

**THE RELATIONSHIP BETWEEN PORNOGRAPHY VIEWING AND  
SEXUALLY AGGRESSIVE BEHAVIOURS AMONG MALE STUDENTS IN  
SELECTED UNIVERSITIES IN KENYA**

**BY**

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### DECLARATION

I declare that this thesis is my original work and has not been presented for award of a degree in any other University.

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**DEDICATION**

I dedicate this work to my beloved husband Prof. James Kamau Gatoto, for his unwavering encouragement and support and to our children; Wanjugu, Wanjiru, Waweru and Gichuguma for their patience as a mother endeavoured to excel.

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## OPERATIONAL DEFINITIONS OF TERMS

- Consent:** Agreement, approval, authority or permission to act especially given voluntarily by a competent person.
- Media:** The means of communication, such as radio, television, newspaper, magazines, internet, which reach or influence people's attitudes and behaviours
- Pornography:** Pornography is the sexually explicit materials that portray sexual acts in unconcealed manner with the intension to sexually arouse the audience. In this study the terms "sexually explicit materials" and "pornography" are used interchangeably. The materials include books, magazines, photographs, films, talks and other media of scenes that are erotic or lewd.
- Pornography viewing:** Seeing, consuming, watching, exposure to and accessing sexual explicit materials or pornography
- Private Universities:** Universities managed and maintained by individuals, a community or an organization.
- Public Universities:** Universities which are established and owned by the government. They are maintained through public funds from the National Treasury.

**Sexual aggressive behaviours:** Any sexual act which occurs without consent and equality or as a result of coercion, for example, rape and sexual assault. In this study, sexual aggressive behaviours, sexual aggression and sexual violence are used interchangeably.

**Student:** This refers to an individual who studies in the university

**Rape myths:** Unsubstantiated cultural beliefs which allow believers to justify rape and it gives people a false sense of security by legitimizing sexual assaults or denying its occurrence.

**Youth culture:** The way young adults live; the norms, beliefs, behaviors, styles, interests and values they practice and share. This is in regard to dressing, music, sports, and use of media that set them apart from other age groups.

## LIST OF ABBREVIATIONS AND ACRONYMS

APA:	American Psychological Association
CAFS:	Centre for African Family Studies
CAK:	Communication Authority of Kenya
CCK:	Communication Commission of Kenya
COVAW:	Coalition On Violence Against Women,
CUE:	Commission of University Education
GBVRC:	Gender Based Violence Recovery Centre
GOK:	Government of Kenya
HM:	Hostile Masculinity
HMC:	Hierarchal Mediation Confluence
ICT:	Information and Communication Technology
IS:	Impersonal Sex
KCSE:	Kenya Certificate of Secondary Examination
KFCB:	Kenya Films Classification Board
KICA:	Kenya Information and Communications Act
KNBS:	Kenya National Bureau of Statistics
MOE:	Ministry of Education
NACOSTI:	National Commission for Science, Technology and Innovation
NCST:	National Council for Science and Technology
NIH:	National Institutes of Health
RMAS:	Rape Myth Acceptance Scale
SAB:	Sexual Aggressive Behaviours
SEM:	Sexual Explicit Materials
SOA:	Sexual Offense Act
SPSS:	Statistical Package for Social Sciences
SSS:	Sexual Strategies Scale
WHO:	World Health Organization

## ABSTRACT

Pornography viewing has become a widespread social phenomenon in the world; Kenya notwithstanding. Studies have indicated that pornography viewing is correlated to sexual aggressive behaviours among college students. Using the Social Learning Theory and Confluence Model of Sexual Aggression, this study sought to examine the relationships between pornography viewing and sexual aggressive behaviours among male students in selected universities in Kenya. The study also sought to find out the extent and nature of pornographic materials used, reasons for pornography viewing and extent of sexual aggressive behaviours among students. The study adopted a correlational research design. The study population consisted of 530 students and four students' counselors. Proportionate random was used to obtain a sample of four universities for the study. The topic being sensitive in nature, convenience sampling technique was employed to select the sample of 530 students' participants. Students' counselors were purposively sampled from the selected universities. A reliability coefficient of the instrument was 0.72. A mixed method approach was used for data collection. Quantitative data was collected using closed and open ended questions while a structured interview guide were used to collect qualitative data. Quantitative data was analyzed using descriptive statistics, chi square and Pearson correlation coefficient while the qualitative data was analyzed thematically. The study found out that students used various sources of pornographic materials; magazines, videos, television or internet at 77%, and images depicting sexual intercourse at 58%. Almost half of the students (48%) indicated they viewed pornography to satisfy their curiosity, followed by 43% to acquire information about sexuality and for entertainment (43%). The average frequency of sexual aggressive behavior stood at 21% while getting her/him drunk/high in order to convince her/him to have sex strategy was the strongest predictor of regarding pornography viewership with highest standardized coefficients  $\beta$  of 0.129. The multiple regression model to test whether there was relationship between frequency of exposure to pornography and sexual aggressive behaviours was statistically significant ( $F= 1.827$ ,  $df=6$ ),  $p= 0.049$  significant at 0.05 level). The multiple regression coefficient  $R$  was 0.356 and  $R^2= 0.365$ . This was reaffirmed by test of the full logistic regression model which was also statistically significant, indicating that the predictors as a set reliably distinguished between respondents who noted that that noted that it is harmful at  $\chi^2= 12.222$ ,  $p=0.032$ ,  $p < 0.05$ . This indicated a moderately strong relationship between pornography viewing and sexually aggressive behaviours that could put the pornography viewers at risk if not addressed. The study has therefore, contributed knowledge on pornography use and sexual aggressive behaviours among male students in universities in Kenya. Further, the study recommends creation of awareness of effects of pornography use and the need for strong policies and programmes to regulate pornography production and consumption so as to prevent the psychological and social harms to consumers.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Pornography viewing in Kenya like elsewhere in the world is becoming widespread due to its availability and affordability (Communication Commission of Kenya; CCK, 2004). Pornographic materials are easily accessible and available on the internet, television, videos and print materials. According to the Communication Authority of Kenya (CAK, 2014) the number of internet users had grown to 21.6 million with a 53.3 % internet penetration. There is a possibility that such increase in unfettered internet would lead to a relative increase in pornography exposure to internet users. The unregulated exposure to pornography without control and guidance may be harmful, more so, to young people.

Pornography is the sexually explicit media that is primarily intended to sexually arouse the audience (Malamuth, Addission and Koss, 2000). In this study the terms “sexually explicit materials” and “pornography” will be used interchangeably to mean materials that portray acts of sexuality in unconcealed manner with the intention of causing sexual arousal. Sexually explicit materials or pornography is not a new phenomenon. It has existed in virtually every society throughout history (Robertson, 2002). Both offline and online pornography is easily available to young adults. For instance, studies by; Boies, (2002) and Ybarra & Mitchell, (2005) found that young adults report using offline sexual explicit materials; books, magazines, movies and phone sex. Other studies have indicated that internet is both the most popular and diverse medium for viewing sexual explicit

materials (Buzzell, 2005; Fisher & Barak, 2001). Viewers can use one or several types of pornography. According to Peter & Valkenburg, (2007), use of one type of pornography is highly correlated with the use of other forms of pornographic materials. Emerging research suggests that more explicit and violent pornographic materials are available and that they affect the sexual behavior of the viewers. A study by Brown and L'Engle (2009) indicated that exposure to pornography can lead to consumers engaging in high risk sexual behaviours. For example, Eberstadt and Layden (2010) reported that boys who viewed pornography were significantly more likely to report having sexually harassed a peer or having forced somebody to have sex. Given the exponential growth and accessibility of pornographic material (Malamuth et al., 2000), evidence for or against a relationship between use of pornography and sexual aggressive behaviours would be important to public policy debates and legislation.

Sexual aggressive behaviour is a social challenge evident in every society. Sexually aggressive behaviour is defined as any sexual act which occurs without consent and equality or as a result of coercion, for example, rape and sexual assault (Bryant, 2009). Sexual aggressive behaviour involve the use of threats, intimidation, force or exploitation of authority with the aim of imposing one's sexual will on a non-consenting person for personal gratification (Shaw, Hamm & Knott, 2000). Studies have indicated that girls and women are the main recipient of sexual aggressive behaviours mainly from male perpetrators. For instance, the World Health Organization (W.H.O, 2002) multi-country study on women's health and domestic violence found that 10-27% of women and girls reported experiencing sexual abuse in their lifetime (Garcia- Moreno, Hansen *et al*, 2005).

However, this study indicated that men and boys are also victims of sexual aggression. In Africa, studies carried out in Ghana and Zimbabwe found that sexual coercion is an important factor in sexual initiation and subsequent intercourse (Phiri and Erulkar, 2000). This study indicated that in Ghana, 25% of females aged 12-24 reported that their first intercourse had been forced. Similar rates had been reported in Kenya; where 24% of sexually experienced females reported to have been forced into their first sexual encounter (Erulkar, 2004). Further, statistics from Gender Violence and Recovery Centre (GBVR, 2013), indicated that one in every five Kenyan women (21%) had experienced sexual violence, with 90 % of reported perpetrators being men. In Kenya, empirical data on women and sexual violence is available but none exists on male sexual aggressive behaviours and more so on male university students.

Worldwide, sexual abuse is the most commonly reported form of abuse and is mostly perpetrated by men on female victims. A study by Abbey and colleagues (2006) found that 24.5% American men reported an act that would meet the legal definitions of rape or attempted rape (Abbey, Parkhil, Beshear & Tina; et al (2006). Recent researches conducted in South Africa showed a slightly higher prevalence of sexual violence. A large community based study in South Africa found that 28% of adult men perpetrated a completed act of rape (Jewkes, Sikweyiya, *et al* 2011) and 37% in another study by Machisa, Jewkes *et al*, (2011). Coalition on Violence Against Women-Kenya, 2005, (COVAW-K, 2005) noted that there are a rising incidences of sexual abuse and assault across the globe and indeed in Kenya. In Kenya, many incidences of male sexual

aggressive behaviours are reported through the media but there is limited empirical data on the same.

Studies have indicated increasing trends of sexual aggressive behaviors among male university students. George (2001), pointed that most cases of high sexual violence is perpetrated in educational settings. Some of sexual aggressive behaviours committed include sexual assaults and attempted or completed rape. Studies on sexual aggressive behaviours with male college students had established rates ranging from 14% to 61% (Loh, Orchowski, Gidycz & Elizaga, 2007; Lyndon, White, & Kadlec, 2007; Abbey et al; 2003; Wheeler, George & Dahl, 2002). However, there is little empirical data on sexual aggressive behaviours among male students in universities in Kenya.

Pornography is available to all age groups and age of first exposure to pornography may influence sexual behaviours. A study by Mahoney (2002) indicated that children exposed to pornography acquire acting out behaviours as seen in pornographic materials and this may lead them to abuse other children. Acting-out may also lead to unhealthy sexual practices such as voyeurism or compulsory of sexual practices, rape and other sex crimes. For instance, the "Standard Newspaper, Kenya" on 18<sup>th</sup> June 2010 reported a case of a boy who admitted sexually molesting a five-year-old minor at Subukia Township in Nakuru County. He attributed his behaviour to viewing X-rated films from video halls he frequently visited (Munyeki, 2010). Many more cases of sexual abuse are being reported in the local televisions and newspapers and chances are that exposure to pornography may be contributing to this. There is potential harmful influence of

pornography on the development of sexual identity on the adolescents and young adults (Peter and Valkenburg, 2008). Children and adolescents with poor and distorted sexual identity could continue to use pornography as they grow up and end up in the universities. Such behaviours could manifest themselves in sexually aggressive tendencies that some university students portray with minimal provocation.

It is worth noting that rape myth acceptance beliefs inform sexual aggressive behaviours of pornography viewers. Rape myth acceptance is the belief that women cause and enjoy rape and that rapists are normal human beings (Mahoney, 2002). Studies have indicated that men with the aggressive attitudes were more likely to commit sexual assaults. For instance, a study by Abbey and McAuslan (2004) found that hostile attitudes towards women were a significant predictor of sexual assaults. Research investigating the relationship between sexualized media and sexual aggression have reported that this latter behaviour and attitudes are elevated for adults who report pornographic consumption (Carroll, Padilla-Walker, Nelson, Olson, Barry, and Madsen, 2008; Malamuth *et al* 2000; Vega and Malamuth, 2007). Hence, individuals with strong rape myths acceptance are likely to have sexually aggressive behaviours.

Previous studies have indicated relationships between pornography viewing and sexual aggressive behaviours. For instance, studies carried out by Oddone, Paulucci, Genius and Violato (2000) indicated a significant relationship between pornography viewing and sexual aggression. Similarly, a meta-analysis of forty six published studies done in North America from 1962- 1995 of a total sample size of 12,323 people found that exposure to

sexually objectifying media increases sexual perpetuation by 32 % (Malamuth, 2000). Later, studies by Ybarra and Mitchell (2005) indicated that males who frequently consumed pornography had more than four times levels of sexual aggression compared to their peers who infrequently sought pornography. In particular, viewing violent pornography increases males' coercive and aggressive behaviours against female victims (Hines, and Straus, 2007). Studies using male college students indicated that pornography consumption contributed to the prediction of sexual violence against women (Carr and Van Deusens (2004).

Most of the studies on relationship between pornography and sexual aggressive behaviours have been undertaken in universities in developed countries (Oddone et al., 2000; Malamuth, 2000; Vega & Malamuth, 2007; William, Cooper, Howell, Yuille & Paulus, 2009). However, there are limited empirical studies on pornography viewing and sexual aggressive behaviours in Africa and more so in Kenya. No such studies have been carried out among male students in universities in Kenya. The study hence sought to find out whether pornography viewing and sexual aggressive behaviours are evident among male university students in Kenya. Further, the study sought to establish the relationship between the pornography viewing and sexual aggressive behaviours with the aim of providing empirical knowledge in this area.

## **1.2 Statement of the Problem**

Pornography viewing in Kenya like elsewhere in the world is becoming widespread due to its availability, accessibility and affordability in the media. There is exponential growth

and accessibility of pornographic material (Malamuth et al., 2000). Many students in the universities have greater access to media and are likely to access pornography. Studies such as Malamuth, (2001), Gunter, (2002); and Ramasubramanian and Oliver, (2003) have indicated that greater exposure to pornography is associated with increased acceptance of violence and aggression against women. Whereas, most of the previous researches have been based upon a small samples of university psychology students (Carroll et al; 2008; Vega & Malamuth, 2007; & Williams et al 2009); less is known about such relationships in Africa or universities samples in Kenya. While sexual aggressive behaviours and pornography usage are well documented in developed countries, little empirical evidence is available with regard to these phenomena in developing countries and more so in Kenya. This study therefore sought to fill this gap by focusing on the relationship between pornography viewing and sexual aggressive behaviours among male students in selected universities in Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to establish the relationship between pornography viewing and sexual aggressive behaviours among male students in selected universities in Kenya with an aim of creating awareness of the dangers of pornography usage. The study will also provide empirical evidence to strengthen, expand and guide policies and programmes for regulation of production, distribution and use of pornographic materials.

### **1.4 Objectives of the Study**

The study focused on the following objectives:

1. To establish the nature and extent of pornography viewing among male students in selected universities in Kenya.
2. To investigate the reasons advanced by male students in universities in Kenya for viewing pornography.
3. To establish the extent of sexually aggressive behaviours among male students in selected universities in Kenya.
4. To establish the relationship between pornography viewing and sexual aggressive behaviours among male students in selected universities in Kenya.
5. To find out what ought to be done to control pornography viewing among the youth in Kenya.

### **1.5 Research Questions**

The following research questions were addressed:

1. What is the nature and extent of pornography viewing among male students in selected universities in Kenya?
2. What are the reasons advanced by male students in universities in Kenya for viewing pornography?
3. What is the extent of sexually aggressive behaviours among male students in selected universities in Kenya?
4. What is the relationship between pornography viewing and sexual aggressive behaviors among male students in selected universities in Kenya?
5. What ought to be done to control pornography viewing among the youth in Kenya?

### **1.6 Assumptions of the Study**

The rationale of the study lay in the assumption that through observation, imitation and modelling, sexual aggressive behaviours can be learnt from viewing pornographic materials. In carrying out the study, several assumptions were made:

1. That respondents had access to some forms of pornographic materials.
2. That the respondents to the questionnaires and interview guide gave frank, true and honest responses about their pornography usage as well as sexual aggressive behaviours.
3. That the respondents were sexually active and eager to get sexual related information from the most private sources.
4. That pornography viewing and sexual aggressive behaviours can accurately be assessed using self-report methods.
5. That those respondents who regarded pornography viewing as not being harmful were viewers of pornography.

### **1.7 Justification and Significance of the Study**

The study was necessitated by the absence of data on the relationship between pornography viewing and sexually aggressive behaviours in the Kenyan context. It is hoped that this study will contribute towards the expansion of empirical knowledge about the relationship between pornography viewing and sexual aggressive behaviours in the Kenyan and African context. The findings from this study may be used by the government, ministry of Education, parents and university managers to make alterations

in their respective areas of jurisdictions, with the aim of reducing the negative effects of pornography. Such information is useful to the following:

1. The government through the relevant ministry of information, communication and technology may put in place measures aimed at regulating media industry so that it does not expose users to pornographic materials. Tougher rules on the production and sale of pornographic materials be put in place and enforced to guard against negative influence of mass media use.
2. The Ministry of Education (MOE) in policy formulation on teaching of sexuality at all levels of school curricula. Reproductive health education should be enhanced to enable students to acquire the right knowledge and attitudes on sexuality.
3. The university policy makers may use the findings to come up with effective intervention programmes to eradicate pornography usage and sexual aggressive behaviours among the students. The results of the study may inform the students' affairs department on the need for behavioural change intervention programmes to deal with pornographic addiction and its effects.
4. The Kenyan correctional facilities such as courts and prisons, the research may provide answers for the rising incidences of sexual aggressive behaviours such as violence, gang rapes, and serial killers of women as reported in the media. Diagnostic and treatment programmes to assist individuals convicted with sexual aggressive crimes can be put in place.

5. In rehabilitation centres; pornography use is addictive hence intervention and treatment programmes should be considered for pornography addicts alongside those of other addictive substances.

### **1.8 Scope of the Study**

The study covered a sample of male students in selected universities in Kenya. The participants were undergraduate male students who were on campus for at least a semester and the students counselors from the sampled universities.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The purpose of this study was to establish the relationship between viewing of pornography and sexual aggressive behaviours among male students in selected universities in Kenya. This chapter begins by giving the theoretical framework of the study followed by a review of related literature and ends with a summary of the literature reviewed and the conceptual framework of this study.

#### 2.2 Theoretical Framework

Two theoretical models: the Social Learning Theory and the Confluence Model of Sexual Aggression were adopted in this study:

##### 2.2.1 Social Learning Theory

This theory was proposed by Bandura, (1977) who argued that most human behavior is learned, through modelling from observation. The observational learning is achieved by first organizing and rehearsing the modelled behaviour symbolically and then enacting it overtly (Bandura, 1977). The theory suggests that human beings learn specific social behaviours from observing others, imitating them and having these behaviours reinforced (Ybarra, Mitchell, Hamburger, et al.; 2011). Studies by Alexy, Burgess & Prentky, (2009) and Hunter, Figueredo & Malamuth, (2009) indicated that individuals learn sexual behaviours by observing the behaviours depicted in sexually explicit materials. Drawing from social learning theory, males who are exposed to pornography are therefore, likely

to portray sexually aggressive behaviours. Studies have indicated that observational learning through repeated exposure to pornography help to shape the viewers fantasies, perceptions, rationalizations and deeper core beliefs (Lalumiere et al., 2005; Marshall, 2000; Seto et al., 2000). These therefore, inform the sexual attitudes and behaviours of pornography viewers.

It is worth noting that pornographic materials often portray male aggression against females and the consequences of such actions are often not depicted (Bryant, 2001). The pornography consumers may therefore, falsely believe that whatever is exhibited in these materials constitute healthy sexual relationships and may eventually accept such behaviours disregarding the consequences. According to Anderson, Sakamoto, Gentile, & Rothstein, (2007), interactive media may provide the opportunity to observe violence, practice it and have it reinforced through repetition, reward and realism. Consumers of pornography observe male actors receiving pleasure from their actions and modelling of such actions is possible due to positive reinforcement through pleasure and arousal.

This theory therefore sheds light on important areas that are a concern to this study; observation, reinforcement, modeling, imitation and learning of the aggressive sexual behaviours as viewed from pornography. Moreover, the detachment associated with the viewing of pornography creates an impression that sexual activity is technical and objective (Elliot & Beach, 2009). Hence, such consumers may miss out on the subjectivity of sexual life which is a prerequisite in developing intimacy among sexual partners. They may treat partners as sex objects with no feelings or rights to consent to

sexual advances. Peter and Valkenburg (2007) in their study with Dutch adolescents found that increased exposure to sexually explicit material increased the likelihood that adolescents would view women as sex objects. This may reinforce the belief that women are sexual playthings used to fulfill male sexual desires. Hence, university male students who consume pornography from adult magazines, movie houses, on cable television or on video cassettes and internet may incorporate the learnt aggressive behaviours in their sexuality. It is for this reason that the researcher found this theory appropriate in informing this study.

### **2.2.2 Confluence Model of Sexual Aggression**

The Confluence Model of Sexual Aggression by Malamuth, (1986) was designed to identify the factors for predicting sexually aggressive behaviour among men. The model was developed in order to condense the large number of correlates of sexual aggressive behaviours (Malamuth and Huppin, 2005). These factors were organized into two main clusters of characteristic paths labeled; “Hostile Masculinity” (HM) and “Impersonal Sex” (IS).

The Hostile Masculinity (HM) path is described as a personality profile combining two inter-related components: (a) an insecure, defensive, hypersensitive and hostile-distrustful orientation particularly towards women, and (b) sexual gratification from controlling or dominating women. HM may enable the man to take charge and to assume control while the woman’s ability to exercise choice is diminished. The Impersonal Sex (IS) pathway is characterized by a promiscuous, non-committal, game-playing orientation

towards sexual relations. Individuals with this kind of orientation are likely to be unfaithful in monogamous relationships leading to conflicts and sexual aggressive behaviours. Studies by Wheeler, George & Dahb, (2002); Martin, Vergeles, Acevedo and Visa, (2005) indicated that the interaction of these two clusters or paths; HM and IS, is highly predictive of sexually aggressive behaviours.

Confluence Model of Sexual Aggression was later advanced to Hierarchical-Mediation Confluence (HMC) Model by Malamuth (2003). This model incorporates relatively specific predictors associated with sexual aggression, including: HM, IS, pornography use, as well as general antisocial characteristics associated with psycho-apathy. The antisocial characteristics include grandiosity and arrogance, lack of empathy, and short-temperedness or impulsive irritability. These factors are a concern of this study. As highlighted by Seto, Maric, and Barbarre, (2001), consumers of pornography are modelled into impersonification of sexual behaviour which detaches them from society. This could lead to defensive and distrustful orientation that may lead to non-committal relations that are undesirable to the society. However, more significantly for this study, impersonification could lead to sexual aggressive behaviours.

The model illuminates different factors that could inform prediction of sexual aggression among students, mainly Hostile Masculinity, Impersonal Sex, pornography viewing and antisocial characteristics. These factors if present among students viewing pornography may enhance their sexual aggressive behaviours. The HMC Model demonstrates that sexual aggressors possess several key characteristics, which are present both

developmentally and at the time of aggression (Vegas and Malamuth, 2007). These characteristics include psychosocial deficits, traumatic childhood experiences, hostile masculinity, egotistical masculinity, impersonal sex, and antisocial characteristics (Seto, et al., 2001).

Pornography viewing precipitates sexual coercion and aggression among males since in films and movies, females are being objectified as victims of sexual violence (Bonino, Ciairano, Rabaglietti & Cattelino, 2006). In a national representative sample of 1,713 college men, Malamuth, Addison and Koss (2000) found that pornography use by itself was not correlated with a high risk for sexual aggression of men toward women. However, in the same study, the authors found that men who tested higher for hyper masculinity and sexual promiscuity and were frequent users of pornography were a risk for sexual aggression. A study with a convenience sample of 102 college men by Vega and Malamuth (2007) had similar results. Understanding these factors; hostile masculinity, impersonal sex, pornography use and antisocial behaviours is crucial in addressing the culture of pornography viewing in Kenya and how it may contribute to sexual aggressive behaviours.

In conclusion, the Social Learning Theory and Confluence Model of Sexual Aggression were used to inform this study. The Social Learning Theory sheds light on how aggressive behaviours are learnt while the Confluence Model of Sexual Aggression illuminated on the predisposing factors that contribute to sexual aggressive behaviours

## **2.3 Review of Literature Related to the Study**

In order to understand the concept of pornography and sexual aggressive behaviours, literature review on the following was undertaken; the sources of pornography, reasons for viewing pornography, sexual aggressive behaviours and the predisposing factors to sexual aggression, effects of pornography viewing and the correlation between pornography viewing and sexual aggressive behaviours. Finally, the conceptual framework of the study is outlined. These are discussed in this section as follows:

### **2.3.1 Sources of Pornography**

To appreciate the relationship between pornography and sexual aggressive behaviours among students, it is paramount that sources of pornographic materials are explored. The world has become a highly sexualized cultural environment (APA, 2007) and the frequency and explicitness of sexual content in mainstream media has increased steadily (Straus, 2004). Hence, young people are growing up in a sexual media environment in which pornography is easily accessible (e.g. Brown et al, 2006; Peter & Valkenburg, 2007). Use of pornography is becoming increasingly common in today's society, particularly on the internet (Hald and Malamuth, 2008). This has been attributed to the theory entitled, Triple- A Engine: Affordability, Anonymity and Accessibility as advanced by Cooper, Delmonico and Burg, (2000).

Pornography is affordable due to widespread competition from distributors as well as increasing chances of free supply (Kerby, 2009). Viewers can use pornography in the privacy of their homes; hence, it is anonymous (Carroll *et al.*, 2008). Pornography is

widely available and accessible through millions of sites with sexual explicit content that are available 24 hours a day and 7 days a week from many sources such as the internet, pay-per-view videos, magazines and other electronic devices, (Attwood, 2010).

Pornography is, therefore, one aspect of a huge sex industry which includes not only mass-media sex but also phone sex, strip clubs, massage parlors, escort services, street prostitution and sex tourism (Jensen, 2004). In this study, the sources of pornography are grouped into two; off-line and on-line categories.

### **2.3.1.1 Offline Sources of Pornography**

Offline sources of pornography include adult magazines, motion pictures and nude modelling. Adult magazines are fairly easy to find and many different titles are sold and can be got either from a friend's house or self-purchased. According to Kerby (2009), adult magazines are primarily directed toward an adult male audience (but not exclusively). These magazines are sold at book stores and by street vendors to all "adults" including university students in major towns. Magazines are where viewing of pornography and the points of first exposure begins since they cover all aspects of it imaginable (Rogers, 2003). A study on influence of mass media on adolescents' expression of sexuality and sexual behavior in Nairobi province, Kenya (M'Imaita, 2011) showed that magazines are the most popular media that provide sexual information. In Kenya, such pornographic magazines include: *Life, Seen, Family Bliss, Love Dust, Emotions, Beauty 'N' Style Passion, Spice and African Blues* (Pan African News Agency, 1999). These are easily accessible from street vendors and bookshops in major towns.

Motion pictures are rented or sold in most adult bookstores and buyers watch them in the privacy of their homes. They usually display a high degree of hard-core pornography and illegal sexual acts (Kerby, 2009). Motion Pictures involve pornographic movies, video cassettes, and cable television which provide the average person with easy access to pornographic materials in the privacy of their homes. Access to sexual themes on television is difficult to control and experts have warned that television needs to offer images of sexuality that emphasize planning, honesty, pleasurability and protection (Kelly, 1998). Some television programmes on sexuality may be too explicit with no regard of the harm they pose to the viewers. In the study by M'Imaita, (2011), 36.8% boys had received sexual information from television.

Nude modelling shows women dressed in underwear (*bikini*) or other revealing attires, wearing almost nothing and this often leads to prostitution (Kerby, 2009). Nude modeling has led to evolution of strip joints in major cities in Kenya where consumers are being entertained by nude women on dancing floors as they seek sexual fantasy. For example, Wanjohi (June, 2013), indicated that cases of pornography have been on the rise in Kenya. He gave a case involving nine strippers who were allegedly found entertaining revelers while naked at a local club owned by a foreigner in Mtwapa, Mombasa.

In Kenya, laws to control what people can access through the videos, motion pictures and television have been enacted however they ought to be enforced. This is to prevent accessibility to pornography and more so to children and young adults. Manning, (2008)

pointed out that people of all ages, genders, and socio-economic groups are being exposed to and impacted by pornography. Pornography is a global phenomenon, and just like any other consumers, students in universities have access to offline sources of pornography.

### **2. 3.1.2 On-line Sources of Pornography**

Technology has advanced and online pornography is easily available through the internet. Kelly, (1998) noted that technological advancement has helped to change the terrain of human sexuality and that media has brought an entirely new dimension of this into homes and institutions. Youth aged 12 to 24 years are the largest population using internet for sexual activities (Boies, Kudson, & Young, 2004). This has made the distribution of sexual images faster and easier than ever before through computers and internet.

Computers represent the newest medium for transmitting information and have been adapted for a variety of sex-related uses, ranging from computer dating services and sexuality education to the transmission of sexually explicit materials (Kelly, 1998). The interconnection of computers through the internet has opened new vistas for sexual communication and people at a distance from each other can carry on sensual conversations on their keyboards or play x-rated computer games with each other (Ropelato, 2006). Internet has therefore, become one of the most prevalent means of distributing pornography (Markey & Markey 2010). Internet provides the most recent information on a variety of sexual topics. For instance, Weiser (2000), using a university student sample, concluded that some internet sexual activities; online chats, meeting and

interacting with new people, looking for romantic and sexual relationships reflecting afflictive needs are a common phenomenon.

Video conferencing sites which are a mix of phone sex and live clubs are also growing in the cyberspace (Shamon and Dwyer, 1996). These are easily accessible to people of all ages from the privacy of their computers. Individuals who are involved in this kind of sexual relations are likely to miss out on intimate human contacts hence may become lonely and isolated. For example, Mesch, (2009) noted that pornography viewing hinders social development with respect to forming intimate relationships with family, educators and society. As a result of emotional aloofness and detachment, majority of young adults who are addicted to pornography tend to display lack of empathy, low level of self-esteem and self- efficacy (Elliot & Beach, 2009). They may continuously turn to the media to fill up the void and this could lead to addiction as well as sexual aggressive behaviours.

Cyber pornography in form of hard-core pictures, movies, online chat and even live sex acts can be downloaded and viewed by virtually anybody through the internet (Kerby, 2009). Sexually explicit images can be found on web pages and in news groups and are easy for anyone of any age to view. Internet therefore creates a climate of permissiveness that serves to encourage and validate sexual deviant behaviours (Young, 2002).

'Sexting' is another popular form of sexual expression and behavior. 'Sexting' refers to sending and receiving sexually suggestive images, videos, or texts on cell phones (Weisskirch & Delvi, 2011). 'Sexting' may start early in life and continue as one advance

in age. A study by Rice, Rhoades, Winetrobe, et al., (2012) using 1,839 teenagers, indicated that 15% who had access to mobiles had 'sexted'. Lenhart (2009) conducted focus group research with adolescents aged 12 to 18 regarding 'sexting'; the participants' indicated that it is safer than engaging in a physical relationship much as it is dangerous and illegal. However, Weisskirch & Delvi, (2011) noted that young people are more concerned with the outcomes of such behaviour, such as connectivity through sharing and friendship disregarding the implications 'sexting' may have on them. These may include; objectification of sexual partners, negative impacts on an individual's wellbeing and the increase of sexual aggression and violence (Livingstone, Haddon & Gorzig, 2012; Ringrose, Gill, Livingstone, & Harvey, 2012; Wolak, Finkelhor & Mitchell, 2012). Ringrose et al. (2012) noted that 'sexting' can be a form of bullying.

Advancement in technology has made the internet a powerful medium with regards to sexuality (Cooper *et al.*, 2000). Internet sexuality refers to sexual-related content relayed on the internet (Adam, Oye & Parker, 2003; Cooper *et al.*, 2000; Leiblum & Doring, 2002). Research has identified internet as both the most popular and diverse medium for viewing sexually explicit materials (Buzzell, 2005; Fisher & Barak, 2001; Peter & Valkenburg, 2006). This, in part, has been influenced by the accessibility, affordability, and anonymity provided to pornography users (Cooper *et al.*, 2000). Ropelato (2006) compiled statistical data from a variety of news sources and reported that 12 % of internet websites were pornographic with 25 % of total search engine requests related to pornography. He further, stated that 42.7 % of all internet users view internet pornography with 13.61 % of these users being 18-24 years of age. This illustrates that online content

with sexual characteristics is widespread and in demand. However, on-line sexual activity is a “hidden public health hazard” exploding in part because very few people are recognizing it as such or taking it seriously (Cooper *et al.*, 2000). The effects of pornography can therefore go unnoticed leading to antisocial behaviours for example sexual aggressive behaviours among the viewers. There is a possibility that problems of internet pornography may continue to get worse as technology advances.

In conclusion, all media technologies from print to internet have been used for sexual purposes (Noonan, 2004). College students have reported highest levels of pornography use (Brussels, 2005). This may be due to the fact that students are at crucial stage in life where they are making choices that affect their sexuality. The college years, 18 to 24, represent a transitional phase for young adults into adulthood. Arnett (2000) referred to this time span as “emerging adulthood” and he noted that the stage is particularly important in exploring sexuality and is connected to a higher likelihood of display of deviant behaviours and possibly to a higher frequency of pornography use. Multiple studies by Boies (2002); Gordon, Juang, and Syed (2007) reported that about 40% of college students viewed internet pornography during their lifetime. The university students have a great deal of freedom to choose their own relationships and sexual activities. Hence, pornography use may influence their sexual behaviours.

### **2.3.2 Reasons for Pornography Viewing**

There are many reasons advanced by young adult for their use of pornography; curiosity, sexuality education, entertainment purposes among others. A study by Goodson,

McCormick and Evans, (2001), working with males claimed that their motivation for viewing sexually explicit content was curiosity about sex. In other studies by Bale, (2011); Cowell & Smith, (2009), male youths cited reasons such as curiosity, relief from boredom or acquisition of sexual skills and experience of sexual arousal for viewing pornography.

According to Loewenstein (1994), curiosity is the desire to close an information gap between a given reference point (some desired knowledge) and a person's existing information set. Curiosity is a desire to know, see or experience. Distrust criterion is a factor in curiosity as the youth do not trust themselves on sexual matters. Loewenstein (1994), noted that curiosity and knowledge are interrelated and significant in the acquisition of information on sexuality. Research has indicated that curiosity motivates exploratory behaviours toward acquisition of new information (Litman and Jimerson, 2004; Litman and Spielberger, 2003; Loewenstein, 1994). Young people lack sex education couched in social values may be curious to seek for sexual information from the available sources to fill in a vacuum. However, it is safer to be guided by knowledge rather than curiosity.

Lenneer (1998) pointed out that sexuality is a deep and significant human value throughout life. The young adults who are in the psychosocial stage of developing intimacy are in great need of information on sexuality. Zillman (2000) noted that there are an insufficient number of sexual education programs to meet such needs. Pornography is considered to be a significant and popular educator of sex for young people (Ryan,

2012). This is particularly true for males, who have previously reported that they learned about their bodies and sexual techniques from pornography (Flood, 2010). It is natural for young people to explore their sexual self, (Flood, 2009b). Hence, they should be provided with information appropriate for their development and age levels. Further, Flood (2010) pointed out that exposure to pornography shapes sexual knowledge. What is in the media is taken as the truth since most sexual explicit materials portrayed aggressive sexual behaviours in a positive manner. However, DeAngelis (2007) suggested that young people should be educated about their sexuality, rather than be protected by it. An example he provided is that it should be explained to the youth that pornography "is one very specific notion of sex and sexuality, and may not correspond with what they, and most adults, experience in their sex lives" (DeAngelis, 2007). The viewers may re-enact and imitate similar acts with other human beings after observing the pornographic images which they erroneously imagine are pleasurable and rewarding. Education may serve to reduce curiosity by providing knowledge and information on sexuality. Hence, pornography viewers may make sound decisions concerning their sexuality from an informed point of view.

The young adults have an entertainment orientation. For the majority of producers and consumers, pornography functions as entertainment rather than art (McKee, 2012). Pornography is a form of adult entertainment but due to its availability, virtually all individuals can access it. It is difficult to draw boundaries between what is adult and non-adult entertainment because of the availability of explicit materials especially in this internet age.

Haggstrom (2005) indicated that young people have a strong need and wish to discuss questions about sexuality, living together and love. In traditional Kenyan society, every community had different ways of educating the young people on sexuality and for instilling sexual discipline among its people. According to (Mbiti, 1991), the topic of sexuality was handled at an appropriate stage by the elders, grandparents, aunts and uncles. The society had many occasions where sexuality was publicly addressed for instance during initiation ceremonies. Noonan (2004) noted that today few youths undergo traditional initiation and grandparents are seldom available for counseling and instructions. The traditional methods of sex education have collapsed and the traditional roles of supportive family institutions, (grandparents, aunts and uncles) as educators on sexuality issues are limited (Kioli, 2010). This can be attributed to rural-urban migration of many families cutting links with the traditional educators, parental absenteeism and lack of indigenous culture. Where parents are available some are too shy to talk about sexuality to their children. This has led to a vacuum in sexuality education which is being bridged by the media. The society has to contend with the entrant of peers and a sexualized media (Centre for African Family Studies; CAFS, 2006). However, media provides unfiltered knowledge on sexual issues. This coupled with the loose regulatory mechanisms may led to university students turning to pornography materials as a source of sexual information, which with continued consumption may lead to sexual aggressive behaviours. Brown & Keller (2000) noted that the media is an important sex educator today and will continue to be in future. Therefore, efforts to encourage the media to

present a healthier view of sexuality and to create, promote and make accessible healthier source of sexual information need to be encouraged.

It worth noting that viewing of pornography which may start casually as to satisfy curiosity or for sex information or for entertainment may eventually become the way of life leading to sexual aggressive behaviours.

### **2.3.3 Sexually Aggressive Behaviours**

Sexually aggressive behaviours are universal phenomena which take place in every society transcending racial, economic, social and regional lines. Sexual aggressive behavior is any sexual act, attempted sexual act, unwanted sexual comments or advances or acts to women's sexuality, use of coercion, threats or physical force by any person regardless of relation to the survivor (Krug et al, 2002). The victim to sexual aggressive behavior does not consent or is incapable of consenting. Although perpetrators and victims of sexual aggression include males and females, majority of sexually aggressive acts are committed by adult males against adult females (Tjaden & Thoennes, 2000). Empirical evidence suggests that sexual activities are not consensual as is often assumed. Studies with young girls and women have reported that their early sexual experiences were coerced. According to WHO Multi- Country study, between 16% and 50% women from Africa had experienced sexual violence from intimate partners (WHO, 2005). The Kenyan Demographic and Health Survey (2003) reported that 29% of women experienced sexual violence in the year preceding the survey (Erulkar, 2004). According to these studies, the highest proportion of sexual violence was among women aged 20-29

years of age and was mainly perpetrated by men, mostly on women victims. However, most sexual violence is underreported. For example, rape is one of the most underreported of all crimes, making it difficult to count the number of incidences (Bachar & Koss, 2001). Majority of sexual assaults go unreported, partially due to different social stigmas experienced by men and women who are victims of these crimes; distrust of authorities and fear of blame (Dune, Humpreys & Leach, 2003). However, sexual violence is a serious health and human rights problem in Kenya and the world over and ought to be reported.

Sexual aggressive behaviours have been evident among students in universities. A study by Carr & VanDeusen, (2004) noted alarming prevalence rates of sexual aggressive behaviours in college campuses. For instance, a longitudinal survey with college men by Abbey & McAuslan, (2004), found that 14% reported perpetrating sexual aggression in the previous year. Some perpetrators physically forced women to engage in sexual activity, others preferred victims who were unable to consent to sexual acts due to incapacitation from excessive use of alcohol or drugs while others used verbal coercion to sexually aggress (Warkentein & Gydyzc, 2007). Further, in a study by Burgess (2007), 48% of the college men acknowledged some likelihood of assaulting a woman while 19 % admitted they could commit sexual assault if assured of no penalty or consequences. While in another survey of 264 college men across 22 universities, 90 % of the respondents pointed out that they had acted in a sexually aggressive ways (Thompson & Cracco, 2008). However, there is no empirical data on sexual aggression among male university students in Kenya.

Researchers have identified two major types of sexual aggressive behaviours; rape and sexual assault. Rape is defined as attempted or completed vaginal, anal or oral sex either through force or threat of force or through administration of a drug or intoxicant, (Abbey et al 2006). However sexual assault is a broader umbrella term that encompasses a range of behaviours and strategies used to obtain sex. According to Abbey and McAuslan (2004), sexual assault includes unwanted kissing, touching, or fondling, use of verbal pressure or verbal coercion such as lying and making promises to acquire sex. It is also unwanted sex or sexual contact obtained by threats, force or physical attack of a victim who does not consent or is incapable of consenting (Littleton & Henderson, 2009). In this study sexual aggression, sexual coercion, sexual offence and sexual assault, sexual violence and rape are used interchangeably to refer to a continuum of intimate sexual behavior in which one person, the perpetrator engages in such behavior against the will of another.

#### **2.3.4 Pre-disposing Factors to Sexual Aggressive Behaviours**

Pornography viewing may not be the only factor that contributes to sexual aggressive behaviours. Other factors may predispose the youth to sexual aggression for example; early exposure to violence and traumatic experiences, hostile masculinity personality, egotistic-antagonistic masculinity and antisocial characteristics. A large scale literature review by Seto, et al (2001) concluded that men who are predisposed toward violence are most likely to show effects from viewing pornography than men who are not predisposed. Not all pornographic consumers become sexually aggressive and not all aggressive

people consume pornography, hence the need to understand what predisposes individuals to sexual aggression.

Traumatic experiences during the early years of life influences behaviors of individuals later in life. For instance, studies by Hunter et al, (2009) pointed out that violence exposure and trauma experiences early in life were harmful and predispose the youth to deviant attitudes and behaviours. Youth growing up in abusive families and communities may learn little about male behavioural qualities that females value in potential mates such as sharing resources, sensitivity, ability to protect and parental investment (Buss, 1994). Children or youth growing up from such an environment may turn to the media as a resource for acquiring social skills. Malamuth, *et al* (2000) argued that early and inappropriate exposure to violent and pornographic stimuli and to antisocial peer groups could contribute to aggression through the depiction of distorted views of human sexuality and glorification of promiscuity. Hence, university students with social skills deficits could be competitively disadvantaged and may rely on aggression as a means of resolving intra- and inter-sexual conflicts.

The Hostile Masculinity (HM) is a personality profile of men who feel hostile, are insecure and distrusting towards women (Malamuth, 1996). Such men are threatened by women particularly those in positions of power. They may seek to assert dominance over women for fear of feeling controlled by them by being manipulative and may use verbal or physical coercion or aggression. They have the need to control women so as to conform to stereotype masculine roles as well as insecurity about their masculine identity (Check

and Malamuth, 1983). Hostile Masculinity (HM) has been shown to be a significant prediction of self-reported sexual aggression and the likelihood of rape to age-group peers or adults (Hall, Sue, Narang and Lily, 2000). Students with Hostile Masculinity personality profiles are more likely to dominate control and manipulate the sexuality of women in interpersonal relationships and this could lead to sexual aggression.

Egotistical-antagonistic masculinity represents a stereotypically masculine sex role orientation and the tendency to aggressively seek dominance in sexual competitions with other males (Rowe, Vazsobyi & Figueredo, 1997). Males who score high on this factor tend to be hyper-masculine, egocentric and prefer casual sex to long term commitments in relationships. Viewing of pornography that portrays men conquering women and x-rated sexual performance is not only motivating for such individuals but could in away confirm their aggressive behaviours as desirable. This may lead to sexual aggression as males continue to conquer more partners so as to be seen at the top of the competition. Students in universities can engage in sexual competition for fame among peers and in the process become aggressive to sexual partners who resist their advances.

The Impersonal Sex (IS) is characterized by a promiscuous, non-committal and game-playing orientation towards sexual relations (Malamuth, 1996). Such individuals have a promiscuous attitude of treating sex as sport rather than part of intimate relationship. They have a preference for casual sexual relations without emotional closeness or commitment. Hence, masculine hostility synergistically acts with promiscuous impersonal sex and low sensitivity to the needs of others (Dean and Malamuth; 1997).

Such individuals are likely to confirm their behaviour through viewing of pornography to become sexually aggressive.

Other predictors associated with sexual aggression include frequent and extensive pornography use as well as general antisocial characteristics associated with psychopathy. For example, grandiosity and arrogance, lack of empathy, and short-temperedness or impulsive irritability. These factors, if present among male university students, could enhance their sexual aggressive behaviours. Malamuth (2010) noted that for men with an array of risk factors, pornography can have a disturbing influence and heightened violent tendencies. University male students with these risk factors are not only more susceptible to pornography but are also likely to be sexually aggressive.

### **2.3.5 Effects of Pornography Viewing**

Pornography may have negative effect on the viewer's behaviour. Studies by Oddone-Paulucci *et al*, (2000) revealed that exposure to pornography puts viewers at increased risk of developing sexually deviant tendencies, committing sexual offences, experiencing difficulties in intimate relationships and acceptance of the rape myth. Research by Mahoney, (2002) noted that using pornographic materials leads to several psychological, social and behavioural problems. In this study, the effects of pornography viewing are outlined as follows:

#### **2.3.5.1 Psychological Effects of Pornography Viewing**

Psychologically, pornography affects the consumers in several ways through change in attitudes, perceptions, values, expectations, emotions, thoughts and beliefs. Psychological

problems involve a deviant attitude towards intimate relationships such as perceptions of sexual dominance, submissiveness, and sexual role stereotyping or viewing persons as sexual objects (Mahoney, 2002). Viewers of pornography acquire a change in perception about sexuality as their minds become embedded in it as the illusion of the real world (Santrock, 2000). The world of pornography becomes the reality and normal perception of sexuality disappears.

However, the ego abides by the reality principle that tries to bring the individual pleasure within the norms of society. The pornographic consumers may suffer from intrinsic conflicts between the ego and the superego demands of the society leading to shame and guilt (Cline, 2001). The internal and social inhibitions to be morally right are overtaken by pornographic addictions which become unmanageable. Viewers of pornography are conditioned to develop particular expectations of themselves and of their sexual partners (Roger, 2003). These expectations are rarely met in reality and this may lead to frustrations and sexual aggression to their partners. The fact that viewing pornography is done undercover, the practice is likely to continue undetected leading to stalled sexual development. The fact that viewing pornography is done undercover, the practice is likely to continue undetected leading to stalled sexual development.

Emotionally, viewers are conditioned to respond sexually to that which they can see, rather than to that which they can feel, touch, smell or hear thereby dulling emotional intelligence and coercing emotional responses (Cline, 2001). Emotional intelligence is the ability to understand and regulate emotions effectively (Kossyln and Rosenberg, 2000). Pornographic addicts may not reason logically as emotions distract and cloud their

judgment. According to Huson, (2005), viewing pornography could be considered harmful because of the fear of being discovered and the shame of viewing the pornography in secret. This is because viewing pornography is considered unacceptable, immoral and an indication of a lack of personal control (Huson, 2005). Guilt is as a result of helplessness and feeling that one's life is largely controlled by external forces such as viewing pornography. Bryant (2009) reported that pornography could generate shame, guilt, anxiety, confusion, poor social bonds, and addiction. Guilt is a cognitive and emotional experience that occurs when a person realizes or believes accurately or inaccurately that he or she has violated a moral standard and bears significant responsibility for that violation (Tracy and Robins, 2006). Shame and guilt affect the psychological wellbeing of pornography viewers leading to insecure personality traits.

Sexually explicit media convey violent attitudes and values. Such materials with themes of coercion and sexual violence may desensitize the users to violence towards women (Bryant and Oliver, 2009). Pornography contributes to negative sexual attitudes towards women. For example, non- violent pornography often portrays women as highly sexually promiscuous and frequently as being dominated and "used" by males (Hald, Malamuth, and Yuen, 2009). Accordingly, the pornographic images reinforce various sexually aggressive schemata and "rape myth" attitudes (Berkel, Vandiver, and Bahmer, 2004). The rape myth involves an individual believing that the victim of sexual crime, typically a woman, is somehow responsible for her victimization (Burt, 1980). It also includes feeling that the perpetrator, typically a man, has little or no responsibility for their sexual aggression.

Pornography also encourages permission giving beliefs that include pathological or illegal behaviors (Layden, 2005). Layden argued that pornographic viewers may feel justified to believe that women enjoy being raped and that children enjoy sex with adults among other negative beliefs. These beliefs are rather toxic and mis-education about sex, relationships and esteems. Research indicates that rape supportive beliefs are associated with increased likelihood of sexual aggression and perpetration (Abbey, Parkhill, Beshears, and Tina 2006; and White and Humphrey, 1997). The victim of sexual aggression may feel helpless, powerless and may not report such incidences because of self-blame. This fuels the aggressive behaviour since the perpetrator feels that he has done no wrong. Hence, pornographic viewing could lead to attitudes supporting violence against women.

Viewers of pornography are also conditioned to develop particular expectations of themselves and of their sexual partners (Roger, 2003). These expectations are rarely met in reality and this may lead to frustrations and sexual aggression to their partners. The fact that viewing pornography is done undercover, the practice is likely to continue undetected leading to stalled sexual development. This could lead to sexual aggressive behaviours tendencies in line with what had been viewed.

Malamuth and Check (1980) pointed out that viewing of pornography tends to instigate violent and aggressive thoughts. This is because pornography provides exciting and powerful imagery which is frequently recalled to mind and elaborated on in fantasies

(Cline, 2001). This negatively influences pornography viewers' thoughts towards sexuality and the moral values are greatly compromised. The pornography viewer is pre-occupied with thoughts associated with unobtainable desires hence can get frustrated, depressed and may become sexually aggressive.

Psychologically, pornography viewing lead to change in attitudes, beliefs, expectations and thoughts of the viewers and this may influence their sexual behaviours.

### **2.3.5.2 Social Effects of Pornography Viewing**

A number of studies have addressed the impact of pornography on a social development, attachment, and interpersonal relationships of viewers. Garvey, (2005) noted that many people who turn to pornography for social contact do so because they constantly fail to succeed socially in their world. Such individuals may have some psycho-social deficits. A study by Tsitsika et al. (2009) indicated a significant relationship between consumption of internet pornography and social maladjustment. Specifically, adolescents who indicated infrequent use of pornography were twice as likely have conduct issues as those who did not consume pornography at all. Another study by Mesch, (2009) indicated that pornography viewing hinders social development with respect to forming intimate relationships with family, educators and society. Additionally, Mesch found that greater quantities of pornography consumption were significantly correlated with lower degrees of social integration, specifically related to religion, school, society, and family. Further, a study by Lenhart (2009) with adolescents aged 12–18 regarding indicated that 'sexting' or sending sexual text and images via mobile devices is safer than engaging in

a physical relationship. As a result of emotional aloofness and detachment, majority of young adults who are addicted to pornography tend to display lack of empathy, low level of self-esteem and self- efficacy (Elliot & Beach, (2009).

Hence, university students who view pornography may become social inept and isolated as they become more attached to the technology than to human relations. A study by (Cranes, 2001) indicated that pornographic addicts tend to replace important relationships and commitments with internet sex or other forms of pornographic interactions. Human beings cannot compete with fantasy. Hence, pornography erodes and replaces genuine intimate relationships. Maintaining relationships for pornography consumers is a big challenge. Moreover, pornography carries a moral stigma and consumers may experience a lot of guilt, shame and may fail to resolve these negative feelings, (Tracy and Robins, 2006). These affect the individuals' development of social skills as they keep off from other people and could fail to form healthy relationships especially with the opposite sex. Floods (2009) observed that exposure to pornography helps to sustain the young people's adherence to sexism and unhealthy notions of sex and relationships.

People who use pornography start to think of sex as a form of recreation and that it is not about intimacy, love and respect (Layden, 2005). They, therefore, assign increased importance to sexual relations without emotional involvements. This leads to decreased intimacy (Zillman & Bryant, 1984). The pornographic viewers' sexual side becomes dehumanized and many of them develop an alien ego state or dark side whose core is antisocial devoid of most values (Layden, 2005). They may fail to empathize with the

feelings of sexually abused individuals and they may take it that the rape victims enjoy sexual abuse. They are also likely to imitate the sexual aggressive behaviours in real life situations. Among the non-criminal populations, personality characteristics reflecting callousness and lack of emotionality are also important predictors of sexual aggression (Knight and Sims- Knight, 2004).

Regular viewers of pornography have the tendency to treat people as objects instead of viewing them as individuals who are human, with feelings and unique personalities (Agambotto, 2007). Pornography creates objectification where a woman is represented as a sexually materialized object ready to be exploited exclusively and as a means for sexual gratification; not as a human being with her own sexual will and human dignity (Shibata, 2008). Yet, every human being has a sexual identity. Hence, their subjective feelings ought to be appreciated and taken into consideration during sexual interrelationships.

Advance in technology has led to social challenges. For example, according to Qr Zack and Ross (2000), increased use of internet is associated with withdrawal from family activities, increase in depression and feelings of loneliness. Internet has also provided a medium for creating false senses of interaction (Kraut, Patterson, Landmark, and Scherlis, 1998). Therefore, increased internet use may cause individuals to become isolated from their peers and from other social interactions. As feelings of isolation increase, some individuals get hooked to the internet and this leads to a vicious cycle of social withdrawal (Pratarelli, Browne & Johnson, 1999). They could spend many hours lost in online images

and experiences and this reduces social relationships and interactions with other significant people.

Most students in the university are in the intimacy versus isolation psychosocial stage of development according to the theory by Eric Erickson. Individuals held up in pornographic viewing may forego human contact due to isolation, loneliness and depression (Garvey, 2005). Hence, university students hooked to pornography could have little human contact and could treat other human beings as sexual objects to be exploited and abused.

### **2.3.5.3 Addictive Effects of Pornography**

Pornography has addictive effects on the users. Pornography has a four-factor syndrome common in nearly all clients: addiction, escalation, desensitization, and acting out (Cranes, 2001). These syndromes provide information on the effects of pornographic consumption by individuals which eventually shape their sexual behaviours.

Addiction is the condition where an individual gets hooked to pornography and keeps going back for more to get sexual "turn on". Individuals who battle with pornography are not engaged in a world of reality but are lost in a world of fantasy which is addictive (Cranes, 2001). Addiction involves some level of denial and rationalization which often arises from permission-giving beliefs (Layden, 2005). These permission-giving beliefs may include "everyone is doing it" or "cybersex does not hurt anyone". Consumers get hooked as the materials provide a very powerful sexual stimulant or aphrodisiac effect

followed by sexual release most often through masturbation (Cranes, 2001). Once addicted, individuals cannot throw off their dependence on the pornography by themselves despite consequences such as divorce, loss of family and problems with the law; sexual assault, harassment or abuse of fellow colleagues.

The addiction to pornography can become “compulsive,” meaning that it continues despite negative consequences to a person’s functioning in his or her work or relationships (Cooper et al 2000). Extreme addiction leads to the urge for progressively stronger, heavier and harder materials to give the user a bigger kick. Flood, (2010) reported that viewers may become so attached to pornography that they become addicted, resulting in obsessive and compulsive behaviours that are likely to be detrimental to the individual and those around them. Addiction virtually rules their lives through persistent, compulsive dependence on, pornography. The addictive effect is explained by presence of memories which occur at times of emotional and sexual arousal and get “locked into the brain” by adrenal gland hormone, *epinephrine* and are difficult to erase (McGaugh, 1989). According to Cranes, (2001) men who become addicted to pornography begin to desire more explicit or deviant material and end up acting out what they have seen. The implication is that the students who use pornography are under the control of the powerful sexual stimulants that may lead to sexual deviant behaviours.

Continued pornographic viewing leads to escalation where the addictive behaviour becomes more intense, frequent, risky and unmanageable and may progress into the acute phase (Cranes, 2001). During this phase, the individual breaks with reality, abandons

value system, becomes alienated from significant others and gets isolated. The healthy development of the individual is deterred by the preoccupation in seeking sexual excitement. Escalation is mainly due to the powerful sexual imagery in the minds implanted there by exposure to pornography (Kelly, 1998). The addicts at this stage often prefer sexual imagery accompanied by masturbation to sexual intercourse. This diminishes their capacity to love and express affection to their respective partners in intimate relations.

Further use of pornography may eventually lead to desensitization. This is a condition where more extreme levels of the pornographic materials are tolerated (Cranes 2004). During this stage, pornographic characteristics and beliefs are passed on and taken in as the real beliefs of sexuality. Exposures to materials in which acts of rape are successfully depicted serve to reduce inhibitions (Roger, 2003). Sexual activities depicted in pornography, no matter how antisocial or deviant, become legitimized. This implies that what was initially offensive become acceptable to those addicted to pornography. This result in an increasing tendency to act out sexually the behaviours viewed in pornography that consumers are repeatedly exposed to (Cline, 2004). The acting out behaviours include compulsive promiscuity, exhibitionism, group sex, voyeurism, frequenting massage parlors, having sex with minor children, rape and inflicting pain on themselves or on a partner during sex.

In conclusion, it is worth noting that addiction is not inevitably progressive, that is, not linear since some addicts' behaviour remains constant for a lifetime (Cranes 2001).

However, some individuals quickly escalate their addictive behaviours within a month of establishing a base line while others escalate theirs to acute levels where the same governs every aspect of their daily lives. Others de-escalate their behaviour, controlling it for years but fear and obsession may continue to govern their lives. A smaller group of addicts may escalate to chronic illness. This therefore implies that not all viewers of pornography develop sexual aggressive behaviours as this depends on the level of addiction and individual characteristics. Hence, university students who continuously view pornography are likely to progressively move through the stages of addiction, escalation, desensitization and finally start acting out the sexually aggressive attitudes and behaviours acquired.

### **2.3.6 Correlation between Pornography Viewing and SABs**

Studies mainly from the developed countries have revealed positive correlation between viewing of pornography and sexual aggressive behaviours. According to Malamuth and Ceniti (1984), thought patterns, sexual attitudes and other responses are modified by exposure to pornography and this leads to sexual aggressive behaviours. A study by Malamuth (1986) indicated that higher levels of reported exposure to sexually explicit media correlated with higher levels of attitudes supportive of violence against women. Demare *et al* (1988), working with 222 undergraduate male students, administered an attitudinal survey examining use of pornography, attitudes and self-reported likelihood of rape or using sexual force. This study revealed that use of sexually violent pornography and acceptance of interpersonal violence against women was uniquely associated with likelihood of rape and use of sexual force. Further, meta-analysis of 49 published studies

by Oddone-Paulocci *et al* (2000) indicated that exposure to pornography contributes directly to development of sexually dysfunctional attitudes and behaviours. Repeated exposure to sexual violence could lead to desensitization towards violence against women in general and acceptance of rape myths.

According to Kelly (1998), pornographic harm is as a result of a direct causal link between violent pornography and violence against women, since such material can act as a trigger to aggression. Schlosser (1997) noted four common themes in sexually explicit videos: high levels of sexual desire, diverse sexual activities, many sexual partners and pleasure. Viewers who are exposed to such materials are likely to model and imitate such behaviours, thus becoming sexually aggressive. For example, Malamuth *et al*, (2000) indicated that individuals with high risk for sexual aggression and who frequently consumed pornography had sexual aggression levels that were four times higher than those who did not consume the same frequently. A study by Malamuth (2001) indicated that pornography positively correlated with coercive sexual behaviours and was predictive of sexual aggression. Self-report experiments have found that men who view a greater amount of sexual violence are more likely to report a likelihood of committing rape (Flood, 2010; Harris & Barlett, 2009).

Viewing pornography as a young person (or at any age) has been identified as a common trend among sexual offenders; including teenage male offenders (Bensimon, 2007; Crosson-Tower, 2005 and Simons, 2007). For example a research done by psychotherapist Scott (2000) found that half the rapists studied used pornography to arouse themselves immediately prior to seeking out their victims. Furthermore, sexual

offenders have been found to find pornographic material more arousing and are likely to engage in a sexual act after viewing (Harris & Barlett, 2009). Sexual offenders claimed having viewed pornography prior to committing a sexual offence or had used it to help plan their attack (Bensimon, 2007).

Other studies involving college students have provided evidence that sexual aggression and perpetration are substantial problems within relationships (Kosson, Kelly and White, 1997; Gidycz, Warkentin and Orchowski, 2007). These studies have established that relationships exist between viewing of pornography and sexual aggressive behaviours. However, few of such studies have been carried out in the developing nations and more so in Kenya. This study therefore, sought to establish whether such correlations existed among male students who were consumers of pornography in Kenya.

#### **2.4 Summary of Theoretical Framework and Literature Review**

The Social Learning Theory of Bandura (1977), which was selected to inform this study, demonstrates that modelling, imitation and positive reinforcement are important components in any form of learning. But viewers of pornography are likely to develop sexual aggressive behaviours through the same orientation. Students can also have sexual aggressive tendencies due to certain predisposing factors in their environment as explained by the Confluence Model of Sexual Aggression (Vega and Malamuth, 2007). Hence, apart from being a learnt behaviour, sexual aggression is also as a result of certain predisposing factors such as psychosocial deficits, traumatic childhood experiences, hostile masculinity, impersonal sex, that are likely to be enhanced through use of

pornography. Since sexual aggression is a negative social behaviour, preventive measures should be put in place to minimize or discourage students from getting predisposed through pornography.

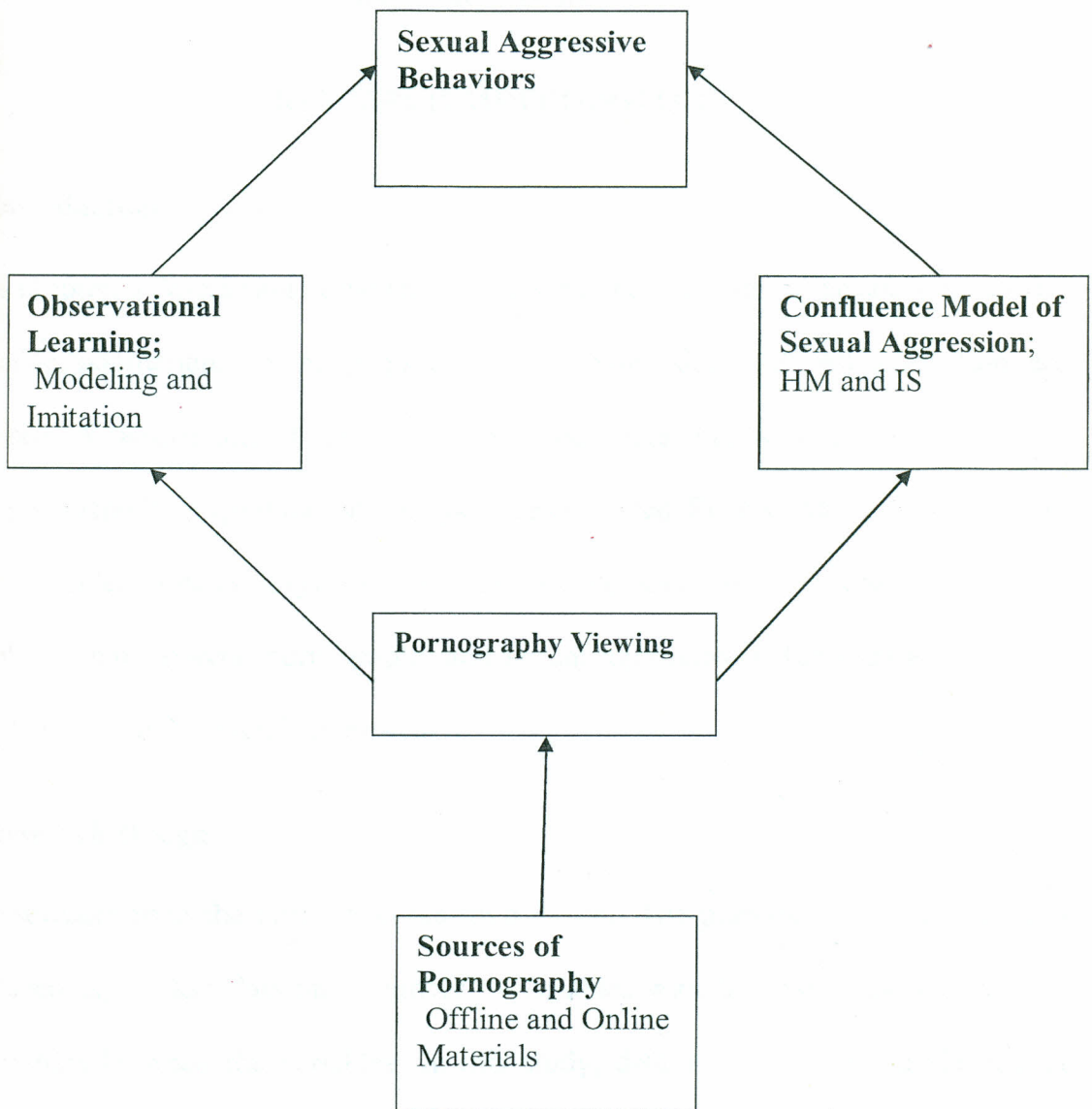
It is worth noting that pornography has both positive and negative effects on the consumers. Students may turn to pornography for sexual education but uncontrolled uses of such materials are harmful and may lead to sexual aggressive beliefs, attitudes, and deviant behaviours on the part of the consumers. The theoretical framework and related literature reviewed thus provide important information upon which this study was based. However, most of the research on this topic has been carried out in developed countries which may not be conclusive and applicable to the Kenyan situation. An objective and empirical study on the same topic in the Kenyan context was therefore essential, to bridge the knowledge gap.

## **2.5 Conceptual Framework**

In this study, the viewing of pornography is the independent variable while sexual aggressive behavior is the dependent variable. Pornography is available, affordable and accessible from several on-line sources (computers and internet) and off-line sources (adult magazines, video cassettes and motion pictures) among others. Viewers of pornography are likely to develop sexual aggressive behaviours through observational learning, modelling and imitation of the actions portrayed in pornography. Pornography viewers are also likely to acquire HM; insecure, defensive, distrustful, controlling and domineering orientation or IS; a promiscuous, non-committal and game playing orientation leading to sexual aggressive tendencies. Thus a combination of several factors

mainly; HM, IS, viewing of pornography as well as antisocial personality characteristics may lead to sexual aggressive behaviours among pornography viewers. Pornography influence sexual beliefs, attitudes, thoughts, expectations and behaviours of the viewers. Pornography viewing and sexual aggressive behaviours have an interactive relationship.

Figure 3.1 is a diagrammatic representation of this relationship:



Source: Wamathai (2015)

Figure 2.1: Relationship between Pornography Viewing and Sexual Aggressive Behaviours.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, a description of the research design, the variables of the study, target and accessible population, sampling procedures, sample size and instrumentation are discussed. A description of data collection procedures that were employed and the statistical methods adopted for data analyses are presented. Finally, data management and ethical considerations in carrying out the study are also discussed. These are to determine the relationship between pornography and sexual aggressive behaviours among male students in selected universities in Kenya.

#### **3.2 Research Design**

The researcher used the correlation research design. The purpose of this design is to simultaneously collect data on a number of variables with the aim of establishing the relationships between the variables. In this study, data was collected on viewing of pornography and sexual aggressive behaviours in order to establish the relationship between the two variables. The researcher did not have direct control of independent variables since, according to Best (1992), the manifestations had already occurred.

#### **3.3 Study Variables**

Viewing of pornography was the independent variable and was measured through the frequency of exposure to sexual explicit materials. These are the ones portrayed in magazines, videos, television, and internet, among others. The sexually explicit materials

have many aspects of violence, aggression, or degradation of another human being. Pornography was also implied from the various types of sexually explicit materials ever used by the respondents, ways in which young people get information about sexual relations, and age of first exposure to such materials.

Sexual aggressive behaviours of the respondents were the dependent variable. These refer to any sexual behaviour which occurs without consent or equality or as a result of coercion, for example, rape and sexual assault. They also involve obtaining non-consensual sex through intoxication, threats, intimidation, or physical force.

### **3.4 Site of the Study**

The study was carried out in Public and Private Universities in Kenya (A1). The Private Universities were further categorized into religious and secular-based universities. This was because religion impacted certain beliefs, values, expectations and behaviours onto the students, especially with regard to their sexuality.

### **3.5 Target Population**

The study targeted the male students and students' counsellors in both Public and Private Universities in Kenya. Students were chosen for this study because they were a sexually active group of the society and had minimal limitations on their sexual exploration and exposure. The students had stayed in the university for more than one semester and it was presumed that they had been exposed to technology long enough and had developed or adopted certain personal attitudes and philosophies about their sexuality. The research focused on male students because majority of sexual offenses were committed by males

(Steffensmeier, Darrel, Hua, Jeff, Schwartz and Agha, 2006). Further, previous research on pornography suggests that boys and men access pornography in greater percentages than women (Mitchell, Finkelhor & Wolak, 2007; Albright, 2008; Carol, et al.; 2008).

Students' counsellors in the universities were also targeted since they interacted closely with students from a supportive and non-judgmental perspective. Students felt safe to seek for help from these counselors. Hence, some of the challenges they faced for example addiction to pornography could easily seek the counsellors' services.

### **3.6 Sampling Techniques and Sample Size**

Proportionate stratified sampling technique was used to obtain a representative sample for the study. Universities in Kenya were stratified into two categories: Public and Private Chartered Universities. The Private Universities were further categorized into religious/faith and secular based universities. Only the main campuses were used in this study. The male student population for each university was established and universities with proportionate male population were grouped together. In total, four universities were randomly sampled out; two from public universities category and two from private universities category (one from faith-based and another from secular-based universities categories). Convenience sampling was used to select participants for the study and purposive sampling used to select the students' counselors. Students' counselors from the selected universities were interviewed. Table 3.1 illustrates the sampling frame of the respondents:

**Table 3.1: Sampling Frame**

University category	N	Sampling Frame	Sampled No. of Universities	Total No. of Male Students	Sampled No. of Male Students	Students' Counsellors
<b>Public Universities</b>	22	9%	2	29,000	280	2
<i>Sub total</i>	22					
<b>Private Universities</b>						
Faith/Religious based	12	8%	1	12,000	120	1
Non-religious based	5	20%	1	13,000	130	1
<i>Sub total</i>	17			25,000	250	
<b>Total</b>	39		4	54,000	530	4

**Source:** Commission for University Education (CUE) 2014 and Kenya National Bureau of Statistics, KNBS, 2012

In correlational studies the sample size should be at least 30 participants (Sullivan *et al*, 2005). However, the study aimed at getting a sample that was large enough to represent the salient characteristics of the accessible population and to help reduce the sampling error. The accessible population of the male students in universities in Kenya was about 54,000 (Kenya National Bureau of Statistics, KNBS, 2012). According to Kathuri and Pals (1993) an accessible population of 54,000 should have a minimum sample size of 370 participants. Convenience sampling was used to select a sample size of 530 male students, (280 from Public universities and 250 from Private Universities; 130 from secular based and 120 from faith- based) and four students' counsellors were used. The sample size was considered appropriate, manageable and suitable for the purpose of the study. Four students' counsellors from the sampled universities were also interviewed.

### 3.7 Research Instruments

The instruments were developed to assist in achieving the purpose and objectives of the study. The researcher prepared a self-report questionnaire to collect information on students' use of pornography and resultant sexual aggressive behaviours (A2). A questionnaire was used to enable the respondents to express their opinions freely and to give them adequate time to give well thought out answers. According to Kothari (2004), the use of questionnaires helps to enhance the reliability and validity of the research findings. The items in the questionnaire were closed and open-ended, thus enhancing the reliability of results. The questionnaire had various sections that addressed the research questions:

**Section A-** sought demographic information of the participants on the following aspects: age, year of study, age of first exposure to pornography and current dating status of the individual respondents.

**Section B-** addressed research question one by soliciting information on the nature and extent of sexually explicit materials used by the respondents. For type of sexually explicit materials ever used; a YES or NO response format was applied and for exploring the frequency of exposure to sexually explicit materials a 5 point Likert scale was used and it allowed respondents to indicate how frequently they are exposed to sexually explicit materials.

**Section C-** addressed research question two on the reasons for viewing pornography. A multiple response format was applied.

**Section D-** Sexual Strategies Scale (SSS) by Peterson, Janseen, Heiman Goodrich (2010) was adopted to measure sexual aggressive behaviours of the respondents. The items

indicated the various strategies ever used to convince a woman/ man to have sex after she/ he initially declined and this required a multiple response. The same section also sought to identify the sexual aggressive attitudes of the respondents. The items were adopted from Rape Myths Acceptance Scale- RMAS by Burt (1980). A four-item Likert Scale ranging from: strongly agrees, agree, disagree and strongly disagree was used. Sexual attitudes are said to influence sexual behaviours.

**Section- E** – contained open-ended questions that were used to gauge the participants' beliefs, ideas, opinions and perceptions on pornography and its effects. According to Jennings (2009), open-ended questions elicit subjective reactions and meanings towards the study topic.

Structured interviews were conducted with the students' counsellors to elicit information, opinions and views on the topic of study. Since the counsellors provided psychological support to students they were in a better position to contribute to this topic. A3 provided the guiding interview questions and the researcher recorded manually the responses from the participants.

### **3.8 Validity and Reliability**

The validity and reliability were established as indicated:

#### **3.8.1 Validity**

In developing the questionnaire and the interview guide, sufficient number of items was generated to cover adequately the research questions of this study. In essence all the domains that were to inform this study were covered to establish content validity. For construct validity, the questions were operationalized to measure what they were intended

to. To increase validity the questions were framed in the least ambiguous way under the guidance of the supervisors. Readability and comprehension of the questionnaire was improved and then verified by peers. Where established scales were used, validity was enhanced by adopting some items to make them relevant to the Kenyan context. This was done by holding discussions with peers and relevant comments and suggestions were synchronized. The validity of the results was assured by using different types of instruments: questionnaires and interview guide to counter the limits of a single instrument. Open and closed-ended questions also increased the validity of the instrument. The use of students and students' counsellors to provide data increased the validity as well as enhancing different types of data analysis: frequencies, percentages, cross tabulation, thematic analysis and correlation.

### **3.8.2 Reliability**

There cannot be validity without reliability hence the researcher had to ensure that the instruments were clear and consistent in their measurements. Split half or subdivided test reliability was established prior to conducting the study. Twenty respondents completed both instruments at the same time period. The questionnaires were numerically numbered (one to twenty). Half of the questionnaires (even numbered) were correlated to the other half (odd numbered) to establish the consistence between them. Any inconsistencies were addressed by revising the items. A split half reliability index of 0.72 was obtained for the questionnaire. The general rule in research is that reliability co-efficient of at least 0.70 or higher is considered sufficient for a research instrument (Kothari, 2008). Based on this criterion the research instruments were found suitable for this study.

The internal consistency approach is used to estimate the reliability of the measurement scales in this study. This approach measures the degree to which instrument items are homogeneous and reflect the same underlying constructs (Zikmund, 2003). To test the internal consistency of the instrument, the study also used Cronbach's Alpha which is most widely used formulae to measure the internal consistency of the survey instrument (Smith, 2011) and ranges between 0 and 1. The higher the coefficients, the better the measuring instrument. Generally a measure of Alpha coefficient above 0.7 is considered to be highly reliable. The result of the study's internal consistency of the survey instrument obtained Cronbach's Alpha reliability index of 0.879 which was highly reliable.

### **3.9 Pilot Study**

The pilot study was carried out in January, 2013 after a permit to carry out this research was granted by the National Council for Science and Technology (NCST) recently renamed the National Commission for Science, Technology and Innovation (NACOSTI). Piloting was done to establish the clarity, meaning and comprehensibility of each item, and to estimate the length of time required to answer the questionnaire. Twenty male students from a university not sampled were used during piloting and they did not form the main sample for the study. The purpose of the pilot study was to establish the suitability of the research instruments as data collection tools for the study. The students took fifteen minutes to complete the questionnaire while students' counsellors took 20 to 25 minutes to respond to interview questions. The questionnaire was pre-tested to reveal

any flaws in the instrument and these were corrected before the actual study. Pre-testing provided an opportunity to improve on the quality of the questionnaire items that is items' reliability and validity. The items were established to be adequate and appropriate for this study.

### **3.10 Data Collection Procedures**

After Research Authorization was obtained; the researcher visited the selected institutions to explain the purpose of the study and to discuss the modalities of questionnaire administration with the student counselors. The researcher enlisted the help of peer counsellors who acted as research assistants in administering the questionnaire. Peer counsellors were used in data collection because they freely interacted with other students. They were initially briefed and trained by the researcher on how to collect the data. The data was collected between April and August of the year 2013. The students' response rate was between 87% and 90%. Close supervision and follow-up on the questionnaire administration by the students' counsellors helped to enhance the response rate.

Structured interviews consisting of a list of specific questions (A3) were carried out by the researcher with the students' counsellors. The interviews provided in-depth information and insight about pornography and the resultant aggressive sexual behaviours among male students in universities.

### **3.11 Data Analysis**

The data collected was processed and analyzed. Quantitative data was analyzed by use of the Statistical Package for the Social Sciences (SPSS) version 20. For easier

comprehension by readers, appropriate figures and tables were used to summarize and illustrate the results. Thematic analysis of open-ended questions and interview responses was done. The responses were grouped into major themes around the research questions. At the univariate level, descriptive statistics were computed for each of the study variables. Descriptive statistics included frequencies and percentage where appropriate. At the bivariate level, bivariate statistical techniques were used to investigate the study variables. Pearson's correlations between the study variables were calculated to investigate the degree of correlation as well as the direction of the correlation. Pearson's correlations also assist in determining if any of the independent variables are highly correlated with each other. Pearson Moment Correlation Coefficient was computed to determine the relationship between pornography viewing and sexual aggressive behaviours among male students in selected universities in Kenya.

At the multivariate level, multiple regressions statistical techniques were used to investigate the relative influences of harmful pornography viewing and sexual aggressive behaviours. Multiple regressions generally explain the relationship between multiple independent or multiple predictor variables and one dependent or criterion variable (Field, 2009). In the current study, a standard multiple regression was used to estimate the extent to which each of the study variables harmful pornography viewing and sexual aggressive behaviours while controlling for the influences of the other variables included in the regression model. The following equation illustrates the full regression model that was used to predict harmful pornography viewing and sexual aggressive behaviours.

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + \epsilon$$

$Y$  represents the predicted value for harmful pornography viewing

$a$  = is the  $Y$  – intercept,

$\epsilon$  represents the errors of prediction.

$b_1, b_2, b_3, \dots, b_{18}$  are coefficient on independent variables.

$X_1$ = Taking off your clothes in the hope that she/he will give in to sex

$X_2$ = Continuing to touch and kiss her/him in the hope that she/he will give in to sex

$X_3$ = Getting her/him drunk/ high in order to convince her to have sex

$X_4$ = Taking off her/him clothes in the hope that she /he gives in to sex

$X_5$  =Taking advantage of the fact that she/he is drunk/high

### 3.12 Data Management and Ethical Considerations

Sexuality is viewed as a private aspect of life hence ethical issues involved in sex research are particularly evident and crucial (Kelly, 1998). The researcher, therefore, took into account logistical and ethical considerations while planning and carrying out the research.

Upon approval of the research proposal, permission was sought from the National Council for Science and Technology (NCST). The permit to conduct the research in universities in Kenya was issued on 28<sup>th</sup> December, 2012 by National Council for Science and Technology (see A4). Authority to undertake research in the sampled universities was sought between the months of January to March 2013. The researcher balanced the interest of gathering data and the mandate to protect the rights and welfare of the study participants (NIH, 2004). Voluntary participation was encouraged and individuals were

not coerced either overtly or covertly to participate in the research. The prospective participants were fully informed about the procedures, the purpose of the study and the manner in which they were to participate before they decided whether to participate or not. The participants were encouraged to read through consent form (A1) that introduced the researcher and specified the ethics to be observed. They were further to sign as a demonstration that had accepted to participate in the study before filling the questionnaire.

The confidentiality of the participants was ensured, making certain that personal and private facts were not connected to a particular individual or university. To ensure maximum confidentiality and anonymity, the participants did not indicate their names on the questionnaire. Respondents' data was also treated with ultimate confidentiality during and after collection and only for the purpose of this study. Research participants and the institutions sampled for this study will therefore remain anonymous. This is to protect from any psychological and physical harm all those that were faithfully involved in this study.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Introduction

The purpose of this study was to establish whether there was a relationship between pornography viewing and sexually aggressive behaviours among male students in selected universities in Kenya. This chapter provides the presentation of data analysis of all the data collected from the area of study during the research period; January to August, 2013. Data was collected through a researcher designed format: questionnaire with open and closed-ended questions for the students and an interview guide for the students' counsellors. Respondents totaling 491: 487 students (270 from Public universities, 217, Private Chartered universities) and four (4) students' counselors were used. After the presentation of the demographic characteristic of the study; findings are presented according to the research questions, namely;

1. What is the nature and extent of pornography viewing among male students in selected Universities in Kenya?
2. What are the reasons advanced by male students in Kenyan Universities for viewing pornography?
3. What is the extent of sexually aggressive behaviours among male students in selected Universities in Kenya?
4. What is the relationship between pornography viewing and sexual aggressive behaviours among male students in selected Universities in Kenya?

5. What are the control measures put in place to eradicate pornography viewing among the youth in Kenya?

The results of data analysis formed the basis for discussion, conclusions, and interpretation of the findings and recommendations of the study in Chapter Five.

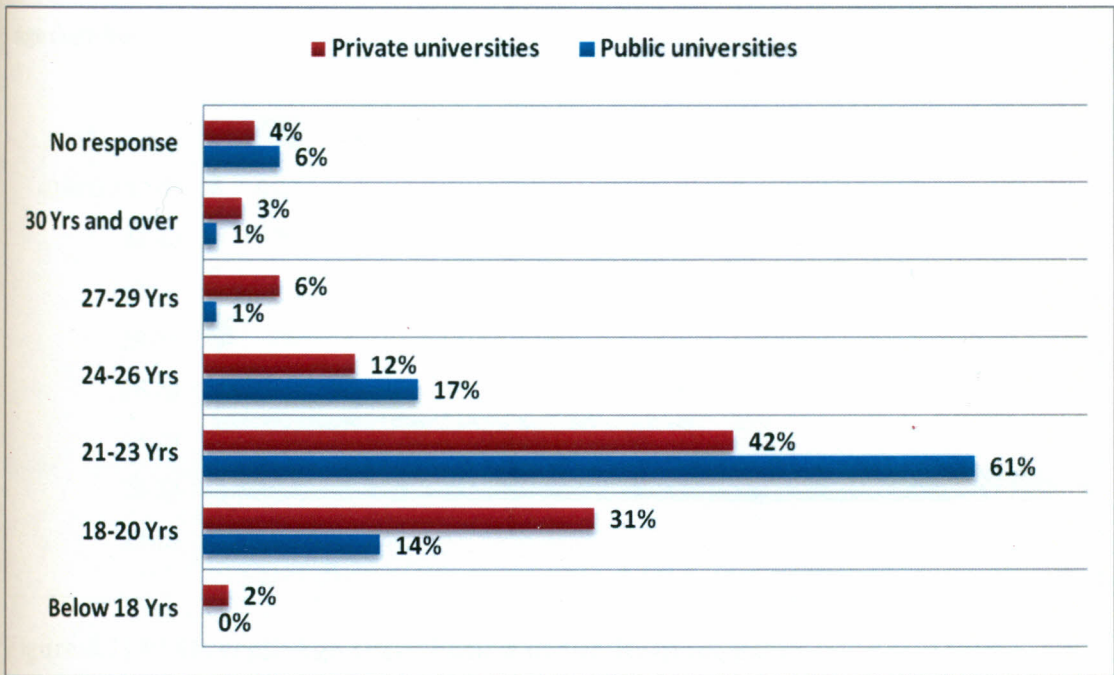
## **4.2. Demographic Data**

In this section, the demographic aspects of the sample: age, year of study, current dating status, and age of first exposure to pornography are presented:

### **4.2.1 Age of Respondents**

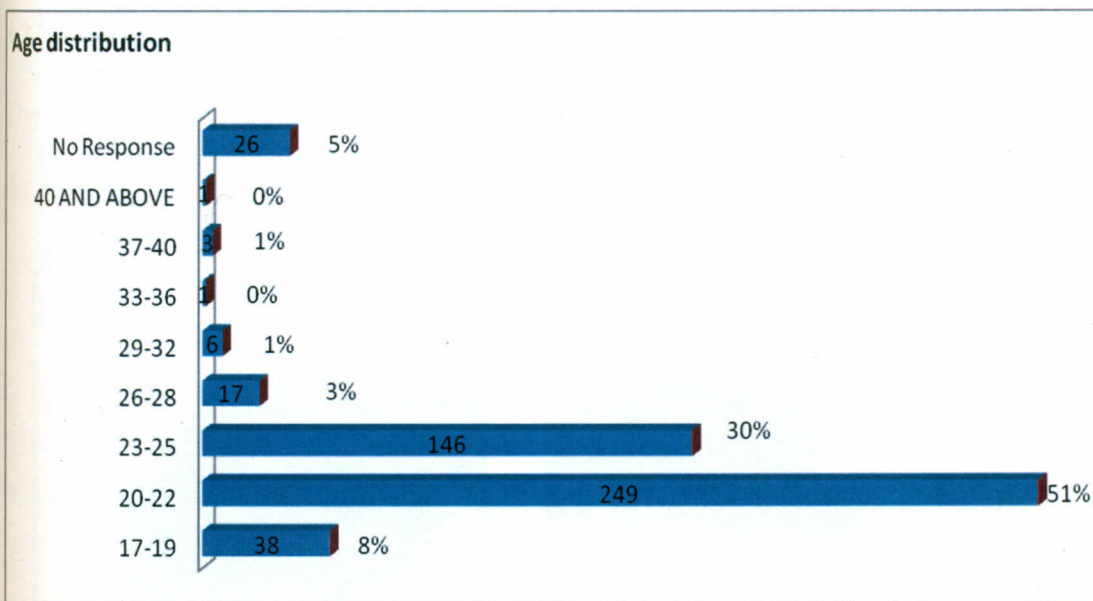
The respondents were asked to indicate their age at the time that the study was conducted.

The ages of the respondents was put into six categories: below 18 years, 18-20, 21-23, 24-26, 27 -29 and above 30 years. The age distribution analysis was used to identify the psychosexual stages of the respondents. Figure 4.1(a) illustrates the age distribution of the respondents in the two categories of universities: Public and Private Universities:



**Figure 4.1(a) Respondents' Age Distribution in Private and Public Universities**

From Figure 4.1(a) most of the respondents were in the age bracket 21-23 years (Public universities 61% and Private universities 42 %) followed by age bracket 18-20 (Public, 14%; Private, 31%) and 24-26 (Public; 17%; Private; 12% ). Further, 4.1 (b) illustrates the overall age distribution of the respondents:

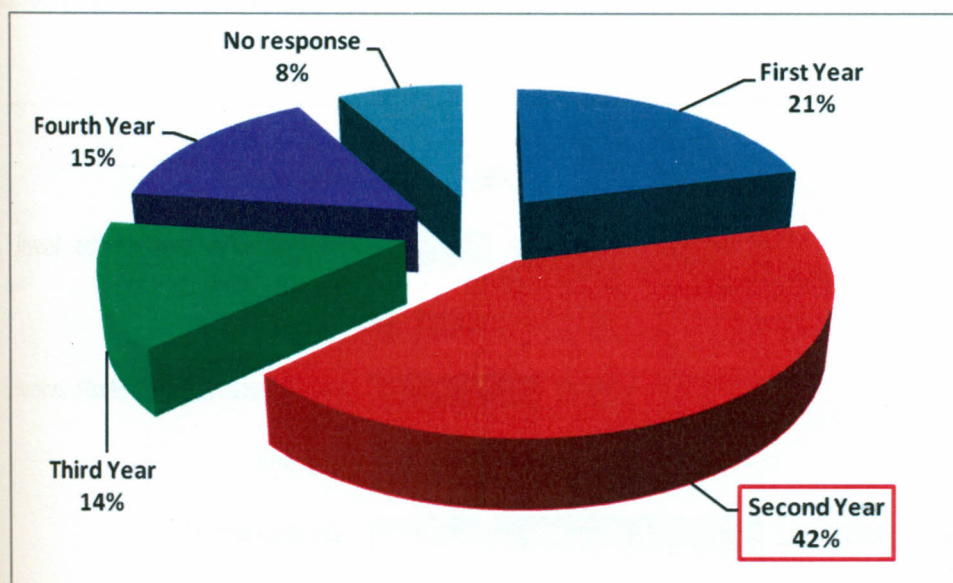


**Figure 4.1(b) Overall Age Distribution of the Respondents**

Most respondents (249) at 51% in all the universities were in the age bracket of 20 to 22 followed by 23 to 25 years at 30% then 17 to 19 year represented by 8%. The results shows that 89 % of the all respondents were in the age bracket 17- 25 years of age and only 6% were over 26 years of age. This resonates with the case of Oxford University where male students become members of the university between the ages of 14 and 19 years (Bourner and Hamed, 1987). However, younger people are occasionally given places in Kenyan universities if they are of the required academic standards regardless of their age. According to Arnett (2000), the time span of 18 to 26 years is termed as “emerging adulthood” which is particularly important in exploring sexuality and is connected to higher sexual risk behaviours and a possible higher frequency of consumption of pornography.

#### 4.2.2 Year of Study of Respondents

The respondents were asked to indicate their year of study and Figure 4.2 summarizes the distribution:



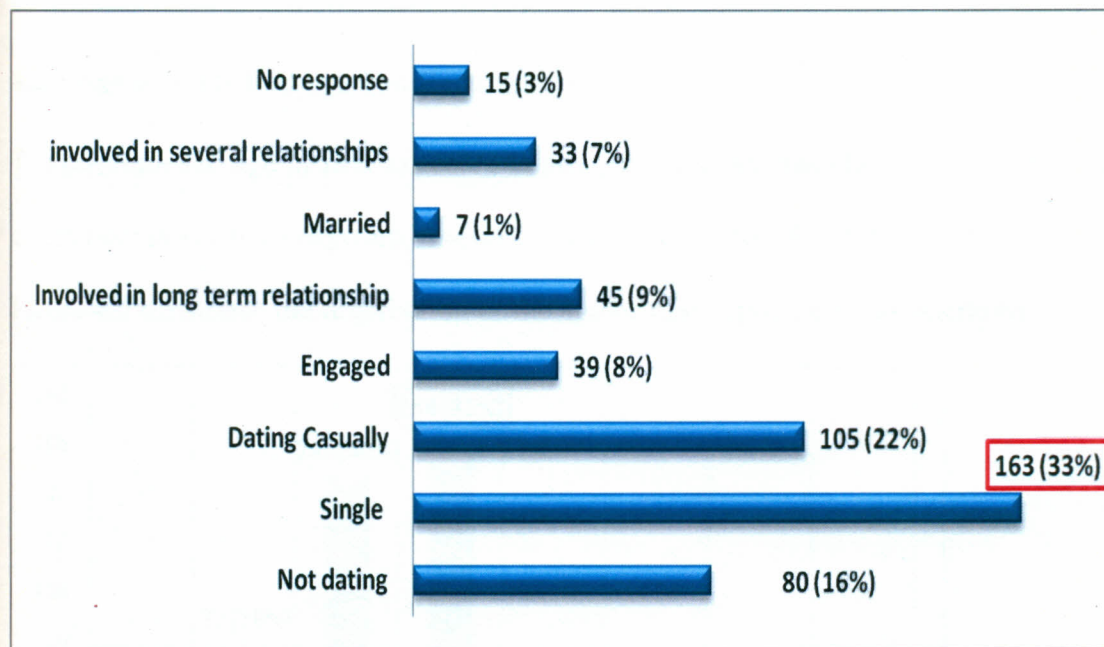
**Figure 4.2 Year of Study of the Respondents**

From Figure 4.2, most of the respondents were in their second year of study (42 %) followed by those in their first year of study (21%), then fourth year (15%) and third year (14%). The study was carried out between February and August, 2013 when the majority of students were on campus for more than a semester. Studies by Othero & Aduma 2009 with university students indicated that high proportions of students are sexually active with peaks in the first and second year of study. This was attributed to influence peer groups.

#### 4.2.3 Current Relationship Status of the Respondents

The respondents were requested to indicate their current relationship status among the seven predetermined categories namely: not dating, single, dating casually, engaged, in

a long term relation, married or in several relationships. The relationship status of the respondents was to assist the researcher to understand their interpersonal relationships which could in turn influence their sexual behaviours. Figure 4.3 portrays the relationship status of the respondents:



**Figure 4:3 Current Relationship Statuses of the Respondents**

According to the study, most of the respondents were single (33%) followed by those who were casually dating (22%) and those not dating (16%). According to Kelly (1998), the college years represent a transitional phase for young adults into adulthood. The young adults are bound to the home and to the parents financially. Hence, many of the respondents may not have been involved in committed relationships (10%). Majority of the respondents were single in order to get education and build careers

before they could pursue committed relationships. Hence, only a few of the respondents were married (1%), engaged (8%) or involved in a long term relationship (9%). Some of the respondents were involved in several relationships (7%). Studies by Braun- Courville and Rojas (2009) and Carroll *et al* (2008) indicated that viewing of pornography was associated with more sexual partners by the viewers.

#### 4.2.4 Age of First Exposure to Pornography

The respondents' age of first exposure to any pornography was classified into seven (7) categories: never been exposed, under10, 10-12, 13-15, 16-18, 19-21 and Over 21 years.

Figure 4.4 illustrates the distribution of the age of first exposure to pornography:

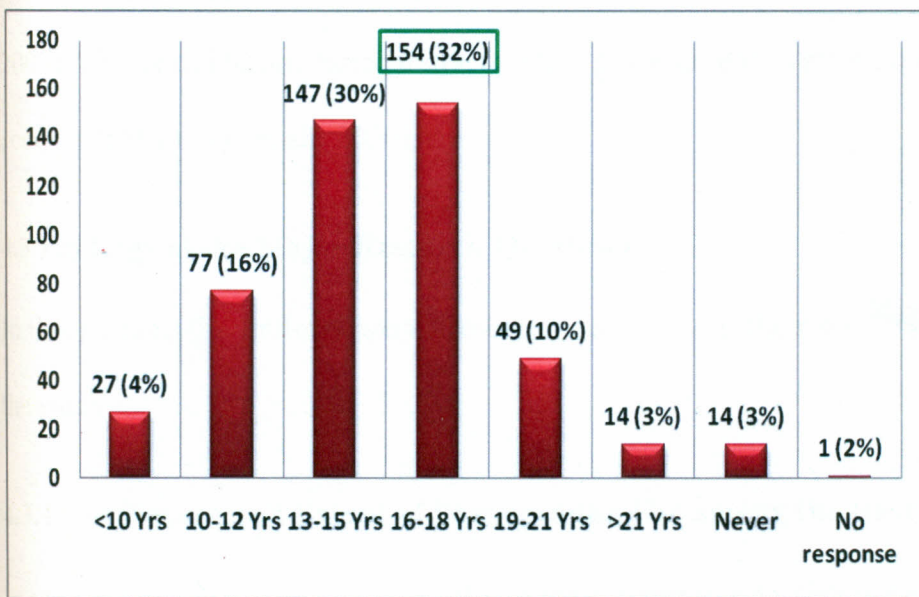


Figure 4.4: Age of First Exposure to Pornography

From Figure 4.4, the age of first exposure to pornography among the respondents was highest between ages 16-18 years (32%) followed by 13-15 years (30%); and then 10 to 12 years (16%). Some of the respondents had been exposed to pornography as early

12 years (16%). Some of the respondents had been exposed to pornography as early as below 10 years of age (6%). The percentage of respondents who had never been exposed to pornography was small (6%). This implied that 93% of the respondents had been exposed to one form of pornography or other. These results resonate with studies by Cline (2004) which indicated that boys between the ages of 12 and 17 were the primary consumers of pornography. Many other sources report similar results, indicating that a high percentage of the young population have been exposed to and had access to pornographic material, after reaching the age of ten (Eberstadt & Layden, 2010; Flood, 2009a; Flood & Hamilton, 2003b; Thornburgh & Lin, 2002; Wolak, Mitchell & Finkelhor, 2007). This could be attributed to the fact that pornography is affordable, anonymous and accessible (Cooper, et al.; 2000).

#### **4.3 Findings of the Major Research Questions**

In this section, the findings were presented according to the major research questions of the study:

##### **4.3.1 The Nature and Extent of Pornography Use among the Respondents**

In research question one, the researcher endeavoured to establish the nature and extent of pornographic materials viewed among male students in selected universities in Kenya. Nine predetermined items were used to establish the nature of pornographic materials used by the respondents. These were based on their content, prevalence, accessibility and availability. Respondents were to tick among the nine items depicting pornography, the one they had ever viewed. Table 4.1 illustrates the percentage of different types of pornography ever used by the respondents:

Table: 4.1: Types of Pornography used by the Respondents

<b>Items</b>	<b>N</b>	<b>Percentage</b>
Nude images in magazines, videos, TV or internet	375	77%
Dirty talk	307	63%
Images depicting sexual intercourse	282	58%
Graphic photos e.g. exposed genitalia	244	50%
Exchanging explicit text or email messages and images	224	46%
Multiple partners sexual scenes(orgy)	107	22%
Teenage/children sexual clips	83	17%
Same sex sexual clips	59	12%
Animal sexual clips	54	11%
<b>Average</b>		<b>39.60%</b>

From Table 4.2, the most frequently used types of pornography were nude images in magazines, videos, television or internet at 77%, use of dirty talk at 63%, use of images depicting sexual intercourse at 58% and graphic photos showing exposed genitalia at 50%. The average percentage of respondents who had used any type of pornography stood at 39.60%. This resonates with multiple studies by Boies (2002) and Gordon, Juang, and Syed, (2007) that indicated that about 40% of college students reported viewing internet pornography during their lifetime. Further, studies by Buerkel (2005) indicated that most university students spent largest part of their time watching video and films, browsing and chatting on the Internet.

Interviews responses from students' counsellors on the sources of pornographic materials used by students confirmed the above as indicated in the following excerpt:

**Excerpt 1**

*Internet, phones, print media; books and magazines, photographs, printed materials, videos, advertisement, and strip joints, social media; sharing pornography on face book, twitter etc, students are able to create pornography on the social media by use of cameras on phones, laptops; take photographs of nude individuals in sexual acts and post them on social media, dating sites e.g. YouTube films are free of charge and accessible, internet being the major source due to privacy*

The interviews confirmed that students consumed pornographic materials from a variety of sources: internet, print media, books and magazines among other sources. They also pointed out that students can create their own pornographic materials which they share with their friends through the social media. Hence, internet is a major source of pornography.

This was further supported by an article featuring in the 'Standard Newspaper' of 20<sup>th</sup> June, 2014' entitled "*Full- frontal nudity, explicit and raunchy lyrics*" (Muchene, 2014). The writer pointed out that pornographic videos have found their way into the local scene provoking a major debate as to whether the boldness, sexy and eye-watering extreme art shown was healthy. It cited a case of a topless boys' band dancing suggestively with female performers. This had been banned from television screens yet it received 621,500 viewers on YouTube; the highest number of viewers that any local video had received in such a short period of time. Local musicians were also said to use sexual imagery to sell their music, for publicity and to make their fans happy with scenes of girls with rocking bikini, thongs and *twerking* becoming the norm. A content director and producer in one of the popular television and music station indicated that they receive at least three

explicit videos in a month (in terms of lyrics and clips) which they have declined to air. The article also noted the case of a local film maker producing films with sensual scenes. For example, *House of Lungula*, a sex comedy which earned ten nominations in the Kalasha Film Awards. These, according to the author, appear to be more fashionable. Critics of such scenes are termed by some as “too old school”. The article further noted that musicians are the mirror of the society and that good music is the one which the audience can relate to. The article is a confirmation that pornographic materials in form of videos, films, comedy are available and accessible. Research has shown that the primary instigator of early sexualisation is the media, including advertising, movies, television, music, music videos, toys, children’s clothes and magazines (APA, 2007; Jane, 2010; Johnston & Ronken, 2008; Kingston, Malamuth, Federoff & Marshall, 2009). Even though the media responds to the demand of a society and reflects its culture to an extent, sexual aggressive behaviours can be acquired and reinforced in the process of marketing and advertising.

On the extent of pornography used by respondents, the frequency of exposure to pornography was explored. This was to inform on the most used pornographic material and the degree of exposure. Respondents indicated the levels of agreement to five predetermined choices: never, at least once a year, at least once a month, at least once a week or at least once a day. Table 4.2 revealed extent and frequency of exposure to pornography:

**Table 4.2: Frequency of Exposure to Pornography**

<b>Aspects</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>% Total Utilizing Pornography</b>
I have to find time to watch pornography on films and videos	4%	43%	22%	18%	9%	4%	53%
I can surf the internet in my own space so I can watch pornography	6%	42%	19%	17%	9%	6%	51%
I watch women in lingerie/swimsuits	8%	42%	15%	18%	10%	7%	50%
One can learn a lot about sex from the cyber, so I make a point of practicing cyber sex	8%	70%	9%	6%	4%	3%	22%
Strip joints are common in major towns, so I make some time to visit these joints	7%	65%	17%	7%	2%	3%	29%
It is through reading romantic/erotic novels that you learn about sex, so I make some time to read such materials	8%	39%	23%	21%	6%	4%	54%
It is through practicing phone sex or video sex that I learn about sex	7%	55%	11%	13%	6%	8%	8%
<b>Average frequency</b>	<b>6.9%</b>	<b>50.9%</b>	<b>16.6%</b>	<b>14.3%</b>	<b>6.6%</b>	<b>5.0%</b>	<b>42.2%</b>
<b>No exposure</b>	<b>50.9%</b>						
<b>Low exposure</b>	<b>30.9%</b>						
<b>High exposure</b>	<b>11.6%</b>						

**Key:** **A-** No response, **B-** Never, **C;** At least once a year, **D-** At least once a month, **E-** At least once a week, **F-** At least once a day

Table 4.2, revealed the frequency of exposure to pornography as follows: reading romantic and erotic novels at 54%, watching pornography on films and videos at 53%, surfing the internet at 51% and watching women in lingerie/ swimsuits at 50%. The average frequency of exposure to any pornographic materials stood at 42.2 % and 50.9 % of the respondents were never exposed to pornography, 30.90% were lowly exposed,

11.6% highly exposed and 5% were exposed on a daily basis. These results are in line with several studies which found that adolescents and young adults use offline pornography in books, magazines, movies and phone sex hotlines at similar rates (See Boies, 2002; Ybarra and Mitchell, 2003). A study by Floods and Hamilton (2003a), indicated that 5% males were exposed to x-rated videos weekly and 16% every 3 to 4 weeks while for on-line, 24 % were exposed weekly and 22 % every 3 to 4 weeks.

The researcher further classified pornography use by the respondents; none, low and high exposure as illustrated in Table 4.2; No exposure was the percentage average frequency of those who indicated they had never used pornography; low exposure was the sum of those who indicated they had used pornography at least once a year and at least once per month; while high exposure was the average total of the respondents who indicated that they use pornography at least once a week and at least once a day. The results show the percentage of exposure to pornography: No exposure at 50.9 %; Low exposure at 30.9 %; and High exposure at 11.6 %. The respondents who had been exposed to some forms of pornographic materials were 42.2%. These results are comparable with multiple studies by Boies (2002) and Gordon, Juang, and Syed, (2007) who reported that about 40% of college students indicated viewing internet pornography during their lifetime.

Further open-ended question on availability and accessibility of pornography among the students, respondents had the following to say: .

**Excerpt 2**

*Pornography is in the net and is accessible to anybody; with the internet anyone can access the material, its everywhere on Television, movies, and video games.*

The respondents acknowledged that pornography is available in the internet, television, movies and video games. These observations were further confirmed by the students' counsellors responding to whether incidences of pornography had been reported among students:

**Excerpt 3**

*Yes, but a few, presence of photography with nude pictures in the hostel rooms, students seeking counseling after they are trapped in the addictive aspects of pornography, requests for room exchange by students who are uncomfortable with roommates who uses pornography, students caught by hostel supervisors watching pornographic movies and videos.*

The students' counsellors reported few incidences of pornographic viewing: nude pictures in the hostels; pornography addicts seeking counselling services and some student have been caught watching pornographic movies and videos in the hostels. Although it is not possible to tell whether the students who view pornography may force their partners to engage in sex, it is possible that some of them who view pornography manifest sexual aggressive behaviour.

**4.3.2 Reasons for Viewing Pornography**

In research question two, the researcher sought for the reasons advanced by male students in Kenyan Universities for viewing pornography. The reasons given informed the study on what motivates students to consume pornography. The respondents were asked to

indicate the reasons for viewing pornography among the ten (10) predetermined items. The analysis and the outcome are illustrated in Table 4.3:

**Table 4.3: Reasons for Viewing Pornography**

<b>Reasons</b>	<b>N</b>	<b>Percentage Response</b>
To satisfy curiosity	235	48%
Learn more about sexuality	211	43%
For entertainment	210	43%
To get information about sex	205	42%
To relax	99	20%
To turn me on	73	15%
My partner and I like it	56	11%
Because I do not have a sexual partner	52	11%
As a safe out let for sex	51	10%
Because my friends approve it	40	8%

From Table 4.3, majority of the respondents indicated that they viewed pornography to satisfy curiosity at 48%, to learn more about sexuality at 43 %, for entertainment at (43%) and to get information about sex at 42%. Only 8% participants viewed pornography because their friends approved of it. The findings concurred with other past studies. For example, studies by Goodson, McCormick and Evans (2001), and Emmers-Sommers (2005) where males claimed that their motivation for viewing sexually explicit content was because they were curious about sex and for sexual entertainment. Similarly, the current study findings were supported by Wallmyr and Welin (2006) who found that 15 to 25 year-old males primarily viewed pornography to get aroused and masturbated (at

48.8 %); out of curiosity (39.5%) and because 'it's cool' (28.5%). Therefore, from findings and past studies, pornography is consumed due to curiosity, seeking sexuality information and education and entertainment.

Responding to an open ended question on whether viewing pornography is harmful, respondents who said "yes" indicated themes of curiosity, education, entertainment and a safe out-let for sex as follows:

**Excerpt 4: Curiosity**

*Just curious, it is a way of satisfying curiosity, people use this to kill curiosity, it maybe to satisfy curiosity, it enhances curiosity and helps to relieve sexual urge at old age.*

**Excerpt 5: Entertainment**

*It's fun, it's a source of entertainment, if the motive is entertainment then it is not wrong, it's a form of entertainment, it keeps the brain sexually upfront and its some sort of entertainment, the intentions of making pornography is purely for entertainment, if the reason is for entertainment purposes.*

**Excerpt 6: Education**

*It exposes us to more information in the field of sex, wants to learn more, it at sometimes helps to learn more about sexual intercourse related issues, knowledge is power, sometimes it is used for education purposes, teaches us what society doesn't; it's quite educating, it can be informative, they enable the viewer to know more about sexuality and be able to sustain his/her relationship with the other partner, one learns a lot from watching, learning resources, for me it is knowledge, it gives the viewer tips on how to have safe sex, sometimes it is educative but too much of something is poisonous, enables many people to understand more about sex, increases the sexual skills of someone, pornography teach a lot concerning sexuality, one gets sexual information, acquiring sexual information is not bad, it educates those who are not experienced in sexual matters, one learns a lot from the sex, because it teaches one how to have sex, provide insight on human sexuality, it has no health implications and since you were having sex there is no harm in learning new tricks.*

**Excerpt 7: Outlet for sex**

*It can be a sexual outlet, it can be a tool for sexual release as long as it does not affect someone's daily activities, safe way to sexually release, masturbation is said to be healthy, helps to relieve sexual urge at old age*

From the open-ended questions, respondents indicated that pornography is used to satisfy curiosity, for entertainment, education on sex and as a safer outlet for sexual tension.

Having established the reasons why respondents use pornography, the researcher further wished to find out their sources of information on sexual relationships. According to Laramie (2006), interactions with parents, peers and romantic or sexual partners, sexual media content serves an educational function for many young people. Table 4.4 illustrates the distribution of the respondents' sources of information on sexual relationships:

**Table 4.4: Sources of Information on Sexual Relationship**

Sources	N	Percentage
From friends or peers	350	72%
Reading stories about sexual relationships	110	23%
From parents or guardians	30	6%
Through watching pornographic materials	205	42%

From Table 4.4, the study revealed that the respondents' sources of sexual information were: from friends or peers at 72%, watching pornographic materials at 42% and from reading stories about sexual relationships at 23%. It is worth noting that parents or guardians were rated low as sources of information on sexual relationships at 6%. Findings from this study closely mirror previous studies that have indicated almost similar trends. In a study conducted by Stodghill (1998), 29% of U.S.A teenagers identified television as their most important source of information about sex while the

most-mentioned source was “friends” (45%) and only 7% cited parents and 3% cited sex education. This was despite the fact that the parents had a responsibility of educating their children on all social issues including sexuality.

In summary, most respondents viewed pornography to satisfy sexual curiosity, gain knowledge and information on sexuality, and for entertainment. The respondents’ further indicated that they watch pornographic materials to acquire information on sexual relationships.

#### **4.3.3 Extent of Sexually Aggressive Behaviours among the Respondents**

In research question three, the researcher endeavoured to find out the extent of sexually aggressive behaviours among male students in selected universities in Kenya. To address the question, the researcher explored the strategies used by male university students to convince a woman/man to have sex after she/he had initially said “no”. Healthy sexual engagements involve consent by the parties’ concerned. Where such consent is not achieved, sexual aggressive behaviours may be used.

Nineteen (19) items were employed to elicit responses on the nature of aggressive strategies that respondents may have used. Participants who had used one or more of the strategies were assigned a “yes” or “1” value while those who had never used the strategy in the subscale were assigned a “no” or “0” value. To reduce the variables to a manageable number, factor analysis was applied on the sexual aggressive strategies items. The factor 1 was named ‘*Sexual Aggressive Behaviours Strategies*’ and was illustrated in Table 4.5:

**Table 4.5: Factor 1: Sexual Aggressive Behaviours Strategies**

Statement	Loading factor	Eigen value	% variance	Cumulative %
Taking off her/his clothes in the hope that he/she gives in to sex	0.668	4.099	22.77	22.77
Getting her/him drunk/high in order to convince her to have sex	0.645	1.829	10.159	32.929
Taking off your clothes in the hopes that he/she will give in to sex	0.636	1.272	7.069	39.998
Taking advantage of the fact that he/she is high/drunk	0.580	1.248	6.932	46.93
Continuing to touch and kiss her/him in the hope that she/he will give in to sex	0.551	1.045	5.803	52.733

Cronbach's alpha = 0.771

Out of 19 sexual aggressive behaviours strategies ever used, factor analysis (Table 4.5) yielded five items composed of; Taking off her/his clothes in the hope that he/she gives in to sex; Getting her/him drunk/high in order to convince her to have sex; Taking off your clothes in the hopes that he/she will give in to sex; Taking advantage of the fact that he/she is high/drunk; and continuing to touch and kiss her/him in the hope that she/he will give in to sex. The five items had Eigen value above one and could explain a total variance of 52.7% and had a loading factor 0.668; 0.645; 0.636; 0.58 and 0.551 respectively.

Further, the frequency of respondents to the five items was established as illustrated in

Table 4.6:

**Table: 4.6: Sexual Aggressive Behaviors of the Respondents**

<b>Item</b>	<b>Frequency</b>	<b>%</b>	<b>Mean</b>	<b>Standard Deviation</b>
Taking off her/his clothes in the hope that he/she gives in to sex	74	15%	0.15	0.36
Getting her/him drunk/high in order to convince her to have sex	63	13%	0.12	0.33
Taking off your clothes in the hopes that he/she will give in to sex	50	10%	0.10	0.30
Taking advantage of the fact that he/she is high/drunk	40	8%	0.08	0.27
Continuing to touch and kiss her/him in the hope that she/he will give in to sex	285	59%	0.58	0.49
<b>Average</b>		<b>21%</b>		

From Table 4.6, the most frequently used sexual aggressive behaviours strategies by male university students were; “continuing to touch and kiss her/him in the hope that she/he will give in to sex” at 59%, “taking off her/his clothes in the hope that he/she gives in to sex” at 15%, and “getting her/him drunk/high in order to convince her/him to have sex” at 13%. According to Abbey and McAuslan (2004), sexual assault includes unwanted kissing, touching, or fondling, use of verbal pressure or verbal coercion such as lying and making promises to acquire sex. In this study, the average frequency of sexual aggressive behavior (21%) was far much lower than what was recorded by Wheeler *et al* (2002), where 61% of male students’ participants reported that they had perpetrated some form of sexual aggression and 58% acknowledged to have made a woman have sex with them who had not consented.

Intoxication also influenced sexual behaviours of the respondents. According to Nathan, (2011), substance abuse and alcohol consumption have been proven to make an individual more inclined to commit a sexual offence after viewing pornography. Not only does alcohol influence men, but it also affects the judgment of women, who are less likely to identify incidents of rape than when sober (Harris & Barlett, 2009).

The university counsellors' responding to an interview question on incidences of sexual aggressive behaviours confirmed its presence among some students as follows:

**Excerpt 9:**

*Yes, date rapes, there has been reported cases of male students forcing themselves into their partners to engage in sex in the halls of residence, forced sex, attempted rape, several cases of attempted rape and assault, male students forcing themselves on girls in the rooms of residence, but may not be due to pornography use.*

The students' counsellors' interview responses indicated use of physical force by university students in form of date rape, forced sex and attempted rape. However, some of the counsellors' responses indicated that sexual aggressive behaviours portrayed by some university students were not wholly due to pornography.

The researcher further sought to establish the sexual aggressive attitudes of the respondents. Respondents were asked to indicate whether they strongly agree, agree, disagree or strongly disagree according to the nine predetermined items. The responses were then categorized into three: agree, disagree and no response. "Agreement"

represented high sexual aggressive attitudes, "disagreement" implied low sexual aggressive attitudes while "no response" represented no sexual aggressive attitude. Table 4.7 indicates sexual aggressive attitudes of the respondents:

**Table 4.7: Sexual Aggressive Attitudes of the Respondents**

Aspects	Agreed %	Disagreed %	No Response %
Any healthy woman can successfully resist a rapist if she really wants to	57	37	6
In majority of the rapes, the victim has been involved in indiscriminate sexual intercourse or had a bad reputation	43	49	8
If a girl engages in kissing and lets things get out of hand, it is her own fault if her partner forces sex on her	58	35	7
The rapist has little or no responsibility for his actions	20	72	8
Any female can get raped	68	24	8
When a woman go around braless or wearing shorts and tight skirts and tops, they are asking for sex	41	52	7
If a woman gets drunk at a party it is really her own fault if someone takes advantage of her sexually	56	39	5
you are likely to engage in forced sex if you are assured of not being identified or punished	32	60	8
A lot of times, when a woman says "no" they are just playing hard to get and really mean yes	56	38	6
<b>Average</b>	<b>47.9%</b>	<b>45.1%</b>	<b>7%</b>

From Table 4.7, 47.9 % of the respondents agreed with the items, this indicated that high sexual aggressive attitude among the male students' stood at 47.9%. This can be compared to 45.1 % respondents who disagreed with the items hence had low sexual

aggressive attitudes. It can be noted that 32% of the respondents acknowledged that they are likely to engage in forced sex if assured of not being identified or punished. Sexual aggressive behaviours are reinforced by the kind of attitudes held by the individuals. A study by Abbey and McAuslan (2004), pointed out that men with the aggressive attitudes were more likely to commit sexual assaults. A study by Burgess (2007) found that 19% of college men were likely to assault a woman if they knew there would be no penalty or consequences for committing such an act. Fear of punishment was what deterred some of the respondents from committing sexual assaults. Further, a growing body of evidence indicates that high-frequency pornography use or consumption of violent pornography among boys and young men intensifies attitudes supportive of sexual coercion and increases their likelihood of perpetrating assault (Floods 2009).

In conclusion, the study indicated that the average sexual aggressive tendencies stood at 21% and sexual aggressive attitudes at 47.9 % among the respondents. Some respondents acknowledged that they were likely to engage in forced sex if assured of not being identified or punished (32%).

#### **4.3.4 Relationship between Pornography Viewing and SABs of the Respondents**

In research question four, the researcher sought to find out the relationship between pornography viewing and sexual aggressive behaviours among male students in selected universities in Kenya. To address this, the researcher used logistic regression analysis to find out which sexual aggressive strategy variable among the five variables identified in Table 4.7 was the strongest significant predictor of pornography viewing (recoded by

assigning value '1', for the respondents who noted that pornography viewing is not harmful and '0', for those who noted that it is harmful to view pornography). This was later used as a representative of sexual aggressive behaviours variables. Table 4.9 represents the logistic regression analysis on sexual aggressive behaviours:

**Table 4.8 Logistic Regression Analysis of Pornography Viewers and SAB**

		Variables in the Equation					
		B	S.E.	Wald	df	Sig.	Exp(B)
	Taking off her/his clothes in the hope that he/she gives in to sex	-0.145	0.367	0.156	1	0.693	0.865
	Taking off your clothes in the hopes that he/she will give in to sex	0.164	0.411	0.158	1	0.691	1.178
	Taking advantage of the fact that he/she is high/drunk	0.118	0.423	0.077	1	0.781	1.125
	Getting her/him drunk/high in order to convince her to have sex	0.924	0.336	7.564	1	0.006	2.52
	Continuing to touch and kiss her/him in the hope that she/he will give in to sex	0.142	0.242	0.342	1	0.559	1.152
Step 1 <sup>a</sup>	Constant	-1.451	0.182	63.88	1	0	0.234
Step 1	-2 Log likelihood 494.978	Cox & Snell R Square 0.56	Nagelkerke R Square 0.79				
Overall Percentage 77.1%							
Omnibus Tests of Model Coefficients							
		Chi-square	Df	Sig.			
Step 1	Step	12.222	5	0.032			
	Block	12.222	5	0.032			
	Model	12.222	5	0.032			

Logistical regression analysis was then conducted to predict pornographic viewership (factoring in the respondents who noted that pornography viewing is not harmful) using SAB identified in the factor analysis which include; Taking off your clothes in the hope that she/he will give in to sex; Continuing to touch and kiss her/him in the hope that she/he will give in to sex; Getting her/him drunk/ high in order to convince her to have sex; Taking off her/his clothes in the hope that she /he gives in to sex; and Taking advantage of the fact that she/he is drunk/high (Table 4.8).

A test of the full logistic regression analysis model was statistically significant, indicating that the predictors as a set reliably distinguished between respondents who noted that pornographic viewing is not harmful and those that noted that it is harmful (chi square = 12.222,  $p=0.032$ ,  $p < 0.05$  with  $df = 5$ ). Nagelkerke's  $R^2$  of 0.79 indicated a moderately strong relationship between pornography viewing and SAB. In this case it is 0.79, indicating a moderately strong relationship of 79% between the predictors and the outcome (sexual aggressive behavior). Prediction success overall was 77.1%. The Wald criterion from the logistic regression analysis in Table 4.8 above demonstrated that only Getting her/him drunk/ high in order to convince her to have sex made a significant contribution to prediction ( $p = 0.006$ ) in Table 4.9. This was therefore used to represent Sexual Aggressive Behaviour (SAB) variable.

The researcher then opted to perform a multiple regression analysis on the seven items of frequency of exposures pornography as the independent variables in order to find out if

frequencies of exposure to pornography ever used have significant relationship prediction of having been involved in sexual aggressive behaviour as illustrated in Table 4.9:

**Table 4.9 Regression Model on Pornography Viewing and SAB**

ANOVA <sup>a</sup>							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	.561	6	.094	1.827	.049 <sup>b</sup>	
	Residual	54.289	480	.113			
	Total	54.850	486				

	B	S.E	B	t	Sig.	Tolerance	VIF
1 (Constant)	.129	.016		8.037	.000		
I have to find time to watch pornography on films and videos	0.04	0.042	<b>0.101</b>	2.214	0.028	0.845	1.184
I can surf the internet in my own space so I can watch pornography	0.088	0.085	<b>0.051</b>	1.949	0.021	0.661	1.513
I watch women in lingerie/swimsuits	0.043	0.071	<b>0.042</b>	1.887	0.042	0.681	1.54
One can learn a lot about sex from the cyber, so I make a point of practicing cyber sex	0.017	0.069	<b>0.067</b>	1.501	0.039	0.613	1.63
Strip joints are common in major towns, so I make some time to visit these joints	0.065	0.079	<b>0.037</b>	1.629	0.045	0.633	1.579
	0.161	0.068	<b>0.149</b>	2.351	0.019	0.691	1.447
It is through reading romantic/erotic novels that you learn about sex, so I make some time to read such materials							
It is through practicing phone sex or video sex that I learn about sex	0.761	0.091	<b>0.054</b>	1.278	0.048	0.643	1.666

a. Dependent Variable: SAB

R<sup>2</sup>= 0.365    R= 0.356    F= p= 0.049 significant at 0.05 level

From Table 4.9, the regression model was significant;  $F= 1.827$ ,  $p= 0.049$  at 0.05 level. The multiple regression coefficient (R) was 0.356 and  $R^2= 0.365$ . From the regression analysis it was evident that frequency of exposure to pornography was significantly related to predictors of sexual aggressive behaviours. The frequency of “reading romantic/erotic novels that you learn about sex, so I make some time to read such materials” was the strongest predictor of sexual aggressive behaviour with highest standardized coefficients  $\beta$  of 0.149. This was closely followed by frequency of “having to find time to watch pornography on films and videos” with highest standardized coefficients  $\beta$  of 0.101.

The probability of f-statistic shows the significance of the research question. According to the standard, if the  $p$  value is  $< 0.05$  so it is significant. In this study objective four, the table 4.9 demonstrates the  $p$  value is 0.049 which is  $< 0.05$ , thus the model of the research is statistically significant. So the independent variables of the study; viewing of pornography has significant relationship with dependant variable; sexual aggressive behaviours.

From the logistic regression analysis performed, (Table 4.8), the researcher opted to use getting her/him drunk/ high in order to convince her to have sex as a representative of the SAB. This was also used to run a cross-tabulation and Chi-square to all the frequency of exposure to pornography viewing variables. This was used to find out whether there exist a relationship between exposure to pornography and sexual aggressive behaviors as indicated in Table 4.10.

**Table 4.10: Chi-square of Frequency of Exposure to Pornography and SAB**

<b>Frequency of Exposure to Pornography</b>	<b><math>\chi^2</math></b>	<b>df</b>	<b>P</b>
I have to find time to watch pornography on films and videos	16.064	5	0.007
I can surf the internet in my own space so I can watch porn	16.489	5	0.006
I watch women in lingerie/swimsuits	17.099	5	0.004
One can learn a lot about sex from the cyber, so I make a point of practicing cyber sex	5.202	5	0.392
Strip joints are common in major towns, so I make some time to visit these joints	36.099	5	0
It is through reading romantic/erotic novels that you learn about sex, so I make some time to read such materials	9.384	5	0.095
It is through practicing phone sex or video sex that I learn about sex	17.027	5	0.004

Through cross tabulation (Table 4.10), the results showed that most of the variables in frequency of exposure to pornographic viewing were significantly related to SAB: like SAB and "I have to find time to watch pornography on films and videos showed significance relationship  $\chi^2 = 16.064$ ,  $df=5$ ,  $p=0.007$ ; SAB and I can surf the internet in my own space so I can watch pornography also showed significance relationship  $\chi^2 = 16.489$ ,  $df=5$ ,  $p=0.006$ ; SAB and I watch women in lingerie/swimsuits showed significance  $\chi^2 = 17.099$ ,  $df=5$ ,  $p=0.004$ ; SAB and it is through reading romantic/erotic novels that you learn about sex, so I make some time to read such materials showed no significance  $\chi^2 = 9.384$ ,  $df=5$ ,  $p=0.095$ ; SAB and strip joints are common in major towns,

so I make some time to visit these joints showed stronger significance relationship  $\chi^2 = 36.099$ ,  $df=5$ ,  $p=0.000$ ; SAB and it is through practicing phone sex or video sex that I learn about sex also showed significant relationship  $\chi^2 = 17.027$ ,  $df=5$ ,  $p=0.004$ ; SAB and one can learn a lot about sex from the cyber, so I make a point of practicing cybersex showed no significant relationship  $\chi^2 = 5.202$ ,  $df=5$ ,  $p=0.392$

The researcher further performed correlation analysis to find out if there exist relationships between types of pornography materials ever used by the respondents and sexual aggressive behaviours variables. Variables 1 to 5 represent the sexual aggressive strategies while variables 6 to 10 represent the pornography materials ever used. The variables were : 1. taking off your clothes in the hopes that he/she will give in to sex ; 2. taking off her/his clothes in the hope that he/she gives in to sex; 3. continuing to touch and kiss her/him in the hope that she/he will give in to sex; 4. taking advantage of the fact that he/she is high/drunk; 5. getting her/him drunk/high in order to convince her to have sex; 6.nude images in magazines, videos, TV or internet; 7. graphic photos e.g. exposed genitalia; 8. images depicting sexual intercourse; 9. dirty talk; 10. Exchanging of explicit text or email messages and images;

**Table 4.11. Correlation Matrix between Pornography viewing and SAB**

		6	7	8	9	10
1	Pearson Correlation	-.111*	-.155**	-.149**	-.123**	-.135**
	Sig. (2-tailed)	0.015	0.001	0.001	0.007	0.003
2	Pearson Correlation	-.100*	-.144**	-.122**	-.146**	-.140**
	Sig. (2-tailed)	0.028	0.001	0.007	0.001	0.002
3	Pearson Correlation	-.106*	-.150**	-.101*	-.090*	-.123**
	Sig. (2-tailed)	0.019	0.001	0.026	0.046	0.007
4	Pearson Correlation	-.098*	-0.078	-0.053	-.105*	-.093*
	Sig. (2-tailed)	0.031	0.085	0.244	0.021	0.04
5	Pearson Correlation	-0.043	-0.06	-0.051	-0.076	-.116*
	Sig. (2-tailed)	0.341	0.188	0.263	0.093	0.011

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

From the Table 4.11, the results indicate a moderate positive correlation between taking off your clothes in the hopes that he/she will give in to sex and graphic photos for example, exposed genitalia,  $r=0.155$ ,  $p=0.001$ ; continuing to touch and kiss her/him in the hope that she/he and graphic photos e.g. exposed genitalia at  $0.150$ ,  $p=0.001$ ; taking off your clothes in the hopes that he/she will give in to sex and images depicting sexual intercourse at  $r=0.149$   $p=0.001$  significant at the 0.01 level. These results are slightly higher than from a study by Malamuth *et al* (2000) which established a relatively low correlation between pornography and sexual aggressive behaviours at  $r=0.12$ ; ( $n= 2644$ ). Later, a study by Carr and Van Deusens (2004) using male college students indicated that

pornographic consumption contributed to the prediction of sexual violence against women.

The researcher further endeavoured to establish whether age of first exposure to pornography had any relationship on sexual aggressive behaviours. The age of first exposure to pornography was cross-tabulated with sexual aggressive behaviours. Age of first exposure to pornography was categorized into three: early exposure (below 13 years), late exposure (13 years and above) and those who had never been exposed were cross-tabulated with sexual aggressive behaviours as indicated in Table 4.12.

**Table 4.12 Cross-Tabulation between Age of First Exposure to Pornography and S.A.B.**

<b>Cross Tabulation of Age of First Exposure to Pornography * SAB</b>				
		<b>SAB</b>		
		<b>Yes</b>	<b>No</b>	<b>Total</b>
Age of first exposure to pornography	Early exposure	24	80	104
	Late exposure	38	326	364
	Never	0	14	14
<b>Total</b>		<b>62</b>	<b>420</b>	<b>482</b>
<b>Chi-Square Tests</b>				
	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig. (2-sided)</b>	
Pearson Chi-Square	13.654	2	.001	
Likelihood Ratio	13.983	2	.001	
Linear-by-Linear Association	13.579	1	.000	
N of Valid Cases	482			

Chi-square revealed that age of first exposure to pornography had a significant relationship with sexual aggressive behaviours ( $\chi^2 = 13.654$ ,  $d.f=2$ ,  $p= 0.001$ ,  $p<0.05$ ).

Further, the age of first exposure to pornography was correlated to sexual aggressive behaviour variable as indicated in Table 4.13:

**Table 4.13: Correlation Matrix of Age of First Exposure to Pornography and Sexual Aggressive Strategies variables**

Correlations		Age First Exposure
Taking off her/his clothes in the		
hope that he/she gives in to sex	Pearson Correlation	.134**
	Sig. (2-tailed)	0.003
Getting her/him drunk/high in		
order to convince her to have		
sex	Pearson Correlation	.151**
	Sig. (2-tailed)	0.001

\*\* Correlation is significant at the 0.01 level (2-tailed).

The Table 4.13, suggests that age of first exposure had a weak positive correlation with getting her/him drunk/high in order to convince her to have sex at  $r= 0.151$ ,  $p= 0.001$  and taking off her/his clothes in the hope that he/she gives in to sex at  $r= 0.134$ ,  $p= 0.003$  both at 99% significance. These results are in line with studies by Ross, (2012), which indicated that early exposure to pornography and other sexual explicit materials by age

14 could increase risk to sexual aggressive behaviours. Viewers of pornography may act out what they see and are likely to commit sexual assaults.

#### 4.4 Pornography Control Measures

In research question five, the researcher endeavoured to find out the control measures that universities had put in place to control and regulate pornography among students in selected universities in Kenya. Among the control measures reported by majority of interviewees were preventive: psycho-education on self-esteem, relationship support groups, blocking of sites, group therapy, abnormal psychology classes, parental education, establishment of code of conduct, mentorship programmes, spot check in the computer laboratories and hostels.

Students' counselors, during the interview and responding to a question on the pornography control measures in place on campuses, had the following to say:

##### **Excerpt 10:**

*Blocking internet sites, psycho-education on sexuality and on the dangers of porn use, group therapy, send messages on unhealthy sexual relationships, human sexuality unit, Preventive through psycho- education on self esteem and on alcohol and drug abuse, expressive skills; relationship support groups who meet weekly to discuss several topics such as good relations, sexuality etc locking the sites, strict controls in the hostels, network control through a tracking system, students handbook has prohibited visit to porn sites in the computer lab but this cannot control the phone , spot checks in the computer lab and hostels, first year experience class is mandatory and touches on sexuality, relationships etc; counseling services offer support, peer counseling and campaigns.*

However, the students' counselors suggested the following pornography control measures to be put in place on campus:

**Excerpt 11:**

*Students need to be informed of the consequences of pornography viewing; social, moral and spiritual. This is to enable them to make informed choices and to understand the long lasting consequences of pornography consumption. Engage students in discussions and forums on sexuality and pornography use, need for a multifaceted approach; family, schools, institutions like the church; sensitization of students on the consequences of porn use, instill values and meaningful engagement of students in sports etc, let our society appreciate the harms like killing family units, removes excitement in normal sexual activities leading to homosexuality so as to explore something different because heterosexuality is no longer exciting to the pornography viewers*

It is clear from the above responses that some pornography control measures are already in place, but these may not be sufficient. The students' counsellors felt that: creation of awareness through psycho-education programmes and support services for students be available as well as blocking internet sites. Blocking internet sites may be a challenging task due to availability of unregulated internet in the students' phones and computers. Any control measures are bound to fail if the users are not involved. Male students were the target of this study and responding to open ended question on pornography control measures they had suggestions which were grouped into two categories: psycho-education, restrictions and penalties measures:

**Excerpt 12: Psycho education measures**

*Students should be taught the effects of pornography, education on sex from early age basically from age 9 or 10, more sex talks to reduce curiosity , not making sex a taboo like practice, let people talk about sex frankly and openly, advice students against it, develop co-curricular a activities, religious societies should also do their part to discourage it, be role models to ourselves and others, to encourage dignity in modes of dressing among student, students are to be involved actively in sexual education; peer sessions and group discussions*

**Excerpt 13: Restrictions and penalties measures**

*Government should censor all pornography sites, ban pornography sites and educate students on the negative effects of pornography, enhance enforcement of laws that prohibits pornography harsh; penalties on pornography sellers as well as viewers, posting explicit material on media should be followed with strict penalty, the government should impose heavy taxes on the imported pornographic materials, ban importation of the material, putting in place rules and regulations governing or controlling conduct of students the issues related to sex and pornography with clear explanation on the consequences ,encrypt all pornography websites with firewalls, put internet firewall on pornography sites, parent control on television.*

The suggestions by the respondents ought to be considered when devising programmes and policies for dealing with management of use of pornography. Some respondents, however, felt that nothing could be done to regulate or control pornography as indicated in the open-ended question:

**Excerpt 14:**

*Nothing much can be done, it's a personal choice, it depends on the individual, it's not necessary to regulate because I don't find it harmful, this is a stage that they will pass, so let them watch and they will soon get bored, why regulate and students in the university are mature ,let people be liberal, give them freedom ,it's hard to regulate porn materials because they are available everywhere, personally I think since were all of age it should be our own will ,there is nothing you can do because they already exist hence blocking them students will still find a way of accessing them, you can't regulate porn, but can control children to hate it by Madrassa and Sunday school" no control mechanism can be put in place to regulate pornography even in china it failed miserably; it is an underground economy*

It is recognized that it is natural for young people to explore their sexual self (Flood, 2009b). They should therefore be provided with information appropriate for their development and age levels. DeAngelis (2007) suggested that young people should be educated about their sexuality, rather than protected by it. Sexuality education would empower individuals with knowledge to be able to make informed decisions on their sexual behaviour.

## 4.5 Conclusion

In conclusion, the findings from this study established that students were exposed to various types of pornographic materials through the offline and online sources. The reasons for seeking pornography were to satisfying curiosity, getting information and knowledge on sexuality and for entertainment. The age of first exposure to pornography among the respondents was highest between ages 13-18 years and the most frequently used pornographic materials were nude images in magazines, videos, television or internet. The percentage of exposure to pornography stood at 42.5% whereas no exposure was at 50.9 %. Further, 21% of the respondents used various sexual aggressive behaviours strategies and 47.9% had sexual aggressive attitudes.

The regression analysis revealed that sexual aggressive behaviours variables are significant predictors of pornography viewing by getting the partner drunk/high in order to convince the partner to have sex. There was a significant relationship between frequency of exposure to pornography and sexual aggressive behaviours ( $F= 1.827$ ,  $df=6$ ,  $p= 0.049$  significant at 0.05 level). The multiple regression coefficient ( $R$ ) was at 0.356 and ( $R^2$ ) at 0.365. This was reaffirmed by a test of the full logistic regression model against a constant indicated that the predictors as a set reliably distinguished between respondents who noted that pornographic viewing is not harmful and those that noted that it is harmful (Chi-square = 12.222,  $p=0.032$ ,  $p < 0.05$  with  $df = 5$ , Nagelkerke's  $R^2$  of 0.79) had a moderately strong relationship.

Chi- square revealed that age of first exposure to pornography had a significant relationship with sexual aggressive behaviours (Chi-square =13.654,  $df=2$ ,  $p= 0.001$ ,  $p <$

0.05). Finally, respondents gave several suggestions on control measures that could be put in place to regulate or control pornography among students; psycho-education on the harms and effects of pornography, penalties and restrictions, among many others.

## CHAPTER FIVE

### SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The study explored the relationship between pornography viewing and sexual aggressive behaviours among male students in selected universities in Kenya. This chapter contains the summary and discussions of the major findings, conclusions, and recommendations drawn from the study.

#### 5.2 Summary of the Study Findings

Based on the demographic data, objectives and the analysis of data the following major findings were established:

1. On demographic data; most respondents were in the age bracket 17- 25 years of age, in their second and first year of study, single and casually dating while age of first exposure to pornography was highest between ages 13 to 18 years
2. The respondents used different types of pornographic materials: images in magazines, videos, television, internet and images depicting sexual intercourse in decreasing order.
3. Most of the respondents turned to pornography due to curiosity, to learn about sex, for entertainment and to get information about sexual relationships.
4. Most respondents revealed various sexual aggressive behaviours; continuing to touch and kiss her/him in the hope that she/he will give in to sex, taking off her/his

clothes in the hope that he/she gives in to sex and getting her/him drunk/high in order to convince her/him to have sex. Some respondents acknowledged the likelihood of engaging in forced sex if assured of not being identified or punished.

5. There was a significant relationship between frequency of pornography viewing and sexual aggressive behaviours at,  $F= 1.827$ ,  $df=6$ ,  $p= 0.049$  significant at 0.05 level. The multiple regression coefficient (R) was 0.356 and  $R^2= 0.365$ . This was reaffirmed by a test of the full logistic regression analysis model, indicating that the predictors as a set, reliably distinguished between respondents who noted that pornographic viewing is not harmful and those that noted that it is harmful (chi square = 12.222,  $p=0.032$ ,  $p < 0.05$  with  $df = 5$ ).
6. Majority of the respondents suggested; blocking of sites, enhancing psycho-education programmes, providing counselling services, among other measures for controlling pornography. However, a few respondents indicated that pornography was readily available and that it was impossible to control it.

### **5.3 Discussion of Findings**

The study findings are therefore, discussed as follows:

#### **5.3.1 Demographic Information of the Respondents**

Analysis of the demographic information revealed various characteristics. On the age of the respondents the study results showed that most of the all respondents were in the age bracket 17- 25 years of age. According to Arnett (2000), the time span of 18 to 25 years is termed as “emerging adulthood” and is particularly important in exploring sexuality.

Arnett noted that the time span is also connected to higher sexual risk behaviours and a possible higher frequency of pornography consumption. For instance, a study by Ybarra and Mitchell (2005) indicated that the prevalence of intentional internet exposure increases with age from 8% among 10-13 years old to 25% among 14-17 years old.

On the year of study, most of the respondents were in their second year of study (42 %) followed by those in their first year of study (21%), totaling to 63%. Few admissions are done during the time data was collected (March to August, 2013). This is because Kenya Certificate of Secondary Examination (KCSE) results are released towards the end of February of each year and major university admissions are done in the month of September of every year.

On the current relationship status, most of the respondents were single at 33% and casually dating at 22%. A study by Dune, Humpreys & Leach (2003), noted that universities provide environment for many students to explore intimate relations with casual partners or serious relationships. Consequently, there were a small percentage of respondents who were not dating (16%). The media has a direct influence on the relation habits students may have. Richelle, (2003) argued that the dominance of women in the media being ascribed roles that perpetuate sexist stereotypes about them serve to send messages about real women to students. Hence, student can learn and model how to relate from the media and this may influence their sexual behaviours.

On the age of first exposure to pornography among the respondents; the highest was between ages 16-18, followed by 13-15 years. Some of the respondents had been exposed to pornography as early as before age 10 years. The early age of exposure to pornographic materials increased the risk of a child acting out sexually (See Bryant, 2009). It is worth noting that young people are inundated with sexual information before they are developmentally capable of integrating it into healthy sexual identity with ramifications for both individual and society (Bryant, 2009). They are developmentally incapable of constructively dealing with such information. Hence, they are predisposed to risky behaviours such as sexual aggression. For example a study by Seigfried- Spellar and Rogers (2013) indicated that individuals with a younger “age of onset” for adult pornography were more likely to engage in deviant behaviours (bestiality or child abuse) compared to those with a latter “age of onset”. Hence, age of exposure to pornography may influence the sexual behaviours of the viewers.

### **5.3.2 Nature and Extent of Pornography Viewing among the Respondents**

On the nature and extent of pornographic materials viewed, most of the respondents were exposed to; nude images in magazines, videos, television and internet, images depicting sexual intercourse, and graphic photos showing exposed genitalia. The percentage of respondents who had ever used any pornographic materials stood at 39.6%. On the frequency of exposure to pornography respondents indicated reading romantic and erotic novels at 54%, watching pornography on films and videos at 53%, surfing the internet at 51% and watching women in lingerie/ swimsuits at 50%. On the level of exposure to pornography the results showed; No exposure at 50.9 %; Low exposure at 30.9 % and

High exposure at 11.6 %. The average frequency of exposure to any pornographic materials was 42.2 % with exposure to at least once a day being small (5%). In the present study, the small percentage of respondents who viewed pornography on a daily basis could not be ignored. This is because the sample was drawn from a general population where individuals exposed to pornography may not be very many. This is because the sample was drawn from a general population where individuals exposed to pornography may not be very many. The sample size was also small and was obtained using convenience sampling technique. The topic on sexuality is a sensitive one and respondents may not have revealed their true status of pornography viewing and sexual aggressive behaviours.

It is evident that respondent had access to pornography. Studies by Bross, (2005); Paul & Bryant, (2005) observed that unfettered access to the internet may lead to an overall increase in the numbers of youth seeking out pornographic materials. Further, epidemiological studies from various countries have shown that pornography has become easily accessible and widely used particularly by youth and young adults (Coopersmith, 2006; Hald, 2007; Wallmyr & Welin, 2006). Kenya is part of the global village and challenges of pornography viewing experienced in other countries may also be evident among the young adults.

The mind through cognition of thoughts and images is key to sexuality. Santrock (2000) pointed out that thoughts and images are extensively involved in human sexual lives. Hence, constant viewing of pornography may lead to cognitive learning of aggressive

behaviours where the information acquired is stored in the viewer's memory and later put in use when an opportunity arises. There is greater level of cortical processing and encoding which favour recognition and retention of pictures over other stimuli (Arieh and Algom, 2002, Stenberg, 2006). According to McBride and Doshier (2002), pictorial stimuli such as pornography are encoded in cortical regions of the brain in a more indelible manner when compared to other stimuli. This effect is known as the "picture-superiority effect" which has been well established in adults as well as in adolescents (Whitehouse Mayberry and Durkin, 2006). Pornographic images are processed differently by the brain and leave deeper impressions compared to verbal or word stimuli (Amrhein, McDaniel & Waddill, 2002). Viewing of pornography may lead to long lasting effects on the human brain since some of it is based on eroticizes violence.

Pornographic viewers are, therefore, likely to imitate and model the masculine hostility portrayed in the pictorial images and may also acquire impersonal sex and antisocial tendencies towards their sexual partners. The viewers of pornography may acquire sexual characteristics, attitudes and perceptions that are antisocial for example, lacking in empathy, short-temperedness and impulsive irritability which may make them sexually aggressive (Vega & Malamuth, 2007). Such characteristics and learnt observational behaviours are likely to predispose the viewers to sexual aggressive tendencies. The evidence of associations between pornography and aggressiveness towards women could be explained by a "circular relationship" where aggressive males are drawn to the images in pornography which reinforce and thereby increase the likelihood of their impersonal and hostile orientation to sexuality (Malamuth and Huppini, 2005).

### 5.3.3 Reasons for Viewing Pornography among Respondents

The study revealed that majority of male respondents viewed pornography for various reasons; to satisfy curiosity at 48%, for entertainment at 43% and to learn more about sexuality at 43 %. The respondents further indicated watching pornographic materials as a source of information on sexual relationships at 42%. Curiosity is therefore a key motivation for viewing pornography. According to Litman and Jimerson, (2004); Litman and Spielberg, (2003); and Loewenstein(1994), curiosity is a desire to know, see or experience that motivates exploratory behaviour towards acquisition of new information. The findings of this study imply that young people lack sex information. Hence, to fill this void they could turn to pornography to satisfy their curiosity on sexuality. However, it is not always safe to be guided by curiosity as this can lead to impulsive sexual behaviours due to lack of self- control on the part of the pornography viewer.

Lenneer (1998) pointed out that sexuality is a deep and significant human value throughout life. Young adults are in the psychosocial stage of developing intimacy are in need of information on sexuality. Flood (2009b) observed that it is natural for young people to explore their sexual self and that exposure to pornography shapes sexual knowledge (Flood 2010). Hence, the need to provide appropriate sex information for their sexual self-development.

Many researchers have explored the role of media in this process. For example, studies by Brown, (2006); Peter & Valkenburg, (2007); Træen, Sørheim-Nilsen, & Stigum, (2006); Ward, (2003) found that sexual images in mainstream media outlets are important

sources of information for adolescents and young adults. Pornography viewers are likely to imitate similar acts with other human beings. They may also acquire impersonal sexual characteristics lacking in empathy and may treat their partners as sex objects.

The youth have an entertainment orientation. For the majority of producers and consumers, pornography functions as entertainment rather than art (McKee, 2012). Pornography is a form of adult entertainment but due to its availability, virtually all individuals can access it and this predisposes viewers to sexual aggressive behaviours. It is difficult to draw boundaries between what is adult and non-adult entertainment because of the availability of pornography especially in this internet age. This may lead to objectification of women as they are portrayed object for entertainment by pornography viewers. Pornography use also desensitizes some users to themes of violence (Bridges (2010). The viewers may become insensitive to the feelings of the sexual partners. A desensitization of the materials effect in which what was first gross, shocking and disturbing becomes, with time, acceptable and common place (Salmon, 2004).

In conclusion, the viewing of pornography which may start casually as to satisfy curiosity or for sex information or for entertainment may eventually become the way of life leading to modeling and imitation of the behaviours portrayed in pornography and may eventually lead to pornographic addiction. Pornography viewing may also, facilitate impersonal sex where individuals are willing to engage in sexual relations without closeness or commitment. In the process the viewers are likely to adopt sexual aggressive behaviours as observed.

### 5.3.4 Extent of Sexually Aggressive Behaviours among Respondent

Most of the respondents used the following sexual aggressive behaviours strategies; “continuing to touch and kiss her/him in the hope that she/he will give in to sex” at 59%, “taking off her/his clothes in the hope that he/she gives in to sex” at 15%, and “getting her/him drunk/high in order to convince her/him to have sex” at 13%. The average frequency of sexual aggressive behavior stood at 21%. Getting her/him drunk/high in order to convince her to have sex strategy was the strongest predictor of regarding pornography viewing to be harmful with highest standardized coefficients  $\beta$  of 0.129. Pornography represents provocative and emotionally salient stimuli that appeal to the viewer’s brain. Young people are believed to lack sufficient maturation and integrity in frontal cortices necessary to exert cognitive control required to suppress sexual cravings, thoughts and behaviours elicited by pornographic content (Owen et al 2012). They may act on impulse towards their sexual partners without considering the feelings. Because of immature cognitive development, adolescent males tend practice what they witness from the sexually explicit material and sexually coerce their partners (Elliot & Beach, 2009).

Use of alcohol also contributes to sexual aggressive behaviours. Studies by Abbey, Clinton- Sherred et al (2003); Zawacki et al (2003) and Abbey and McAuslan (2004), established that alcohol use was the most commonly situational risk factor for perpetration of sexual aggression. Individuals could take advantage of drunken partners who were not in a position of making rational sexual decisions, unable to provide consent or stop sexual abuse because they had either passed out or were drugged or were asleep.

Using the open ended questions, most of the respondents used emotional manipulation; soothing, pretence, giving her gifts, negotiation among others to obtain sex. Krug et al (2002) sexual aggression is any physical, psychological or sexual act which attempts to obtain sex without consent. Further, the students' counsellors' interview responses indicated use of physical force by university students in form of date rape, forced sex and attempted rape. Studies by Hines and Saudino, (2003) indicated that physical and sexual aggressions were common among university students. However, it should be noted that only a small group of men commit majority of these assault (Lisak & Miller, 2002). Such sexual aggressive individuals may acquire hostile masculine characteristics due to exposure to pornographic materials over a period of time.

Many concerns about pornographic media involve the attitudes and values they convey to the viewers. The study indicated that 47.9 % of the respondents had high sexual aggressive attitudes; 45.1% had low sexual aggressive attitudes while 32% of the respondents acknowledged that they are likely to engage in forced sex if assured of not being identified or punished. According to Bryant (2009), exposure to sexual violence can lead to desensitization against women in general and greater acceptance of rape myths. Fear of punishment was what deterred some of the respondents from committing sexual assaults. Research investigating the relationship between sexualized media and sexual aggression had reported that this latter behaviour and attitudes are elevated for adults who report pornographic consumption (Carroll, Padilla-Walker, Nelson, Olson, Barry, and Madsen, 2008; Malamuth *et al* 2000; Vega and Malamuth, 2007). Therefore, viewing of pornography predisposes consumers to sexual aggressive attitudes and

behaviours. Attitudes represent predisposition to behaviour but how we actually behave in a particular situation depends on the immediate consequences of our individual actions.

These views reflect aspects of hostile masculinity and impersonal sex as advanced by Vega and Malamuth (2007) in the Confluence Model of Sexual Aggression, such as, being antisocial, lack of empathy and being insensitive to the needs of the sexual partner.

Pornography portrays women as sex objects to be used for personal sexual gratification regardless of their subjective feelings. A study by Peter & Valkenburg (2009) established that viewing women as sex objects was related to increased frequency in the consumption of sexually explicit material.

### **5.3.5 Relationship between Pornography Viewing and SABs**

There was a significant relationship between frequency of exposure to pornography and sexual aggressive behaviours. The results further indicated a moderate positive weak correlation between exposure to some aspects of pornography and sexual aggressive behaviours. Further, Chi-square revealed that age of first exposure to pornography had a significant relationship with sexual aggressive behaviours.

A study by Malamuth and Huppin (2005) suggested that the evidence of association between pornography and aggressiveness towards women could be explained by a circular relationship. They argued that; aggressive males are drawn to images in pornography which reinforces and thereby increases the likelihood of their controlled impersonal and hostile orientation to sexuality this may increase male's subsequent

aggressive behaviours. This is because pornography portrays males' coerciveness against female victims as rewarding (Hines and Saudino, 2003). Hence, viewers are likely to imitate and model the aggressive sexual behaviours which they see as rewarding. Both observational learning and processes of conditioning suggest that repeated exposure to deviant forms of pornography shapes an individual's fantasies, perception, rationalizations and deeper core beliefs (Lalumi'ere *et al* 2005, Marshall, 2000 and Seto *et al.* 2001). The portrayal of pornography may incite, erotize and give legitimacy to such behaviours. Viewers of pornography, therefore, acquire values, attitudes, beliefs, thoughts and behaviours of the pornified culture and are likely to become sexually aggressive. These may be due to modeling of dominating, controlling and antisocial behaviours portrayed by pornography that supports sexual aggressive behavior.

It is worth noting that, even small significant associations between pornography and sexual aggressive behavior may translate into considerable social and practical significance across larger population sample (Rosenthal, 1986). However, Malamuth *et al* (2000) and Vega and Malamuth, (2007) noted that it was the confluence or relative interactive combination of these variables that can have strong predictive utility on the social and practical significance. A single variable could have little or no correlation but the accumulative effects of many variables, age of first exposure, use of alcohol or any substance of abuse, year of study and frequency of pornography exposure, among other variables could have profound effect on behaviour. The presence of such factors in a pornography viewer may lead to promiscuous, non-committal and 'game-playing' orientation towards sexual partners.

### **5.3.6 Pornography Control Measures**

The majority of interviewed respondents posited that there was need to prevent accessibility of pornographic materials in the universities through psycho-education, counseling services and use of restrictions and penalties. Psycho-education on the issues of; healthy human sexuality, abnormal psychology, self-esteem, expressive skills, and relationships, effects of alcohol and drugs on sexuality and the consequences of pornography usage should be carried out. Flood, (2009b) recognized that it is natural for young people to explore their sexual self and hence, should be provided with information appropriate for their development and age levels. Sexual knowledge would enable them to make informed choices regarding their sexual attitudes and behaviors. DeAngelis (2007) suggested that young people should be educated about their sexuality, rather than protected by it. An example he provided was that it should be explained to teenagers that pornography “is one very specific notion of sex and sexuality, and may not correspond with what they, and most adults, experience in their sex lives” (DeAngelis, 2007). Flood & Hamilton, (2003) indicated the need to incorporate pornography education into school curricula for health and personal development, media literacy and protective behaviours. They further observed that encouraging young people’s information skills on the internet reduces the likelihood of inadvertently encountering sexually explicit material while media literacy enables them to take a more detached and evaluative view of the material (Flood & Hamilton, 2003). This could be through creation of stimulating, compelling and educational internet and other content from both commercial and non-commercial sources (Thornburgh & Lin 2002). The content should include materials on sexual health and education so as to reduce the risk of harm in relation to pornography. This is because

sexuality-orientated venues and materials tailored to and preferred by young people could be a key factor in reducing the appeal of pornography. This way, the students would be able to validate the information portrayed through pornographic media hence able to make informed and responsible decisions regarding their sexual behaviours.

Counseling services should be availed to provide psychological support to individuals and groups. Such services should seek to develop in young people the ability to make responsible and safe choices about pornography use, to make good decisions about content to be viewed, to reduce their exposure to inappropriate material, and to mitigate consequences, if any, of viewing inappropriate material (Thornburgh & Lin, 2002). Peer counseling, and relationship support groups should be encouraged.

Finally, respondents suggested the need for universities to enforce restrictions and penalties to curtail usage of pornography. Restrictions included blocking of pornographic sites in the computer laboratories, strict controls in the hostels, spot check in the computer laboratories and hostels. To discourage such habits, strict penalties for those caught producing and disseminating such materials should be enforced. For example, the proposal by the Director of Public Prosecutor (DPP) of Kenya to develop the cyber-crime and Computer Crime Bill 2014 is therefore, in the right direction (Otieno, 2014). If the Bill is passed into law, a person who offers or attempts acts amounting to child pornography is liable to a term of not less than six years or a fine of not less than five hundred thousand Kenya shillings. The Bill also proposes that a person, who sells, distributes and publicly exhibits any obscene book, pamphlet, art, paper drawing, painting, representation, figure or any other obscene object will be prosecuted. Enacting

of this law by the legislature should be fast tracked and enforcement mechanism put in place.

However, we live in a sexually charged culture and the goal of shielding our young people from pornography through restrictions may be a challenge and probably unhealthy. This could be the reason why a few respondents felt that nothing can be done to regulate viewing of pornography. Hence, pornography prevention measures should recognize the realities of ready availability and the high acceptance of pornography among young people (Bryant, 2009). Further, approaches to discourage pornography viewing should consider the holistic way in which young adults' sexual expectations, attitudes, and behaviours are shaped in our society and the complexity of factors that give rise to the cited harms. However, restricting exposure to pornography remains a priority. This is to enable successful navigation towards a sexually healthy adulthood as well as tackling the factors that predispose the youth to sexual violence (Bryant, 2009). But, the main challenge of dealing with pornography has been its secretive nature in which it thrives. This and the fact that some of the pornographic videos are produced in people's homes as indicated by the arrest of teenage girls and a foreigner shooting pornography at the Kenyan Coast ( Otieno, 2014).. This shows the level to which the vice has permeated. The dangers of unregulated pornography can therefore thrive undetected for a long time and this could lead to long term effects of addiction and sexual aggressiveness. Public awareness of the harms of pornography should therefore be enhanced.

Finally, if all the preventive and regulatory measures on pornographic consumption are put in place and enforced, tendencies for sexual aggressive behaviours could be minimized.

#### **5.4 Conclusions and Implications of the Study**

The study found out that most respondents used different types of pornographic materials: images in magazines, videos, television, internet and images depicting sexual intercourse. Most of the respondents turned to pornography due to curiosity, to learn about sex, for entertainment and to get information about sexual relationships. This is because such materials are readily available, affordable and accessible to all persons regardless of their age. Further, most respondents revealed various sexual aggressive behaviours; continuing to touch and kiss her/him in the hope that she/he will give in to sex, taking off her/his clothes in the hope that he/she gives in to sex and getting her/him drunk/high in order to convince her/him to have sex. Some respondents acknowledged the likelihood of engaging in forced sex if assured of not being identified or punished. There was a small significant relationship between frequency of pornography viewing and sexual aggressive behaviours. Finally, the study suggested several measures of controlling pornography: blocking of sites, enhancing psycho-education programmes, providing counselling services, among other measures. However, a few respondents pointed out that pornography was readily available and that it was impossible to control it.

The consumption of pornography is a social and personal health hazard that warrant appropriate remedial action. This is because should the consumption of pornography continue unabated and in secrecy, its negative effects would soon become evident in the

society. There is need to break the silence and openly address the challenges of pornography. The findings from this study, therefore, have the following policy, theoretical, and practical implications:

#### **5.4.1 Policy Implications of the Study**

The study has established that pornography is available from many sources hence the need for appropriate policies to prevent the spread of pornography and its effects in Kenya. The Kenyan Government has established laws and regulations to control the production and dissemination of pornography. For instance, the Sexual Offences Act (SOA, 2006) has stipulated measures of preventing and punishing users of pornography as well as sexual aggressive offenders. Further, the Kenya Film Classification Board (KFCB) has partnered with the Kenya Police to identify errant violators of the law on pornography dissemination and have isolated pornographic hotspots in Nairobi and Mombasa among other areas. Universities in Kenya have also enacted rules and regulations to discourage pornography use and sexual aggressive behaviours. However, such policies, laws, rules and regulations ought to be enforced.

Respondents indicated that they seek pornography so as to satisfy curiosity, for sexuality information and entertainment. The Kenyan education sector management has developed curricular programmes that addresses sexuality at all levels: primary, secondary, college and university levels. However, effective delivery and dissemination of sex education has not taken root due to the debate on whether sex education should be taught in schools especially by the church. All stakeholders ought to be aware of what motivates

adolescents and young adults to view pornography which is mainly curiosity for sexual knowledge and for entertainment. They ought to be aware of the findings from this study for them to appreciate the need for age appropriate sex education at all levels of education.

It is therefore imperative to note that without empirical data, a social challenge can be underestimated or exaggerated or even ignored altogether. For instance, this study findings have revealed that students view various pornographic materials and this has a relationship with sexual aggressive behaviours. Such findings should be considered as this may be a manifestation of serious social challenges that ought to be addressed before they get out of hand. This could be through laws and policy that have an empirical backing.

#### **5.4.2 Theoretical Implications of the Study**

This study was informed by both the Social Learning Theory of Bandura (1977) and the Confluence Model of Sexual Aggression of Malamuth (1986). According to Bandura, behaviours are learnt through observation and reinforced by the rewards acquired. Viewers of pornography may imitate and model the observed aggressive actions on other human beings as portrayed in the media. On the Confluence Model of Aggression, some viewers may have hostile masculine tendencies that are associated with sexually aggressive attitudes, beliefs and behaviours (Wheeler *et al* 2000). These could be enhanced by the viewing of pornography, leading to antisocial, insensitive, sex role stereotyping, and distrust of the opposite sex, lack of self-control and empathy, and acceptance of interpersonal violence. Such individuals could disregard the subjective

feelings and opinions of sexual partners which would then lead to Impersonal Sex, (IS). There is, therefore, need for high quality, objective and comprehensive sex education which could equip the young people with the right sexual attitudes, knowledge and skills necessary for making informed choices for now and for the future.

#### **5.4.3 Practical Implications of the Study**

Based on the findings from this study, pornography viewing is evident among students as they seek to satisfy curiosity, get information on sexuality and for entertainment purposes. Pornography viewing is harmful; can lead to sexual aggressive attitudes and behaviours as evident in this study. Recognizing the prevalence of pornography use among young adult college students is important for parents and educators alike as exposure to these media provide adolescents and young adults with information about sexuality and present sexual encounters that are unrealistic or uncommon as desirable.

There is therefore, a need for more innovative measures and approaches to address the challenges of pornography and its effects. Preventive efforts should be enhanced through psycho-education on attitudes and behaviours that promote health sexuality in individuals and communities. Awareness programmes on the psychological and social effects of pornography should be encouraged. This research will therefore, inform the parents, educators, policy makers, health professionals and law enforcers on fostering and supporting the development of healthy sexuality in our society. Inclusiveness of all the stakeholders; parents, students, university management, government agencies, among others in the control of production, distribution and accessibility of pornographic

materials is, crucial: Media is very appealing to the young people and this can be very instrumental in awareness campaigns regarding the harms of pornography.

## **5.5 Recommendations from the Study**

In view of the findings and conclusions drawn from this study, several recommendations are suggested for education policy makers, university administrators and parents and guardians. A multifaceted approach is therefore paramount to reduce the social harms of pornography consumption.

### **5.5.1 Recommendations to the Government**

Government on various levels can play an important role in reducing the harms of pornography consumption by ensuring that:

1. All “adult” materials; print and digital carry a warning about the addictive potential of pornography and the possible psychological harm to the consumer.
2. All media information and programmes is censored to reduce moral and sexual decay in the society. Policy makers need to ensure that formulated policies on media production and dissemination are implemented to the letter.
3. Sex education is taught at all sectors of our society: schools, colleges, and universities. Owing to the fact that adolescents and young adults spend most of their time in school, education institutions come in handy to offer sexuality education. This is crucial for a healthy society. Sexual education programs should include a component about pornography and the sex industry so that young people may understand the underpinnings and implications of the objectification of sex,

and the impact of pornography on those who use it and those involved in its production.

### **5.5.2 Recommendations to the University Management**

1. Preventive efforts should aim at educating students about positive sexual attitudes and behaviours. Pornography interventions programmes should be strengthened and supported in the university environment.
2. Since pornography viewing is an addictive behavior, preventive programmes and treatment options should be put in place in all institutions of higher learning. Psycho-social support services should be made available for the individuals struggling with pornographic related challenges. This is to prevent them from suffering in silence since pornography viewing is a secretive behavior'

### **5.5.3 Recommendations to the Parents and Guardians**

1. Parents, guardians and other caregivers should be equipped with knowledge, skills and resources for example, media literacy; sex education; education about pornography and the rights and responsibility of sexual relationships and safe engagement with technologies. This would enable them guide the young people from an informed point of view.
2. This study has revealed that viewing of pornography starts at an early age and individuals may carry on with the habits as they grow up. Early prevention of exposure to pornography would ensure development of healthy sexual identity in children as well as young and older generations. Parents and guardians would be instrumental in this.

#### **5.5.4 Recommendations for Further Research**

The topic of pornography and its effect on human behaviour is wide and several other studies can be carried out to address various concerns as listed below:

1. The study was restricted to male students from selected universities in Kenya. Hence, generalizations from the findings are limited. It is, therefore, recommended that future studies should incorporate more sophisticated methodologies which move beyond simple correlational analysis.
2. The relationship between pornography and sexual aggression has been a longstanding question which has provoked considerable debate among professionals working with sexual offenders. Hence, future studies can be carried out using sex offenders in correctional facilities in Kenya to find out whether the consumption of pornography may have predisposed sex offenders to sexual aggressive tendencies.
3. Many researches on the relationship between pornography and aggressive behaviours focus on male participants because they are the main consumers of pornography. Women are also consumers of pornography. Thus, it would be useful to examine female aggression as well under similar conditions.
4. Much research has been done on addictive substances like alcohol and drugs of abuse but not on pornography. But this is equally addictive (Layden, 2005). Yet, very little has been researched on the addictive effects of pornography, rehabilitation and treatment of addicts in Kenya. Longitudinal studies should be conducted on the youth who are known to be exposed to pornography as well

as conduct more extensive qualitative case-study research on consumers of pornography.

5. The cause and effect relationship between pornography and sexual aggressive behaviours could not be established because the study was correctional in nature. Future researchers may carry out longitudinal or experimental studies to establish cause and effects of the two variables; pornographic viewing and sexual aggressive behaviours.
6. The present study used researcher-generated measures on pornography and sexual aggressive behaviours. Further, verifications and assessments of these constructs are needed. Future research should aim at developing comprehensive measures of consumption of pornography and sexual aggression which have psychometric properties.

## **5.6 Strengths and limitations of the Study**

This study has contributed to empirical knowledge about pornography use and sexual aggressive behaviours. Just like in any other research undertaking, this study has its strengths and limitations as outlined below:

### **5.6.1 Strengths of the Study**

The study had the following strengths:

1. The self-report methods used in this study allowed the participants to describe their own experiences rather than inferring from observations. It was assumed that self-reported behaviours were accurate reflections of individuals' actions and

thoughts. The participants were able to reveal very sensitive and private information. The anonymity of the survey, completed away from the eyes of the respondents' parents, lecturers or the researcher, may have created the necessary conditions for such revelations.

2. The researcher was able, through the questionnaire and interviews, to study reasonable sample size (530); with ease. The study was also able to examine a large number of variables and to ask respondents to reveal behaviours and feelings which they may have experienced in real life situations.
3. The study, being correlation in nature, had the advantage of assessing behaviours occurring in naturalistic settings. Hence, the results are more applicable in everyday life. Correlational studies helped in making predictions and providing insights in the topic under study. They also opened up a great deal of issues for further research by other scholars. This study will allow researchers to determine the strength and direction of the relationship so that later studies can narrow down and if possible determine causation experimentally.

### **5.6.2 Limitations of the Study**

This study had the following limitations:

1. Not everyone was willing to participate in a self-report study on sexuality or honest enough even if he agreed to participate. This may have created a volunteer bias. However, efforts were made to assure participants of confidentiality through anonymous reporting so as to reduce dishonesty and social desirability response set. Only students who were willing to participate did so.

2. There is limited local literature and publications in the areas of pornography and sexual aggressive behaviours. The researcher made use of a wide range of information sourcing including the use of newspapers, magazines and internet.
3. The study was correlational in nature and any relationship between the two variables: pornography viewing and sexual aggressive behaviour was not a proof that one variable caused the other. Other confounding variables may have played a role in contributing to sexual aggressive behaviours, such as psychosocial deficits, traumatic early childhood experiences, hostile masculinity and impersonal sex. The participants may have held certain sexual beliefs and they may have enjoyed viewing pornography because it verified and supported such beliefs. To address this limitation the researcher used open-ended questions to provide for students' subjective reactions and meanings towards the study topic.
4. The respondents may not have answered all the questions truthfully or they may have made socially desirable responses especially regarding the sensitive content. This is because the issues of pornography and sexual aggressive behaviours are highly sensitive and intimate. Respondents may also have felt embarrassed to reveal some private details and it is therefore, possible that the respondents may have under-reported on this particular topic. These may have influenced the participants' responses and affected the results. Nevertheless, the data collected from the participants provided information that is rich enough to address the concerns of this research.
5. There is a possibility that due to sampling procedures, a selection bias may have occurred as complete randomization of the sample could not take place. The

selection bias possibly resulted in over or underestimation of extent of pornography viewing and sexual aggressive behaviours among the respondents.

6. **Generalization of the results is limited due to the small sample size (491) used in this study.** In addition, the sampling technique, combining a random and convenient sample further limited the generalization of the results. The study also dealt with the male students in selected universities in Kenya. However, further research can be extended to other samples of college students, non- student population, sexual offenders as well as to female populations. This would help to generalize the results beyond the limited sample of this study. But, the findings of this study can be applied to other populations with caution

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## APPENDICES

### A1: Informed Consent for the Respondents

**Researcher:** My name is Ann Wamathai, a PHD student at Kenyatta University in the Department of Psychology. I am undertaking research on “male students’ sexual decision making”. You have been chosen to participate in the study due to your position as a student. I assure you that the information you give will be treated with utmost confidentiality, and shall not be used for any other purpose other than for use which it is intended. Do not indicate your name or the name of your institution or any other identifying information in this questionnaire.

**Respondents Consent:** I consent to participate in the research by signing the consent form. I understand that is information will be used only for the purpose (s) as explained by the researcher, and my consent is on condition upon the researcher complying with her duties and obligations under the data protection act in Kenya.

Signature Participant -----Date -----

## A2: Questionnaire

You are requested to give honest information as possible. Note that there is no right or wrong answers because as a respondent you have a right to your own views.

### Section A: Demographic information

Age .....

Year of the study .....

#### **Current Relationship status (Tick):**

Not dating ..... Single ..... Dating casually .....

Involved in a long-term relation..... Engaged .....

Involved in several relationships.....Married .....

Any other, (specify) .....

#### **How old were you when you were first exposed to any pornographic materials?**

**(Please tick).**

A: ---- Under 10 years    B: ----10-12 years    C: ----13-15 years    D: ----16-18 years

E: ---19-21 years    F: ----- Over 21 years    G: ----- Never

### Section B

1. In your own opinion what are the ways young people get information about sexual relations (Tick)

From friends or peers-----

Reading stories about sexual relationships-----

From parents and guardians-----

Through watching pornography-----

2. This section outlines some types of pornographic materials:

**Kindly indicate the type of pornographic materials you have ever used (tick):**

	Item	YES
1.	Nude images in magazines, videos, TV or internet	
2.	graphic photos (e.g. exposed genitalia)	
3.	Images depicting sexual intercourse	
4.	Dirty talk	
5.	Exchanging sexually explicit text or email messages and images	
6.	Animal sexual scenes	
7.	Same sex sexual scenes	
8.	Multiple partners sexual clips (orgy)	
9.	Teenage/children sexual clips	
	Others (please specify)	

3. This section is on the frequency of exposure to pornography. Use the key below to indicate (**Tick**) your level of agreement to the following statements:

A ----never      B ---at least once a year      C ---at least once a month  
D---at least once a week      E ---at least once a day

	Item	A	B	C	D	E
1.	I have to find time to watch pornography on films and videos					
2.	I can surf the internet in my own space so I can watch porn					
3.	I watch women on lingerie/ swimsuits					
4.	One can learn a lot about sex from the cyber, so I make a point of practicing cybersex					
5.	Strip joints are common in major towns, so I make some time to visit these joints					
6.	It is through reading romantic/ erotic novels that you can learn about sex so I make some time to read such materials					
7.	It is through practicing phone sex that I learn about sex					

**Section C**

1. What are your reasons for viewing pornography? (**Tick**)

	<b>Reasons</b>	<b>Yes</b>
1.	To relax	
2.	To satisfy curiosity	
3.	Learn more about sexuality	
4.	As a safe out let for sex	
5.	To turn me on	
6.	My partner and I like it	
7.	For entertainment	
8.	To get information about sex	
9.	Because my friends approve of it	
10.	Because I do not have a sexual partner	

**Section D**

6. Please indicate (Tick) the extent to which you agree with the following statements using the key below:

**Key**

SA= Strongly Agree    2. A=Agree    3. D= Disagree    4. SD= Strongly Disagree

	<b>Item</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Any healthy woman can successfully resist a rapist if she really wants to				
2.	In majority of the rapes, the victim is promiscuous or had a bad reputation				
3.	If a girl engages in necking or petting and lets things get out of hand, it is her own fault if her partner forces sex on her				
4..	The rapist has little or no responsibility for his actions				
5.	Any female can get raped				
6.	When a woman go around braless or wearing shorts and tight skirts and tops, they are asking for sex				
7.	If a woman gets drunk at a party it is really her own fault if someone takes advantage of her sexually				
8.	You are likely to engage in forced sex if you are assured of not being identified or punished				
9..	A lot of times, when a woman says "No" they are just playing hard to get and really mean yes				

7. Which of the following strategies have you ever used to convince a woman/man to have sex after she/he initially said “no”? (**Tick what applies to you**).

	Item	Tick
1	Telling her/him lies (e.g., saying that “I love you” when you don’t)	
2	Continuing to touch and kiss her/him in the hope that she/he will give in to sex	
3	Getting her/him drunk/ high in order to convince her to have sex	
4	Threatening to tell others a secret or lie about her/him if she/he doesn’t have sex (blackmail)	
5	Threatening to harm her/him physically if she/he doesn’t have sex	
6	Blocking her/him if she/he tries to leave the room	
7	Falsely accusing him/her of “leading you on” or being a “tease”	
8	Taking advantage of the fact that she/he is drunk/high	
9	Using a weapon to frighten her/him	
10	Taking off her/him clothes in the hope that she /he gives in to sex	
11	Taking off your clothes in the hope that she/he will give in to sex	
12	Threatening to harm yourself if she/him doesn’t have sex	
13	Threatening to break up with her/him if she/he doesn’t have sex	
14	Questioning her/him sexuality(e.g., calling her/him a lesbian/homosexual)	
15	Using your authority to convince her/him ( e.g., if you were superior)	
16	Harming her/him physically	
17	Tying her/him up	
18	Questioning her/him commitment to the relationship (e.g., saying “if you loved me, you would”)	
19.	Any other strategy (specify)	

### Section E:

8. Is pornography harmful to the viewer? (**Tick**) **Yes**-----**No**-----

a. If the answer to (1) above is **Yes**; please justify

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b.If the answer to (1) above is No; please justify

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9. What control measures are put in place to regulate pornography viewing among students in your Institution?

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10. What in your view should be done to regulate pornography viewing among students?

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11. What are some of your concerns on the topic of pornography?

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**THANK YOU**

### **A3: Interview Guide**

Pornographic materials have become available and accessible to literally everybody more than ever before. Exposure to pornographic materials has been known to lead to negative psychological effects. This study is meant to inform in coming up with intervention strategies to these effects among our students and the public in general. Deans of Students and Students Counselors are involved in the day to day handling of students' welfare issues. They are therefore in a crucial position to contribute to this study problem. The following questions will be used as a guide to the interview so as to shed light on the topic of study topic:

1. Is pornography harmful to the viewer? Yes/ no; explain
2. Have there been incidences of pornography viewing reported among your students?
3. What are some of the sources of pornographic materials used by students?



### A4: Research Permit

PAGE 2

PAGE 3

Research Permit No. **NCST/RCD/14/012/1657**

Date of issue **28<sup>th</sup> December, 2012**

Fee received **KSH. 2,000**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**

**Ann Njoki Wamathai**

**of (Address) Kenyatta University**

**P.O.Box 43844-00100, Nairobi.**

**has been permitted to conduct research in**

**Selected Universities**

**Location**

**District**

**Selected**

**Provinces**

**on the topic: The relationship between  
pornography viewing and sexually aggressive  
behaviors among male students in selected Kericho  
Universities.**

**for a period ending: 31<sup>st</sup> August, 2013.**



*[Handwritten Signature]*  
**Applicant's  
Signature**

*[Handwritten Signature]*  
**Secretary  
National Council for  
Science & Technology**

**A5: Universities in Kenya****A. Kenya's' Full –fledged Public Universities by December, 2012**

1. University of Nairobi- UON
2. Kenyatta University – KU
3. Moi University
4. Egerton University
5. Jomo Kenyatta University of Agriculture and Technology – JKUAT
6. Maseno University
7. Masinde Muliro University of Science and Technology.
8. Dedan Kimathi University of Technology

**B. Kenya's' Private Chartered Universities by December, 2012****I) Faith/Religious based**

1. Africa Nazarene University.
2. St. Paul's University.
3. Kenya Methodist University.
4. The Pan Africa Christian University.
5. Catholic University of Eastern Africa – CUEA
6. Daystar University
7. Kabarak University.
8. University of Eastern Africa, Baraton.

**II) Non-religious based**

1. United States International University – USIU
2. Mt. Kenya University- MKU
3. Strathmore University.