

Social Media and Adolescents' Sexual Behavior in Addis Ababa: The Case of Ferehiwot No 2 Secondary and Preparatory School Students

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A Thesis submitted to Addis Ababa University College of Education and Behavioral studies School of Psychology, in partial fulfillment of the requirements for the Degree of Masters in Developmental Psychology

**Addis Ababa University
College of Education and Behavioral studies
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June 2017

Acknowledgement

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. Yekoyealem Desie, for his constructive and unreserved support through the whole process of the study. I am thankful also to all instructors and administrative staffs in the school of psychology for their unreserved support.

I would like to express my deepest gratitude and thanks to all my intimate friends whose financial, material and moral support goes beyond what I can inscribe on paper, it will remain engraved in my heart.

Last but not least, I am deeply indebted to my work mate, especially to Ato Anteneh Hailu who has been extending his heartfelt support and extraordinary suggestions.

Finally I am also deeply indebted to all those that supported me with the research. I could not have done without you!

Abstract

This cross-sectional study was conducted to assess social media and adolescents' sexual behavior in Addis Ababa Ferehiwot No 2 secondary and preparatory school adolescent students. The study employs Use and gratification theory, social learning theory, social cognitive theory and cultivation theory to understand the issue of media content and how it influence adolescents' sexual behavior. Both qualitative and quantitative research design was applied in this study. A stratified random sampling was applied for the sample technique and among the total of 2185 study populations 120 of them participated in this study. After followed the whole ethical procedure the data was conducted by means of questionnaire and focus group desiccation. For quantitative data collection, questionnaires were adapted and for qualitative method focus group discussion was applied. Descriptive statistics was employed to analyze quantitative data and for qualitative data content analysis was applied. The finding of this study revealed that social media become extremely popular because it allows adolescents to connect in the online world to form relationship, personal issues; and also revealed a number of risks associate with social media use. Similarly the study finding ascertained that social media has contributed in enhancing or increasing the occurrence of sexually related risks like, unwanted pregnancy, sexual transmitted diseases, and abortion and school dropouts among adolescent students.

Key words

Social media, Adolescence and Sexual behavior

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Acronyms

CT	Cultivation Theory
FGD	Focus Group Discussion
FT	Field Theory
ISPO	Internet service provider organizations
MPM	media practice model
MSDT	media system dependency theory
SCT	social cognitive theory
SID	sexual infection disease
SLT	social learning theory
SM	social media
SPSS	statistical package for social science
STD	sexual transmitted disease
UGT	use and gratification theory
WHO	world health organization

CHAPTER ONE

INTRODUCTION

1. Background of the study

Adolescence is the stage of development in which an individual shows change in physical, biological, psychological and in general it is the time of transition from childhood to early adulthood (Steinberg, 2004). Regarding to the actual age of adolescence particularly when it begins and where it ends, theorists and other social science researchers holds different views. For example, for G. Stanly Hall as (cited in Stenberg, 2011) adolescence stage started at the age of (12-13) and ends at the age of (22-25) whereas, world Health Organizations - WHO (1999) describes adolescence as developmental stage that begin at age of 10 and may ends at age of 19. However, in contrast to the above even though theorists hold different views regarding to adolescence actual age, almost all researchers used common term to describe adolescence stage as a period of developmental and transition between childhood and adulthood (Stenberg, 2011).

As Larson and Asmusseen (1991) stated, adolescent sexuality is one of the important psychological phenomenon that defines adolescence. Moreover, this adolescent sexual development helps teenagers to identity formation, to establish romantic relationships and it is essential for the process of social interaction especially for peer relationships (Ramos V and Bouris, 2009). Sullivan (1953) also indicated that adolescents are more concerned about their sexuality and they tried to know how to behave with this sexual behavior and how to

deal with social norm. And to reach at this particular goal, as Media-system Dependency Theory (MSDT) described youth peoples highly relied on social media. According to MSDT as individual becomes increasingly dependent on media to satisfy their needs, that media will become more important in a person's life and thereby have increased influence and motivated that person. During this process or in dealing with sexual activities and in responding to social desire, teenagers may face some challenges.

For example low self-esteem like; whether they are good-enough or not, fear of pain to perform sexual intercourse for the first time or losing power for decision making to practice or to not and, in addition to all the above challenges, adolescents' social setting highly influenced teenagers' sexual behavior (Durham, 1998).

Basically to address the issue of media content and influence on teenagers' sexual behavior, this study referenced the four theories namely, Use and Gratification Theory (UGT), Social Learning Theory (SLT), Social Cognitive Theory (SCT) and Cultivation Theory (CT).

According to Use and Gratification Theory social media has a power to influence young peoples' choice and decisions. For example in area of commercial enterprises media have a heavy power to influence individuals' purchasing decisions. Accordingly, individual will choose the media or form of media that will satisfy their desires most completely. There are different desires like for information or social interaction, when seeking to fulfill their desire adolescents will need to make decisions. On the other hand Cultivation Theory (CT) stated that media has a great role in shaping a person's world view (Leung & Louis, 2013).

Other theory that proposed the concern of media influence is Social Learning Theory (SLT). This theory similar to UGT is based on the gratification of individual however Social Learning Theory (SLT) focused on behavior rather than decision making. According to SLT people will make decision based on anticipation or prior action. Individuals are highly rely on their previous experience and desire of what leads them to gratification and what will not. For example if an individual gets joy from watching foot-ball games then she/he will seek out foot-ball games in the future. If horror films leave an individual with nightmares then a person will most likely attempt to avoid it. Brown and Newcomer (1991) also supported the idea of Social Learning Theory (SLT). Accordingly adolescents those sexually experienced or sexually interested would have select media that shows more sexual content movies or pornography. This theory also demonstrated that the experience of others can be used in the decision making process. Some study agreed with this notions and media is considered as a super peer that provides behavioral model which teenagers exercise what they see the people they admire on TV doing.

The study conducted by Beyens, Vandebosch and Eggermont (2013) in Leuven and Belgium also revealed similar finding. Accordingly, teenagers those frequently watched pornography and other sexual related movies through social media were more initiated to have sex than others who not exposed. And also the study indicated that there is significant relation between social media and teenagers' early sexual initiation (Vandebosch& Egger Mont, 2013).

In line with the above, Social Cognitive Theory (SCT) also explained that media influence individual's behavior through four key elements such as modeling, behavioral capability, outcome expectations and self-efficiency. The component of modeling is defined as the process

of learning through watching what others do on social media or social networking sites. As (Coreil, J, 2010) explained outcome expectation is a belief about the consequence of receiving a certain behavior. In this process of outcome expectations adolescents may face some unexpected situations because of the characteristic of sexual behavior that revealed on social networking site or on media. In addition to this for adolescents those who engaged in sexual behavior the media will not show a clear consequence for their action. In this case therefore, due to that the media will not show the negative consequences that associated with sexual behavior, as a result young people will not discourage from performing such particular behaviors. The other elements that proposed by SCT is behavioral capability. It is defined as individual's actual ability to perform some behavior in real life conditions; in similar way self-efficiency is defined as person's perceived ability to reach or to take a particular behavior.

In addition to this, now days the services which provided by media are not appropriate; some unusual activities are emerged like; extreme romantic movies are being showed, sex commerce has seen as a common business activities, and social media has become the sexual explicit material and it is the causes of adolescent practice risky sexual behavior (Vivek&Saranya, 2012). As evidenced from the Journal of sex research (cited in, Steel, 2009), the most common sexually related activities that adolescents practiced with social media particularly on internet provider websites are, watching online sex movies, like pornography, listening sexy music, and sexting are the major activities that they ever exercised at this period (Gross, 2004).

In line with the above, due to the influence of social media, early sexual intercourse are the major worldwide problems. Particularly for developing countries it became the most challenge

than ever. In Ethiopia, according to the evidence of Federal Democratic Republic of Ethiopia Ministry of Health (2005-2015) the problem of teenagers' sexuality increases from time to time.

According to the study conducted at Oromia region in Sebeta city, out of 717 adolescents, 106 (72.8%) those age group of (15-19) were involved in risky sexual activities, and also teenagers were asked the reason why they practiced such risk behavior almost half of them reported that they were under the influence of peers, social media and substance uses (Desta, 2016).

As it mentioned earlier many studies showed that pornography and other sex related materials became the most challenges that developing countries ever faced. In Sub-Saharan Africa, almost 60% of teenage boys and 45% of teenage girls had had sexual intercourse prior age 18 due to the influence of social media and other factors like; peer influence, substance uses and environmental setting (Colleen& Catherine, 2014).

Another study that conducted in different parts of Ethiopia revealed something in common about adolescent sexuality and its relation with social media. Accordingly, as reported by Ketema (2016) among 178 Addis Ababa preparatory school adolescent students, 81.5% of them had had sexual intercourse before age 19 and 6% of they were reported that they practiced all kind of sexual activities that they watched on social networking site.

1.2 Statement of the problem

The effects of social media on adolescent sexual behavior have been emerging as a topic since 1995. Boundless access to the internet and to unlimited services available on the World Wide Web increases their interest and this rapid growth of internet and subsequent online activities

are the major elements that teenage people deliberately chooses. Consequently the number of youths who have ready access to cell phone and computers is growing daily. The other point that makes media difficult is there is no restriction or no control for what kind of image or information have to deliver through media and also there is no control over who actually watches or acts up on the images or information disseminated (Delgado & Austin, 207).

In addition to all the above, there is a large gap between information that available through social networking sites and teenagers' sex educations. Teenagers do not have adequate, reliable and relevant information about sex and because of these, teenagers could not selectively use and change their use of media (Gonzales & Hancock, 2008).

In relation to the above, unexpected changes have seen in Ethiopian adolescents' life due to the rapid growth of technologies and due to the expansion of internet service over the last few years. Today youth people particularly secondary and preparatory school adolescents have a great access to use internet service. However, as many studies indicated majority of youths are not using this service for the purpose of education or for related information, instead they spend much time on social networking sites for the purpose of self-presentation, playing game, watching videos, pornographies and other sex related movies (Amsale&Yemane, 2012).

According to the study conducted by Dawit (2015) at Addis Ababa in Gulele Sub-city high schools, 72.5% teenage students reported that they had watched sex movies including pornography and the study also indicated that adolescents who frequently watched pornography were attracted to initiate sexual intercourse at early age more than those not exposed.

Another study Tony, Zewude and Serawit (2015) reported that in Hawassa city among preparatory school adolescent students who regularly attend their class, more than 77.2% of teenage students have reported that they got access to watch sex movies/films, pornography with their school friends, peers and family members like older brother or sisters.

According to the very recent research findings at Addis Ababa preparatory school students Ketema (2016), among 1016 of teenagers 528 (51.67%) almost more than half students reported that they were exposed to pornography. And also, adolescents were asked the reason for initiation sex at early age and the reason for delay for those refuse early sexual intercourse activities. Adolescents those early initiation sexes were reported that they felt it was the right age to have sex while those delay adolescents reported that they were not emotionally ready.

Parents, religious peoples, or religion leaders, schools have been preaching that early sexual initiation is wrong. Specially, before 1960s such kinds of activities were strongly forbidden. According to national survey Gallup (1969) seventy percent of adults in the United State believed that sex before marriage was wrong. However, after 1991 this attitude became changed and the numbers of against premarital sex started to decline (Ellen, Green & Samuel, 1993).

Consequently, the numbers of sexually active adolescent age15-19 were much accelerated in the United State other than any developed countries. For these adolescents, initiating sex at early age is considered as normative behavior and they were encouraged to practice all kinds of sexual behavior which already they saw in their previous time through social media (Lerner & Madden, 2007).

As it mentioned in the earlier, little efforts have been taken in order to address the problem of media influence on adolescent sexual behavior but expected result not found yet. Governments, different organizations, including parents or families did not gave much attention for the issue of media influence on adolescent sexual behavior. Even graduate students, researchers have not considered about these issues. And, based on the above reasons it is obvious to make study on the topic of adolescent media use and sexual behavior in order to identify the problems and to answer some questions like; whether there is a significant relation between social media and adolescent sexual behavior, whether adolescents use social media as a means of source of information about sexuality or not, what media content do they give attention. And also it will investigate whether teenagers exercise or not what they have seen and heard.

1.3 Research questions

As it described in the statement of the problem this study will try to answer the following research questions.

- ❖ Do adolescents use social media as a means of information about sexuality?
- ❖ What media content do adolescents pay attention to?
- ❖ Do adolescent students practice coital and non-coital sexual activities?
- ❖ Do adolescents practice sexual activities what they have observed from social media? and what they encountered in their use of it?

1.4 Significance of the study

Studies, Medias, including new technologies, are telling us that we are living in sex revolution Era. Accordingly, in this conceptualization era peoples are busy with actual activities without integrate its consequences. Much of this, social media is one of the tool which people use to put the world under their influence and also this media has a great role in order to distribute such chaotic things. So as to the part of problem solver this study will be significant in the following aspects

- ❖ It is clear that this study will provide information to youths who lacked information regarding misleading social media
- ❖ It is useful for policy formulation, for educational institutions, for Ministry of health, for curriculum developer
- ❖ Health care givers and counselors can use this information as a tool to effectively communicate with teenagers
- ❖ For NGOs in general and particularly for those want to work on adolescent sexuality and on the impact of media, to design and monitoring intervention program to control risky behavior, this study is very essential in order to provide relevant information
- ❖ And also, a result of this study will guide academy graduate candidate students who may be interested in this field.

1.5 Scope of the Study

This study centers social media usage and adolescent sexual behavior. Particularly on adolescents those are regularly attended their class with the grade level of (9-12), and age group of (14-19) in Fire Hiwot No 2 secondary and preparatory school in Addis Ababa.

1.6 Objective of the Study

1.6.1 General objective

The general objective of this study is to describe social media and adolescent sexual behavior at Addis Ababa Nifas Silk Lafto Sub-city in Fere hiwot No 2 Secondary and Preparatory School students.

1.6.2 Specific objective

- ❖ To identify if Fere hiwot No 2 Secondary and Preparatory School adolescent students use social media as a means of source of information about sexuality.
- ❖ To describe what media content do adolescents pay attention to and how they interact with it.
- ❖ To identify whether teenagers exercise coital and non-coital sexual activities.
- ❖ To identify whether adolescents practice sexual activities what they have observed from social media and encountered in their use of it.

1.7 Operational Definition

-Social media: - As measured by Almakrami (2015) and Piozzi (2014), in this study social media is primarily internet or phone based application and tools to share information among the young people. E.g. face book, Viber Tango, What sap, Films/video and pornography

Adolescence: - in this study it indicates students of secondary and preparatory education who are attending their regular class found at age category of 14-19.

Sexual behavior: - adolescence sexual behavior is non-coital like fantasy, making out, masturbation, and including sexual intercourse. As measured by

Non-coital:- sexual behavior that occurred without intercourse.

Fantasy: - asexual characteristic by thinking and create an image by their imagination.

Makin out:-asexual behavior that occurred without intercourse like; kissing each other,
Genital touching

Risky sexual activities: -is practicing of anal and oral sex, unprotected sex, early sexual intercourse and having two or more sexual partners.

Early Sexual initiation: - is practicing of sexual intercourse before age 19.

CHAPTER TWO

Literatures of Review

2. The meaning of adolescence

As various studies agreed, adolescence is the stage of development that leads an individual from childhood to adulthood that marked by the major physical changes of puberty and other important development issues like cognitive, social and emotional developments (Coleman & Hendry, 1990).

There is nothing to remain as it is in the world, as something has beginning and also there is an end for it. There for; adolescence stage has its own beginning period and its own ending time. Accordingly, adolescence considered as it begun around age twelve and ends sometimes around age twenty -one (Dacey& Kenny 1997).

Adolescence as psychological concept was popularized during nineteen Century for the first time by developmental psychologist G. Stanley Hall (1904) which he viewed that adolescence as a time of "storm and stress". Hall published the first book on adolescence in 1904s and this time was can be viewed as the time when psychology of adolescence came of age because of the rapid social change after world war II (1945). During Industrial revolution Americans were sent their children to school and these children were developed their own culture which was different from their parents, they create new dressing style, new hair style, new conversation and this is what Hall called "adolescence" (Bakan, 1975).

During adolescence, as D. Sinclair were stated(cited in Kelvin L. Seifert & Robert J. Hoffnung, 1994)their body become rapidly changing, thus change in weight, in height, in voice, grows of hair under arms and around pubic areas are the major signs of adolescent developments for boy as well as girls.

Interestingly, these adolescents' developmental signs are not occurred for a vacuum, rather they are considered as primary sexual maturity and called puberty stage which is mostly occurred at the age of twelve -to-fourteen for girls and fourteen-to- fifteen for boys. At these primary sex characteristics, there are also additional signs started to reveal like menarche for girls and semen for boys, further breast development, changes in the vagina for girls and rapid growth of penis for boys are also categorized in this primary sexual maturity stages. Still there is another sign; next to the primary sexual maturation the secondary sexual characteristics will take a place, breast development for girls, pubic and axillaries hair for both sexes are the continued of primary sex until the age of eighteen for boys and age of fourteen for girls, however, the individual difference is as it is

Of course, some boys have facial hair some have little and others have none, besides some reached at adolescence stage in early age and other later this is what developmental psychologists say there is always individual difference.

As it mentioned in the earlier, the secondary sexual maturation also not occurs in the vacuum it comes with intentions. Accordingly, at this stage both sexes started increasingly to produce sex hormones and these hormones released in to the bloodstream through ovaries for females and through testes for males. Much of this, the gland (pituitary) which is found at brain stimulate

the testes or ovaries to produce more sex hormones, likewise the testosterone provides its support to the growth of penis and other related reproductive organs, in the same manner estrogen can support the growth of vagina, ovaries and other related female reproductive organs. After all, these rapidly hormone changes can lead adolescents in to sexuality needs, so they start to search about sexual behavior and how to involve in some sexual activities.

2.1 Adolescence in the view of Theorists

Even though, there are different views on the actual age of adolescence when it begun and where it ends, almost all theorists had consensus on the view that adolescence is a developmental transition between childhood and adulthood. Likewise, some said adolescence begin at puberty in which approximately age of 9 and ends at the age of 18 or 21 and others stated that it begun at age of 10 to 11 and ends at the age of 20 to 21. However, as (cited in Laurence Stenberg, 2011), G. Stanly Hall who is the first Psychologist to develop psychology of adolescence stated that adolescence begins during puberty stage at of 12-13 and ends at age of between 22 to 25. The three traditional theorists like Erik Erikson, Sigmund Freud, Jean Piajet, and other theorists had stated their own perspective.

2.1.1 Sigmund Freud and Psychoanalytic Theory

Even if, Freud had been criticized for his less attention of adolescent development, He never neglected to propose about adolescent developmental issues. Accordingly, he stated that adolescence is a time of change and that change can occurred in physical, emotional, behavioral, and social change and these changes are considered as universal phenomenon. On the other hand, Freud stated that the stage of adolescent psychosexual development would not

be affected by environmental factors because, it is independent and only determined by genetics (Cote, 1994).

2.1.2 Erik Erikson and Theory of Identity Development

For Erikson ego-identity and the identity crisis is the most important experience of adolescent. Even if, the establishment of identity is differ from culture to culture, the accomplishment of these development tasks have common element in all culture. For example, these adolescents' developmental tasks are defined as skills, knowledge, functions, and attitudes that person has to accomplish at certain point in his/her life.

In addition to this, Erikson described adolescence as the time of establishing a sense of personal identity and a period of avoiding role diffusion and identity confusion (Erikson, 1950). For this reason, there are questions like; where they came from, who they are, and who they are in the future that frequently clicking their mind which should have to answer by adolescent themselves. And this idea also supported by Jean Piaget. As he stated, "an adolescent unlike the Child, is an individual who thinks beyond the present and forms theories about everything delighting especially in consideration of that which is not" (Arnett, 1999).

2.1.3 Jean Piaget Theory of adolescent development

According to the perspective of Jean Piaget adolescents have the tendency of manage their ego in regarding to their social environment and not only adjusting their ego but also they can adjust their real world in line to their ego. Accordingly, for adolescence what is real is what is possible the reality is second to possibility and those adolescent thinkers can leave world of

being and live in world of becoming, in other word this world is a world of idea or imagination which they created in their mind in which they manage situations.

2.1.4 Field Theory and Adolescence

Kurt Lewin was the follower of Freud but later he develop theory on adolescence which is ideally different from others. For Lewin adolescence is a transition time in which individual change or decides his/her group. And thus, adolescents do not have clear concept of how to stay in a group or how to belong to some others; because they lie in between child group and adult group while child and adults had a clear choice for groups they represent. During this stage teenagers may face a problem like confusion in identifying their group membership it is difficult to them to welcome with two inner voices that contradicted each other ;one voice advices them to stay in a child group while other voice forced them to become a member of adult group. His concentration area was on individual rather than group and he described the behavior of individual adolescence and described it in simple and clear way to help his readers to that they can easily understand his views (Mortimer & Larson, 2002).

As Lewin stated adolescents are being motivated with their unrealistic goal. Of course, they have several choices in which they stimulated, some of chances that youth group confronted are, having sexual relation, playing basketball or football, to be an artist, and become a singer or a dancer are the main example of adolescent choice. However, in their response to this goal, they may fail due to several factors like institutional factors such as religion, schools, country law, societal culture, and family restrictions are among the main factors that hinder teen generation from practicing whatever they desire regarding sexuality. In general, according to

Field Theory (FT) there is no space for adolescents' will in this world. Even if they have free will to do or not to do whatever they want, this free will is highly determined and can be guided by their environment or by nurture (Richard M. Lerner & Laurence Steinberg, 2004).

2.2 Sexuality during adolescence

Sigmund Freud was the first for introducing the influence of sexuality in human life. Freud was lived during Victorian era (1817-1901) in which sexuality is highly rejected, considered as a sin and all pleasurable aspects of sex were denied. However, in all these movements Freud was never frustrated to propose his theory of psychosexual.

According to Freud adolescent has experienced sex during the last stage of psychosexual theory and this is the time in which adolescent start their first trial to exercise their sexual activities; and also, this time is a time in that teenagers establish one to one relationship.

Adolescents are facing several challenges during the process of being sexy and attractive. This process may require adjusting themselves to new impression, learning to be familiar with sexual desires, resisting the influence of other factors like societal culture, norms, social values and individual limitations are vital challenges that adolescent faced. Hence, their response to these challenges is highly influenced by their ecological situation. However, these ecological factors in general leave the place for nature and the biological factors (need of sex) will control the place. Of course, it seems that all researchers and psychologists had agreed on the period in which human beings become mature and sexual desire is appear. And that period is Puberty stage. During this puberty stage teenagers starts to express their sexual interest in the form of masturbation, by involving intercourse or through other sexual behavior.

Many studies shows that during adolescence sexuality does commonly practiced and considered as normal; Goodson, Buhi, & Dundmore (as cited in Steinberg, 2011) indicated that adolescents those sexually active earlier than their peers have high life satisfaction and self-esteem, however whether they satisfaction or regret for what they have done, it is not approved or disapproved by other developmental psychologists.

2.2.1 The main Characteristics of adolescent sexual Development

Adolescence is a time of great change for young people when physical change is happening at an accelerated rate

As studies describes the feeling and the behavior of adolescents' sexuality, there are some characteristics that appear during the middle school and high school of adolescents' age.

2.2.2 Early adolescent (Approximately age of 12-14)

As Laurence (1994) stated, characteristics that appear during early adolescence (the approximate age of 12-14) at this age most of the time teenagers would have reached middle school. During this stage the common characters for teenage girls regarding to their sexuality, they become worried about being normal because of their menarche, she become shyness, blushing and modesty, starts to ahead of boys and exercise masturbation which is common for both sexes. For boys, they are interested for any discussion that related to sexual behavior, before they start dating, they already informed how to deal with sexuality process.

2.2.3 Middle adolescent (Approximately age of 15-16)

During this stage teenagers would develop a characteristic that have a tendency to be concern about sexuality, they show the characteristics of intolerable to stay in only one relationship; rather they are interesting with frequently changing their relationship, they lose capacity for tender and they got fear to explain their fleeing to their oppose sex, movement towards heterosexuality with fears of homosexuality; this is common particularly in United State.

2.2.4 Late adolescent (approximately age 17-19)

At this stage both adolescent boys and girls have the tendency to show common characteristics. But it doesn't mean there is no difference between them. The main characteristics that youth shows at this stage regarding their sexuality is; in both sexes adolescents become concerned about a serious relationship, clear sexual identity and have capacities for tender and sensual love.

In general, the sexual behavior of boy adolescent and girl adolescent might be similar but the way they socialize is different. As described in the previous page, most of adolescent boys exercise their sexual activities through masturbation but for adolescent girls, masturbation is not a regular practice comparing to those adolescent boys. The other difference is that for their first intercourse adolescent boys do not have room even, they do not want to memorize rather they think it as they did without plan as 'casual date' which is contradicted with youth girls. Girls describe their first sexual partner as someone she was planned to marry.

According to study shows, because of their own reason adolescent boys are never sleep again with their first sexual partner. Accordingly, below 25% have relationship (sleep with their first sexual partner more than five times during their life time. Many youths are interested to show their love for girls who lost her virginity with them. However, for adolescent boys losing their virginity has no impact on their fleeing

Those boys are interpreted their first sexual experience in terms of achievement or scoring rather than intimacy or emotional attachment. Moreover, in order to comparing with adolescent girls, boys have positive imitated reaction for this first sex. They express their fleeing in terms of satisfaction, excitement, and happiness. However, when come to adolescent girls, the reverse is true. After having sexual intercourse for the first time, teen girls' fleeing may be mixed. They begin to lose their confidence, they feel guilty, and they will start to worry about the pregnancy and worried about their future. Consequently, during this time stress or anxiety is the most common signs for teenage girls who engaged in sexual intercourse activities.

2.3 Adolescent sexual behavior

As study indicates there are different sexual behaviors that adolescents involve in. and such as:-

2.3.1 Non-coital or non-formal sexual behavior

Non-coital or non-formal sexual behavior is a sexual characteristic that occurred without intercourse such as; fantasy, masturbation, and making out are the main characteristic that occurred during adolescent stage

2.3.2 Fantasy- fantasy is a common sexual behavior in adolescents' life. They are thinking and create an image by their imagination. In a non - representative sample of 13-18 years old 72% had experienced of sexual fantasy (Black Well, 2006).

2.3.3 Masturbation-masturbation is the most youths' culture which allows them to explore their sexuality in a safe and private way. According to one survey Black Well (2006)46% of boys and 24% of girls acknowledged having masturbation. In addition to this 67 percent males those are college students and 34 percent of females are practiced masturbation at age 15. However, masturbation is considered as a taboo topic in societies particularly religious peoples highly against it because masturbation is not only taboo but also considered as sin.

2.3.4 Making out- as K. Miller, (1997) indicated, Western adolescents had engaged in physical contact. Even if, they do not have sexual intercourse, they had kissed and others are rubbed their body against others body and few are engaged in genital touching.

2.3.5 Sexual intercourse-as it mentioned in the earlier, the majority of Western adolescents' experiences by approximately age of 17. According to national survey of (2003) in United State fifty percent of 9th-12 grade teenagers reported that they had had sex. Furthermore; this percent rapidly increase especially with age and with grade. Much of this, from 50% percent of those sexually active adolescents 6% of all Western teenagers had sexual intercourse before age thirteen and fourteen percent of them have had sexual intercourse with five or more partners in their life time (Barak A, 2005).

According to the report of some study, the rate of sexually active adolescents in Africa is very high. Accordingly, those sexually experienced girls in Africa found at the age of 15-19 and

almost half of teenage girls have engaged in sexual intercourse. In Kenya, from total of 1080 teenagers 64% almost more than half practiced coital sexual behavior at age of 13-19. The same study conducted in Nigeria and among 384 high school adolescents 35% of them had sexual intercourse cited in (Alehegn K. 2016).

2.4 Social media

Nowadays, electronic media have become so much an important part of adolescents' life. Before two–three decades for those developed countries, a few years ago for African particularly for Ethiopian there was no access to electronic media more than music and video, because there was not only limitation but also the availability of electronic media by itself was under question. However; nowadays as many studies show there is no more question about the availability of social media; it is an explosion and expanded so rapidly even beyond expectation.

Adolescents not only access music and video but also access this electronic media on computer, in all sorts of portable device especially on cell phone.

According to some study indicated all American households have at least one television and one computer, the majority of adolescents' homes have internet access and the remains access to it at school or at friends' house. As recent survey indicates, more than ninety percent of Americans teenagers use the internet at least once a day (Steinberg, 2011).

On the other-hand the amount of time that adolescents spend each day using electronic media is extremely high. As study shows adolescents spend more than six hours each day using electronic media by their cell phone. In fact, D. Roberts et al (cited in Laurence Steinberg, 2011)

have proposed that the difficulties of interpreting the studies of the effects of social media on adolescents' behavior, development, and the time that they spent on media because adolescents prefer to use media that gratified them.

Similarly, Stenberg stated the ideas that he himself seems unsure about "sexual behavior may be correlated with listening, to (sexy) music, but it is impossible to say which causes which" (Laurence Stenberg, 2011, p.231).

Perhaps because of this, there is no clear cut whether social media is facilitator or stimuli for adolescents. A very few studies gave much attention to the impact of social media on adolescents' sexual behavior and they demonstrated that; particularly adolescents those who have listen to much sex music and sexually initiative movies or video are more influenced. In fact, there is no doubt that as someone surrenders himself or herself to something, the person could be subordinated to such things or become influenced by that object. Likewise, social media has its own influence as the level of person spends much time to use or as the level of individual submissive him/herself to use it. But here the researcher would like to raise some questions on a role of social media. There for, what is the role of social media regarding adolescents' sexual behavior? And what media content do adolescent pay attention to? Hopefully we will get the answer at the end of this paper.

2.4.1 Theoretical Framework of media that related with adolescent sexuality

As I said earlier a few studies concerned about the impact of social media without considering how it influence. Therefore, according to the theory of media influence and use, the three basic

schools of thoughts have revealed different views regarding the impact of media in related to adolescent sexuality.

2.4.2 Cultivation theory

According to this perspective, adolescents can be under influence of media in respect to their knowledge about their physical and social environment, and they have the tendency to imitate or to be similar with their environment. And, adolescent who frequently watch or play football game, he/she will going to develop the tendency of playing football and start to exercise it finally he/she become football sport player. Likewise, adolescents those who spend much of their time by watching sex movies or listening sexy music, and those addicted by watching internet pornography and alike without uncertainly they become sex hunter. And finally, according to this views all these adolescents practices what they have observed, in general social media shape adolescents' attitudes, their motives, the way they think and it can guide them how to behave and what they have to believe about the world of being. There for, here media has significant influence on adolescent sexuality and this affect is considered as an inevitable.

2.4.3 Uses and Gratifications Theory (UGT)

According to this the second school of thought, there is no significant relation between media and adolescent behavior or practice. According to this perspective, adolescents can choose the media which is consistent with their interest; they select what they want to see in considering what they want to do. For example, if an individual wants to be sexually active and has developed such desire in his/her mind, he/she would prefer to watch sex movies. On the other

hand, if a person wants to be football player but being troubled to decide because of his/her physical fitness, he/she have to watch football game or video first. In general according to this view, adolescents who are interested in sex or whatever they want to do, they have to look for media in line with their interest. Here the role of media is considered as stimuli.

2.4.4 Media Practice Model Theory (MPMT).

Media practice model (MPM) is a third school of thought and emerged with unique ideas which is different of the above two school of thoughts. According to the views of (MPM) youths' desirability and their media exposure can affect each other. In addition to this youth peoples not only choose what they are exposed to but they can interpret it. According to this model the impact of social media depend on individual's interest and grand knowledge of sexuality. For example, two adolescents unintentionally may watch pornography on their face book account while on the internet. One, teenager sexually experienced and even he/she would not strange about what she/he had faced on the website even, the video may help the individual to get or to feel satisfaction. On other hand individual who is not happy in watching this same content sex movies, he/she may feel hate and can reject it.

In general, according to the Media Practice Model (MPM) it is difficult to surly say that social media has impact on adolescent sexual behavior. Likewise, as this model stated being exposed to some commercial game video, sex movies, or to internet site can't change teenagers' behavior. The recent finding of Alehegn Ketema (216) was similar with notion of MPM. As Alehegn reported having mobile phone or smart phone with any explicit material with internet access had no association with impact of social media on adolescence sexual behavior.

2.5 Social media in Ethiopia

May, 1963 it was a memorial time for Ethiopian in which Ethiopia television was established and started to give service on the first meeting of organization of African unity in Africa Hall at Addis Ababa but it mean not the start of media in the history of Ethiopia. According to the report of Shimels (cited in Tesfaye Alemayehu, 2013) 1880-90s is considered the start of newspaper in Ethiopia, and this progress journey of media has been continuing.

Accordingly, 1905 was the first printing media in the history of Ethiopia which was prepared in French language and circulated in Harrer. However, these processes was interrupted for five years because of the fall of country under the army of Italy, after the country got its freedom in 1941, the new era had emerged with new Ethiopian printing media namely Addis Zemen and Ethiopian Herard and also broadcasting media service was started during this period.

2.5.1 The emerging of Telecom Technology in Ethiopia and its expansion

As Feyissa stated (cited in Tesfaye Alemayehu, 2013) the first telecommunication service introduced at the period of Emperor Menelik II in 1894 and it is considered as the oldest one in Africa. During this time the service was under government control and the line was only Addis Ababa to Harrer and gradually almost after two years this line distributed to other small cities too.

2.5.2 Internet and Face book in Ethiopia

Internet is a network that available by Internet service provider organization (ISPO) to links computer networks all over the world by satellite and telephone, connecting peoples with

service networks such as e-mail and the worldwide web. As evidenced from study, internet was introduced in U.S. in 1969 by two companies, by the time those two companies accused each other to get recognition and to get the legal rights of own Brand. During this time its operation was for only academic research but now it became integral part of our life (Ali, 2012).

In Ethiopia, according to the estimation of some study internet service was started in between 1993 to 1997. By the time, the number of data subscriber was very small and intervention area also very limited. In this case therefore, the users were only foreign organizations.

However, by 2010 the internet service in Ethiopia began to highly accelerate and the number of users also increased by 6,677,903 but in 2013 this number dramatically increased to 22.4 million. In addition to this, according to the reports of social media, 2012 (as cited in Tesfaye Alemayehu, 2013) by the time the number of Face book users in Ethiopia was more than 1, million but now the number is estimated that it can be doubled.

2.6 Empirical explanation of Social media and adolescence sexuality

Researchers suggested that now day's teenage generations have a great accessibility to involve in different online activities by using tools like internet, face book, pornography videos, and other sexually related Medias. As the evidence of research project that conducted in Nairobi, Kenya Rita Njoroge, (2013), among age of 9 to 19 late child hood and teenagers 57% of them have watched online pornography, much of this among 1,501 interviewed adolescents 77% of age 14 have received electronic via sexual message.

Similarly, the study that conducted in Addis Ababa preparatory schools on the effects of sexually explicit material on early sexual initiation has been revealed more or less with the same result Alehegn Ketema (2016). According to Alehegn, among the total of 1016 participants 51.67% of them were exposed to one of sexually explicit materials which is pornography. However, it seems that there is a little bit difference in number of adolescent who involve in to sexual activities between adolescent of Addis Ababa Ethiopia and Nairobi Kenya. According to the evidence of Alehegn2016, among the total participants of 1016 adolescent students majority of them (86.1%) of them ever had sex. In other explanation 13.9% of adolescents have practiced what they have seen or read from sexually explicit material while the study conducted in Kenya reported that 58.9% of participants have engaged in to sex activities due the impact of social media.

2.6.1 The impacts of social media on adolescents' sexual behavior

Many researchers, and scholars were preaching that this era is the era of Information Technological era. As the name indicated social media is one of power full tools that brought breakthrough to the expansion of globalization in the world. In general, it is not mystery to understand the impact of social media whether it has negative impact or positive so than the researcher has no doubt on its influence but the question is how adolescents have interpreted it and what is the attitudes of adult people towards adolescent use of social media. Unfortunately, researchers neglect or gave less attention to this issues (Reed W. Larson, 2002).

Researchers believed that there is a significant relationship between social media and adolescents' sexual behavior. According to Michele L. Ybarra, Victor C Strasburg and Kimberly

Mitchell (2014, pp. 1-10) among 1058 youths age of 14-21 almost all of them reported that they involved in online activities like playing game, listening music, watching online pornographies and other related sexy movies. Among those exposed adolescents 47% of them had practice sexual activities including anal and oral sex. Others stated that social media not only influence their sexual behaviors but also it can influence adolescents' attitudes and beliefs towards their sexual activities. Perhaps because of this, those adolescents have seen some sexually aggressive behavior and behave in line with what they have seen and this may made them out of their societal norms.

On the other hand, only few studies have suggested that against the significant relationship between adolescents' sexual behavior and social media. According to those studies (2014), any sexually related videos, music or images have little or no influence on adolescent sexual behavior. According to Stevens et al, (2016), teenage generation much focused on other social media rather than on sexually related media, these adolescents were spent much of their time on using like Face book, Viber, what sup, and Twitter. As this finding suggests, adolescents use such media for different purposes like to introduce with new friends not only to get new friends or to make new relationships but also it help them to extend the friendships they already have from other areas of their life, such as faith based relationship, schools, local activities like to involve in political activities others may to economic purpose, and others to seek different information, for communication, for educational purpose and few of them exposed to pornographies and a like. In addition to this teenager can learn a lot thing through internet service about sexuality issues including sexual health in which societies or parents traditionally have less or no desiccation with their children. This view seems it support the idea of that

internet service has positive impact on adolescent sexual behavior. However, the recent majority of research finding almost all of them do not conform that the social media has no negative impact on adolescent sexual behavior (2016. Pp.62). In fact, this argument requires more investigation to assured its reliability. Hopefully, the result of this study will going to answer whether those things have significant relation with youths' sexual behavior or not.

2.6.2 Risks of social media that associated with teenage sexuality

Nowadays communications are being virtual rather than physical. As everyone can observe in School areas, around public stations, in transportations and such like places it seems that each individual particularly teenagers have married with his/her cell phone. But it is difficult to judge that as if all of them are using social media for the purpose of sex what I can say is they are so much busy with their cell phone. And such kind of new cultures can affect personal skills like communication skill, social relationship skill and also it can be considered as disrespect for social values.

A few years later electronic materials particularly smart cell phones become the most important tools for adolescent youths. Because they can do whatever they want to do with it in private through social networking site, the most common activities that studies reported are exchange via text message, playing game and watching on line video are mentioned as the primary material among adolescent youth practiced.

According to cross- sectional study conducted among regularly attending preparatory school adolescents in Addis Ababa in 2016, among 1026 students age of 15-19,almost more than half participants (52.2%) reported that they watched pornographic through social network media

like internet, video, films and video clips, in addition, among 1007 students 187 (28.6%) of them had sexual intercourse

In addition to that, teens are exposed to cyber bullying. Social media has a big role in creating an opportunity for youths to communicate with other friends who they do not know physically, during their conversation adolescents share their personal values, their behaviors, their feelings and their exercises; when doing this especially when they share their private exercise they can keep in touch no matter who their friends are and where they are. During these activities depressed adolescents are the most vulnerable. Teenagers become depressed due to several reasons such as lack of closed-friends, loss of parents and environmental changes. Those depressed adolescents report that they were threatened to read hurtful message and to watch hurtful videos which is cause to depression, anxiety and even to suicide.

2.7 Purpose of adolescent with using social media and a site which they do prefer

According to research finding of Bryant, Sanders-Jackson, and Smallwood in 2006, as (cited in Rita Njoroge, 2011) adolescents use social media for several reasons. Some major reasons are as the following:-

- Teenagers uses this new technology to introduce themselves to the world around them
- They use this social network site to understand what is going on and to be familiar with it
- Others use it to enhance their communication with their friends, families who lives somewhere else
- And still others use it to get immediate relief or solution for their questions or problems

According to this finding adolescents those their mind became scattered with ideas of identity issues, and with some sensitive issues, would not able to freely discusses with their parents, with their peers about sexuality rather, they preferred to search social media to get someone whom they believe for their confidentiality and also to get educate answer for their question. During this time their foreign mentor may encouraged them to exercise something which is strange like 'sexting.' sexting is a type of texting in which persons receive or send sexually related message and images like nude image or semi-nude; and more of this those foreign friends encouraged these teens to exercise phone sex.

In fact, social media particularly social network site like internet is not an event because it is rapidly expanding all over the world within a short period of time and it became increasingly a common phenomenon to all society and this sexualized environment became the home of worldwide adolescent. (E. W. Owens., not date. pp. 99-102)

On the other hand, there is some debate on which social network site do adolescent prefer and why. Many researchers are concerned about teenagers' sexuality and its consequences. Actually, it may be obvious to give priority for what they have considered; but it would be better if they add about the choice of youth and why they chose it.

CHAPTER THREE

RESEARCH METHOD

3. Research Design

A cross-sectional study was used to describe social media usage and adolescents' sexual behavior among Fire Hiwot No 2 secondary and preparatory school regular students.

In order to get complete information and to provide a general picture, qualitative and quantitative research approaches were employed in combine .For qualitative focus group discussion was used. As Creswell and Plano Clark (2997) suggests, this method is very essential in order to investigate adolescents' knowledge, their understanding about social media and adolescents' sexual behavior, their interpretation, and their experience towards sexuality and use of social media. On the other hand, based on research objective the quantitative research design is the best one for the purpose of providing detailed description (Leech, 1993). And this quantitative research approach has a great role to generate statistics through using methods like questionnaires.

3.1 Study area

This study was applied at Addis Ababa City in Sub-city of Nifas Silk Lafto with the particular location of woreda 9 in Frehiwot No.2 secondary and preparatory school.

Firehiwot No. 2 School is one of the government schools in which 2185 total number of regular secondary and preparatory students were attended their class at the time. The reason that why

Ferehiwot No 2 secondary and preparatory school selected as study area was, that the school of teachers conformed that most students attending in this school, have personal smart phones as a result they have more exposure to use social networking sites. Besides, the researcher can observe the situations because the school is found at the residence area of the researcher.

3.2 Study population

The target population of this study was adolescent students who were regularly attending secondary and preparatory school at Ferehiwot. No 2 secondary and preparatory school in Addis Ababa. The total number of 2185 all students who found at age group of (14-19) were the target population to this study.

3.3 Participants of the study

Participants of this study were 120 adolescent students those who regularly attend their class. These adolescent students were selected through stratified sampling from grade (9-12) with the age group of (14-19).

3.4 Sampling Techniques

Stratified random sampling technique was applied. The total number of Grade 9-12 adolescent students in the selected school were 2185 which was divided in to 40 sections and each section contains 52-55 students. In this case, the researcher used 120 students from all grade levels. In order to get reliable data, the researcher wants to limit the number of participants but all sections got equal representatives. To determine sample size, from each section 3 students were selected by using students' class list every 15th name of student on the class list was

selected until 3 students will get from each section. Then from Grade 9: 38, from Grade 10: 30, from Grade 11: 26, and from Grade 12: 26 was selected and from each grade level all sex type has been equally selected by using stratifying random sampling which was 60 males and 60 females and all were aged between 14-19.

3.5 Source of data

In order to achieve the intended objective of this study, researcher used primary data. And as John Creswell (2009) suggested this data was collected from those sample population through questionnaire and focus group discussion.

3.6 Measurement

Questions that presented in this study were adapted from various sources. In the first section adolescents were asked basic demographic questions such as their gender, age, nationality, and school grade level. Based on the instruments that developed by Almakrami's (2015), (11) items were adapted to this investigation. Almakrami developed 47 items to study online self-disclosure in Saudi Arabia and Australia. And this Almakrami's measurement has three sub sales. The first subscales measured about whether or not adolescents are social media user and for this purpose, (4) items were adapted. And the second subscales used to measure how often adolescents use social media and; for this purpose (3) items were prepared. Students were also asked about their media usage habit; and for this purpose the third subscales was used to measure adolescents' media usage habit which consisted (5) items that adapted to this study. To

investigate adolescents' sexual experience, measurements that developed by Metzler, Noelle, & Biglan (1992) was adapted to this study. Accordingly (8) items were adapted in order to get yes or no answer.

To assess frequency of social media visit for the matter of information seeking about sex and a type of program they watched, (5) items were prepared by using Piozzi's. (2014). In Piozzi 10 items were developed to investigate adolescents' frequency of media usage.

To study issues related to adolescents' activities on social media (sexting and texting) two items were prepared from Macomb's (2011) By Macomb 17 items were developed to measure females' participation of identity construction on Face book.

Participants were also asked about risky sexual behaviors (early sexual intercourse, number of sex partners, unprotected sexual intercourse and access to social media. In general a total of 37 questions were asked. Based on the "I'm social media user" version of survey the researcher modified to make contextual. Accordingly, the weekly Social media usage has been break down to daily social media usage (Less than 1 hour, 2hours, 2-4hours, 4-6hours, 6-8hours or more than 8 hours). The participants were continued to answer questions how they have used social media and to what extent social media provides them certain sexual behavior. And they were showed the rate the types of social media support that they received from their media usage (Instrumental, emotional, and information)

In the last section of this study participants were asked in group (FGD) questions referring to the "three most important" reason why they are on social media. An example item is "I have used Face book to check out someone socially" social support is a-9 item scale which has three dimensions of three items each measuring emotional e.g. (listened to my feelings and concerns Face book).

3.7 Focus Group

In order to triangulate discover social media and adolescents' sexual behavior, focus group discussion was thought a suitable method for observing, revealing, and recording participants' opinion. Therefor FGD were preferred as an approach in this study because it is important to triangulate and diversify the source of information. During FGD tape recording and transcripts were used to discover how the participants talked and what they talked about (Bryman, 2007). The tape record were helped the researcher to fully captured what they talked about. While they were talking, the researcher gave them attention and more concentrated on important information. And also the researcher assured them that the content of the interviews would remain confidential.

3.8 Pilot test

As Oppenheim (1992) and Wiersma (2000) indicated, every words that used in the questionnaire should be pretested and it helps to identify problems of wording which might cause misunderstanding and confusions. Accordingly the purpose of pilot study is to solve

ambiguity (Language clarity and structure problems) and also it helps to check whether the instrument was able to address the targeted goal and bring the desired results. In this study, to reduce the effect of language barrier a questionnaires were translated in to Amharic version. After the translation of Amharic language the result version has then back to translate in to English. By doing this the researcher was able to increase the validity, reliability and the applicability of the questionnaire.

The Amharic language questionnaires were pretested on randomly selected sample of 20 participants (10 males and 10 females) from selected school. For the completion of the questionnaire participants were used on average 25-30 minutes. Based on the discussion of participant grammatical errors, wording errors and other clarity problems were modified. In addition, one open ended item to assess adolescents' reason to use media as a means of information is added to the questionnaire.

3.9 Methods of Data Collection

Based on the research objective and research question the following methods was applied in this study. In this case therefor, the researcher conducted the data by means of questionnaires and focus group discussions. Questionnaires were the main instrument that was used in this study; and this method has helped respondents to have sufficient degree of freedom for the issue of privacy. As it suggested by Merriam (1998), this method is very important in order to gain richer information about behavior, knowledge, and their perceptions about the phenomenon of social media. The questioner was administered by the researcher at school in space class after followed the appropriate ethical procedures such as getting permission from

school director, explaining the purpose of the study and seeking the consent of the students. This method helped the researcher to look after the situations, he was at hand to answer adolescents' queries and to clarify any of the study's that they didn't understand.

3.10 Method of Data Analysis

After collecting all the required data, the raw data was edited first in order to put it in to usable form for the purpose analysis the language was translated from Amharic to English. Then based on data instrument tool which was close-ended and open-ended form questionnaires, the combination of data analysis was used. A content form of analysis was used for the purpose of qualitative. In addition, as it suggested by Bernard (2010), this method is the most favorable in order to identify and exploring ideas.

For quantitative method table and text present of analysis was applied, statistical package for social science SPSS 23 version, was used in dealing with quantitative. Pie charts, and tables were also applied for this analysis.

3.12 Ethical Consideration

First of all, the researcher announced that any participation in this study was required willingness and voluntary. Therefore, ethical issues was considered based on the following guidelines or principles.

- ❖ In order to respect societal culture, norms, traditions, and individual's moral, special attention has given for the sensitive issues.

- ❖ Any negative action either verbally or physically that would try to convince teenagers was strictly forbidden.
- ❖ To maintain privacy and confidentiality of informants both researcher and data collectors took the maximum care not to expose name and addresses of the informants.
- ❖ The right to discontinue or to withdraw from the interview during FGD session were respected.
- ❖ Before data collection a questionnaire format and other study formats was checked by the advisor.

CHAPTER FOUR

FINDING

In this chapter, the data that was collected from the sample population of the study was analyzed, presented and interpreted. The presentation and discussion were made in related to the research questions outlined in chapter one. For analysis part, data from questionnaires were coded and analyzed in to quantitative summary reports by using the statistical package for social sciences (SPSS) version 23. The data was inserted in to the program with definite category from which analysis was run to capture descriptive statistics in the form of frequencies and percentages.

Demographic information of respondents' gender and age

Table 4.1

Gender	Frequency	Percent
Male	60	50.0
Female	60	50.0
Total	120	100.0

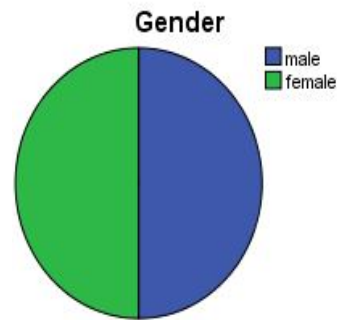


Figure 4.1

The study sought to locate the gender distributions of participants. As shown in the above, in this study there was no gender imbalance because the nature of the research and questions asked were gender sensitive.

Table 4.2 respondent's age and grade level distribution

	List	Frequency	Percent
Age	14	1	.8
	15	15	12.5
	16	23	19.2
	17	29	24.2
	18	38	31.7
	19	14	11.7
	Total	120	100
Grade level	9	38	31.7
	10	30	25
	11	26	21.7
	12	26	21.7
	Total	120	100

Participants were asked to indicate their age and grade level. Table 4.2 shows that the different age of respondents. Most of the respondents fall between 16-18 years which is age 16 contains

(19.2%), age 17 (24.2%) and age 18 holds the highest percent which is (31.7%). The smallest age of respondents in this study is age 14 which is (.8%) the remains were age 15 contains (12.5%) and age 19 contain (11.7%). And from the table grade level of the participants shows that (31.7%) of them grade 9 which is the highest percent. From grade 10, (25%) and the remains (21.7%) of the respondents from grade 11 and 12 which is equal proportion.

Table 4.3 Adolescents' Media usage and Frequency

Do you use social media?		Frequency	Percent
	yes	117	97.5
	no	3	2.5
	Total	120	100
If yes, how often do you use?			
	Daily	67	55.8
	2-4 times in a week	13	10.8
	Sometimes 1-4 in a month	35	29.2
	If any	3	2.5
	Total	118	98.3

The participants were asked to indicate whether they use any SM. The results showed that use of social media is popular among adolescent students. As table 4.3 shows, almost all adolescent students 117 (97.5%) of them were familiar with social media. They were further asked to indicate how often they use social media. The results showed that among the total of 120 participants the majority 67 (55.8%) of respondents were used social media on a daily bases,

(10.8%) of respondents used SM 2-4 times per a week and the remains 35 (29.2%) of participants were indicated that they use SM 1-4 times per month.

Table 4.4 youth preference of SM.

Preference of SM towards seeking information about sex		Frequency	Percent
	film/video	41	34.2
	Facebook	43	35.8
	YouTube	13	10.8
	if any	21	17.5
	Total	118	98.3
Total		120	100.0

The respondents were asked to indicate their preference of SM in order to seeking information. As a result the majority 43(35.8%) of participants were preferred to use Facebook as a source of information about sex. As the table above indicates Facebook and film/video were preferred much more than the other SM. Others, 13 (10.8%) of respondents preferred YouTube and 21 (17.5%) of respondents indicated that they preferred other types of SM.

Table 4.5 Adolescents' Source of Information about Sex

Do you use SM as source of information about sex		Frequency	Percent
	Yes	83	69.2
	No	36	30.0
	Total	120	120
Do you discuss about sex with Facebook friends?			
	Yes	63	52.5
	No	57	47.5
	Total	120	120

Respondents were asked to indicate whether they used social media for the purpose of seeking information about sex. Accordingly, the table above (table 4.5) showed that the majority 83 (69.2%) of respondents indicated that they primarily used SM for the purpose of source of information about sex while the remains 36(30%) of them were used other media to get information about sex. The participants were also asked whether they had discussed about sex with their Facebook friends and as a result more than half 63(52.5%) of them had discussed with their Facebook friends.

Table 4.6 Adolescents' Sexual content Media Usage.

sexual content message on mobile or laptop		Frequency	Percent
	yes	75	62.5
	No	45	37.5
	Total	120	100.0
If yes, types of message?			
	Text	48	40
	Image/voicemail	13	10.8
	All types	14	11.7
	If any	6	5
	Others	39	32.5
	Total	120	120

Respondents were asked to indicate whether they used Laptop/Cell Phone for the purpose of sexual content message. The result shows that the majorities 75 (62.5%) of respondents used their Laptop/Cellphone for the purpose of sexual content message. And also they were asked to demonstrate what type of message they used. As the table above (table 4.6) shows, the majorities 48(40%) of participants have reported that they used a texting types of message, 13(10.8%) of them used image/voicemail, 14(11.7%) of the respondents used all types of message and the remains 6(5%), 39(32.5%) used for other purposes like, listening to music, watching favorite movies and sports.

Table 4.7 Sexual content SM that adolescents preferred.

Item		Frequency	Percent
Do you like watching pornography?	yes	74	62
	no	46	38
	Total	120	100
If yes, what type of pornography would you prefer?	Youth involved pornography	55	45.8
	Adult involved pornography	8	6.7
	All types of pornography	28	23.3
	If any	10	8.3
	Not any	19	15.8
	Total	120	100
Where do you get this pornographies?	Renting from video house	13	10.8
	Online internet	76	65.8
	If any	9	7.5
	Not any	19	15.8
	Total	120	100

To identify the use and gratifications that adolescents derive from SM, participants were asked whether they have gratified by watching sexual content movies, what type of pornography they preferred, and where they accessed it. As the result more than half 74(62%) of respondents were reported that they gratified by watching sexual content movies. The results of the study further

revealed that more than half 55(45.8%) respondents have preferred youth involved pornography, 28(23.3%) of them watched all types of sexual content movies, and also the finding showed where they accessed these movies. The majority 76(65.8%) of respondents accessed sexually content movies from online internet, 13(10.8%) of them accessed from video house.

Table 4.8: Adolescents' SM Usage Habit

Item		Frequency	Percent
Which tool(s) do you prefer to watch pornography?	laptop	22	18.3
	cell phone	71	59.2
	if any	8	6.7
	Not any	19	15.8
	Total	120	100
How often do you watch pornography?	Daily	4	3.3
	3-4 per week	10	8.3
	1-4 per month	49	40.8
	If any	38	31.7
	Not any	19	15.8
	total	120	100
With whom do you watch this pornography?			
	Alone	66	55
	With my boy/girl friends	23	19.5
	With school friends	6	5
	If any	4	3.3
	Not any	19	15.8
	Total	120	100
Where do you see this pornography?			
	Video shop	4	3.3
	At home	80	66.7
	Friends' home	1	.8
	At school	14	11.7
	If any	1	.8
	Not any	19	15.8
	Total	120	100

The participants were asked to indicate which material/s they used to watch sexual content movies. As the result, the table above indicated that the majority 71(59.2) of respondents used their cell phone, 22(18.3) of them used their Laptop. Respondents were also asked how often they had watch, with whom they had watched and where they had watched. The finding (Table 4.8) indicated that 4 (3.3) of respondents watched daily, 10 (8.3%) 3-4 times per week, the highest percent 49 (40.8%) used 1-4 times per month. The finding also showed that more than half 66 (55%) of respondents watched alone, 23(19.5%) with their boy/girlfriends, 6(5%) with their school friends, and as the above table information, the majority 80(66.7%) of participants watched at their home, 4(3.3%) at video house and 14(11.7%) at school.

4.9 Adolescents' Age Characteristics of First Time Sex

Item		Frequency	Percent
Have you ever had sex?	yes	50	41.7
	no	70	58.3
	Total	120	100.0
How old were you the first time you had sex?	11	1	.8
	13	1	.8
	14	5	4.2
	15	9	7.5
	16	12	10
	17	19	15.8
	18	3	2.5
	others	70	58.3
	Total		
	numbers of sexual partners	With two peoples	17
With three peoples		6	5
With four peoples		3	2.5
Not willing to answer		4	3.3
Others		90	75
total		120	100

Table 4.9 shows that among the total of 120 participants 50 of them reported that they were exercised sexual intercourse and the respondents were also asked to indicate how their age for the first time sex was. As the result the respondents respectively had sex experience before

age eighteen. They were further asked to indicate the numbers of sexual partners they have throughout their life time. The finding shows that 26(21.7) of participants were reported that they had had sexual intercourse with more than two partners. For example the above table shows that 17(14.2) of respondents had had sex with two, 6 (5%) with three and the remains 3(2.5%) of them have more than three sexual partners.

Table 4.10: Adolescents' Non-Coital and Fantasy Sexual Characteristics

Item		Frequency	Percent
Have you ever practiced any kind of making out or fantasy sexual activities?	yes	88	73.3
	No	32	26.7
	Total	120	100
Have you ever had masturbation?	Yes	54	45
	No	66	55
	Total	120	100
Have you ever practiced phone sex?			
	Yes	40	33.3
	No	80	66.7
	Total	120	100
If your answer is yes where did you commit this things?			
	In my bed room during night time	30	25
	In shower room	8	6.7
	At school	2	1.7
	Others	80	66.7
	Total	120	100

The study sought to describe adolescents' making out sexual behaviors. The finding of the study revealed that the majority 88(73.3%) of respondents were reported that they had practiced making out sexual activities like, kissing each other including genital touching. The respondents were further asked to indicate whether they had masturbation. The result shows that 54(45%) of participants reported that they had had masturbation. Participants were also asked to indicate whether they exercised non-coital sexual behavior. The finding of the study revealed that 40(33.3%) of respondents had practiced non-coital sexual activities particularly phone sex and also participants were asked to indicate where they practiced phone sex activities. As the result (Table 4.10) indicates, 30(25%) of respondents were indicated that they had had phone sex in their bed room during night time, the remains 8(6.7%) and 2(1.7%) of them indicated that they practiced at varies places including school compound.

Table 4.11: Reasons for delay sexual initiation and adolescents' beliefs towards sexual debut.

item		Frequency	Percent
reasons for delay sexual initiation	not ready	33	27.5
	I haven't had the opportunity	5	5.0
	haven't got any one to do with	2	1.7
	my parent's value are against it	3	2.5
	fear of STD & pregnancy	8	6.7
	my religious values against it	19	15.8
	Others	50	40.8
	Total	120	100
Is that all right for adolescents to have sex at early age?			
	yes	26	21.7
	No	94	78.3
	Total	120	100
Is that watching pornography goo/bad?			
	Good	75	62.5
	Bad	45	37.5
	Total	120	100
Do you belief that SM is peer/super peer			
	Yes	63	52.5
	No	57	47.5
	Total	120	100

The study sought to reveal the reasons why adolescents delay to have sex. The participants were reported that the main reasons for their abstinence. 33(27.5%) of them emotionally not ready, 19(15.8%) because of their religious values against it, 8(6.7%) fear of STD and pregnancy and the remains 2(1.7%), 3(2.5%) of them were not got the opportunity. The study also sought to reveal adolescents' sexual beliefs. The finding indicated that 26(21.7%) of respondents were reported that it is alright to have sex even before age eighteen. The respondents were also asked to indicate whether watching pornography is good/bad. The results showed that the majority 75(62.5%) of study participants said that watching pornography is good. They were further asked to indicate whether they viewed SM as super peer. The above (Table 4.11) shows that more than half 63(52.5%) of students indicated that they were viewed SM as super peer.

Table 4.12 adolescents' exposure to pornography

Item		Frequency	Percent
Have you ever saw sex movies that posted in social media by famous people?	Yes	53	44.2
	No	67	55.8
	Total	120	100.0
If your answer is 'yes' have ever motivated to practice?			
	Yes	42	35
	No	78	65
	Total	120	100
Have you driven to have sex due to your previous experience of watching pornography?			
	Yes	30	25
	No	90	75
	Total	120	100

The respondents were asked whether they had ever saw any sexual content videos, images or pictures that posted by famous people. The finding of the study shows that 53(44.2%) of participants reported that they were exposed. They were also asked to indicate whether they were motivated to practice what they have seen. The results showed that 42(35%) of them reported that they were motivated. They were further asked to indicate whether they had been driven to have sex due to their previous experience of watching pornography. The results showed that 30(25%) of participants indicated that they have driven to have sex.

Table 4.13: Adolescents SM Practice

item		Frequency	Percent
When did you started watching pornography?	before engaged to sexual intercourse	103	85.8
	after engaged to sexual intercourse	4	3.3
	Others	13	10.8
	Total	120	100
Have you ever tried practicing what you have seen from SM			
	Yes	22	18.3
	No	98	81.7
	Total	120	100
Due to your SNS choice and practicing sexual activities, are there any problems you ever faced?			
	Yes	28	23.3
	No	92	76.7
	Total	120	100
If 'yes' what are those problems?			
	Unwanted pregnancy	2	1.7
	STD	4	3.3
	Abortion	3	2.5
	School dropout	9	7.5
	If any	10	8.3
	Others	92	76.7
	Total	120	100

Table 4.13 the study sought to identify whether participants experienced watching pornography before they have committed sexual intercourse. The result shows that the majority 103(85.8%) of participants watched sex movies before their sex experience. The participants were also asked to indicate whether they practiced what they saw on SM. The result showed that 22(18.3%) of participants had practiced. And the study also sought to identify whether adolescents had ever faced any problems due to their media choice and their practices. The results indicated that 28(23.3%) of participants had faced different types problems. Among those various problems, school dropout 9(7.5%), abortion 3(2.5%), STD 4(3.3%), and unwanted pregnancy 2(1.7%).

4.11 Focus group Discussion Result

As it noted in research design part the focus group interview was made with participants. Adolescent students were asked to identify how they saw social media regarding sexuality and what they encountered while using it. There were 24 adolescent students participated in two groups 12 males and 12 females. This FGD was made in order to triangulate the situation regarding with social media and sexual behavior.

At the beginning of the FGD it seems very difficult to start because everybody was embarrassed and they looked each other. However after encouraging students to speak, they would start to talk; some individual needs to be invited and courage. Once conversation started some students verbally participated and others nodded. In general FGD participants were asked to indicate their opinion or experiences regarding social media and sexuality.

Please can you explain in your own words what sexual behavior mean?

What do you know about social media?

FGD participants were asked about their opinion towards sexual behavior and to describe their knowledge regarding SM. As the result almost all group members described sexual behavior in terms of reproductive health and related. Rather, they know better what sexual activity mean. Regarding SM adolescents gave detail explanations. The major explanation that all members agreed on it was; “Social media is electronic device that we used via internet such as Facebook, WhatsApp, Viber, and Imo.”

Do you use social media as a means of source of information about sexuality? How do you use it?

FGD participants were interviewed about their social media usage habit. And the interviewees reported that each of them have checked their Facebook account via mobile phone at least more than three time per day and they have also used one or two types SM like Facebook, Viber and Imo.

With whom do you talk about romantic on social media and what type of information or message do you exchange?

FGD participants were asked to describe the situations in which adolescent students engage in sexting/texting and their opinion of the practice. Participants were reported that they preferred social media to ask about sexuality rather than their peers. Because while they used it, they would feel safe, freedom and independency. But when they engaged in sexting/texting they preferred to discuss with the one whom they loved and believed. However some group members indicated that they failed in love with

someone that they did not physically know. One female respondent reported that she is in love with a person lives in USA. Both of them physically didn't know each other but they practiced some activities via smart phone, they exchange nude pictures/images, they were sent selective word and romantic messages for each other. For example the mobile message that sent from American guy taken with permission is as follows: " in my life I learn how 2 love, how 2 smile, how 2 communicate, how 2 work, how 2 be happy and how 2 strong, but I didn't learned how 2 stop missing you". Another message was written as follow "I hope that I can kiss you 999 kiss, and I make a mistake in counting. So, I restart counting". Others were also reported as if they use similar content with their local terms like "ወፍ በሆንኩኝና በርሬ በመጣዉ፤ ለኔና ላንተ ተብሎ ቅዳሜ እና እሁድ ባይፈጠር እንደተለመደዉ ሁሌም አይን አይንህን አይ ነበር". The translations are as follow: " if I had been a bird, I would have come" "if weekends had not been created for the sake of us, I would see your eyes as a usual" the term weekend indicated that in Ethiopian school curriculum there is no class in Saturday and Sunday, so, the students may stay at home and they would not see each other until Monday.

What do you feel when you watch sexual content movie or pornography?

FGD respondents were also asked to describe what they felt while they watch pornography. They said that they felt something new like, their hormones became stimulated and they took action in response to their feeling. Some boy study participant

said as follow: "I have courage to call and tell her how much I loved her" similarly others said that they have dare to call and express their fleeing to someone they loved. Some female respondent indicated her feeling as follow: "after watching romantic film I was regretted for my refusal of sex invitation"

Please can you tell me any problems that you faced or heard while using social media?

FGD participants were further asked to indicate what they encountered in using SM. The finding of the discussions shows that students encountered that cyber bullying in their use of SM such as; hurtful message, calling in a chat room, fake profile and sending sexual content movies are the major one. The groups also further indicated that they encountered like; loss of concentration during class, being depressed, class dropout, fail in exam and poor in grade results are the major one. Finally participants were asked if they have something to add to this study regarding practicing of SM and sexuality. As a result some participants reported that during their message exchange with their romantic partner, but the message was sent to others outside the relationship. And also they indicated that they have more experiences in similar situations. Some participant said as follow: "while I sent romantic message unfortunately I wrote wrong number which was my Dad's then I press the sent item the message was sent. I remember that day for the first time my Dad strongly hit me. I was prohibited from going out for certain days" and other similar situations were observed through this FGD.

CHAPTER FIVE

DISCUSSION

In this section the finding of the study was discussed in line with the research questions. The finding also further discussed in respective of previous studies and in relation to literature reviews.

RQ1: Do adolescents use social media as a means of source of information about sexuality?

As stated by Vivek A, and Saranya D (2012), social media is now a popular media platform for adolescents around the world, including participants of this study. The finding of this study (Table 4.3) indicated that from the total of 120 study participants almost all students 117 (97.5%) of them used SM. Teenagers spend more time using social media than any other businesses. Some youths indicated that the reason why they preferred and spend more time on SM. Accordingly, social media have provided opportunity to learn about themselves, about the nature of relationships particularly about their sexuality from social media than they do from parents, schools or any other things specially in cultures where sex education is limited or prohibited. As the results showed the majority 83(69.2%) of adolescent students used social media for the purpose of seeking information about sexuality. This is also indicated that sexual content is conventional and easy for them to access in a variety of social media. The finding of this study were further supported by Use and Gratification theory (Araba Sey, 2011). According to the assumption of UGT, people can bring out their motivations for their preference of media, which is, their reasons for using social media. Among Uses and Gratification categorizations of

Elihu et al (1974), this finding basically discussed on three of them, information seeking, information sharing and cognitive needs. Information seeking defines as using SM to find out information that interest their need while cognitive needs refers to acquisition of information, knowledge, and understanding. Accordingly, forty eight percent of teenagers reported that use of social media satisfies their need to ascertain and learn new things. In addition to this finding, the literature suggested that teenagers can learn sexual behavior from observing the behaviors described in sexually definite.

The finding of this study further demonstrated the preferred social media for the means of information about sex. Accordingly Facebook acquiesced (35.8%), YouTube (10.8%), via internet online video (34.2%). Particularly Facebook is a very popular among adolescents. As the result of this study indicated on (Table 4.5) at the finding section, among the total of 120 adolescent participants more than half 63(52.5%) of them reported that they have discussed about the sexuality with their Facebook friends via Facebook. And the finding of this study is more or less similar to the reports of Madden et al (2013), the report revealed that in the United States of America 81% of Facebook user of teen agers obtained information about sexuality from their Facebook friends, the report also revealed similar finding from Africa 69%.

RQ 2 What media content do adolescents pay attention to and how they interact with it?

The preferences of adolescents' media usage is determined by their uses and gratifications that they derive from it. As the results indicated, this study found that 75% of study participants reported that they used sexual content media. The finding of this study almost similar to 77.2% similar study conducted in Hawassa among preparatory school adolescent students Tony,

Zewudie and Serawit (2015), and also it is similar to 72.5% the study conducted in Addis Ababa among high school students (Dawit, 2015).

Teenagers use a variety of SM and ascendingly engage with these media on different platform. The amount of sexual content that adolescents use may be different some may use television, music, film/video, and online internet video or pornography. This study also further discussed on how these teenagers interact with sexual content media, as noted in the finding section the major interaction mechanism that adolescents used were, via text 40% sexting 10.8%, and the remains used discussion with Facebook friends and watching online pornography.

Sexting is the involvement of sending nude, sexual oriented images, and sexual content messages sent from one cell phone to another from computer or laptop to laptop. Camera enabled cell phones and the familiarity of texting has made sexting a common activity among adolescents. The finding of this study further supported by (Internet Watch Foundation Annual Report, 2008). This study also further revealed another primary source of information regarding sexual desire is via internet pornography. The finding of this study shows that 61.7% of adolescents reported that they preferred pornography for their gratifications. And the study also found out what types of pornography they used. As the results, 45.8% youth involved pornography, 6.7% adult involved pornography and 23.3% preferred all types of pornography. This study almost similar to 51.7% similar study done in Addis Ababa preparatory school students Alehegn K.(2016), this findings also further supported by Thompson (2007),that reported 42% of internet users had seen online pornography. The variation may be due to the difference in number of samples.

Regarding to the frequency of watching via internet pornography, 3.3% used daily, 8.3% 3-4 times per week and comparatively the highest percentage 40.8% of teenagers visited via internet pornography 1-4 times per month; and also the finding of this study further revealed that the tool/s that adolescents accessed social media. Accordingly, 59.2% of teenagers used via smartphones and 18.3% of them used their personal computer (PC). This finding relatively supported by Lenhart (2010); Lenhart A reported that over 90% adolescents widely use their cell phone because they can keep in touch no matter where they are, they feel independency and freedom; in addition using cell phone allows them to discuss personal matters. Moreover using mobile phone allows teens to mark some information as secrete and what is hidden is probably more private in nature.

RQ 3 Do adolescent students practice coital and non-coital sexual activities?

The results of this study revealed the characteristics of adolescents' sexual exercise. Accordingly, 41.7% of participants of this study reported that they had had sexual intercourse and this finding is similar to 42.8% cross-sectional study carried out in Nigeria among adolescent students (Duru et al, 2010). However, the finding of this study different from the findings of prior studies for example, 18.6% study conducted in Addis Ababa preparatory school Alehegn (2016), 19% study conducted in Shendi town among school students Alemayehu and Assefa (2014), 21.5% study done in Nekemte town among adolescent students Assefa and Dessalegn (2008). The difference might be due to the advancement of sexual content media, increased modernization, and it might be the level of exposure to pornography.

The finding also revealed adolescents' multiple sexual partners; and among those sexually active adolescents 14.2% of them have two sexual partners, 5% have three partners and 2.5% of them have more than four partners. However the finding shows a great variance which is lower than prior findings of studies. For example 34.7% the study done in Cambodia Siyan Yi et al (2010), 40.8% the study conducted in Nigeria (2010), and 34.4% the study done in Addis Ababa preparatory school (2016).

Regarding to adolescents' non-coital sexual practicing, about 73.3% reported they have engaged in this sexual activities such as kissing each other, genital touching including mutual masturbation, and 33.3% phone sex. The findings also supported by Survey conducted in Los Angeles USA among high school and nationally representative group of adolescents (Schuster, 1996).

Among the above non-coital sexual behaviors, 'phone sex' was not commonly heard in the Ethiopian context. However, as the result showed the most common exercises applied by today's youths for chatting and dating are the mobile. It is unusual yet increasingly popular new emerged phenomenon is mobile phone sex in which two youths of the opposite sex imagine sexual intercourse through talking. The finding also further found out where they practiced it and therefore adolescents indicated that they used their bedroom during night time, in their shower room, and some individuals occasionally used school rooms.

In general researchers have gave a little attention however now days they becoming interested to study further and to give more explanation about this sexual behavior. Hopefully this study will have its own contributions.

RQ 4 Do adolescents practice sexual activities what they have observed from social media and what encountered in their use of it?

While media use is an integral part of the daily life of teen agers, there are a numbers of risks associated with social media practice. In this study about 18.3% adolescents reported that they have practiced sexual activities what they have observed from social media.

Regarding encounter in their use of social media, (23.3%) have encountered. Unwanted pregnancy (1.7%), sexual transmitted disease (3.3%), abortion (2.5%) and school dropouts (7.5%) were the major problems that participants reported.

Chapter six

Limitation, conclusions and recommendations

6.1 Limitations of the study

- ✚ The study topic by itself assesses privacy and sensitive issues and it was a challenge during data collection.
- ✚ Finding recent resources to compare with the findings of this study were another challenge. Because of the sensitive nature of the subject, graduate students or other researchers were not given attention.

6.2 Conclusion

The findings of this study have revealed that social media is popular among Ferehiwot No 2 secondary and preparatory school adolescent students. Among 120 total participants, almost all 117 (97.5%) of them used their favorite social media. The patterns in social media use by adolescent students in this study were compatible with other studies.

This study has found out significant data on the range of social media, purpose for use, problems associated with use of social media, what media content they use and on how they interact with it.

6.3 Recommendations

- ✚ The schools and parents need to provide adequate awareness for adolescents on the issue of risks related to social media and how to use them in appropriate manner.
- ✚ Education sector need to work closely with schools, parents and with other stakeholders like NGOs in addressing risks that associate with social media.
- ✚ Schools need to provide sex education, students' life skill training.
- ✚ Ministry of culture need to work collaborate with education sectors in order to prevent societal cultures, societal desire and to maintain societal norms.

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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

Appendix 1

The research has proposed to study about social media adolescents' sexual behavior. And for this matter; to gather information this questionnaire prepared. The questionnaire has five parts. The first part is demographic question about participants, the 2nd section will be about social media as a source of information about sex. The 3rd one is about adolescents' media selections towards sexuality. The 4th section is about the influence of media on adolescents' sexual belief and behavior. The 5th and the final one is about adolescents' media usage for sexual practice. Regular program students those age group (14-19) can participate in this studies

And I would like to say thank you for your cooperative to give relevant and genuine information. and regarding to confidentiality I assure to you that the information you will give me no matter how it is private or personal, it will be keep in secret, and finally after the end of this study it will be deleted.

Part one Personal Data/back ground information

NO	Questions		
1.1	Sex	1. Male. 2. Female	
1.2	Age	----- years old	
1.3	School grade level	1. Grade 9. 3 Grade 11 2. Grade 10. 4 Grade 12	

Part two is about ADOLESCENCE SOCIAL MEDIA USAGE AND SOURCE OF INFORMATION ABOUT SEX

No	Questions	Alternative response (coding Category)	
2.1	Do you have Facebook account?	1. Yes 2. No 3.If any you can add	
2.2	How often do you use it?	1. Daily. 2. (2-4 times per week) 3. Occasionally (1-4 times per month) 4. If any	
2.3	Which media would you prefer to receive information about sex?	1/ Films/videos 2/ Facebook 3. You Tube 4/ if any	
2.4	Does social media your source of information about sexuality?	1. Yes 2. No	
2.5	Have you ever discussed sex related issues with your Facebook friends?	1. Yes 2. No	

Part three is about adolescents' media usage habit towards sexuality.

3.1	Have you ever involved in sexting/texting activities like sending or receiving of nude, Images, texting or any kind of activities which is related to sex with your phone or PC?	1. Yes 2. No	
3.2	If your answer is "yes" what kind of message did you deliver or received?	1. Texting 2. Sexting 3. Voice mail 4. All kinds 5. If any	
3.3	Frequently which media do you prefer?	1. Facebook. 2, what sap. 3. You Tube 4. If any	
3.4	Is that watching any sex movies do makes you happy?	1. Yes 2. No	
3.5	If your answer is 'yes' what type of sex movie do you like?	1. Youth content sex movie. 3. Any type. 2. Adult content sex movie. 4. If any.	
3.6	Where do you get these sex movies?	1. From video house. 3. If any 2. From online internet service	
3.7	What is your source of sex movie material?	1. Laptop. 2. Cell phone. 3. Tablet. 4. If any	

3.8	How often do you watch it?	1. Daily 2. Often (2-4 times per week) 3. Occasionally (1.4 times per month) 4. If	
-----	----------------------------	---	--

3.9	With whom do you watch these sex movies?	1. Alone 2. With my school friends 3. with my girl/boy friends 4. with my family	
-----	--	--	--

3.11	Where did you see this sex movies?	1. Video house 2. At home 3. At friend's home 4. At school compound during break time 5. Occasionally in class room 6 If any	
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PART 4; IS PREPARED TO ASSESS Adolescents' sexual behavior

4.1	Have you ever had sex?	1. Yes 2. No	
4.2	How old were you the first time you had?	-----years old	
4.3	In your life time with how many people have you had any kind of sex?	1. With two peoples 2. With three peoples 3. With four peoples 4 I don't remember	
4.4	Have you ever had masturbation?	1. Yes 2. No	
4.5	Have you ever exercised any kind of making out or fantasy sexual activities?	1. Yes 2. No	
4.6	Is that all right for adolescent boys and girls to have sex at early age?	1. Yes 2. No	
4.7	If your answer for question <u>No</u> 4.1 is 'No' what is your reason?	1. I am not ready 2. I haven't had the opportunity 3/I haven't got any one to do with 4/ My parent's values are against it. 5/ B/c of the risk of pregnancy and STD. 6/My religious values are against it.7/ If any—	

Part five social media influence on adolescents' beliefs and behavior

5.1	What do you say is that watching pornography is good or bad?	1. Good 2. Bad 3 neutral	
5.2	Do you belief that social media is peer or 'super peer'?	1. Yes 2. No	
5.3	Have you ever saw that the people whom you admired are posting any things on social media that promote sexuality?	1. Yes 2. No	
5.4	If your answer is 'yes' have you ever motivated to practice what those people had posted?	1. Yes 2. No	
5.5	If your answer if 'yes' do you say that you were driven to have sex due to your previous experience of watching pornography?	1. Yes 2. No	
5.6	Have you ever had phone sex?	1. Yes 2. No	
5.7	If your answer is 'yes' where/when did you commit this things?	1. During evening time in my bed room 2. In shower room 3. At School compound 4. If any-----	
5.8	Have you ever tried practicing what you have seen from social media?	1. Yes 2. No	
5.9	When did you started watching pornography?	1 Before have sexual intercourse. 2. After have sexual intercourse	

5.10	Due to your media choice and practicing sexual activities, is there any problem that you ever faced?	1. Yes 2. No	
5.11	If your answer is 'yes' what are those problems?	1. Un wanted pregnancy/impregnating 2. STD 3. Abortion 4. School dropout 3 If any	

THANK YOU!

Appendix 2

አዲስአበባዩኒቨርሲቲ

የሳይክሎሎጂ ት/ቤት

የዚህ ጥናት ዋና አላማ ስለተማሪዎች ስነ-ተዋልዶ ባህሪአናማህበራዊ ድረ-ገጽ ዙር ያያሉ ጉዳዮችን የሚዳስስ ነው። ስለሆነም መረጃን ለመሰብሰብ ይህ መጠይቅ ተዘጋጅተዋል መጠየቁም 5 ክፈፍሎች የሚኖሩት ስሆን የመጀመርያው ክፍል ያንተን/ችን የግል መሰረታዊ ጥያቄ ነው። 2ኛው ክፍል ስለ ስነ-ተዋልዶ የወጣቶች መረጃ ምንጭን የሚዳስስ ነው። 3ኛው የወጣቶች ማህበራዊ ድረ-ገጽ ምርጫ እና የወሲብ ልምምድ፤ 4ኛው የማህበራዊ ድረ-ገጽ በወጣቶች ስነ-ተዋልዶ እምነትና ባህሪ ላይ ያላቸውን ተጽዕኖ የሚጠይቅ ሲሆን 5ኛ እና የመጨረሻው የወጣቶች ማህበራዊ ድረ-ገጽ አጠቃቀም እና ልምምድን የሚመለከት ይሆናል።

በመደበኛ፣ክ/ጊዜ፣ትምህርታቸውን እየተከታተሉ ያሉትና ከ14-19 ዕድሜ ክልል ውስጥ የሚገኙ ተማሪዎች በዚህ ጥናት ውስጥ መሳተፍ ይችላሉ። ትክክለኛውንና እውነተኛውን መረጃ ለመስጠት ለሚደረግልኝ ትብብር ሁሉ ክልብ አመሰግናለሁ።

የሚሰጠኝ መረጃዎቼንም ያህል የግል ምስጥር ቢሆን እንደሚጠብቅ እና ለዚህ ጥናት ከተጠቀምኩበት ቦታ እንደማጠፋው አረጋግጣለሁ።

ክፍል 1 የግል፣መሰረታዊ፣መረጃ

1	ጾታ	1. ወንድ 2. ሴት
2	እድሜ	-----ነው
3	የክፍልደረጃ	1. 9ኛ ክፍል 2. 10ኛ ክፍል 3. 11ኛ ክፍል 4. 12ኛ ክፍል

ክፍል 2 የወጣቶች፣ማህበራዊ፣ድረ-ገጽ፣አጠቃቀምን፣የሚዳስስ፣ይሆናል

2.1	የማህበራዊ ድረ-ገጽ ተጠቃሚነት/ሽ?	1. አዎ 2. አይደለሁም
2.2	መልስ/ሽ አዎ ከሆነ ምን ያህል ትጠቀማለህ/ሽ?	1. በየቀኑ፣2.በሳምንት፣ከ24ጊዜ 3. አልፎአልፎበወርወርወር (1-4) ጊዜ 4 ሌላካለ
2.3	ስለ ወሲብ መረጃ ለማግኘት ምርጫህ/ሽ የትኛው ነው?	1. ፊልም/ቭድዮ 3. ዩቲብ 2. ፊስቡክ 4. ሌላካለ

2.4	ስለወሲብ ማንኛውንም መረጃ ለመጠየቅ የማህበራዊ ድረ-ገጽን እንደ መረጃ ምንጭ ትጠቀማለህ/ሽ?	1. አዎ 2. አይደለም
2.5	ወሲባዊ ነክ ስለሆኑ ጉዳዮች ከፌስቡክ ጎደኞች/ሽ ተዋያይተህ/ሽ ታወቃለህ/ሽ?	1አዎ 2 አላወቅም

ክፍል 3 ስለወጣቶች ማህበራዊ ድረ-ገጽ ምርጫ እና ወሲባዊ ልምድን በሚመለከት ይሆናል

3.1	ማህበራዊ ድረ-ገጾችን ስትጠቀም/ሚ በሞባይል ስልክ ወይም በግል ላፕቶፕ ወሲብ ቀስቃሽ የሆኑ መልዕክቶችን ተላልኬህ/ሽ ታወቃለህ/ ታወቁያለሽ?	1 አዎ 2. አላወቅም
3.2	መልስህ/ሽ አዎ ከሆነ ምን አይነት መልዕክት ነበር?	1/የጽሑፍ፡፡መልዕክት፡፡/2/የምስል፡፡የድምጽ መልዕክት፡፡ 3/ሁሉንም፡፡ዓይነት ተጠቅሜያለሁ 4 ልላ ካለ---
3.3	አብዛኛውን ጊዜ ዩትኛውን ማህበራዊ ድረ-ገጽ ትመርጣለህ/ጩያለሽ?	1. ፌስቡክ 2.ዋትሳፕ 4.ዩቲብ 5. ሌላካለ
3.4	የወሲብ ፊልም ማየት ያስደስተሃል/ትሻል?	1 አዎ 2 የለውም
3.5	መልስህ/ሽ አዎ ከሆነ ምን ዓይነት ፊልም ማየት ያስደስተሃል/ትሻል?	1 የወጣቶች የወሲብ ፊልም፤ 2 የአዋቂዎች የወሲብ ፊልም፤ 3 ሁሉንም አይነት የወሲብ ፊልም ማየት ያስደስተኛል 4 ሌላካለ----
3.6	ለመሆኑ የእነዚህ የወሲብ ፊልሞች መገኛቸው የት ነው?	1/ከቭድዮ፤፤ቤት፤፤ፊልሙን በሲዲ መክራየት፤ 2/በድረ-ገጾች ቀጥታ መስመር ላይ፤ 3 ወይም ሌላ መንገድ ካለ መጥቀስ ይቻላል
3.7	ማህበራዊ ድረ-ገጾችን በመጠቀም ፤የወሲብ ፊልሞችን ለማየት ከሚከተሉት፤ መሳሪያዎች፤ ዩትኛውን፤ ትጠቀማለህ/ሽ?	1. ላፕቶፕ፡- 2. የግል የሞባይል ስልክ 3.ሌላካለ
3.8	ለምን ያህል ጊዜ የወሲብ ፊልሞችን ታያለህ/ሽ?	1/ በየቀኑ 2/ በሳምንት ከ3-4 ጊዜ 3/ በወር ከ1-4 ጊዜ 4/ ሌላካለ----
3.9	እነዚህን የወሲብ ፊልሞች እንደሚታይ/ዩ ቤተሰብ ያወቃል?	1. አዎ 2. አያወቁም

3.10	የወሲብ ፊልሞችን ከማን ጋር ነው የሚታየው/የው?	1 ለብቻዬ 2. ከት/ቤት ጎደኞቼ ጋር 3. ከወንድ/ቤት ጎደኞቼ ጋር 4. ከቤተሰብ ጋር 5 ሌላካለ-----
3.11	ይህንን የወሲብ ፊልሞችን የሚታየው/የው የት ነው?	1. ፊልም/ብድር የሚከራይበት ቤት ወስጥ 2. መኖርያ ቤት ወስጥ 3. ጎርቤት 4/ በአረፍት ሰዓት ት/ቤት ግቢ ወስጥ ወይም አልፎአልፎ ክፍል ውስጥ በድብቅ 5 ሌላካለ

ክፍል 4፣ ይህ ክፍል ስለወጣቶች ወሲባዊ ባህሪን የሚጻጸስ ይሆናል።

4.1	ወሲብ ፈጽሜህ/ሽ ታወቃለህ/ታወቁያለሽ?	1 አወቃለሁ 2. አላወቅም
4.2	መልስህ/ሽ አዎ ከሆነ ለመጀመሪያ ጊዜ ወሲብ ስትፈጽም/ሚፈጽሙህ/ሽ ስንት ነበር ?	-----ዓመት
4.3	በአጠቃላይ በህይወት ዘመንህ/ሽ ከስንት ሴቶች/ ወንዶች ጋር ማንኛውንም ዓይነት ወሲብ ፈጽሜህ/ሽ/ሽ?	ከ-----/ሴቶች/ወንዶች ጋር 2/ አላስታወስም
4.4	የግ ለወሲብ (ማስተርቤሽን) ፈጽሜህ/ሽ ታወቃለህ/ሽ ?	1 አዎ- 2 አላወቅም
4.5	መሳሳት ወይም ከተቃራኒ ጾታ ጋር መተቃቀፍ ፤ መተሻሻት እና የመሳሰሉትን ተግባሮች ፈጽሜህ/ሽ ታወቃለህ/ሽ?	1 አዎ 2. አላወቅም
4.6	ወጣት ወንዶችና ሴቶች ዕድሜያቸው ከ18 ዓመት በታች ብሆንም እስከፈለጉ ድረስ ወሲብ ብፈጽሙ አግባብነት አለው?	1. አዎ 2. አይደለም/የሌወመ
4.7	ለጥያቄ 4.1 መልስህ/ሽ አላወቅም ከሆነ ምክንያትህ/ሽ ምንድነው?	1/ዝግጁ፣ አይደለሁም፣/2/ዕድሉን አላገኘሁም ፤ /3/የሚፈልገሁን ሰው አላገኘሁ ፤ /4/የቤተሰብ፣ ተጽዕኖ ፤ /5/የእርግዝና ፤ እና የበሽታ ፍርሃት 6 እምነቴ (ሃይማኖቴ) ስለማይፈቅድልኝ 7 ሌላካለ-----

5ኛ የመገናኛ ብዙኃን በወጣቶች ስነ-ተዋልዶ አምነትና ባህሪ ስለላይ ስለላወቀው ተጽዕኖ የሚጠይቅ ነው

5.1	ወሲብ፣ ቀስቃሽ፣ የሆኑ ነገሮችን፣ ማየት፣ ባንተ/ቺ እምነት፣ መጥፎ፣ ነው ወይስ ጥሩ ነው?	1 መጥፎ ነው 5 ጥሩ ነው
5.2	የማህበራዊ፣ ድረ-ገጽ፣ ላንተ/ቺ አቻ፣ ወይም፣ ከዚያም፣ በላይ ነው ብለህ/ሽ ታምናለህ/ሽ	1 አዎ 2 አላምንም

5.3	በህየወትህ/ሽ፣ የምታደነቃቸው፣ የምታደንቁቸው ሰዎች፣ በማህበራዊ ድረ-ገጾች ላይ ወሲብ ቀስቃሽ የሆኑ ማናቸውንም ነገሮች ስለቁ አይተህ/ሽ ታወቃለህ/ ታወቁታለሽ?	1 አዎ 2 አላወቅም
5.4	መልስህ/ሽ አዎ፣ ከሆነ፣ የነዚያ ሰዎች፣ ድርጊት፣ አንተንም/አንቺንም ፣ እንደነርሱ፣ እንድታደርግ/ጊ ገፋፍቶህ/ሽ ያወቃል?	1 አዎ 2 አያወቅም
5.5	መልስህ/ሽ አዎ ከሆነ ወሲብ የፈጸምከው/ የፈጸምሽው፣ በማናቸው፣ ፊልሞች፣ ተገፋፍቼ፣ ነው ትላለህ/ትያለሽ?	1 አዎ 2. አይደለም
5.6	በአካል፣ ሳትገናኙ፣ በሞባይል፣ ስልክ ላይ በመደወል በቀጥታ በሚደረግ የደምጽ ልወወጥ ወሲባዊ ድርግቶችን ፈጽሜህ/ሽ ታወቃለህ/ ታወቁታለሽ?	1 አዎ 2. አላወቅም
5.7	መልስህ/ሽ አዎ ከሆነ፣ ይህ የሚሆነው፣ ዩት እና ምንጊዜ ነው?	1 ማታ በመኝታ ክፍሌ ወስጥ 2 መኖሪያ ቤት ወስጥ በሚገኘው መታጠቢያ ቤት ወስጥ 3 ት/ቤት ግቢ ወስጥ ሰዋራ ቦታ ላይ 4 ሌላካል
5.8	በማህበራዊ፣ ድረ-ገጾች፣ ላይ፣ ያየሃቸውን/ያየሻቸውን፣ ማንኛውንም፣ የወሲብ፣ ድርጊቶችን በተግባር፣ ፈጽመሽው/ፈጽመሽ ወታወቃለህ/ታወቁታለሽ?	1 አዎ 2. አላወቅም
5.9	ወሲብ፣ ቀስቃሽ፣ የሆኑትን፣ ማናቸውን፣ ምንገሮች፣ ያዩህ/ሽ/ሽው፣ ወሲብ፣ ከመጀመርህ/ሽ በፊት ነው፣ ወይስ ቦታ ነው	1 ወሲብ ከመጀመሪያ በፊት 2. ወሲብ ከጀመርኩ ቦታ
5.10	በነዚህ ማህበራዊ ድረ-ገጽ ምርጫና በወሲባዊ ልምምዶችህ/ሽ የተነሳ የደረሰህ/ሽ ችግር አለ?	1. አዎ 2. የለም
5.11	መልስህ/ሽ፣ አዎ፣ ከሆነ፣ የደረሰህ/ሽ፣ ችግሮች ምንምንድናቸው?	1/ላልተፈለገ እርግዝና (ማስረገዝ) ተጋልጫለው፣ 2/ለአባላዘር በሽታ፣ ተጋልጫለው፣ 3/ጽንሰ ለማስወረድ ተገድጃለሁ፣ 4/ትምህርቱን ለማቆረጥ ተገድጃለሁ ፣ 5/ ሌላካል

አመስግናለሁ!

Appendix 3

Structure of Focus Group

Topic: How adolescents of Frehiwot secondary and preparatory school adolescent students use social media in related to sexuality?

Purpose: To explore adolescents' opinion towards social media and sexuality.

Goal of the Focus group:

- ✚ Develop a general idea about adolescents' use of media.
- ✚ Identify adolescents encounter in their use of media and practice of sexual activities
- ✚ Explore the media influence

Participants: 24 students

Introduction

Well come and explain the purpose of this focus group. And the procedure of focus group, guide lines and time setting addressed in this section.

Guide line

- Form three groups with equal gender distribution each group holds 8 members.
- Please no side talk.
- Please do not disturb when others talk/ do not interfere.
- Please don't be embarrass when you have something to say.

Clarification of Terms

Providing definitions for key terms through questions

Please can you explain in your own words what sexual behavior mean?

What do you know about social media?

The following questions are more personal.

Do you use social media as a means of source of information about sexuality? How do you use it?

With whom do you talk about romantic on social media and what type of information or message do you exchange?

What do you feel when you are watch sexual content movie or pornography?

Please can you tell me any problems that you were faced or heard while using social media?

Conclusion word

Anything you may want to add related our discussion?

Closing statement

Express thanks to participants

Remind the group that the audiotape will be transcribed and kept anonymous.

Acknowledge and show respect for each member.

Thank you for your contribution for this project!