named as Haile Selassie I University in 1962 and then renamed as Addis Ababa University in 1975. This university is purposively selected because it is the first and largest public University in Ethiopia, where students from all corners of the country are admitted to 14 college in the campuses every calendar year. Addis Ababa university is Situated in the African capital, being the nation’s modernization epicenter, and a seat for many international organizations. Besides, many students attend their education at different levels from mostly undergraduate students in the University who are assumed to expose themselves to the internet. (Ababa, A. (2013). Addis Ababa University is the largest Internet user in the country, and the county's first Internet hub is on the campus (<http://allafrica.com/stories/200305090701.html>).

3.2. Study Design

This study employed a mixed research approach, where data collection and analysis techniques involve describing and contextualizing the study's findings. In the mixed approach, the research bases the study on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than qualitative or quantitative data alone. Therefore, this study aimed to assess the prevalence and effect of

pornographic consumption on the behavioural pattern among the students of the main campus of Addis Ababa University. While targeting university students in particular, the research tries to draw a conclusion on its effects on young boys and girls in general in the university. The research also sought to identify the opinion of students towards pornography and its contribution to violent behaviour, if any. On the other hand, the increased access to Medias, growing desire, curiosity, and the resistance of the young against the odds and their enthusiasm. The information was gathered based on the lived experiences of the young men and women in the university the study targeted.

Therefore, the researcher used mixed methods to achieve the study's intended objectives. To generate qualitative data, primary data interviews were employed from the sample population, while a survey method was applied to collect quantitative data from a larger research target group. The qualitative research method carried out desk and literature to the reviews to compile secondary data. This includes (literature on the impacts of pornography on sexuality and behaviour patterns,). The qualitative research methodology also helped collect and compare the data collected from the targeted populations' sources.

3.3.Study Population

The population who has been attending their education at Addis Ababa university's main campus in different colleges and departments was selected. These are female and male students attending Addis Ababa University's main campus in the 2021 academic year. The students who were attending Addis Ababa university's Main campus in the school of law, from a collage of law and governance studies, school of psychology, college of education and behavioral studies, school of social work, from a collage of social science and department of English from a collage of language humanities in 2021 academic year were participated and duly selected for the purpose of this study

3.4.Eligibility Criteria

3.5.Inclusion Criteria

Inclusion criteria comprise the characteristics or attributes the prospective research participants must have to be included in the study. Therefore, the most common inclusion

criteria can be demographic: age, sex, gender, diagnosis, and other relevant factors. Thus, to contextualize the concept, for this particular study to have sufficient data, all third-year female and male students attending the school of law, school of psychology, School of social work, and department of English in Addis Ababa University of 2021 academic year were selectively included.

3.6. Exclusion Criteria

Exclusion criteria comprise characteristics that identify potential research participants who should not be included in the study. The common exclusion criteria include characteristics of eligible individuals that make them highly likely to be lost the follow-up, miss scheduled appointments to collect data, provide inaccurate data, which could contribute to biasing the result and increase the risk to the study conducted. Thus, in this context, those students who were not available during the data collection period, who were not volunteers and had no know-how about pornography consumption, and who were visually impaired were not selected and excluded from the study.

3.7. Variables

A variable is an object, event, idea, feelings, time period, or any other category the researcher tries to measure. Moreover, a variable in research simply refers to a person, place, thing or phenomenon that is trying to measure in some way. Besides, in research, variables are any characteristics that can take on different values, such as demographic, physical or social, religion, income, occupation, language, and others. In a similar situation, the variables can be quite clear and concrete, like gender, age, birth order, and other types. Thus, the types of variables that can be used to apply for this particular study are independent and dependent variables.

3.8. Dependent Variable

A dependent variable is a factor that appears, disappears, or varies that removes the independent variables. Significantly, the dependent variable is a measure of the behaviour of the subject. Similarly, the dependent variable is the response that the person or the animals make. The values of the dependent variables are strictly obtained through scientific experiments. Besides, dependent variables may be said to indirectly depend on external factors because of

their dependency on independent variables. For example, if the researcher manipulates the values of an independent variable due to personal bias, the result of the research will affect the values of the dependent variables. Therefore, in this study, Pornography consumption, the effect of pornography consumption on the behaviour and patterns of the student, and gender difference in attitude towards pornography consumption are considered for this particular study.

3.9.Independent Variables

An independent variable is a variable that stands alone and is not changed by the other variables. Also, independent variables are variables provided to serve as the basis for estimating the result of the research. Also, the independent variable is the stimulus variable, a factor manipulated or selected to ascertain its relationship to observable phenomena. Moreover, the independent variable is the factor measured, manipulated, or selected by the experiment to determine its relationship to an observable fact. Here again, the independent variable is independent because its variation does not depend on the variation of another variable in the experiment or research condition. The independent variable is controlled or changed only by the research, and the factor is often the research question. Also, independent variables are predictors, factors, and input variables. In the comparative situation, Age, sex, marital status, religion, school/department, relationship status, living place, awareness of SRH, and utilization of SRH are the independent variables significantly used to conduct this study.

3.9.1. Sample size and sampling procedure

3.9.2. Sample size

The population for this particular study was considered as the people who are habitually spent their time on pornography consumption and capable of watching porn videos on the main campus of Addis Ababa university. Thus, the sample should be derived considering these factors. Moreover, the research selected the target sample consisting of the different characteristics discussed in the study. Despite this fact, the study was employed by using single population proportion sample size determination formula, taking the proportion as 0.5, 95% confidence interval (CI), and 5% margin of error.

$$n = \frac{(Z_{\alpha/2})^2 \times p(q)}{d^2}$$

Where,

n = minimum sample size required for the study

P= 0.3 finding from a pilot study; q= 1-p

d = tolerable margin of error (0.09)

$Z_{\alpha/2}$ = standard normal distribution with confidence interval of 95% and $\alpha=0.05$

So $n= 99.59 \approx 100$, by adding 10% non - response rate the sample size becomes 110. The school of law, school of psychology, school of social work, and department of English were selected randomly from 13 colleagues in *sidist* Kilo or Addis Ababa university's main campus.

The number of samples in each school/department was determined using proportional allocation based on the total number of students attending each class. The number of samples in each school/department was selected according to the proportional allocation formula. Simple random sampling was employed to select and approach each study subjects from each stratum. For qualitative, students who consume pornography were in-depth interviewees and a lecture at the center for gender studies and psychology practitioner was a key-informants. A total of five in-depth interviewees and three key informants were interviewed.

To allocate proportional sample to each institution, the proportional allocation was used as follows:

$$n_i = \frac{n}{N} * N_i$$

Where n= total sample size to be selected

N=total population

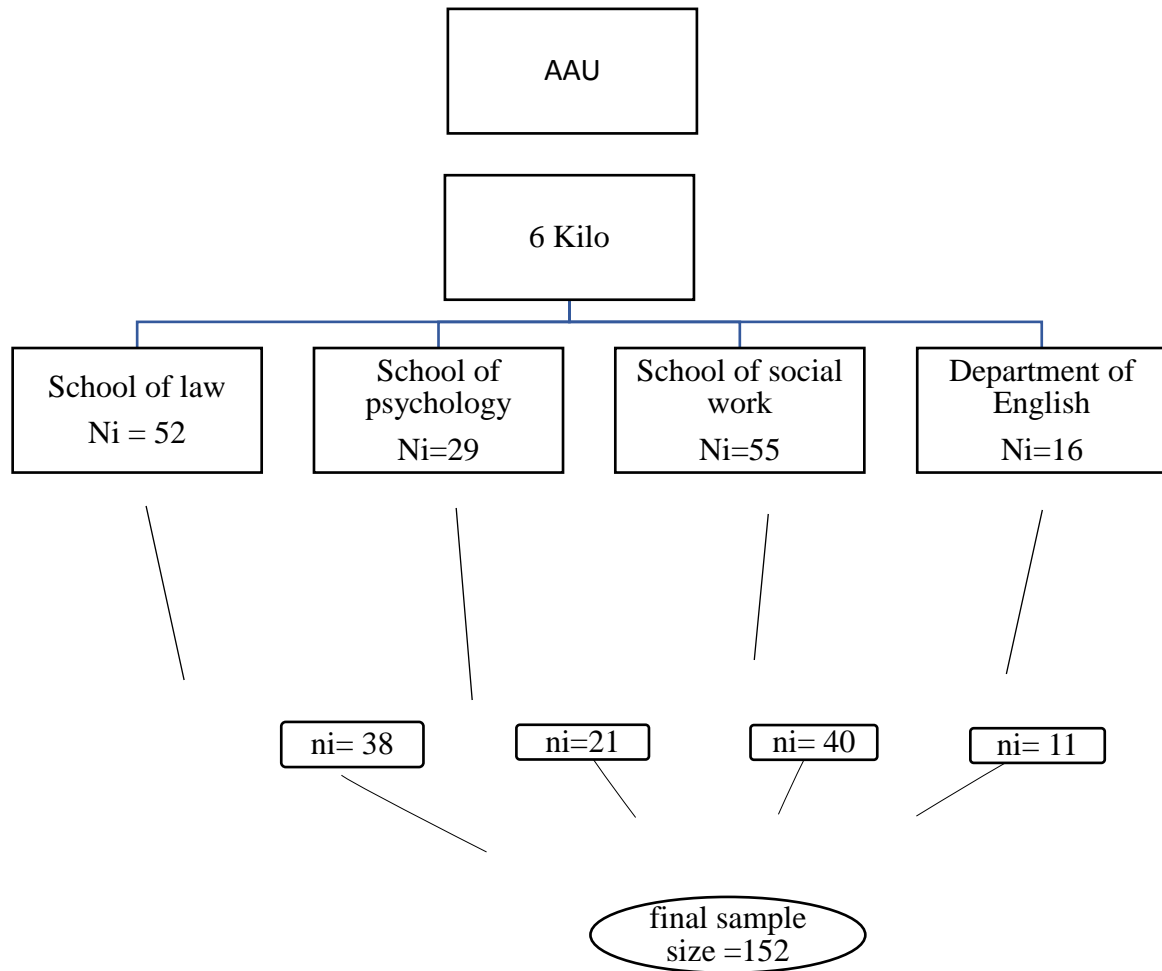
N_i = total population of each strata N_i = sample size from each

For school of law, $n_i = \frac{110}{152} * 52 \approx 38$,

For school of social work, $ni = \frac{110}{152} * 55 \approx 40$,

For school of psychology $ni = \frac{110}{152} * 29 \approx 21$,

For department of English $ni = \frac{110}{152} * 16 = 11$



3.9.3. Data Collection Instrument and Data Collection

3.9.4. Data Collection Tools

Data collection is one of the most important techniques/processes, which feature to effectively get the relevant information from the research respondents. In this regard, the student consultant attempted to acquire first-hand information from the selected respondents and key informants by applying survey questionnaires and in-depth interviews. In addition, to better assess the impacts of pornography consumption on the behaviour of the target research groups, various literature and secondary sources have been reviewed.

3.9.5. Key Informant Interviews

The interview with the key informant was carried out with the selected Addis Ababa University assistant professor and instructor at the Center for Gender Studies and two psychology practitioners (one female & one male). The first key informant interview was conducted with an assistant professor at Addis Ababa University's main campus and an instructor at the Center for Gender Studies. The interview was held at her office and lasted approximately one hour and thirty minutes. The second interview, with male psychology practitioners, was held at the campus in 6 Kilo and lasted over two and a half hours. The last interview was conducted over the phone with female psychology practitioners. The student researcher emailed to the key informant the prepared questions and conducted the interview accordingly. The interview lasted approximately 40 minutes.

3.10. An In-depth Interview

An In-depth Interview was employed by the student consultant to collect data from five students selected from the sample population. This allowed the interviewees to talk freely about their personal feelings, perceptions, experiences, and effects of pornography consumption on their sexual behaviour. Significantly, in both cases, structured and unstructured questions were used to generate information regarding sexual behaviour, the effects of pornographic consumptions, and how they responded to the impact of pornography consumption. In in-depth interviews, female and male student participants were randomly

selected from university campuses. All four male students were interviewed in person at the Addis Ababa University main campus. However, the interview with the female student was conducted over the phone, and her identity is also unknown to the researcher.

3.11.Survey

This method was employed by the student consultant to gather primary data. This was administered by developing a questionnaire to a large population of the target university campuses. One hundred ten questionnaires were sent to survey participants, of which 101 sent back filled questionnaires (91%). The respondents were randomly selected to generate fresh information that would complement the data coming through other methods and check and counter-check the reliability of data gathered from individual key informants.

3.12.Desk Review

The secondary data derived from other similar research, articles, websites, publications, reports, conference papers, newspapers, media, and other relevant documents have been used as sources of information. Various literature and secondary documents were reviewed to assess better the impact of the pornography consumption of AA university students under the study

3.13.Data Collection Procedure and Sources

In order to obtain useful data for this research, the study employed both primary and secondary sources of data. The primary data sources comprise in-depth interviews and key informants, which are mostly applicable techniques and events for qualitative research. The secondary data was collected from written documents like books, journal articles, unpublished works, and internet sources referred to as secondary sources of data collection.

Similarly, the quantitative part of the data was collected by using the questionnaires distributed to the respondents. The questionnaires were both closed and open-ended self-administered which were prepared in English by reviewing relevant literature on the subject to ensure reliability. The instrument was pre-tested in the department of journalism, which was not selected for the study before the final administration of the questionnaire. For the

qualitative part, open-ended interview questions were prepared, and an in-depth interview and key-informant interview were employed. Besides, two students were recruited for data facilitation. Written consent was obtained from each respondent to collect the data. The data collection technique was through a self-administered questionnaire and an interview.

3.14.Data Quality Control

Five percent of the questionnaires were pre-tested to assess the clarity, sequence, consistency, understandability, simplicity, and total time that it will take to finish the questionnaire before the actual data collection. The research investigator checked the data for completeness, accuracy, clarity, and consistency. Then, the necessary comments and feedback were incorporated into the final tool to improve its clarity and simplicity. Likewise, orientation was given regarding the objective of the study, ways of data collection, checking the completeness of data, and maintenance of confidentiality.

3.15.Data Processing and Analysis

The data, which was collected qualitatively by means of interviews, was textually analyzed in narrative forms. Similarly, the data were analysed in the form of frequency, charts, tables, and percentages and descriptive summaries were used to describe the study variables. Whereas the data collected quantitatively expressed numerically and were entered into SPSS version 20 for data analysis.

3.16.Ethical Consideration

Throughout the research process, it is mandatory for the researcher to abide by the principles of a research. The study also followed the principle of voluntary participation, where respondents are not forced to participate in the research. All the study participants were informed about the purpose of the study, and their right to refuse and informed consent was obtained from all study participants prior to data collection. The respondents were informed that the obtained information would be kept confidentially and do not lead them to any harm or crime.

3.17. Dissemination Plan

The finding of the study would be disseminated through publication in journals. It would also be submitted to Addis Ababa University Center for Gender Studies department and presented to different offices that demand the final result of the study in the main campus and outside the campus. Generally, the final result of this study will be presented to Addis Ababa University Center for Gender Studies, and an effort will be made to publish these findings in peer-reviewed scientific journals.

CHAPTER FOUR

4.RESULT AND DISCUSSION

This chapter presents qualitative and quantitative data collected from Addis Ababa University Main-Campus students on pornography consumption and its behavioural implications for male and female students. Under this study the demographic data, the prevalence of consumption of pornography in male and female students, the effect of pornography consumption patterns and the opinion of students towards pornography and its contribution of pornography to violent behaviour have been be discussed in detail.

4.1. Background of Interviewees Respondents

4.2.1. The Interview Respondents

Students from each of the four departments were interviewed for this study. Students interviewed in this study were pornographic consumers.

Table 4.1.1 Information of in-Depth-Interview Participants

Code	Sex	Age	Department	Year
M1	Male	24	Psychology	Third-year
M2	Male	24	English	Third-year
M3	Male	24	social work	Third-year
M4	Male	23	Law	Third-year
F5	Male	22	Social-work	Third-year

Source: participant of the interview, August 2021

Three key informant interviews were conducted in order to gain in-depth knowledge and understanding of pornographic consumers. The key informant interview was conducted to gain insight into how women are portrayed, subjected to, and represented in pornographic

videos, as well as the effects on watchers and what behavioral implications have been observed in pornographic video consumers.

Table 4.1.2 information about key-informant interview

Code	Sex	Work type	Working-Place	Sampling technique
KII-F1	Female	Instructor at AAU	Assistant professor at Addis Ababa University and Instructor at center for gender Studies	Purposive sampling
KII-M2	Male	Psychologist	Counselor at Ye-erke Maede and Setaweeet hotline	Purposive sampling
KII-F3	Female	Psychologist	School Counselor	Purposive sampling

Source: participant of the key-informant interview, August 2021

Note: **M1** represents a male participant student of psychology; **M2** represents a male participant student of English; **F5** represents a female participant student of social work; **KII-F1** represents a female key informant one; **KII-M2**, a male key informant two; and **KII-F3**, a female key informant three.

Note: - Note: - The survey questions allow study participants to select more than one option, which may lead to more numerous participant responses than those of research participants. However, the percentage was determined by the number of study participants rather than the number of responses.

4.2.2. Socio-Demographic Characteristics of Respondents

The survey yielded a wealth of vital demographic information. In particular, the survey tool sought age, gender, department, and marital status. Table 4.2. below presents the recorded demographic data.

Table 4.2: Socio-demographic and Personal Characteristics of respondents (Ni=101)

Sex	Female	44	43.60%
	Male	57	56.40%
Ages	20-22	65	64.40%
	23-25	31	30.70%
	26-28	5	4.90%
Department	Social-work	35	34.70%
	Law	34	33.70%
	Psychology	21	20.80%
	English	11	10.80%
Marital status	Married	4	4%
	Unmarried	97	96%

Source: Data from the field survey, August 2021

A total of 101 students participated in this study. As it is indicated above, table 4.2. there were more male respondents (N = 57, (56.6%) than females, who constituted (43.6%). The ages of participants were between 20 and 28 years. However, most participants were 20–22 years old, constituting 64% of the population. This implies that the majority of study participants (64.4%) were between the ages 20- 22 years old. But about (30.7%) were aged between 23 to 25 years old. Concerning colleges and departments, the study involves four departments from four separate colleges. These were the School of Social Work in which most of the students participated in the study covers (34.7 %), followed by the school of law

which covers (33.7 %), psychology (20.8 %), and English department covers (10.8%) respondent participants in general. Moreover, the respondents were also asked about their marital status and whether they were married. Therefore, as it is indicated in table 4.2 above. (96%)’s of the respondents were not married, while (4 %) of the respondents were informed as they were already married.

4.2.3. Source about Sexual and Reproductive Health among Students

Table: -4.2.1 Source about Sexual and Reproductive Health.

Variables	Source of information about SRH					
	Social Media	Friends	Formal Education	Health Professionals	Family	Other
Female(Ni=(44)	31.8%	43.2%	15.9%	22.7%	6.8%	2.3%
Male (Ni=57	66.6%	35.1%	24.6%	15.8%	8.8%	0%
Total Ni=(101)	51.5%	38.6%	20.8%	18.8%	7.9%	1%

Source: Data from the field survey. August, 2021

The above-mentioned table 4.2.1 shows whether the student had information about sexual and reproductive health (SRH) from reliable sources or not. The main source of information about sexual and reproductive health (SRH) for students is social media. Despite this fact, (51.5%) of students received sexual and reproductive health (SRH) information through the media. Whereas (38.6%) of students' sources of information about sexual and reproductive health (SRH) are their friends, (20.8%) of them receive it through formal education. In a similar situation, only (18.8%) of students' sources of information about sexual and reproductive health were health professionals. As a result, only a few percent of students receive correct sexual and reproductive health information from formal schooling or health professionals. Other sources were cited by students, which may or may not provide accurate information on the subject matter.

4.2.4. Pornography Consumption in AAU-Main Campus Students in Selected Departments.

Table 4.3 and 4.3.1, describes the prevalence of pornography consumption among both male and female students at Addis Ababa University's main campus.

Table 4.3. Students Pornography Consumption/ Gender Cross tabulation

Variables	Watching pornography	
	Yes	No
Female n=44	59.1%	40.9%
Male n=57	91.2%	8.8%
Total n=101	77.2%	22.8%

Source: Data from the field survey, August 2021

As Table 4.3 indicated, among the 101 total study participants, (77.2%), of respondents had watched pornography, while the remaining (22.8%) had not. This demonstrates that the number of students consuming pornography across four departments were high. Moreover, according to the survey results, (91.2%) of male study participants, watched pornography. Almost half (59.1%) of female participants had watched pornography. This indicates that there is a difference in the consumption of pornography between males and females at the Addis Ababa University main campus in four selected departments.

Table 4.3.1 Rate of watching pornography

Rate of watching	Female n=26	Male n=52	Total n=78
Everyday	23.1%	44.2%	37.2%
Twice a week	38.5%	32.4%	34.6%
Every other weekend	11.5%	15.4%	14.1%
Incidentally	23.1%	3.8%	11.5%
Occasionally	1.8%	1.9%	2.6%

Source: Data from the field survey, August, 2021

Table 4.3.1 above shows, (23.1%) of females and (44.2 %) of males, respectively, watch pornography every day. Whereas, (38.5%) of females and 32.4% of males watched it twice a week. In another way, only (1.8%) of females and (1.9%) of males watch pornography occasionally. This indicates that not a few (37.2%), of Addis Ababa University's main-campus students in selected departments watched pornography every single day.

The qualitative result of the study also strengthens the quantitative one. According to *MI's* explanation, watching pornography is a common practice for him and his friends at the university. He also believes that everyone watches porn in their free time. For him, the only difference is the rate and their intention to watch it.

MI is a 24-year-old psychology student. When he was in the tenth grade, his classmates informed him that movies depicting people having sex naked were being shown in the video center). He stated that pornography was seen at a video center in their area. He then began watching pornography in that video center.

Yes, I know it and, I consume it. It is common, whether you want it or not. (MI, 2022)

Another survey result reveals that pornography consumption was different between male and female participants. 68.6% of male participants were twice as likely as female ones to watch pornography. The key **KII-FI** explained, the rationality that makes the consumption of pornography different between females and males is explained as follows:

The variations in consumption are related to the fact that, in a society where males are valued, they have greater sexual desire and are expected to know more about sex because men control and lead sexual encounters. As a result, men are more prone to watching pornography. Girls are not supposed to learn about sex like men. Conversely, men are better prepared to express themselves freely in society than women (KII-FI, 2021).

In comparison, both sexes engage in significant pornographic consumption behaviour in many countries. According to all studies (Owens, E. W., Behun, R. J., Manning, J. C., & Reid, R. C. (2012), and Mulya, 2013), men are significantly more likely to be consumers and use it as a masturbatory stimulant. The Swedish researcher, based on their findings, concluded that this disparity in consumption is more likely due to socialization differences

between men and women than to biological differences. (Hägström-Nordin, Tydén, Hanson, & Larsson, 2009).

4.3. Onset of First Introduction to Pornography.

Students were asked when they first started watching pornography, to identify their introduction in to pornographic materials.

Table: -4.3.2 Students Introduction in to Pornography Materials.

Introduction to pornography materials.	Before joined University	After joined University
Female(n=26)	46.2%	53.8%
Male(n=52)	68.6%	31.4%
Total(n=78)	61.0%	39.0%

Source: Data from filed survey, August, 2021

As table 4.3.2 above shows, from the total of 78 pornography consumers, (68.6%) of male and (46.2%) female participants started watching pornography before enrolling in to university, whereas (53.8%) and (31.4%) female and male respectively began watching pornography after joining university. The findings show that most university students who watch pornography start watching it after they join university.

4.4.Reason to Watch Pornography

Both female and male students were asked their reason why they watch pornography. Table 4.3.3 shows the outcome of the reason for watching pornography among students.

Table 4.3.3 Reasons to watch pornography

Variables	Curiosity to know about sex	Peer pressure	For sexual satisfaction	To stimulate sexual desire	Feel lonely	Addiction	For no reason
Female (n=26)	23.1%	7.7%	23.1%	19.20%	11.50%	415.4%	15.4%
Male (n=52)	36.5%	25%	17.30%	13.40%	7.70%	5.80%	13.40%
Total (n=78)	32.10%	19.20%	19.20%	14.10%	9%	9%	14.10%

Source: data from field survey: August, 2021

As Table 4.3.3 above indicates, (36.5%) of male students were watching pornography because they wanted to know about sex. Peer pressure was the second most common reason for male students to watch pornography, and (25%) of the students watch for sexual satisfaction, which accounts for the third most common reason.

23.1% of female students were watching pornography, due to their curiosity to learn about sex and to stimulate sexual satisfaction.

According to the survey results, female and male students primarily watch pornography to learn more about sex. The same study conducted at Kenya University indicated that students were viewed as pornographic for seeking sexual education and entertainment (Wamathai, Sirera, & Mwenje, 2014). In addition to that, **M2** male interviewees, and **KII-F1** informed us of the following: *consumption of pornography to learn about sex:*

M2. is a 24 years old. He is an English department student. When he was in the 10th grade, he began watching pornography. Before that, when he was in elementary school, he unintentionally watched pornography. When he was in grade 12, his parents bought him a cell phone, and he was able to watch pornographic videos on it. At the time, he was watching

pornography through the "Waptrick" application, which is a game and music video downloader.

I was embarrassed and quite sensitive to the topic of sex before I started watching pornography. I did not know much about sex, so I was ignorant of the issue. But, as a result of watching pornography, I have acquired sex knowledge, which is completely typical for me. It also broadened my understanding of sex. My perspective on sex before and after is extremely different. Pornography teaches me things that my family and community cannot (M2, 2021).

Furthermore, the key **KII-F1**, explained why students choose pornography as a means of getting their sex information as follows:

Since sexuality is a very sensitive topic in our culture, there is no information about it. Students choose this knowledge from sexually explicit media because, in the absence of enough information to be clear, sexually explicit media is an alternative for someone who has never received any information before (KII-F1, 2021).

Thus, to contextualize the above interview, in Ethiopia, as a result of cultural norms, it is taboo to discuss and view sexuality. As a result, it is necessary to lower the level of taboo and provide correct information at the appropriate age. Although the family is the major socializing unit that influences the lives of its members, non-familial institutions such as religion, school, and the state also significantly influence belief systems, including sexual behaviour (Tadele, 2006). In the absence of sexual dialogue, pornography provides a location where students can learn about sex and understand their desires. As data obtained from both quantitative and qualitative methods shows, it is crucial for males because it fills in the gaps in their knowledge of sex. However, because the movies are intended to entertain and earn money rather than teach or convey the truth, the information they acquire may not be accurate.

Peer pressure, on the other hand, is one of the other reasons that push students to watch pornography, according to the survey results of this study. According to the survey results, peer pressure affected male participants. In line with this, (7.7%) of females and (25%) of

male participants began to watch pornography due to peer pressure. This argument is also supported by **M3** and **M4** male interviewees' qualitative data.

M3 is a 23-year-old student in the social work department, He started watching pornography when he was in the seventh grade. At the time, he did not know the exact name of pornography, but he and his friends called it "**IP**." He frequently received phones from his mother as well as from someone who had a phone to conduct pornographic searches until he had his own phone. **M3** then explained how they were watching pornography in a dorm together.

We watch pornography in the dorm together. We share links to the best pornographic websites and watch pornographic videos that one of us has downloaded and shared amongst ourselves on our phones and computers. (M3, 2021)

M4 is a 23-year-old third-year student at Addis Ababa University's main campus in law school. He started watching porn after he entered university. When he was a second-year student, he began watching pornography. Sometimes his dorm mates gathered and discussed sex and, as he said, "dirty talk," sex positions, and their romantic relationships with their girlfriends. As a result, he began to watch pornography to learn.

I know when my friend watches porn and masturbates in his bed at the dorm. That hurts my mental health. When we shared electronic devices for educational purposes, I discovered a multitude of pornographic videos. These things make it difficult for me to carry out my activities and put pressure on me to start watching porn (M4, 2021)

M4, after realizing he knew nothing about sex when his friends discussed it, began to search the internet for sex and pornographic films. However, **M3** has had more experience watching and discussing issues related to sex with his dorm mates. In this regard, the ability to understand and discuss sexual matters with male participants made them feel either confident or ignorant.

4.5. Source of Pornography Consumption by Students

As discussed earlier, the prevalence of pornography consumption for both female and male students at Addis Ababa University's main campus among four selected departments is high. In this regard, students were asked to identify their source of pornography consumption on campus.

Table 4.3.4 result on the source pornography among students.

Sources of pornography	Internet/Wi-Fi access	Smartphone	Movie	Newspaper/magazine	Television
Female n=26	80%	50%	23.10%	11.5%	7.7%
Male n=52	65.4%	44.2%	23.10%	3.8%	1.9%
Total n=78	53.8%	46.2%	23.10%	6.4%	3.8%

Source: data from filed survey: August, 2021

Table 4.3.4, above, depicts that, (50%) of female respondents who watch pornography said that smart-phones were their primary source of pornography watching. Whereas 30.8% of females said the internet or WI-FI was their second source of pornographic content, 30.8% of males said the same. Furthermore, (65.4%) of male respondents responded that their primary source of pornography was the internet or Wi-Fi. In contrast, (44.2%) of the male respondents said their smart-phones were their second source of pornography.

There are different sources where students can find pornographic videos and images. However, according to the results, the internet, or Wi-Fi, was the predominant source of pornography for students, accounting (for 42.2%) due to its easy accessibility and availability in the main camps. Furthermore, a smartphone was reported as a primary source of pornography for female participants. However, because students can access pornography by connecting their phones to the internet or Wi-Fi, the internet is the most powerful source of pornographic content at the Addis Ababa University-Main Campus. Some of the interviewers who began watching pornography before and after entering university stated that getting access to the internet through Wi-Fi encouraged them to watch pornographic movies more.

M1 and **M2** explained how free internet access enabled them to watch pornography as follows:

When I first entered college, internet access was so widespread that it substantially expanded my options. We use the internet for a variety of reasons, yet there are numerous pornographic advertisements on various websites. This advertisement has a sexual appeal and is immediately visible. Furthermore, there is nothing that can prevent us from watching pornography at university (M1, 2021).

When I first entered university, I preferred to watch pornography through telegram channels and groups. Numerous channels and groups on Telegram have been created by individuals and contain a variety of pornographic videos. However, founders frequently delete those channels. Following that, I decided to search for pornography using a browser such as Chrome or Opera. Free internet access also allows me to use whatever pornographic video I want on my laptop and my smartphone. It is annoying to watch pornographic content over and over, so that, I searched for various types of pornographic content. Then I come across different types of pornography, such as when humans have sex with animals; forced pornography, black, Asian, or African; and orgy, or group sex. As a result, I decided to watch something that made me happy at the time (M2, 2021).

The availability of WIFI and the internet is the most relevant way students can get help and learn because the internet makes many things easier. According to both qualitative and quantitative data, one of the things that the internet has made accessible is pornography for students.

4.6. Effect of Pornography Consumption on the Behaviour of AAU-Main Campus Students

The respondents were asked a series of questions about the academic, sexual, psychological, emotional, and social effects of watching pornography. Thus, table 4.4 explains how students felt after watching pornography.

Table 4.4 Emotional or psychological effect of watching pornography

Emotional effect after watching pornography	Happiness	Sexual satisfaction	Depression	Loneliness	Regrets	Sexual desire
Female n=26	19.20%	26.9%	23.1%	7.70%	23.1%	7.7%
Male n= 52	26.90%	19.2%	21.2%	0	40.2%	2. %
Total n=78	19(24.4%)	21.8%	21.8%	2.60%	34.6%	16.7%

Source. Data from filed survey. August 2021

26.9% and 21.8% of female and male students, respectively, reported sexual satisfaction after watching pornography. while (26.9%) of males who watch pornography say they feel happy. More male (40.2%) than female (23.1%) participants also replied with regret after watching pornography.

Sexual satisfaction was one of the most common responses given by female students in a survey about how they felt after watching pornography. Pornography provides sexual satisfaction to female participants without requiring them to engage in actual sexual contact. Furthermore, in the open-ended questionnaire section, some male respondents stated that pornography helps them develop their sexual satisfaction in their sexual lives by providing information on how to have a sexual experience and allowing them to learn different types of sex and sex positions, which increases their partner's satisfaction during sexual engagement in and out of the relationship. Male participants stated that to get more satisfaction in sex, they used new sexual activities that they saw in pornography. Pornography helps male and female participants increase their sexual satisfaction by allowing them to watch and use different sexual styles in sexual encounters.

On the other hand, both female and male students have unfavourable, unpleasant feelings toward themselves after watching pornography. Among the 52 male participants who watched pornography, (40.2%) of the male participants in the survey replied that they felt regret after they watched pornography. While (23.1%) of female participants admitted to having regrets about watching pornography, Accordingly, the qualitative result of the study also strengthened the survey result, and the majority of interviewees stated that they felt guilt, they belam themselves, they felt made disappoint God, and conflict with themselves. The interview participants forwarded their idea as follows:

F5. is a 22-year-old social work department student. She started watching due to her boyfriend's influence after she joined the university.

I feel guilty when I watch porn. What I do is provide myself with a sense of calm that is unrelated to my religion. When I finish watching pornography, I frequently find myself alone, as if I had arrived from another world. Then I asked myself why I was watching it, and I resolved not to do it again, but the next day I found myself watching porn. I get frustrated because I feel like I am living a boring life, especially when I find myself wasting too much time watching pornography instead of accomplishing what I need to do. (F5, 2021).

Watching pornography makes me feel unworthy, even if I am being watched. Sometimes I decided not to do it again out of regret, but as a result of advertisements, Wi-Fi access on social media, and entertainment content on these factors, I was exposed to pornography in my area. Nevertheless, because exposure is so high for that kind of activity, I will continue going over it again and again (M1, 2021).

Watching porn and masturbation shows a moment of joy and contentment and then replaces it with regret. And when it does, it often makes me feel like I cannot change my mind, I cannot stop watching, and that makes me feel depressed. I quit coming to church because of my pornography usage (M2, 2021).

The above interviewees' responses and arguments were also supported by a male psychologist key informant, who stated that:

Watching pornography creates a conflict within themselves because the Ethiopian people are believers and have faith. When they watch pornography, they feel happy, but as soon as they finish, they become sad. They start to think they are unworthy. They are going to think they are unable to control themselves. Therefore, he asked which is worse: the guilt or watching porn itself. Furthermore, addiction is a source of fear in and of itself; the severity of their addiction causes them to experience fear and depression (KII-, 2021).

As previously stated, males felt more regret after watching pornography as females. This could be due to the rate of exposure to pornography and cultural and religious perspectives on sexuality. From a religious perspective, the use of pornography is generally considered immoral (Wright, & Randall, 2012). Similarly, different research shows that pornography viewers exposed to mental health disorders have higher levels of depressive symptoms and a poorer quality of life when compared to non-pornography users (Daskalopoulou, & Zanette, 2020). To sum up this idea, pornography provides satisfaction to those who watch for a short time, but it also takes away students' peace of mind, as seen by the results.

4.6.Pre-Marital Sex

In this study, both female and male participants who watched pornography were asked if pornography inspired them to have sex. In this regard, Table 4.4.1 shows students' pornography watching and their sexual experiences.

Table 4.4.1 Result of engaging in sex activity.

	It initiates to have sex		It drives to have chat sex	
	Yes	No	Yes	No
Female (n=26)	73.1%	26.9%	30.8%	69.2%
Male (n=52)	57.7%	42.3%	38.5%	61.5%
Total (n=78)	63%	61.3%	35.9%	64.1%

Source; data from a filed survey, August, 2021

The survey result of this study shows, that out of 78 participants who watched pornography, (63%) of the respondents practiced sex. 73.1% of female and (57.7%) of male respondents have had sex after watching pornography. More female students have had more sex than male students; however, they started watching pornography after they joined the university. This could be because female university students are more likely than ever before to be free of their parents' control and free to make their own decisions.

The majority of the interviewees who participated in the study explained that watching pornography led them to have sex. Among these interviewees, some of them narrated their experiences in the following manner:

F5 explains how pornography caused them to have sex. She and her boyfriend returned home from school after being locked in COVID-19. All of their communication was limited to the phone, and they spent a lot of time chatting about sex and sending and watching pornographic videos.

I was initially hesitant to do something like this. As I watched the pornography, which he sent me over and over, I became addicted to it. My desire for sex increased. When we met in person after the lockdown, we had sex (F5, 2021).

I used to watch pornography to masturbate. However, I was obsessed with pornography, and as I grew older, I preferred sex to masturbation, especially after I entered university. However, I had my first sex experience in the 11th grade. Even though we didn't know each other very well, I wanted to have sex, and the girl gave me a satisfactory response, so we had sex. I have had numerous sexual encounters since then, and watching porn has increased the number of sex partners I've had. Except for the first time I had intercourse, I did not use a condom (M3, 2021).

Premarital sex, as well as keeping one's virginity until marriage, were culturally popular in Ethiopian society. Although, this cultural norm has faded with the introduction of education and an advanced age at marriage in urban regions where premarital sex is frequent (Zenebe, & Haukanes, 2019) Aside from this research finding, watching pornography is also another motive to engage in sex before marriage.

Female and male students who watch pornography are more likely to engage in risky sexual behaviours (RSB). Most of these risky sexual behaviours can lead to negative health consequences such as HIV/AIDS, unplanned pregnancies, and unsafe abortions. Internet pornography consumption was positively associated with having sex with multiple partners, engaging in paid sex, and experiencing extramarital sex (Wright, & Randall, 2012).

Furthermore, the study results show that students who watch pornography are involved in sex chat called sexting. Evidence shows the link between pornography use and sexting which involves sending sex messages, exchanging partial pictures, and exchanging pornographic videos on their phones (TRaine, Khouja, Scott, Wright, & Sowden, 2020). Sexting was practiced by 38% of male and 30% of female pornography consumers. The interviewees explained their sexting practice as follows:

When we chat, we feel that we are having sex. We talk, especially until my boyfriend ejaculates. Sometimes it is boring and annoying because we had been sexting since late at night, so once he ejaculated, we went to bed because ejaculation takes a long time. Sometimes he says, "Women ejaculate in pornography," then he sends me that kind of pornographic video, and then he asks me if I am acting as an actress in the movie. I answered yes because I wanted to stop that sex chat. We were done with sex chat every night, which was quite annoying because we spent so much time with our fantasies. I have always wanted to put an end to our sexting, but I lack the confidence to do so. However, my sexual urge intensified as a result of this condition. So, when we finally met after a long time apart due to our extensive sexting, we had real sex (F5, 2021).

We call it "dirty talk" instead of sex chat; we don't do it every day, but we do it frequently. I asked her to send me a photo of herself in her nightdress and other parts. I know she was nervous when I asked for her photo, so I will send her mine to cheer her up. During a dirty talk, I sent her some short pornography movies and then asked her to send me another one. That makes us feel like we are having sex (M1, 2021).

In general, sexting is another form of sexual activity that pornographically motivated students engage in. Sexting allows students to have sex without having physical contact with the other opposite sexes and to communicate sexual sentiments through the internet.

4.7. Anal and Oral Sex

Both female and male participants who watched pornography videos were asked if they had pornographic sex outside of vaginal intercourse inspired by pornography. The result of the student's engagement in a new type of sex is explained in table 4.8.5 below.

Table 4.4.2 Oral and Anal sex

Application in sexual life oral and anal sex			Ambition to apply		
Yes/No	Yes	No	Yes		No
Female(n=7)	28.6%	71.4%	Female (N=26)	23.0%	80.0%
Male (n=30)	56.70%	43.3%	Male (n=52)	38.4%	61.5%
Total (n=37)	48.6%	51.4%	Total (n=78)	33.3%	66.6%

Source: data from field survey. August, 2021

Table 4.4.2 above depicts that, (56.7%) of male respondents who watched pornography tried anal sex inspired by pornography. Only (28.6%) of female pornographic consumers who responded experimented with the sex depicted in pornography. Anal and oral sex were reported by participants as similar to the one depicted in the pornographic film and as a new kind of sexual activity. In this regard, male participants respond more positively to similar sex depicted in pornographic films than female participants. Some of the interviewees, **MI** and **F5**, also identified the type of pornographic sex they performed as follows:

I have seen pornography before, but just for masturbation. However, the more I watched it, the more I wanted sex. I attempted to apply what I found pleasurable to the sex I watched in pornography. I have engaged in finger sex, oral sex, and anal sex. Nevertheless, I was the only one who wanted to do it; I did not get a positive answer from my girlfriend. As a result, I grew aggressive, and then I gradually introduced her to the practice as well. However, neither of us will be satisfied after that. My

girlfriend, in particular, has a habit of holding me accountable for everything (M1, 2021).

As F5 explained, having sex was difficult and embarrassing for her at first, but after having anal and oral sex, she felt normal to have vaginal sex. Because now she thinks that she made a mistake in her life. These, in turn, would make her less personality-driven. She claims that her lack of confidence comes from her fear of her boyfriend not informing his friends about their anal and oral sex.

My boyfriend wants us to have oral and anal sex like in pornography. However, that is difficult to put into reality and can cause discomfort. However, we did it because he desperately needed that kind of sex. His demand for oral sex was high; finally, we did it when I had a lot of influence. But that is not all. He inquired about another type of porn, which I am having difficulty describing at the moment (F5, 2021).

One of the male key informant respondents also supported the above argument, and he stated:

"Pornography can create an imagined generation." The brain is very imaginative, which means when a male and a female watch pornography, males portray a male actor as themselves, and females also portray themselves as female actors. In addition, porn is more aggressive because it is a new sense and experience. People may be interested in seeing and applying new things. (KII 2, 2021).

Regarding this, the data obtained from the qualitative and quantitative results of the study show, male students are more interested in trying out what they find in new kinds of sex than female participants. Furthermore, boyfriends put pressure on girls to replicate what they see in pornography. Male sexual behaviours is influenced by pornographic consumption, which provides knowledge and scripts about sex and sexual relationships, such as sexual experiences and motivations. Male students, as previously discussed, are more prone to discussing sexuality with their peers. Free discussions about sex might influence male participants to try anal and oral sex more than females.

Male participants coerced or dragged a female against their will into anal and oral intercourse. "Most women do not appreciate being anally penetrated, contrary to what is depicted in pornographic films" (Quadara, El-Murr, & Latham, 2017). Engaging in anal and

oral sex as a student might hurt a girl’s self-esteem and lead to staying in an uncomfortable relationship for an extended period. According to the qualitative data from this study, female who engage in such intercourse have low self-esteem and believe they are outside the realm of femininity when they engage in anal and oral sex.

During the interview period, the researcher noticed that the majority of respondents were aware that anal and oral sex are not types of common or actual sex practiced by everyone. However, pornography consumption, on the other hand, increases their sex appetite so that they want to see and feel what they saw in pornography when they have sex.

4.9. Having a Negative Attitude towards Female or Male

Since this study included both male and female participants, the table demonstrates that students who watched pornography had a more negative attitude toward female or male.

Table 4.4.3. Attitudinal effect

Attitudinal effect towards to men and women	Female (n=24)	Male (n=52)	Total (n=76)
Made it positive	37.5%	40.4%	39.4%
Made it negative	70.8%	59.6%	63.1%

Source: data from field survey. August, 2021

According to the survey result concerning pornography consumption and attitudes toward women and men, a majority (39.4%) of the respondents indicated that watching pornography made their attitudes negative toward men or women. 70.8 % of female respondents who were watching pornography, pornography made their attitude negative toward males, while (37.5%) of female respondents replied that watching pornography made their attitude positive toward males. Moreover, (59.6%) of male respondents who were watching pornography, pornography watching made their attitude negative toward females. While 40% of male participants had a positive attitude toward females after watching pornography. Similarly,

in **M3**, **F5**, and **M2**, the interview participants in the study explained how and in what way pornography consumption made them have negative attitudes towards the opposite sex.

*Due to my long-time engagement with pornography, I cannot date or converse meaningfully with women. My female relationships will inevitably devolve into sexual relationships. I become aggressive if a woman refuses to answer my love question, and I will try to find another way to be with her. I try to persuade her by sexually caressing her. In that regard, I consider myself to have been successful. However, I believe this is incorrect because it prompted me to consider women's sexuality (**M3, 2021**).*

*My boyfriend was the one who pressured me to watch porn and engage in various forms of sex. As a result, I lost my sense of self-worth and values. In other cases, men initiate sexual activity with women. On the other hand, I discovered that they were praising another woman for her virginity. My attitude towards men has changed and is negative. I now believe that all men are the same (**F5, 2021**).*

*When I think of one girl, I think of her sexually, and whenever I see a woman, I assume she is suitable for sex. It increases my sexual desire. My attitude toward a woman is solely sexual (**M2, 20201**)*

One can conclude that the data obtained from quantitative and qualitative results show, the majority of females and males who watched pornography have a negative attitude toward the opposite sex. This indicates that watching pornography affected students' thoughts toward the opposite sex. Pornography plays a role in portraying females as weak and vulnerable and males as superior, powerful, and dominating.

4.10.Lack of Confidence

Both female and male participants were asked to find out the effect of pornographic consumption on their social engagement. Table 4.4.4 below explains the effect of pornographic consumption on students' social activity.

Table: 4.4.4 Effect of watching pornography on social activity

How would you describe the impact of watching on your social engagements?	Improve relationship with family	Reduce relation with family	Improve community involvement	Reduce intimacy with friends	Improve intimacy with friends	It doesn't make any difference
Female respondents (n=26)	7.7%	23.10%	7.7%	23.1%	7.7%	30.8%
Male respondents (n=47)	4.2%	25.5%	10.6%)	4.2%	25.5%	29.7%
Total Male/Female respondents (n=73)	5.4%	24.60%	9.6.%	10.9%	19.1%	30.1%

Source; data from field survey, 2021

Table 4.4.4 depicts, (7.7%) of female respondents said watching pornography improved their relationship with their family. In contrast, (4.2%) said that viewing pornography improved their relationship with their family. While (25.5%) of male participants stated that watching pornography hurts their relationship with their family, only (4.2%) of male respondents responded that watching pornography hurts their friendships. Furthermore, (25.5%) said that watching pornography improved their relationship with friends. While (7.7%) of female participants who watched pornography said it improved their relationships with their friends, some interviewees forwarded the following opinion: **The F5 and M1** interview participants explained how watching pornography and sexting made them not spend time with their families because they spent a lot of time watching pornography.

I do not usually leave my classroom during school closures during COVID-19, so my families seem to be reading. After watching porn or sexting, it was uncomfortable to go with them because I thought they knew what I did, and I felt guilty, so I chose to be alone. I also spend a lot of time watching porn, and I can't always be with them even if I wanted to. I have also lost contact with my girlfriend. I do not want anyone to know that I entered into such a life (F5, 2021).

It has weakened my relationship with my family because I was watching pornography alone and in secret, so I did not spend much time with them. However, with my friends, we are very close to such issues (M1, 2021).

Students who consume pornography, both female and male, have conservative-natured relationships with their families. Furthermore, a female who watches pornography loses contact with family and friends. This is primarily due to the shame associated with sex, which contradicts the so-called social norm of what a female should be. So, females in society try to live according to attitudes that are generally considered acceptable, appropriate, or desirable for females. It can be concluded that female students' sexual communication is likewise far more limited than male students in this aspect.

4.11. Pornography Consumption and Its Competition with Study Time

Both female and male participants were asked about the effect of pornography consumption on their academic activity. Table 4.4.5. below explains the academic effect of pornography consumption.

Table 4.4.5. Academic effects of watching pornography

Effect of pornography consumption on academic performance	Greatly helped achieving good results	Resulted in getting low grades	No change
Female (n=26)	18.5%	30.8%	51.9%
Male (n=52)	3.8%	40.4%	55.8%
Total (n=78)	8.9%	37.2%	55.1%

Source: data from field survey, August, 2021

30% and 40% of female and male participants, respectively, replied that watching pornography affected their grades, the remaining (18.5%) of female and (3.8%) of male respondents said pornography helped them to achieve a good result. According to the survey results of the study, the majority of female and male participants agreed that watching pornography has no effect on their academic performance. However, the interview participants explained that watching pornography had a negative effect on their study. According to interviewees, a "tension box" in the library that is hidden from view and designed for one student to read alone is one of the places where students consume pornography. The interview participants **M1** and **M2** explained how watching pornography affects their study time as follows:

Of course, I didn't want porn to influence my education, because I was addicted to pornographic videos, it took some time after I started living that way. I went in specifically to read the library, and I have been watching porn for a long time. Consuming pornography, as a result, has put a lot of pressure on me to improve my grades (M1, 2021).

Had a significant impact on my education. My grade is still good, but it has been declining over time. It was difficult for me to complete my assignment and read. I wasn't prepared for the deadline; now I'm cheating on exams because I didn't manage my time properly (M2, 2021).

Students who watch pornography have a difficulty managing their time effectively because they spent their time watching pornography, resulting in academic maladjustment. This indicates that, time squandering and poor time management are major indicators of academic maladjustment.

4.12. The Unrealistic Expectation on Dating/or Relationship

In the open-ended question section, study participants were asked to explain the effect of watching pornography on their love or dating lives. Consequently, the result show that both female and male respondents claimed that pornography had caused them to be sexually active in their relationships. Furthermore, some male participants stated that it arouses their partners

to set an unrealistic expectation that they will perform like porn stars. In addition, male students may even set unrealistic goals for themselves. This also made it difficult for some participants to enjoy real life. To this end, a current study indicates that watching pornography can affect students' love and sex lives in different ways. The interviewees **M4**, **M1**, **F5**, **M3**, **KIIM2** and **KIIF3** explained their experiences of how pornography consumption made them and their friends set unrealistic expectations as follows:

In the past, there was a huge stigma attached to virginity. A girl, in particular, is expected to remain a virgin due to religion and tradition, and she is held in great regard. But now, both men and women are being considered stupid or ignorant when they are virgins in a university context. Nowadays, the emphasis is on women's being well in a variety of sex positions (M4, 2021).

Love is more than just a sex life, but it makes us feel that way. Every time we met, there was a time when we thought only about sex and not about anything else, and all our jokes were like that. I especially don't want to run into her in a public place where we can't kiss or engage in other sexual activities (M1, 2020).

He claimed that one of his friends, who enjoys pornography, thought he was good at sex. Nevertheless, he had never had sex before. When he had sex, he could not stay as long in sexual intercourse as he had thought. As a result, he felt ashamed because of that (M3, 2021)

I watch pornography with my boyfriend as well as in private. Although that was not me, I was interested in having that kind of sex. When my boyfriend first asked me to have sex like we watched in the porn, I was uncomfortable. I believe that those types of sex are morally, culturally, and religiously unacceptable. However, my boyfriend became aggressive when I said no to that kind of sex. He frequently said, "I want to be like this." while showing me pornographic videos (F5, 2021).

Watching pornography will result in unrealistic expectations from the sexual partner. It will result in one expecting oneself to be good-satisfied like the actor, and that gradually leading to disappointment. (KII-F3, 2020)

Pornography for the ego of a man is painful because they expect to be in intercourse for 30 minutes, but they will probably finish in 15 seconds. As a result, this excessive expectation leads to feelings of inferiority, which in turn leads to feelings of loneliness and incapability. (KII-M2, 2021)

According to the study's findings, some male interviewees said they now prefer a non-virgin woman to a virgin girl. This implies that a man who enjoys pornography requires someone who is capable of performing a wide range of sex and sex positions. This demonstrates how pornography challenges social norms, cultures, and values, as well as how those cultures are susceptible to change. Pornography consumption was discovered to have a variety of effects on students' romantic relationships in this study. Male participants had unrealistic expectations of females, such as forcing or encouraging them to have the sex they saw on porn.

4.13. Fear of Getting into an Intimate Relationship

Another study finding indicated that male students who watch pornography but are not in a relationship are afraid to start a real love life or an intimate relationship. Some of the study participants stated that watching pornography influenced them not to get into a relationship. Further, those students involved in pornography were unsure of their ability to form strong bonds.

Similarly, some of the single interviewees in the study explained that they had been afraid of getting into a love relationship due to a distorted view of the relationship and a lack of interest in an intimate relationship was their causes. Some of the interviewees shared their experiences in the following ways:

I want to have a girlfriend, but I am scared. Sometimes I feel discouraged and unable to get married and have a girlfriend. Because I masturbate after I watch pornography. Those things made me feel insecure and scared. I felt ashamed, and I made God disappointed, especially when it came to religion, and I asked myself how I could think about having a girlfriend and forming a marriage. (M4, 2021).

I became anxious after watching pornography, and I lost confidence as a result. I frequently conduct internet searches to determine the size of a man's penis, and I measure the size of my penis. I'm also concerned about how long I have gone without ejaculating (M2, 2021).

Love was deep, strong, and meaningful, and there was a concept of sustainability. However, due to the proliferation of sexually explicit media, generations seek quicker satisfaction. In this regard, for some people, pornography is a substitute for sex for girls and boys. If they need a woman or a man, they have something they put on their home computer or phone. That creates delays in getting into serious relationships, which also leads to the inability to form an intimate relationship and a marriage. The younger generation that watches it is less interested in the real thing—in real relationships—and it breeds lonely people. (KII-M2, 2021).

According to the study findings, male students who are not in relationships are afraid of getting into intimate relationships. That is due to behaviours resulting from pornographic consumption, such as masturbation, addiction to pornographic materials, and the size of their penis. Students who have been watching pornographic videos for a long time encounter a range of mood changes in their long engagement in masturbation and watching pornographic videos. Masturbation for a long time made them assume "I am not capable of actual sexual intercourse" or made them feel insecure.

4.14. The Opinion of Students on Attitude towards Pornography and its Contribution to Violent Behaviours

One of the objectives of the study is to assess the opinions of female and male students toward pornography consumption. In this regard, students were asked questions about their attitude towards pornography and its contribution to violent behaviour. Table 4.14 shows students' attitudes toward pornography.

Table, 4.5. Information in attitudes of students towards pornography.

Attitude towards pornography	Female (n=44)	Male (n=57)	Total (n=101)
Positive	22.7%	29.8%	34.7%
Negative	77.3%	70.2%	65.3%

Source. Data from a field survey, August 20221

As shown in the above table 4.5, majority of students (65.3%) have a negative attitude toward pornography. 77.3% of female students had negative attitudes toward pornography. In contrast, (70.2%) of the male participants had a negative attitude toward pornography. According to previous research, women were more likely than men to connect pornographic materials with negative impacts and to support restrictions on pornography (Quadara, El-Murr, & Latham, 2017); (Manson, 2010); (Rothman, 2015); (Mattebo, Tydén, Häggström-Nordin, Nilsson, & Larsson, 2018); and (Owens, Behun, Manning, , & Reid, 2012).

4.15.Students Opinions on the Importance of Pornography

The importance of pornographic consumption in students' lives was explored, and the table 4.5.1. below shows the differences in how important pornography is to each gender.

Table: 4.5.1. Views on the importance of pornography

Variables	It serves no real purpose	Source of information about sexual acts, and experiences	For sexual satisfaction	For masturbation
Female(n=26)	57.6%	26.9%	15.4%	0
Male (n=52)	19.2%	26.9%	19.2%	44.2%
Total (n=78)	25.6%	26.9%	17.9%	44.2%

Source: data from filed survey, August, 2021

Table 4.5.1 above indicates, (57.6%) female participants believe pornography is not useful. whereas (26.9%) of female respondents believe an essential source of information for sexual acts and experience, followed by sexual satisfaction (15.4%). According to the result, majority of male (44.2%) respondents replied that pornography is also helpful for masturbating, while (26.9%) of male respondents said it is necessary for gaining sexual knowledge.

The quantitative result shows relevance of pornography varies significantly between male and female participants. Pornography is popular among men for masturbation. Masturbation was mentioned by male interviewees after watching pornography. The following are some of the reasons given by *M2*, *M3*, and *M4* interviewees for their masturbation experiences.

I think our hands are stronger than a woman's vagina, so I believe it will help me to be stronger and stay longer during sex (M3, 2021).

My entire life has been obsessed with porn actors, and whenever I masturbated, I thought of having sex with porn actresses. Previously, I did not masturbate every day. However, when I began doing so on a daily basis, my penis was injured. As a result of excessive masturbation, some of my friends also frequently found blood in their urine (M2, 2021).

Consuming pornography allows me to masturbate and satisfy myself. However, because I frequently masturbate, I am worried that I am not good at real sex (M4, 2021).

In general, the qualitative and quantitative findings of the study revealed that the majority of male participants use pornography as masturbatory material. Pornography consumption helps male students to masturbate and to be sexually satisfied without having sexual intercourse. However, their perception of masturbation is different. **M3** believes that doing masturbation prepares him for real sex. Although, **M4** also does frequent masturbation, reduces his confidence. Furthermore, some of the male interviewees stated that they do so or will do masturbation until they begin dating or find a sexual partner. Male students prefer masturbation until they meet a dating partner or a female companion for sex. When they are

in a relationship and have a decent probability of having sex, they would rather have sex than do masturbation.

4.16. Opinion of Sstudents on Pornography's Contribution to Violent Behaviour.

The following set of statements asked respondents to consider the role of pornography in violent behaviour. In this regard, students were asked if watching pornography contributes to violence against women.

Table. 4.5.2. Opinion of students in the contribution of pornography to violent behaviour.

Does pornography contribute violence against women?	Strongly agree	Agree	Disagree	Strongly disagree
Female (n=37)	29.7%	51.4%	16.2%	2.7%
Male (n=55)	16.4%	56.4%	18.2%	9.1%
Total (n=92)	21.7%	54.3%	17.4%	6.5%

Source: Data from field survey: August, 2021

As the above Table 4.5.2. indicates, more female participants (29.7%) strongly agreed that pornography contributes to violence against women. whereas (16.7%) of male participants strongly agreed with the statement. (56.4%) male participants agreed that pornography can cause violence against women. Moreover, a total of (17.4%) of respondents indicated that they disagreed with this statement, as pornography doesn't cause violence against women. Of these, (16.2%) were female and (18.2%) were male. Totally, (76.0%) of students agreed that pornography causes violence against women. The interviewees' (*F5, M4, and KII*) also strengthen the relationship between pornography and its contribution to violent behaviour.

After all, having sex with him gave me the impression that I was a victim of sexual impropriety rather than a symbol of affection. It is particularly challenging for a woman who was born and raised in Ethiopia. In society, there is a feminine identity that awaits us, and there are individuals who believe that this is normal. As a

consumer and someone who has tried that type of sex in pornography, I believe it humiliates women and puts them under men's control (F5, 2021).

M4 explains, he sometimes wishes to meet a commercial sex worker to learn how to perform the types of sex he watches in porn. He then went on to illustrate how pornography exacerbates violence against women.

Pornography can take many different forms, such as forced sex, group sex, and other forms of abuse against women. I believe pornography is one of the leading drivers of violence in the sex industry, particularly among women. A person's obsession with pornography may cause them to have unwanted sex performances without their will, and the type of work they do enhances their vulnerability. (M4, 2021)

Pornography teaches violence, aggression, and dominance to students who watch it. Porn focuses on the pleasure of men, but the women present it as an object, so, in that regard, they want to do that in their relationship. Violence against women is a way for men to express their aggression and show their dominance. Sexual pressure is expressed in terms of masculine cohesion. Pornography desensitizes viewers, who will no longer be considered criminals. (KII-F1, 2021)

The qualitative and quantitative findings of the study show that the majority of students believe that pornography has a positive relationship with violence against women. whereas more female study participants agree that pornography can cause violence. According to the feminist view, sexual expression is limited to the private domain, both traditionally and cross-culturally. As a result, women have become more vulnerable due to sexually explicit media. The F5 female interviewees' experience strengthens their idea. According to the female interviewees, it is difficult for an Ethiopian girl to engage in pornographic types of intercourse because of the standards placed on women by culture, religion, and socialization.

Following up on the students who agreed with the positive relationship between pornography and violence against women, they were asked how pornography could lead to violence against women.

Table 4.5.3 How pornography contributes for violence against women

How does pornography cause for VAW	It plays a functional role for those sexist attitudes	It is the manifestation of male superiority	It contains violent videos, initiates VAW	It presents women as a tool for sexual pleasure	It makes one to develop aggressive sexual behaviour that leads to violence	Other
Female (n=30)	6.7%	26.7%	46.7%	40%	26.7%	6.7%
Male (n=40)	27.5 %	5%	52.5%	37.5%	20%	7.5%
Total (n= 90)	31.4%	14.3%	50%	38.6%	22.8%	7.1%)

Source: Data from filed survey, August2021

According to the table 4.5.3., the majority (50%) of males (52.2%) and females (46.5%) believe that violent videos in pornography are the cause of violence against women. Pornography, according to 40% of female and 37.5% of male, portrays women as tools for sexual pleasure, exacerbating violence against women. (36.7 %) of female respondents and (27.5%) of male respondents argue pornography causes violence against women due to its functional role in sexist attitudes. According to the survey results, students believe the content pornography contains is the primary reason it can cause violence against women. This indicates that pornography conveys the message that sex is an un-consent act that has the potential to lead to intimate partner violence.

4.17.Objectification of Women

Study participants were asked if pornography portrayed women as sex objects. Table 4.5.3 below also depicts students' attitudes toward the portrayal of women in pornographic films.

Table 4.5.3. Attitude about pornography and objectification of women

Does pornography degrade women and/or portray women only for sexual pleasure?	Female(n=38)	Male (n=55)	Total (n=93)
Strongly agree	15.8%	18.2%	17.2%
Agree	60.5%	40.0%	48.4%
Disagree	18.4%	27.3%	23.6%
Strongly disagree	5.3%	14.5%	10.8%

Source: data from filed survey. August 2021

As Table 4.5.3 above indicates, (15.8%) female participants, strongly agreed with the statement. Male participants (18.2%) strongly agreed with the statement. whereas (60.5%) of female participants and (40%) of male respondents agreed with the statement. 65.5%) of the population agreed that men degrade women and/or portray women only for sexual pleasure. Participants in the interviews confirmed that the survey result was accurate. *M1* and **KII** shared their experiences in the following manner:

When it comes to girls, I often talk to other people. As I said before, pornography is a big industry. Women are often used for such entertaining purposes as well as commercial purposes. There are different types of pornography. Some pornography expresses sexual satisfaction in a way that seems to be punish girls physically. There are videos of extreme physical violence. If a person has watched this and tried it, then there is another type of violence against women. Pornography shows group sex, where a woman has sex with several men at the same time. This is physically harmful to the women, and for anyone who sees it, it could lead them to rape a woman in a group (M1, 2021).

Pornography presents women as objects of sex and as tools. The use of force to objectify women can be considered normal. Men can learn violent acts, aggression, and objectification of women from pornographic videos. In most pornography videos, women are presented as sex objects, objectified women for men's pleasure, and submissive. Pornography also creates the impression that women are created to be

satisfied with men and that women are incapable of influencing their bodies. (KII=F1, 2021).

In general, according to the results of the study, the opinion of both females and males on the contribution of pornography consumption to violent behaviour is almost the same.

4.18. Suggestions of Students' for Minimizing the Negative Effect of Pornography

In the open-ended questionnaire part of the survey, the study participants were asked to give their opinion on what should be done to minimize the negative impact of pornography.

In the open-ended questionnaire section, some students argued about the ban on pornographic websites at the Addis Ababa University main campus. (57.6%) of female participants agreed that pornography is not useful and should be banned. According to the female participants' argument, it is not an Ethiopian culture; watching pornography is sinful and against religion; it can cause students to engage in sexual activities; and it can incite violence against women and portray sexual activity. Furthermore, (26.1%) of male participants also agreed with the ban on pornography.

While (38.4%) of male participants disagree with the prohibition of pornographic websites, they claim that pornography is beneficial for learning about sex and sexual activities, aids in sexual fulfilment, and is for entertainment purposes. While none of the female participants discussed that pornography websites should not be restricted.

For students who support the ban of pornography on Addis Ababa University's main campus, arguments are divided into two categories. For those who believe restrictions are necessary, pornography that promotes violence against women and depicts sexual activity is classified as pro-censorship from a feminist standpoint. According to the pro-censorship feminist viewpoint, all pornography is violent, both in terms of its substance, which includes bondage abuse, mutilation, and torture, and in terms of its representational structure, which silences and objectifies women. Furthermore, participants who support restriction because they consider pornography sinful or a betrayal of God are in line from a religious standpoint. Pornography, according to religious perspectives, endangers the well-being of the youth in

particular and the family in general. They believe pornography encourages premarital sex, and adultery, and discourages conventional monogamous marriage and family life.

According to one of the key suggestions made by students, individuals and/or students are responsible for proper social media usage, and one of the most common places where pornographic films are shared is on social media. Students, particularly those in universities, should concentrate on their studies and intellectual development. Students should avoid excessive use of pornography and take care of themselves to avoid becoming addicted to pornography; those who are addicted to pornography should work hard to overcome their addiction. Some of the interviewees also expressed the role of students and individuals in minimizing the negative effects of pornography.

Students should exercise their values and choose which media to get involved in. It may be other people's pleasure to watch pornography, but harm is done to the person who uses it (M3, 2021).

Other suggestions made by study participants were, family conversations with their children about sex and relationships play a greater role. The issue of sexuality should not be considered taboo; instead, families should move on to educating or talking about it. Starting from childhood, families have to create a space for their children to express what they feel.

There is a lot of work to be done to reduce the negative impact of pornography. With the advent of the internet today, anyone can access such items. Especially today, from an early age, children have access to pornographic films. In developed countries, parents have website control over websites used by children. Although our country cannot do that, it needs to work toward control. (KII-F3).

If my family had taught me about proper sex from the beginning, I believe I would not have been exposed to such sexually explicit material. Now that I have a younger sibling, I teach him that everything has its time. (M2, 2021)

The role of the community is also highlighted by the students. It is necessary to have a proper manner of addressing sexual communication. According to students, there is a deep-seated

unease about sexuality. Keeping teenagers or young people away from sexual knowledge in society is considered a way to stop them from having sex outside of marriage.

One of the major suggestions made by study participants was sex education. They argue students should understand sex from a factual point of view, and sex education should be given starting at an early age. Some of the interviewees also strengthened the idea, and they stated:

Additional information is required. not only to prevent pornography but also because students are exposed to it due to a lack of information. As a result, it is critical to reduce taboos on a national level and make health-related information more accessible. Gender interactions, in general, need to be improved. Changes in sexuality occur when women participate in decision-making, have been educated, and are thus found at the policy level. There is a need in society to change the masculine attitude. It is critical to demonstrate that masculinity does not imply superiority or a willingness to follow one's feelings (KII-F1, 2021).

Proper sex education should be given that does not teach about male and female biological parts. Therefore, it is needed to educate youths about sex, the necessity of sex, whether sex is a matter of choice or not, and education that encourages proper condom use (KII-M2, 2021).

In general, most of the study participants emphasized the importance of sex education. Furthermore, the majority of study participants agreed on the prohibition of pornographic websites in school and at home to protect children from exposure as a result of the widespread availability of WIFI. Due to taboos, illiteracy, and the society's social-cultural environment, the subject of sexuality is beyond debate in Ethiopia. In the absence of sex education and sexuality communication, people's amorality toward risky sexual behaviour will increase. As a result, health educators and the media, including parents, religious leaders, and community leaders, should work together to refute the myths that pornography has generated.

CHAPTER FIVE

5.CONCLUSION AND RECCOMONDATION

5.1Conclusion

The main purpose of this study is to determine the prevalence of pornographic consumption among Addis Ababa University-Main Campus students and the implications for male and female behaviour patterns.

According to the findings, watching pornography is common among students at Addis Ababa University's main campus. There is high consumption of pornography among male and female students on campus. However, the consumption is different between male and female students, with male students watching twice as much pornography as female students.

Curiosity about sex, peer pressure, wanting to inspire sexual desire, and getting sexual satisfaction were reasons for students at Addis Ababa University's main campus to consume pornography. The desire to learn more about sex information was the most compelling and primary motivation for watching pornography. According to the findings of the study, watching pornography is essential for male students in developing their sexual confidence and applying the actions they observed with their sexual partners. Female participants, on the other hand, were satisfied after watching porn with no actual sexual contact.

Most male participants felt regret, guilt, they felt disappointed God after watching pornography. This emotional state is primarily tied to religion, and they believe they have let God down.

In comparison to male participants, the majority of female participants began watching pornography after they joined university. Even though the majority of female participants who watched pornography in the study had more sexual intercourse than male participants. Consequently, more male study participants developed an interest in engaging in anal and oral sex than female participants did.

Male participants who watch pornography have unrealistic sexual expectations, expecting dating partners to practice various sex positions and expecting or assuming that they are as good at actual sexual intercourse as they see in porn actors.

Some male participants are also afraid of entering into an intimate relationship because of their addiction to pornographic material, their masturbation experiences, and the size of their bodies, such as their penis, comparing themselves to porn actors. This condition indicated that regular consumption of pornography could badly influence and change the behaviours of the students as well as those of other individuals who are addicted to pornographic consumption.

Pornography consumption forced males to assume females only in sexual ways. This emotion created a mentality of gender-biasing behaviour and contributed to males having a negative attitude toward females.

Both male and female participants, who were pornography consumers, engaged in sexting. Although there were more male participants in sexting than females. Pornographic watching has a significant impact on students' learning and performing experiences, acts, and roles in sexual activities, Pornography gives a sexual script as a frame of reference for more male students' sexual activity.

In general, there is no difference in attitude towards pornography, both genders had a negative attitude towards, it, and they agreed that pornography contributes to violent behaviours such as violence against women. Concerning its importance, males believe pornography is vital for masturbation, and males utilize pornography as masturbatory material. However, the qualitative findings suggest that interviewees' attitudes toward masturbation vary.

Most of the study participants agreed with the ban on pornography. Those in favor of the ban argue that watching pornography is sinful, promotes sexual violence, and depicts sexual activity, among other things. Furthermore, students mentioned the role of the community, family, universities, and government in mitigating the negative effects of pornography, because the community and family are the primary socializing agents, and universities and the government is in charge of sex education.

5.2.Recommendation

Based on the finding of the research, the following recommendations are forwarded.

1. Since several female and male students are involved in sexually explicit media to know about sex due to a lack of adequate information related to the issue, alternative reliable sources of information such as peer-to-peer discussion, age-appropriate sex education is needed, that enable them to be well-informed about sex and sexual activities that have multifaceted advantages for both genders to clear up the confusion.
2. The development and strengthening of various platforms that support young people in speaking out about themselves and their concerns, as well as the appropriate use of university mini-media clubs to disseminate sex-related information, is needed.
3. Internet access is being the main contributory factor to pornography watching in the Addis Ababa University main campus, to create a youth friendly environment in the area of the university and to control excessive consumption of pornography, some pornographic cities should be banned.
4. University students should receive life skills training to help them manage their time effectively, avoid negative peer pressure, properly use media, maintain good sexual and reproductive health services, and increase their sense of self-worth.
5. To enhance the gender relationship, the government should collaborate with other stakeholders. Changes will take place when women are encouraged to participate in decision-making and policy-making levels and when they are educated.
6. The impact of pornography consumption on gender inequality requires special attention; additional research is critical for future intervention.

Reference

- Ababa, A. (2013). Addis Ababa University organizational handbook.
- Allen, M., D'alessio, D. A. V. E., & Brezgel, K. (1995). A meta- analysis summarizing the effects of pornography II aggression after exposure. *Human communication research*, 22(2), 258-283.
- Al Hassan, H. (2018). The good, the bad, the ugly: positive and negative effects of pornography in Irish males.
- Al Mamun, M. A., Yasir Arafat, S. M., Ambiatunnahar, M., & Griffiths, M. D. (2019). Attitudes and risk factors of pornography consumption among Bangladeshi university students: An exploratory study. *International Journal of Mental Health and Addiction*, 17, 323-335.
- Amahazion, F. (2021). Exposure to pornography among young Eritreans: An exploratory study. *Journal of International Women's Studies*, 22(1), 121-139.
- Attwood, C. S. F. (2014). Anti/pro/critical porn studies. *Porn Studies*. doi:10.1080/23268743.2014.887364.
- Barak, A. (2005). Sexual harassment on the Internet. *Social Science Computer Review*, 23(1), 77-92.
- Barak, A., & Fisher, W. A. . (1997). Effects of interactive computer erotica on men's attitudes and behavior toward women: An experimental study. *Computers in Human Behavior*, 13(3), 353-369.
- Berger, R. a. S., P. (1990). Ideological contours of the contemporary pornography debate: Divisions and Alliance, *A Journal of Women Studies: Frontiers*. 11.
- Borgogna, N. C., McDermott, R. C., Browning, B. R., Beach, J. D., & Aita, S. L. (2019). How does traditional masculinity relate to men and women's problematic pornography viewing?. *Sex Roles*, 80, 693-706.
- Böthe, B., Tóth-Király, I., Zsila, Á., Griffiths, M. D., Demetrovics, Z., & Orosz, G. (2018). The development of the problematic pornography consumption scale (PPCS). *The Journal of Sex Research*, 55(3), 395-406.

- Boyle, K. (2000). The Pornography Debates: Beyond Cause and Effect. *Women's Studies International Forum*.
- Butler, M. H., Pereyra, S. A., Draper, T. W., Leonhardt, N. D., & Skinner, K. B. (2017). Pornography Use and Loneliness: A Bidirectional Recursive Model and Pilot Investigation. *Journal of Sex & Marital Therapy*, 44(2), 127-137.
- Cornelius, T. L., Bell, K. M., Kistler, T., & Drouin, M. (2020). Consensual sexting among college students: the interplay of coercion and intimate partner aggression in perceived consequences of sexting. *International journal of environmental research and public health*, 17(19), 7141.
- Cowan, G. (1992). Feminist attitudes toward pornography control. *Psychology of Women Quarterly*, 16(2), 165-177.
- Daskalopoulou, A., & Zquette, M. C. (2020). Women's consumption of pornography: pleasure, contestation, and empowerment. *Sociology*, 54(5), 969-986.
- DC, H. C. a. H. (2016). Examining Correlates of Problematic Internet Pornography Use Among University Students. *Pornography and Adolescents Studies*.
- Dines, G. (1998). King Kong and the White woman: Hustler magazine and the demonization of Black masculinity. *Violence against women*, 4(3), 291-307.
- Doney, P. M., Cannon, J. P., & Mullen, M. R. (1998). Understanding the influence of national culture on the development of trust. *Academy of management review*, 23(3), 601-620.
- Dworkin, A. (1988). Letters from a war zone.
- Eberstadt, M., & Layden, M. A. (2010). The social costs of pornography. *Princeton, NJ: The Witherspoon Institute*.
- Ellis, K., O'dair, B., & Tallmer, A. (1990). Feminism and pornography. *Feminist Review*, 36(1), 15-18
- Ermias, D. (2015). Pornographic Consumption and its Association with Sexual Debut among High School Students of Gulele Sub-City, Addis Ababa, Ethiopia. Masters thesis, Addis Ababa University.
- Falzon, N. (2016). *University students' attitudes towards pornography: a comparative study* (Bachelor's thesis, University of Malta).

- Gary Raine , C. K., Rachel Scott, Kath Wright and Amanda J. Sowden. (2020). Pornography use and sexting amongst children and young people: a systematic overview of reviews. *Raine et al. Systematic Reviews*. doi:10.1186/s13643-020-01541-06.
- Gidley, J. (2001). Globalization and its impact on youth. *Journal of Futures Studies*, 6(1), 89-106.
- Gemma Mestre-Bach, G. R. B. (2020). Pornography Use in Adolescents and Its Clinical Implications. *Journal of Clinical Medicine*.
- Griffiths, M. A. A. M. S. M. Y. A. M. A. M. D. (2018). Attitudes and Risk Factors of Pornography Consumption Among Bangladeshi University Students: An Exploratory Study.
- Hägström-Nordin, Elisabet, Tanja Tydén, Ulf Hanson, and Margareta Larsson. 'Experiences of and Attitudes towards Pornography among a Group of Swedish High School Students'. *The European Journal of Contraception & Reproductive Health Care : The Official Journal of the European Society of Contraception* 14 (1 July 2009): 277–84. <https://doi.org/10.1080/13625180903028171>.
- Hald, G. M., & Mulya, T. W. (2013). Pornography consumption and non-marital sexual behavior in a sample of young Indonesian university students. *Culture, Health & Sexuality*, 15(8), 981-996.
- Harv. C.R.-C.L. L. Rev. 1 (1985). *Communication Law and Policy*. doi:10.1080/10811680.2020.1805948.
- Hassi, A., & Storti, G. (2012). Globalization and culture: The three H scenarios. In *Globalization- Approaches to Diversity*. IntechOpen.
- Hearn, M. H. a. J. (2018). *Revenge pornography: gender, sexuality and motivations* Routledge.
- Hult, N. A. M., Schmedes, J. R., Johansen, G. H., Kragh, J. E. S., & Munch, K. The Ethics of Pornography and its Impact on the Individual.
- <http://allafrica.com/stories/200305090701.html>

- Jensen, G., & Dines, R. (1998). The content of mass-mediated pornography. *Pornography: The production and consumption of inequality*. London: Routledge. *International Journal of Mental Health and Addiction*. doi:10.1007/s11469-018-0021-7
- Ingela Lundin Kvale, B. T., Bo Lewin, Aleksandar Štulhofer. (2014). Self-perceived effects of Internet pornography use, genital appearance satisfaction, and sexual self-esteem among young Scandinavian adults. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*. doi:10.5817/CP2014-4-4
- Kassie A, H. S., Adugna A, Shitu K. 2022;150:. (2022 .). Violence against girls during the COVID-19 pandemic and associated factors in Gondar city, North West Ethiopia. *Epidemiol Infect*. doi:10.1017/S0950268822000140
- Kate Ellis, B. O. D. a. A. T. (1990). Feminism and Pornography. *Feminist Review*.
- Kingston, D. A., Malamuth, N. M., Fedoroff, P., & Marshall, W. L. (2009). The importance of individual differences in pornography use: Theoretical perspectives and implications for treating sexual offenders. *Journal of sex research*, 46(2-3), 216-232.
- Kuhn, K.-A. a. V., K. and Pope, N. and Bloxsome, E. (2007). Pornography and Erotica: definitions and prevalence.
- LaFollette, H. (2010). *Ethics in Practice*.
- Leonhardt, N. D., Willoughby, B. J., & Young-Petersen, B. (2018). Damaged goods: Perception of pornography addiction as a mediator between religiosity and relationship anxiety surrounding pornography use. *The Journal of Sex Research*, 55(3), 357-368.
- Lim, M. S. C., Agius, P. A., Carrotte, E. R., Vella, A. M., & Hellard, M. E. . (2017). Young Australians' use of pornography and associations with sexual risk behaviours. *Australian and New Zealand Journal of Public Health*, 41(4), 438–443.
- Lowery, A. S. (1988). *Milestones in Mass Communication Research*. *Media Effects*, 2.
- Lucamante, S. (2001). "Everyday Consumerism and Pornography" above the Pulp Line". In *Italian pulp fiction: The new narrative of the Giovani Cannibali writers* (pp. 98-134). Fairleigh Dickinson University Press.

- Lundin Kvaalem, I., Træen, B., Lewin, B., & Štulhofer, A. (2014). Self-perceived effects of Internet pornography use, genital appearance satisfaction, and sexual self-esteem among young Scandinavian adults. *Cyberpsychology*, 8(4).
- MacKinnon, C. A. (1985). Pornography, civil rights, and speech. *Harv. CR-CLL Rev.*, 20, 1.20
- Magdalena Mattebo, T. T., Elisabet Häggström-Nordin, Kent W Nilsson & Margareta Larsson. (2018). Pornography consumption and psychosomatic and depressive symptoms among Swedish adolescents: a longitudinal study. *Upsala Journal of Medical Sciences*. doi:10.1080/03009734.2018.1534907
- Mahood, C. (2006). Video game play and the role of frustration: How playing both violent and non-violent video games can lead to aggressive effects.
- Malamuth, A., & Koss. (2000). Pornography and sexual aggression: Are there reliable effects and can we understand them? *Annual Review of Sex Research*, 11(1), 26-91.
- Malamuth, N. M. (1999). Pornography.
- Manson, L.-M. (2010). Lust, love, and life: A qualitative study of Swedish adolescents' perceptions and experiences with pornography. *Journal of sex Research*, 47(6), 568-579.
- Mattebo, M., Tydén, T., Häggström-Nordin, E., Nilsson, K. W., & Larsson, M. (2014). Pornography and sexual experiences among high school students in Sweden. *Journal of Developmental & Behavioral Pediatrics*, 35(3), 179-188.
- Mattebo, M., Tydén, T., Häggström-Nordin, E., Nilsson, K. W., & Larsson, M. (2018). Pornography consumption and psychosomatic and depressive symptoms among Swedish adolescents: a longitudinal study. *Upsala journal of medical sciences*, 123(4), 237-246
- McKee, A. (2005). The Objectification of Women in Mainstream Pornographic Videos in Australia. *The Journal of Sex Research*.
- McKee, A. (2007). Positive and Negative Effects of Pornography as Attributed by Consumers. *ResearchGate*.
- McNair, B. (1996). Mediated sex: Pornography and postmodern culture.

- Mestre-Bach, Gemma, Gretchen R. Blycker, and Marc N. Potenza. "Pornography use in the setting of the COVID-19 pandemic." *Journal of behavioral addictions* 9.2 (2020): 181-183.
- Muche, A.A., Kassa, G.M., Berhe, A.K. *et al.* Prevalence and determinants of risky sexual practice in Ethiopia: Systematic review and Meta-analysis. *Reprod Health* **14**, 113 (2017). <https://doi.org/10.1186/s12978-017-0376-4>
- Mulya, G. M. H. T. W. (2013). Pornography consumption and nonmarital sexual behaviour in a sample of young Indonesian university students. *Culture, Health & Sexuality: An International Journal for Research, Intervention and Care*. doi:10.1080/13691058.2013.802013
- Mundorf, N., Allen, M., D'Alessio, D., and Emmerrs-Sommer, T.M . . (2007). Effects of Sexually Explicit Media *Media Effects research*, 181-198.
- National Institute for Reproductive Health, (2018)
- Nicole Alicia – Marie Hult, J. R. S., Gitte, & Højgaard Johansen, J. E. S. K., Kathrine Munch. (2011). *The Ethics of Pornography and its Impact on the Individual*.
- Owens, E. W., Behun, R. J., Manning, J. C., & Reid, R. C. (2012). The impact of Internet pornography on adolescents: A review of the research. *Sexual Addiction & Compulsivity*, 19(1-2), 99-122.
- Padgett, V. R., Brislin- Slütz, J. A., & Neal, J. A. (1989). Pornography, erotica, and attitudes toward women: The effects of repeated exposure. *Journal of sex research*, 26(4), 479-491.
- Pornhub. (2019).
- Quadara, A., El-Murr, A., & Latham, J. (2017). The effects of pornography on children and young people. *Australian Institute of Family Studies: Melbourne*
- Raine, G., Khouja, C., Scott, R., Wright, K., & Sowden, A. J. (2020). Pornography use and sexting amongst children and young people: A systematic overview of reviews. *Systematic reviews*, 9, 1-12.

- Rothman, E. F., Kaczmarczyk, C. & Burke, N. (2015). Without Porn. *Journal of Sex Research*, 52(7), 736-746.
- RuzgytE, E. (2015). History of Pornography. In P. W. a. A. Bolin (Ed.), *The International Encyclopedia of Human Sexuality* (First ed.): John Wiley & Sons, Inc.
- Shallo SA, Mengesha WW. Exposure to Sexually Explicit Materials and Its Association with Sexual Behaviors of Ambo University Undergraduate Students, 2018. *Ethiop J Health Sci*. 2019 Jul;29(4):461-470. doi: 10.4314/ejhs.v29i4.7. PMID: 31447519; PMCID: PMC6689701.
- Strossen, N. (2016). A Feminist Critique of "the" Feminist Critique of Pornography.
- Štulhofer, A., Landripet, I., Momcilovic, A., Matko, V., Kladaric, P. G., & Busko, V. (2007). Pornography and sexual satisfaction – Any relationship?
- Tadele, G. (2006). *Bleak prospects: young men, sexuality, and HIV/AIDS in an Ethiopian town* (No. 80). African Studies Centre.
- Teferi, A. (2007). The Influence of Exposure to Pornography among the Youth in Addis Ababa. Tong, R. (1987). Women, Pornography, and the Law. *Academe*.
- Tong, R. (1987). Women, pornography, and the law. *Academe*, 73(5), 14-22.
- Valkenburg, J. P. P. M. (2016). Adolescents and Pornography: A Review of 20 Years of Research. *The Journal of Sex Research*. doi:10.1080/00224499.2016.1143441
- Vernon R. Padgett, J. A. B.-S. a. J. A. N. (1989). Pornography, Erotica, and Attitudes toward Women: The Effects of Repeated Exposure. *The Journal of Sex Research*.
- Wamathai, Ann, Merecia Sirera, and Margaret Mwenje. 'Prevalence and Factors Contributing to Pornography Viewing among Male Students in Selected Universities in Kenya'. *IOSR Journal of Humanities and Social Science* 19 (1 January 2014): 01–07. <https://doi.org/10.9790/0837-191160107>.
- Wei, V.-h. L. R. (2002). Third-Person Effect, Gender, and Pornography on the Internet. *Journal of Broadcasting & Electronic Media*. doi:10.1207/s15506878jobem4601_2
- Whitman, Christina B. "Law and Sex." Review of *Feminism Unmodified*, by C. A. MacKinnon. *Mich. L. Rev.* 86 (1988): 1388-403.

- Whittier, N. (2014). Rethinking Coalitions: Anti-Pornography Feminists, Conservatives, and Relationships between Collaborative Adversarial Movements. doi:10.1525/sp.2014.12151
- Wordecha, M., Wilk, M., Kowalewska, E., Skorko, M., Łapiński, A., & Gola, M. (2018). "Pornographic binges" as a key characteristic of males seeking treatment for compulsive sexual behaviors: Qualitative and quantitative 10-week-long diary assessment. *Journal of Behavioral Addictions*, 7(2), 433-444.
- Wright, P. J. (2013). A Three-Wave Longitudinal Analysis of Preexisting Beliefs, Exposure to Pornography, and Attitude Change. *Communication Reports*. doi:10.1080/08934215.2013.773053
- Wright, P. J., & Randall, A. K. (2012). Internet pornography exposure and risky sexual behavior among adult males in the United States. *Computers in Human behavior*, 28(4), 1410-1416.
- Zenebe, M., & Haukanes, H. (2019). When abortion is not within reach: Ethiopian university students struggling with unintended pregnancies. *International Journal for Equity in Health*, 18(1), 1-13.

Annex A

Addis Ababa University

Center for Gender Studies

Questionnaire Responded by Students

The questionnaire was prepared for the fulfillment of Master's thesis on the title "Pornography Consumption among Addis Ababa University Main Campus Students: an exploration with a view to assess implication on behavioural patterns of male and female students." The purpose of the questionnaire is to collect to assess the prevalence of pornography consumption at AAU-main campus, to assess the effect of pornography consumption and to collect your views and opinions on the attitudes towards pornography and its contribution to the violent behaviour. Therefore, you are kindly requested to honestly and reasonable complete the question. I assured that your response will be kept confidential and fully instrumental only to academic purpose.

N.B:

-No need to write your name in any part of the questionnaire.

A. Socio-demographic profile

1. which gender do you identify with
 - A. Female
 - B. Male
2. Marital Status
 - A. Married
 - B. Unmarried
3. How old are you_____ year?
4. Please specify your department
 - A. School of Law
 - B. School of social work
 - C. School of psychology
 - D. Department of English

C. Awareness of Students towards sexual and reproductive Health

5. Are you aware of the about "sexual and reproductive health" (SRH)?

A. Yes

B. No

6. What is the source of your sexual and reproductive health (SHR) information?

A. Social media

B. Formal education

C. Health professional's /health worker

D. Family

E. Friends

F. Other_____

C, Consumption of pornography

7. . Do you watch pornography

A. Yes

B. No

8. Did you still watch pornography?

A. Yes

B. No

9. If your answer is yes, when did you start watching

A. Before joining in to university

B. After Joining in to university

10. What are the reasons to watching pornography?

A. Curiosity to know about sex

B. Peer pressure

C. Addiction

D. Loneliness

E. Sexual satisfaction

F. For no reason

11. What are sources of pornography consumption

A. Internet/ Wi-Fi

B. Through mobile/smart phone

C. Through newspaper / magazine

D. Through television

E. Through movie

12. How often do you watch pornography?

A. Always/everyday

- B. Twice a week
- C. Every other weekend
- D. Incidentally
- E. Occasionally

D, Effect of Pornography consumption

- 13. What Emotions do you have after watching pornography?
 - A. Happiness
 - B. sexual-satisfaction
 - C. Depression
 - D. loneliness
 - E. Regrets
 - F. Sexual desire
- 14. . How does pornography affect your attitude toward women or men?
 - A. Made it Positive
 - B. Made it Negative
- 15. Watching pornography drives you to have had sex?
 - A. Yes
 - B. No
- 16. If yes, have you tried the sex seen on pornography
 - A. Yes
 - B. N
- 17. . Do you want to apply pornographic kind of sex in the future?
 - A. Yes
 - B. No
- 18. Watching pornography drives you to have sex chat or exchange pornographic image with the opposite sex
 - A. Yes
 - B. No
- 19. Do you think watching pornography affects your relationship? Is so What are the benefits and side effects?

20. How would you describe the impact of pornography on your social life/activity?
- A. Improved your relationship with family
 - B. Improved your community involvement
 - C. Improved your intimacy with your friends
 - D. Reduce your relation with family
 - E. Reduce your intimacy with your friends
 - F. Reduce your community involvement
 - G. It didn't make any difference to you
21. Watching pornography in your academic performance
- A. It greatly helped you in achieving good results
 - B. It resulted in you getting low grades
 - C. There has been no change from the past
22. Did you miss class because you were watching pornography?
- A. Yes
 - B. No
23. Pornography does it compete with your study time
- A. Yes
 - B. No
24. Did you prioritize watch pornographic movie over doing an assignment?
- A. Yes
 - B. No

E, Attitudes of students Towards Pornography

25. What is your attitude towards pornography?
- A. Positive
 - B. Negative
26. What Is the importance of watching pornography in your live?
- A. Masturbation
 - B. Sexual satisfaction
 - C. Knowledge on new sex styles
 - D. It has no real purpose
27. Does pornography cause for violent behaviors or violence against women?
- A. Strongly agree
 - B. Agree
 - C. Disagree

D. Strongly disagree

28. If you agree on the above statement how does pornography causes for violence against women?

- A. Because pornography plays a functional role for those sexist attitudes
- B. Because pornography is the manifestation of male superiority
- C. Because pornography contains violent videos that's initiates men to violence against women
- D. Because of pornography presents women only for sexual pleasure
- E. Because watching pornography made aggressive in sexual behavior that leads to violence

30. Does pornography degrade women and / or portray women only for sexual pleasure?

A. Strongly Agree

B. Agree

C. Disagree

D strongly disagrees

31. If you believe that there is a negative impact on watching Pornography, what do you think the measure should be taken?

Annex B

1.2.1.1 Interview Question

1.2.1.2 Informed consent

My name is Biruktawit Berhanu. I am a postgraduate student at Addis Ababa University, College of Developmental Studies Center for Gender Studies. I am studying “Pornography Consumption among Addis Ababa University Main Campus Students: an exploration with a view to assess implication on behavioral patterns of male and female students.” for the partial fulfillment of requirements for a Master's Degree in Gender Studies. I kindly request your willingness to participate in the interview and give your response. Your response is vital for the study, and your participation is voluntary. Any information you will give serves only for this study and should be kept confidential. Your name and profile will not be mentioned in the study paper. You can ask any question during the interview session.

1. Do you watch pornography?
2. When did you start watching pornography?
3. What are the reasons to watching pornography?
4. What are sources of pornography watching?
5. What are the feelings felt after watching pornography?
6. Does watching pornography inspired you to have had sex?
7. Watching pornography inspired you to engaged in sexing?
8. Are you tried some new types of pornography?
9. Does watching pornography has effect on your social activity
10. Does watching pornography affects your dating and relationship?
11. Does watching pornography has effect on your academic performance?
12. Does watching pornography changes attitudes towards women or men?
13. What is your attitude towards pornography?
14. What is the importance of pornography watching?
15. Does pornography lead to violence against Women
16. Does pornography portray women for male pleasure
17. If you believe that there is a negative impact on watching Pornography, what do you think the measure should be taken

Annex c

Key-Informant question

Part-one interview question for a lecture at Addis Ababa University Center for Gender Studies.

1. There is a consumption difference between male and female in Addis Ababa University what is the reason for this consumption difference.
2. What is the effects of gaining sexual knowledge form sexual explicit media?
3. Why the students choose sexually explicit media as a source of sexual information?
4. Do you think pornography and/or sexually explicit media contributes for Gender based Violence?
5. If you believe that there is a negative impact on watching Pornography, what do you think the measure should be taken?

Part-Two Interview Question Prepared for psychology expert

1. Does watching pornography have an effect on one's behavior?
2. Do you think watching pornography can benefit or harm his or her knowledge and attitude of sexuality?
3. Do you think watching pornography affects love relationships? Is so what are the benefit and side effects?
4. Do you think pornography and/or sexually explicit media contributes for Gender based Violence?
5. If you believe that there is a negative impact on watching Pornography, what do you think the measure should be taken?