



The influence of social media exposure on adolescents' sexual behavior  
and attitude among Ediget Bandinet secondary school students of  
Sendafa town.

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DEBRE BERHAN UNIVERSITY, ETHIOPIA



The influence of social media exposure on adolescents' sexual behavior  
and attitude among Ediget Bandinet secondary school students of  
Sendafa town.

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## Approval sheet

This is to certify that this thesis is prepared by Abrham Tesfahun entitled “*The influence of Social Media Exposure on Adolescents’ Sexual Behavior and Attitude among Ediget Bandinet Secondary School Students in Sendafa Town.*” submitted in partial fulfillments of the requirements for the Degree of Masters of Art in Developmental Psychology compiles with the regulation of the university and meets the accepted standards with respect to originality and quality.

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### ***Abstract***

*The main objective of this study was to examine the influence of social media on adolescents' sexual behavior and attitude among Ediget Bandinet secondary school. A total of 74 students participated in the study were selected by using total population sampling technique. Quantitative (frequency and percentage) and Qualitative technique (description and narration) were employed to analyze the data. Questionnaire and focus group discussion were used to collect data from the study participants. This study indicated that; almost all secondary school adolescent students were highly exposed to SM, sexual explicit contents. Therefore, this extreme exposure to SMs also exposed adolescents' for early sexual intercourse and changed their attitude towards sexuality. This study suggests that; School principals, school psychologist, teachers and other concerned bodies need to create brief, detail and valuable awareness for adolescents about proper use of Social Media.*

***Key words: Social Media, Social Media Exposure, Sexual Behavior, Sexual Attitude***

## **Acronyms and Abbreviations**

CT	Cultivation Theory
FGD	Focus Group Discussion
SCLT	Social Cognitive Learning Theory
SEM	Sexual Explicit Media
SM	Social Media
SPSS	Statistical Package for Social Science
UNICEF	United Nations International Children's Emergency Fund

# Chapter One

## 1 Introduction

### 1.1 Background of the study

Adolescence is a time of transition involving multi-dimensional changes: these changes may be biological, psychological (including cognitive) and social behavior. According to UNICEF (2005), biologically adolescents are experiencing pubertal changes, changes in brain structure and sexual interest.

Curtis (2015) also argues that, the current lack of agreement of operational definition of adolescent chronology can be credited to a number of factors, including: the respected continuity of human development; recognition of individual, cultural, gender and racial variability. Lally and Valentine-French (2019), define that, adolescence is a period that arises with puberty and ends with the transition to adulthood (ages 10–18). And also, The United Nations Population Fund (UNFPA) defines adolescents as being between the ages of 10 and 19, which is similar to the definition to which the World Health Organization (UNICEF, 2005).

According to Steinberg (2014), adolescence is a basically significant time in the life cycle for the development of sexuality. The physical and hormonal changes of puberty increase adolescent's sexual energy change the adolescent's appearance, this all of affect the development of sexuality. The increment of adolescent's cognitive changes also increased capability of the individual to realize and think about sexual feelings.

According to Lally and Valentine-French (2019), physical changes related with puberty are generated by hormones. Changes may happen at different rates in different parts of the brain and

increase adolescents' tendency for risky behavior. Adolescents' relationships with their parents go through a period of redefinition in which adolescents become more independent. Peer relationships are important sources of support, but friendship during adolescence can also promote problem behaviors. In this period of development adolescent's sexual maturation begin sometime between eight and fourteen.

A study conducted by Reid and Weigle (2014), shows that many adolescents are spending more time on social media than ever before. The use of this new method of communication among adolescents has grown tremendously over the recent years and is becoming an important focus in the lives of many adolescents. The study conducted by Engle, Brown, & Kenneavy (2006), also suggested that adolescents who are exposed to more sexual content in the media, and who perceive greater support from the media for adolescent sexual behavior, report greater intentions to engage in sexual intercourse and more sexual activity.

Social media is defined by different scholars and different organization in different way but according to Oxford Internet Institute (2014), media are simply means of communication, "social" media may be defined as websites or other internet based services where the content being communicated is created by the people who use the service. Currently adolescent who use social media are dramatically increasing.

Rideout and Robb (2018), examine that in the year 2018 the percentage of adolescences who involve with social media increased from 34 percent to 70 percent. There were more than 500 million active users on Facebook, 2010. By 2010, more than 10 billion messages had been sent through Twitter, this number had doubled to 20 billion in this year.

The study conducted by Bleakley, Hennessy, Fishbein, & Jordan (2011), indicates exposure to sexual media content increases adolescent sexual behavior by increasing their perceptions of social pressure to have sex. Specifically, exposure to sex content on social media leads to increased adolescents beliefs that all people like them (their friends and peers at their age) are having sex. The study conducted by Courville and Rojas (2008), also suggest that; Internet pornography is readily accessible and available to adolescents, with more than 50% of adolescents visiting a sexually explicit Web site in their lifetime.

Engle et.al (2005), examine adolescents who are exposed to more sexual content in the media, and who perceive greater support from the media for teen sexual behavior, report greater intentions to engage in sexual intercourse and more sexual activity. In the present study, frequent exposure to sexually explicit movies was found to be the major predictor of sexual initiation among in-school youth.

On the other hand, a study conducted by Ali, Iqbal, & Iqbal (2016) shows that adolescent frequently use social media for communicating with friends and families and they use social media to remember the cultural values, social norms, and Islamic values.

## **1.2 Statement of the problem**

For this generation deferent technology is developing in worldwide. Because of endless access to the internet and to unlimited services available on the World Wide Web; adolescents increases their interest. The rapid growths of internet quality to access different online activities are the major factors that adolescent people purposely use the social media. Consequently; the number of youths who, have using different kinds of social media through cell phone and computers is growing.

As Habesha, Aderaw, & Lakew (2015), explained, there is no parental monitoring /control and the majority of parents never control what their adolescents are doing by their cellphone.

According to Reid and Weigle (2014), adolescents are improving the consistent use of social media, now more than ever. The use of this new method of communication among adolescents has grown extremely over the recent years; and, is becoming an important emphasis in the lives of many adolescents although there are several potential risks.

Another study conducted by Courville and Rojas (2008), reported that with more than 50% of adolescents visiting a sexually explicit Web site in their lifetime and also adolescents who visit this Web sites are more venerable to engage high-risk sexual behaviors, and 55% of those had been exposed to Internet pornography.

According to the study conducted by Tadess (2017), at Addis Ababa Ferehiwot No 2 Secondary and Preparatory School Students 62.5% adolescent students are using their Laptop/Cellphone to share sexual content message, 40% teenagers have used for the purpose of texting message for their friends.

Findings conducted by Lanre-Babalola (2018), at Ede, Osun State Selected Secondary Schools shows that 37.0% adolescent students have an access to electronic media, more than five times every day. And, 67.9 % use this access for several reasons including companionship, leisure, entertainment and sexual arousal. But, unfortunately the study indicated that, 56.0% of adolescents influence their sexual behavior by electronic media content.

Another study conducted by Habesha et al. (2015), shows that from preparatory youths' in Hawassa city Internet searching and mobile phone was the major source of information for

sexually explicit materials/ movies. From those 77.2 % adolescents had been exposed to sexual explicit materials and they are tried to do what they had seen in different social media.

Now a days; because of COVID 19 pandemic, students were stayed at home to make them safe which makes adolescents to spend their full time with their own electronics material. Therefore, this condition provide adolescents to share and communicate different issues/pictures/movies and other with their friends.

But governments, different organizations, including parents or families did not give much attention for the issue of media influence on adolescent sexual behavior. Even graduate students, researchers have not considered about these issues. And, based on the above reasons and the magnitude of the problem in relation with unnecessarily media usage; it is important to make study on the topic regarding to the impact of adolescent exposure to social media and sexual behavior in order to identify the problems and to answer some important questions to fill the gap which is not raised by previous studies conducted by Tadess (2017), and Habesha et al. (2015), like social media impact on adolescents sexual intention, attitude, norm and adolescent sexual self-efficacy . On top of this; there is no related study which is conducted by other researcher in my research setting to assess and show the influence of exposure to social media on adolescent's sexual behavior and attitude. For this reason, the researcher was interested to conduct this study in this area.

### **1.3 Research questions**

Based on the prevalence and magnitude of the problem related with social media exposure on adolescent sexual behavior and attitude, this study was tried to answer the following research questions.

- To what extent do adolescent students were exposed for social media?
- What media content do adolescents pay attention too?
- To what extent do adolescents use social media as a means of information about sexuality?
- To what extent do adolescents exercise coital and non-coital sexual performances?
- To what extent do adolescents exercise sexual activities what they have perceived from social media?
- To what extent Social Media influence adolescents' sexual attitude?

## **1.4 Objective of the Study**

### **1.4.1 General objective**

The general objective of this study was to describe the influence of social media exposure on adolescent sexual behavior and attitude among Ediget Bandinet secondary and preparatory school students in Sendafa town.

### **1.4.2 Specific objective**

Beside the general objective of this study, specifically this study aimed:-

- ❖ To identify if adolescents are exposed to social media.
- ❖ To describe what media content do adolescents pay attention to and how they interact with it.
- ❖ To identify if adolescents use social media as a means of information about sexuality
- ❖ To identify whether teenagers exercise coital and non-coital sexual activities or not.
- ❖ To identify whether adolescents practice sexual activities what they have perceived from social media and encountered in their use of it.
- ❖ To identify whether adolescents sexual attitude is influenced by Social Media or not.

## **1.5 Significance of the study**

Social media is one of popular internet based tools which people use to put the world under their control and have a great role to post/upload, share and comment sexual instigator materials that leads adolescents in different sexual practice and attitude. Therefore, this study will be significant in the following aspects:

- This study will give information to Ediget Bandinet secondary school adolescent students who lacked information regarding misleading social media
- This study will give information for parents to control what their children's are doing with their electronic devices and where they are through continuous follow-up.
- Educational institutes may use this study to include contents regarding sexuality in adolescents' educational materials.
- The school counselor can use this information to effectively deal with teenagers in different situation especially in school setting.
- Finally, this study helps as a reference for other researchers who want to conduct in the same areas by providing relevant information.

## **1.6 Scope of the Study**

The scope of the study was limited to assess the influence of social media exposure on adolescents' sexual behavior and attitude with specific concern to Ediget Bandinet secondary school in Sendafa. Thus, to address this, the study was limited to grade 10, 11, and 12 with the age group of (14-19) in adolescents those who were attended their class with regularly. Grade 9 Students were not participated in this study. Because, due to COVID 19 pandemic they did not attend their class until the data was collected.

## **1.7 Theoretical and Conceptual Framework**

Basically, to address the issue of media exposure and influence on adolescent' sexual attitude, this study was stated three well known theories namely; Uses and Gratifications Theory (U&G), Cultivation Theory (CT) and Social Cognitive Learning Theory (SCLT).

*U & G theory* was the first audience-centric approach in media research. It focuses on how the audiences use their media. This U&G theory seeks to answer the question: “Why do people use media and what do they use them for?” According to this theory, the users choose their media on purpose, and they use them to satisfy their specific needs, which may range from enhancement of knowledge, achieving relaxation, developing social interactions and companionship, seeking a diversion, or an escape from their present situation. This theory also proposes the concept of ‘active audience’, considering that the members of the audience were aware of the gratification they seek from the media and they were not merely passive receivers of the media messages; rather than they play an active role in deciding what media they choose and how they want their needs to be fulfilled by its use. (Parveen, 2017).

U & G theory offers to explore and understand the media choices and consumption pattern of the audience, further seeking to investigate how these choices impact them. This theory is belief that the audience is active and knows clearly what it wants from the media and the members of the audience also aware of their media choice. From the different media available, they make their own decisions as to which medium they choose against the other.

The second, CT is a theory of media effects, based on long term effects of viewing television. The theory is proposed by George Gerbner and Larry Gross in 1976, it is one of the most popular theories of mass communication research. The cultivation theory developed to investigate “the

extent to which television viewing contributes to audience conceptions and actions in areas such as gender, minority and age-role stereotypes, health, science, the family, educational achievements and aspirations, politics, religion, and other topics. (Parveen, 2017)

The primary proposition of cultivation theory states that the more time people spend in the television world, the more likely they are to believe social reality showed on television.” This indicates that the way people perceive reality is very seriously influenced by the images showed on television. Heavy viewers of television are more likely to believe that the ‘real’ world is similar to that being depicted on television. Their perception of ‘reality’ gets subtly ‘cultivated’ by exposure to television.

The final SCLT is a learning theory which has come out on the ideas that people learn by watching what others do, and that human thought processes are central to understanding personality. This SCLT places a heavy focus on cognitive concepts. It is also focused on how children and adults operate cognitively on their social experiences and how these cognitions then influence behavior and development. Social Cognitive Theory (SCT) also explained that media influence individual’s behavior through four key elements such as modeling, behavioral capability, outcome expectations and self-efficiency.

This research also focused on the assessments of the impacts of social media exposure on adolescent sexual behavior and attitude in Ediget Bandinet secondary and preparatory school students in Sendafa so this the above all theory were significantly important as a theoretical framework.

In this research work exposure to social media (Facebook, Telegram, What App, and You tube) were selected as independent variable that is considered as causal factor for adolescent sexual

behavior. Because, many research findings argue that exposure for different social media is seen as a causal factors that contribute highly to adolescent sexual behavior and attitude.

On the other hand adolescent sexual attitude was treated as dependent variable that influenced by being exposed to different social media.

## 1.8 Operational Definitions and Key Terms

**Social Media** - in this study social media refers to internet or phone based application and tools that used by Edget Bandinet secondary students to share different kinds of information (E.g. face book, Telegram, and You tube).

**Media Content:** - in this study media content refers to message, video, audio, images and information to which Edget Bandinet secondary students exposed to as measured by self-report measures

**Media Usage:-** in this study media usage refers to adolescents online activities to exchange different contents with another users, such as message, video, audio, images and information to as measured by self-report measures

**Adolescent:** - in this study adolescent indicates Edget Bandinet secondary school students who are attending their regular class found at age group of 14-19.

**Sexual Attitude:** - in this study sexual attitude refers to Edget Bandinet secondary school student's positive and negative attitude towards sexual behavior which is influenced by Social Media as measured by self-report measures

**Sexual behavior:** - refers to Edget Bandinet secondary school adolescence sexual behavior which is coital and non-coital as measured by self-report measures.

**Coital:** - in this study refers direct sexual intercourse which is practiced by Edget Bandinet secondary school adolescent students as measured by self-report measures.

**Non-coital:-** sexual behavior that occurred without intercourse practiced by Edget Bandinet secondary school adolescent students like: fantasy, and making out as measured by self-report measures.

## Chapter Two

### 2 Review of Related Literature

#### 2.1 An overview of Adolescence

Adolescence is a time of transition involving multi-dimensional changes: biological, psychological (including cognitive) and social. According to (UNICEF, 2005), biologically adolescents are experiencing pubertal changes, changes in brain structure and sexual interest, as a start. Psychologically, adolescents' cognitive capacities are maturing

Curtis (2015) also, argues that the current lack of agreement of operational definition of adolescent chronology can be credited to a number of factors, including: the respected continuity of human development; recognition of individual, cultural, gender and racial variability. Lally and Valentine-French (2019), define that, Adolescence is a period that arises with puberty and ends with the transition to adulthood (ages 10–18). And also, The United Nations Population Fund (UNFPA), defines adolescents as being between the ages of 10 and 19, which is similar to the definition to which the World Health Organization (UNICEF, 2005).

According to Steinberg (2014), Adolescence is a basically significant time in the life cycle for the development of sexuality. The physical and hormonal changes of puberty increase adolescent's sexual energy change the adolescent's appearance, this all of affect the development of sexuality. The increment of adolescent's cognitive changes also increased capability of the individual to realize and think about sexual feelings.

According to Lally and Valentine-French (2019), Physical changes related with puberty are generated by hormones. Changes may happen at different rates in different parts of the brain and

increase adolescents' tendency for risky behavior. Adolescents' relationships with their parents go through a period of redefinition in which adolescents become more independent. Peer relationships are important sources of support, but friendship during adolescence can also promote problem behaviors. In this period of development adolescent's sexual maturation begin sometime between eight and fourteen.

## **2.2 Sexuality and sexual behavior during Adolescence**

Like other aspects of psychosocial development, sexuality is not an entirely new issue that surfaces for the first time during adolescence. Young children are curious about their sex organs and at a very early age derive pleasure from them (if not what adults would label orgasm). And, although sexual development may be more dramatic and more obvious prior to adulthood, it by no means ceases at the end of adolescence. Nonetheless, most of us would agree that adolescence is a fundamentally important time—if not the most important time in the life cycle—for the development of sexuality. There are several reasons for this. Substantial increase in the sex drive in early adolescence is clearly the result of hormonal changes.

Moreover, not until puberty do individuals become capable of sexual reproduction. Before puberty, children are certainly capable of kissing, fondling, masturbating, and even having sexual intercourse, and erotic feelings are reported by individuals prior to adolescence.

The increased importance of sexuality at adolescence is not solely a result of puberty. The cognitive changes of adolescence play a part in the changed nature of sexuality as well. One obvious difference between the sex play of children and the sexual activity of adolescents is that children are not especially introspective or reflective about sexual behavior. In contrast, sex during adolescence is the subject of sometimes painful conjecture (“Will she or won’t she?”),

decision making (“Should I or shouldn’t I?”), hypothetical thinking (“What if he wants to do it tonight?”), and self-conscious concern (“Am I good-looking enough?”). One of the chief tasks of adolescence is to figure out how to deal with sexual desires and how to incorporate sex successfully and appropriately into social relationships. Much of this task is cognitive in nature, and much of it is made possible by the expansion of intellectual abilities that takes place during the period.

In addition to the influence of puberty and the growth of sophisticated thinking on sexuality during adolescence, the new social meaning given to sexual and dating behavior at this time in the life cycle makes sexuality an especially important psychosocial concern. Adolescence is a turning point in the development of sexuality because it marks the onset of deliberate sexually motivated behavior that is recognized, both by an adolescent and by others, as primarily and explicitly sexual in nature. Sexual activity in adolescence is motivated by more than hormones. For many adolescents (especially girls, but boys as well), sex is motivated by love and the desire for the sort of serious emotional relationship that begins to take on features of adult romance. For many adolescents (especially boys, but girls as well), sex is motivated by a desire to enhance their status with peers (Diamond & Williams, 2009).

Adolescence is a transitional stage of physical, emotional, and cognitive human development occurring before the onset of puberty and ending by adulthood. Sexuality, the expression of interest, orientation, and preference, is a normal part of adolescence.

Adolescent sexuality encompasses multiple factors, such as developing intimate partnerships, gender identity, sexual orientation, religion, and culture.

### **2.2.1 Sexuality in Early Adolescence (Approximation age 11 – 13 year)**

Earlier onset of puberty leads us to question whether adolescence starts with puberty, because the other aspects of adolescence often are not present before the age of 10 years. In general, the early adolescent experiences physical changes, attempts to adjust to the changes, and often wonders if they are normal. Children at this stage are self-preoccupied and concerned about body image and privacy. These privacy concerns evolve into some separation from family and an increased focus on relationships with peers and group activities. Concrete thinking continues from childhood, but abstract thinking starts to develop, especially in less personal areas, such as academics. (Tulloch, & Kaufman, 2013).

Although early adolescents may begin to experiment with their sexuality (particularly with sexual fantasy and masturbation), sexual intercourse is not common. Homosexual and heterosexual experimentation is common in early adolescence. If an adolescent has had sex with someone of the same sex, this experience does not mean that the teen is gay. It is important to note that many gay teens have never had a sexual experience with someone of the same sex, and that “teens that will eventually identify as gay, lesbian or bisexual do not always do so during adolescence.”

Attraction occurs in late childhood/early adolescence and can precede or occur concurrently with a first romance or first sexual experience. It is not uncommon for adolescents to experience same-sex attractions; in fact, most gay youth experience opposite-sex attractions, sometimes before same-sex attractions. Previous studies report that more than 80% of same-sex-attracted girls and 60% of the boys acknowledged opposite-sex attractions. Boys reported that the onset of

heterosexual attractions happened around the same age as same-sex attractions and occurring on average 1 to 2 years earlier than girls. (Tulloch & Kaufman, 2013).

### **2.2.2 Sexuality Middle Adolescence (Approximation age 14 – 17 year)**

This stage is marked by the full establishment of secondary sexual characteristics and growth deceleration. Feelings of omnipotence and invincibility peak (although this can also be a time of increased sense of vulnerability).

These feelings favor the development of autonomy but can place the adolescent at increased risk of contracting an STI or becoming pregnant, because these individuals cannot weigh consequences appropriately. Abstract thinking and other executive functions continue to develop but still are not fully formed.

During this stage, teens are moving toward forming a sexual orientation and identity. They become increasingly concerned with whether they are attractive and place more importance on their peer group. Many adolescents in this stage may “fall in love” for the first time. Sexual experimentation is common, and many will have intercourse during middle adolescence. (Tulloch, & Kaufman, 2013).

### **2.2.3 Sexuality in Late Adolescence (Approximation age 17 – 19 year)**

It can be argued that late adolescence continues through the postsecondary education period. Brain development, particularly of the prefrontal cortex, can continue until age 22 years in female subjects and 25 years in male subjects. (8) Late adolescents tend to focus on autonomy and thinking beyond themselves. Most teens during this stage are able to think abstractly; they are future oriented and more insightful. They are secure with their body image and gender role;

sexual orientation also is nearly secured. Teens in late adolescence work on transitioning to adult roles in relationships, school, and work. However, they may still act impulsively. (5) Becoming a sexually healthy adult is a developmental task of adolescence that requires integrating psychological, physical, cultural, spiritual, societal, and educational factors. It is particularly important to understand the adolescent in terms of his or her physical, emotional, and cognitive stage. (Tulloch, & Kaufman, 2013).

According to Sigelman and Rider (2006), today's teenagers are involved in more intimate forms of sexual behavior at earlier ages than adolescents of the past were. The percentage of adolescents with sexual experience increases steadily over the adolescent years. Nearly half of all high school students report that they have had sexual intercourse

According to Martinez et.al (cited in Wildsmith et.al,2013), between 2006 and 2010, 16 percent of female and 28 percent of male 15- to 19-year-olds reported that they had sexual intercourse for the first time with someone they had just met or with whom they were "just friends. According to a national survey (cited in Wildsmith et.al, 2013), in 2011, 18 percent of male and 13 percent of female students reported having had four or more sexual partners in their lifetime.

A study conducted by Samuel and Sanusi (2019), shows that from the total participant (56.5%) initiated sex early between the ages of 10-15 years while (43.5%) initiated sex late between the ages of (16-19),. Among those who those who had sex in the last 12 months preceding the study,(81.2%) had only one sexual partner, while (12%) had two partners.

Another study conducted by Bachanas et.al (2002), show that from the total respondents 78% of teens reported that they had engaged in vaginal intercourse at least once and from those groups the mean age for the first intercourse was age 14.

According to the study conducted by Deresse and Debebe (2014), from the total participant 5% had sex three and more times in the last three months prior to the study and 48% had sex one two times during the last time also 20.5% of respondents' committed sex with two and more sexual partner.

## **2.3 Theories of sexual development and adolescent's sexual behavior**

Adolescence, derived from the Latin word “adolescere” meaning “to grow up” is a critical developmental period. During adolescence, major biological as well as psychological developments take place. Development of sexuality is an important bio-psycho-social development, which takes an adult shape during this period. During adolescence, an individual's thought, perception as well as response gets colored sexually. Puberty is an important landmark of sexuality development that occurs in the adolescence. The myriad of changes that occurs in adolescents puts them under enormous stress, which may have adverse physical, as well as psychological consequences (Kar, 2015). There are theoretical perspectives and assumptions regarding adolescent sexuality.

### **2.3.1 Erikson Psychosocial Theory**

Psychosocial theory stated that, healthy identity development during adolescence is a precursor of intimacy in romantic relationships during emerging adulthood. However, from a developmental contextual perspective there are reasons to question this strict developmental ordering. A theoretical model developed 40 years ago by Erikson (1968) proposed that having achieved a confident sense of identity provides the base from which mature forms of relational intimacy develop.

Erikson's theory of lifespan development suggests that developmental progression involves the subsequent mastery of eight distinct stages. These stages emerge in a fixed pattern and working through the crisis of each stage strongly increases the likelihood of achieving a positive outcome in the subsequent stage. In Stage 5, Erikson spoke of the crisis of *Identity vs. Role Confusion*. In this phase, adolescents try to figure out what is unique or distinctive about themselves. Positive outcomes of this stage are awareness of uniqueness of self and knowledge of roles in society. Negative outcomes are reflected in the inability to identify appropriate roles in life. Erikson strongly argued that adolescents who fail to find a suitable identity may have difficulty forming and maintaining long-lasting close relationships with romantic partners. In Stage 6, Erikson described the crisis of *Intimacy vs. Isolation*. During this period, the focus of emerging adults is on developing close, intimate relationships with others. Positive outcomes of this stage are the development of close friendships and loving, sexual relationships. Negative outcomes are reflected in loneliness, isolation, and fear of relationships with others (Montgomery, 2005).

### **2.3.2 Freud Psychosexual Theory**

The theory of psychosexual development, also known as theory of libidinal development, is one of the earliest theories explaining how personality develops in human beings. This theory owes its credence to the findings of Sigmund Freud's clinical research with emotionally disturbed people. The theory of psychosexual development, however, is an integral part of the psychodynamic personality theory proposed by Freud (Philip, Anonymous).

Freud is often considered the first psychological theorist to have emphasized the developmental aspects of personality and the decisive role of the early experiences during infancy and childhood in laying down the basic character structure of an adult person

According to Freud, the individual passes through a series of dynamically differentiated developmental stages during the life span, which are characterized by distinct modes of functioning. The theory proposes that mishaps during different stages, especially during the early childhood, play an important role in the etiology of psychological problems including mental disorders.

According to Freud, sex is the most important life instinct in an individual. According to him sex instinct is centered on a number of bodily needs that give rise to erotic wishes. Each of these wishes has its source in a different bodily region referred to as erogenous zones. An erogenous zone is a part of the skin or mucous membrane that is extremely sensitive to irritation and which when manipulated in a certain way removes the irritation and produces pleasurable feelings and experiences.

The last stage which is known as Genital Stage begins with the onset of adolescence. During genital stage sexual feelings reappear with new intensity and in more mature form. As a result self-love of the child gets channelized into genuine heterosexual relationships. Sexual attraction, socialization, group activities, vocational planning and preparations for marrying and raising a family begin to manifest. By the end of adolescence these concerns become fairly well established. The person becomes transformed from a pleasure seeking, self-loving infant into a reality oriented, socialized adult. The principal biological function of the genital stage is that of reproduction (Philip, Anonymous).

## **2.4 Social media in the global and national context**

Now a day's Social media is used by billions of individuals around the world and has fast become one of the major technologies of our time. According to Kemp (2020), more than 4.5

billion people now use the internet, while social media users have passed the 3.8 billion mark. Nearly 60 percent of the world's population is already online, and the latest trends suggest that more than half of the world's total population will use social media by the middle of this year.

The number of people around the world using the internet has grown to 4.54 billion, an increase of 7 percent (298 million new users) compared to January 2019. Worldwide, there are 3.80 billion social media users in January 2020, with this number increasing by more than 9 percent (321 million new users) since this time last year.

Globally, more than 5.19 billion people now use mobile phones, with user numbers up by 124 million (2.4 percent) over the past year. The average internet user now spends 6 hours and 43 minutes online each day. That's 3 minutes less than this time last year, but still equates to more than 100 days of connected time per internet user, per year. If we allow roughly 8 hours a day for sleep, that means we currently spend more than 40 percent of our waking lives using the internet. Age plays a significant role in determining levels of internet access across these regions: more than half of Africa's total population is below the age of 20, and there are more than 460 million people below the age of 13 across Southern Asia. (Kemp, 2020),

However, gender is also a critical factor, with data from the ITU showing that women are more likely to be 'unconnected' compared to men. The digital gender gap is also apparent in our latest social media data. In particular, women in Southern Asia are three times less likely to use social media today compared to men, offering meaningful insight into broader internet connectivity in the region. Across mobile devices and computers, Global Web Index reports that we now spend an average of 2 hours and 24 minutes per person, per day using social media, up by 2 minutes per day since this time last year. Despite various challenges over the past few years, Facebook is

still top of the pops when it comes to social. Trends in user numbers reported in the company's earnings announcements suggest that the platform should have already passed the historic 2.5 billion monthly active users YouTube still commands the greatest share of the world's online video viewers, and our calculations indicate that roughly 3 billion people watch at least one YouTube video each month ( Kemp, 2020).

On the other hand, according to Pettersson and Nigussu (2019), social media in Ethiopia is essentially synonymous with Facebook, which commands 84 % of social media users (Feb 2019). Other players are Google's YouTube, Facebook-owned Instagram, messaging services Telegram and Facebook-owned WhatsApp. Ethiopia had the second largest relative growth of social media in the world in 2018 which translates to the 16th largest absolute growth in the world and the third largest absolute growth in Africa after the giants Nigeria and South Africa. Out of the 68.34 million Ethiopians in 2018 that have mobile connectivity – a massive increase from 53.3 million in 2017 – only 5.6 million (in Jan 2019) are active users of social media, which nevertheless is a significant increase from 3.8 million in 2017.

The leading internet tech and social media companies, Facebook and Google, do not have any formal representation in Ethiopia. The same goes for Facebook owned Instagram and WhatsApp as well as Google-owned YouTube. Unusually, the most commonly used messaging app is Telegram.

Facebook is the largest social media platform in Ethiopia. Although Facebook does not have any representation in Ethiopia, it is still popular where 84 % of the 6.1 million Ethiopians (users of the .et domain) who are accessing social media use Facebook (Pettersson & Nigussu, 2019).

## **2.5 Impact of Social Media on Adolescent sexuality**

Media use is an integral part of the daily life of adolescents; there are a number of risks associated with social media use, specifically, negative effects on mental health, cyber bullying, texting/ sexting, dangers of sexual solicitation, and exposure to problematic and illegal content and privacy violations.

The risks that teens face online are similar to those faced offline. However, the risk profile for the use of various types of social media depends on the type of risk, a teen's use of the media, and the psychological makeup of the teen using them. It is important to note that teens most at risk often engage in risky behaviors offline and also have difficulties in other parts of their lives (Berkman, 2010).

According to Abdullahi (2018), African adolescents, especially those in urban centers, live in the era of what some authors refer to as *the new media ecology*. While this ecology or environment provides opportunity for learning, it also contains dangerous contents that could be detrimental to adolescents' socio-sexual development. African adolescents are likely to pick up and engage in certain antisocial activities that are detrimental to their personal and societal development as there is a possible correlation between an increase in media presentations of antisocial behavior (such as sex and erotic dances) and an increase in public tolerance of those acts.

According to Adegboyega (2019), social media has more negative influences on youth because youth involvement in the use of social media usually results in the sending of erotic messages, watching pornographic films and movies, increases the exhibition of risky sexual behavior, masturbation, and involvement in pre-marital sex. Also, there were no significant differences in

the influence of social media on sexual behavior of youth in Kwara State based on gender, age and university attended.

Nagaddya et al. (2017), on assessing the impact of social media on the risky sexual behaviors of students, revealed that premature sex was associated with social media sites like Twitter and YouTube. Place of accessing social networking sites was strongly associated with change in adolescent sexual behavior. The study findings showed that daily usage of social networking sites like U-tube the enticed adolescents with sex contents increased the risk of sexual behavior

Cookingham and Ryan (2015) argue that, Social media have become an integral part of today's culture and have helped define the latest generation of youth. Despite the promise of enhanced socialization, communication, and education, however, many adolescents' lived experience of social media use has been negative on balance.

## **2.6 Summary**

Adolescence is significant time in the life cycle for the development of sexuality. In this period of development adolescent's sexual maturation begin sometime between eight and fourteen. In this digital era also many adolescents are also spending more time on technological devices and media use is become integral part of the daily life of adolescents. Many studies conducted on the impact of media on adolescent's sexual behavior argue that social media has more negative influences on youth but some research argue that social media also has its importance to communicating with friends and families and they use social media to remember the cultural values, social norms, and Islamic values. Therefore, this study will be important to investigate the impact of social media on adolescents' sexual behavior in selected area of the study.

## **Chapter Three**

### **3 Methodology**

This section describe research design and methods, study area, study population, participants of the study, sampling technique, source of data, data collection instruments, pilot test, methods of data collection, methods of data analysis and followed by ethical consideration.

#### **3.1 Research Design and method**

This study aimed to investigate the influence of social media exposure on adolescents' sexual behavior and attitude among Ediget Bandinet secondary school students in Sendafa town. Therefore, the survey research design was chosen for the study. This design was selected because it was appropriate to explore facts as they are. In addition, it was very important to design to gather accurate information from participants with a short period of time.

In this study, both qualitative and quantitative research methods were employed combine. Concerning the research method; qualitative research methods were used for the information which was collected by focus group discussion. Because, according to Kabir (2017), this method is very essential to provide information agreement or disagreements within a group related to the topic, to explore adolescents' knowledge, and their experience and practice towards the use of social media and adolescent sexuality.

On the other hand, quantitative research method was employed to show the result numerically for data's which was collected by questionnaire and it was the best one for the purpose of providing detailed.

### **3.2 Study area**

This study was applied at Sendafa Town with the particular location of kebele 01 in Ediget Bandinet secondary school in Sendafa Town.

Ediget Bandinet secondary school was found in Oromia special zone in Sendafa Beke city administration in Sendafa city kebele 01 around Ethiopian Police University. It is surrounded by Ethiopian police University College in the north, Protestants church in the south, and people's residence in the east and west.

Ediget Bandinet School was a private school in which 74 total numbers of regular secondary school students (grade 10-12) attended their class at a time. The reason for selecting Ediget Bandinet secondary school is that most private school students from middle and high-income parents and have a high probability to have personal smart phones. As a result, they have more exposure to different social media networking sites.

### **3.3 Study population**

The target population of this study was adolescent students who were regularly attending secondary school at Ediget Bandinet secondary school in Sendafa Town. The total number of 74 students from grade 10, 11, and 12 who were in the age group of (14-19) was the target and study population of the study. Grade 9 Students were not participated in this study. Because, due to COVID 19 pandemic they did not attend their class until the data was collected.

### **3.4 Participants of the study**

The whole students Participant of this study were adolescent students who were regularly attending their class. The total number of Ediget Bandinet school adolescent students who were from grades (10-12) with the age group of (14-19) was selected because of the limited number of students studying in the secondary school.

### **3.5 Sampling Techniques**

In this study, total population sampling technique was applied. The total number of Grade 10-12 adolescent students in the selected school was 74, which were divided into 4 sections students. Grade 10 had 1 section with the numbers of 6 males 22 Females, Grade 11 had 2 sections; social classes; with the number of 4 males 13 females and natural class; with the number of 5 males 12 females and grade 12 had 1 section with the total number of 7 Males and 5 females with age between 14-19. For this reason, the researcher used the total number of 74 students using the total population sampling technique. The researcher was used all grade levels students, except grade 9 because last year, grade 8 regular students were not taken the national exam. Therefore, the researcher didn't include sample students from grade 9. To get reliable data, the researcher wants to study the entire population because of the size of the population.

### **3.6 Source of data**

The data which was important to answer the research question and in order to reach the intended objective of this study, the researcher used primary data source. This data was collected from the whole population who were from grades (10-12) with the age group of (14-19) through questionnaire and focus group discussion.

### **3.7 Data Collection Instrument**

All questions presented in this study were adapted from Almakrami's (2015), questions used by Tadesse (2017), for research purpose and Muhammad, Shamsuddin, Amin, Omar, & Thurasamy (2017). In the first section adolescents was asked basic demographic questions such as their gender, age, and school grade level. Students also asked about social media usage; and for this purpose the first subscales was used to measure adolescents' media usage habit which consist (5) items was used to this study. To measure about adolescents' media usage habit towards sexuality which consisted (9) items was used to the study. In the three subscale which consists (5) question items were adopted to investigate adolescents' sexual behavior and experience.

To assess the influence of SM on adolescents' sexual attitudes, the researcher used Youth Sexual Intention Questionnaire (YSI-Q) which is developed by Muhammad et.al. (2017), contained 20 items, and the researcher was adapted and used all item questions to assess adolescent attitude towards sex. The first five items question was used to measure adolescent sexual intention, five items to measure sexual attitude, six items to measure social norms, and four items to measure adolescent self-efficacy.

In the last section, the researcher used Focus Group Discussion (FGD). According to Abawi (2017), it gives us the possibility to cross-check one individual's opinion with other opinions gathered. Therefore, the researcher used 7 male and 7 female total 14 adolescent participants in two group and each group contains 7 participant. And, before starting FGD, the researcher has arranged the group, location, group Size, meeting time, obtaining demographic information from participants, and Informed Consent and used refreshments (water and roasted drain) in the break time. And during the FGD session, the researcher used note-taking following participant consent to record how the participants talked and what they talked about without interruption.

### **3.8 Pilot test**

To test the objectivity and reliability of the instruments a pilot test was conducted on a sample of 20 participants (8 males and 12 females from grades 10, 11, and 12) from another private school. The first rationale to conduct the pilot study was conducted to get instructions thereby making certain amendments before administering the instrument for the main study. To reduce the effects of the language barrier the scales that were written in English were translated into Amharic by language experts then translated back into English with the help of one English language expert from the department of Teaching English at Police University. However, scales that were already translated to Amharic checked for their reliability, validity by previous studies conducted in Ethiopia, were checked for their clarity by comparing with the original scale. Finally, the Amharic version of the instrument was pilot tested on a randomly selected sample of 20 participants. Hence, the responses of the respondents had scored and the reliability scales were computed by using the SPSS software package, version 20.

The final set of instruments included: the first subscales adolescents' media usage habit which consists of (5) items, adolescents' media usage habit towards sexuality which consisted (9) items, subscale which consists (5) question items to investigate adolescents' sexual behavior and experience and Youth Sexual Intention Questionnaire (YSI-Q) which contained 20 items Cronbach's Alpha result indicated ( $\alpha = .840$ ).

### **3.9 Methods of Data Collection**

In this study, the researcher has used questionnaires and focus group discussion (FGD) as a method of data collection instrument.

In this case, the first main instrument that was used in this study was; questionnaire. The questionnaires were prepared in the form of a four-point scale and distributed to secure responses to certain questions. According to Pandeya and Pandey(2015), it is an important instrument being used to gather information from widely scattered sources. Normally, used where one cannot see personally all of the people from whom he desires responses or where there is no particular reason to see them personally. Abawi (2017), also argue that a questionnaire helps us to collect the most comprehensive and accurate data in a logical flow. This was done to reach reliable conclusions from what we were planning to observe. Therefore, the questioner was administered by the researcher at school in class after followed the appropriate ethical procedures and with the support of school teachers/directors.

The second method; which was selected as a data collection instrument was focus group discussion (FGD). A focus group discussion (FGD) is an in-depth field method that brings together a small homogeneous group (usually six to twelve persons) and the data was collected through a semi-structured group interview to discuss topics on a study agenda. As suggested by Abawi (2017), Focus group discussion gives us the possibility to cross-check one individual's opinion with another. According to Kabir (2017), Focus groups or group discussions are useful to further explore a topic, providing a broader understanding of why the target group may behave or think in a particular group. Therefore, the discussion was conducted in a relaxed atmosphere to enable participants to express themselves, their opinion, experiences, and behavior in a relaxed manner.

### **3.10 Method of Data Analysis**

After gathering essential data from the study participants, the raw data was arranged for data analysis purpose and the language which was used to collect information from study participant

was finally translated from Amharic to English. Then, based on data measurement tool or questionnaires which were applied in this study, both methods of data analysis (qualitative and quantitative) were used. The data collected through Focus Group Discussion (FGD) was analyzed through description and narration. Because this method of analysis was the most effective way in order to identify and explore the participant opinion as it's.

On the other hand, the data which was collected by questionnaire was analyzed in a quantitative method. Statistical package for social science SPSS 20 version was used to analyze quantitative data.

### **3.11 Ethical Consideration**

Ethical responsibility is one of the core qualities of scientific practice and research. It shows the competency level of experts in their scientific research practice. Therefore, ethical issues in this study were considered based on the following rules or ethics.

The data collector was clearly explained the aims of the study to study participants, any negative action either verbally or physically that would try to convince adolescents were strictly forbidden. Information was collected after obtaining consent from each participant. The study participants were the right to refuse or discontinue participation at any time if they want and the chance to ask anything about the study. Anonymous and confidentiality were assured throughout the study period by using a coding system, to respect the societal culture, norms, traditions, and individual morals, special attention was given to the sensitive issues.

## Chapter Four

### 4 Findings

This chapter presents data collected through questionnaires and focus group discussions (FGD). The analysis was presented in line with the research questions raised in the study and analyzed based on the selected appropriate methods. As mentioned above among the various data collection instruments; questionnaires and focus group discussions were applied to collect the relevant information for this study. Thus, the data were interpreted based on the reporting styles of each method.

#### 4.1 Demographic information of respondents'

In this section, the demographic information obtained through questionnaires was presented. The next table shows the demographic information of the respondents in terms of gender, age and grade level.

**Table 1 Demographic information of respondents'**

		Frequency	Percent
Gender	Male	22	29.7
	Female	52	70.3
	Total	74	100.0
Age	14	2	2.7
	15	8	10.8
	16	13	17.6
	17	17	23.0
	18	24	32.4
	19	10	13.5
	Total	74	100.0
School grade level	Grade 10	28	37.8
	grade 11	34	45.9
	grade 12	12	16.2
	Total	74	100.0

In this study, a total of 74 secondary school students have been selected for the collection of primary data. As indicated in table 1, from these 74 students, more than half (70.3%) students were Females and the remaining 29.7 were Males. From the whole participants of the study majority of participants, 24(32.4%) were at the age of 18 years, followed by 17 students (23.0%) who were at the age of 17 years, Only 2(2.7) participants were at the age of 14 years, and remaining 13(17.6%), 10(13.5%) and 8(10.8%) of respondent students were found to be at the age 16, 19 and 15 years respectively. In terms of grade, out of 74 students, 34 (45.9%) were grade 11, followed by 28 (37.8 %) grade 10 students and the rest 12 (16.2%) of the participants were grade 12.

## 4.2 Adolescents' exposure for social media

The result obtained from study participants whether they are media user or not, the amount of time spent on Media usage by adolescent students and the Media which is preferred by adolescents to receive information about sex were computed and presented below.

**Table 2 Adolescents' exposure for social media**

		Frequency	Percent
Do you use social media?	Yes	69	93.2
	No	5	6.8
	Total	74	100.0
How often do you use it	Daily	43	58.1
	2-4 times per week	20	27.0
	Occasionally (1-4 times per month)	6	8.1
	not any	5	6.8
	Total	74	100.0
Do use social media as a means of information about sexuality	Yes	63	85.1
	No	11	14.9
	Total	74	100.0
Which media would you prefer to receive information about sex?	Facebook	36	48.6
	you tube	7	9.5
	telegram	20	27.0
	not any	11	14.9
	Total	74	100.0
Mostly for what type of social media content you are exposed	Romance movies	13	17.6
	Pornography movies	22	29.7
	Sexual music video	20	27.0
	School life movies	8	10.8
	if any	6	8.1
	not any	5	6.8
	Total	74	100.0

As indicated in Table 2, almost all adolescent students 69(93.2%) of participants were social Media users, and the rest 5 (6.8%) respondents were not. From the total number of participants,

43 (58.1%) were daily social media users, 20 (27.0%) of secondary school students used SM 2-4 times per week, and the remaining 6 (8.1%) respondents' used Social Media occasionally. On the other hand, the majority of students 63 (85.1%) used SM as a source of information about sexuality, and sexual issues. And from the total participant of this study 36 (48.6%) preferred Facebook to receive information about sex, 20(27.0%) preferred Telegram, and the rest 7(9.5%) of respondents preferred YouTube as a source of receiving information about sex. Concerning media contents that respondent adolescent students mostly exposed, from the total 74 respondents 22(29.7%) preferred or exposed to pornography movies, 20(27.0%) of the respondent also most exposed to different sexual music videos, then the remaining 13(17.6%), and 8(10.8%) of respondents were exposed to romance movies and school life movies respectively.

### 4.3 Sexual contents Adolescents pay attention

The next table shows the content that adolescents mostly pay attention to discussed with their social media friends.

**Table 3 Sexual contents Adolescents pay attention**

		Frequency	Percent
Have you ever discussed sex related issues with your Facebook friends?	Yes	48	64.9
	No	26	35.1
	Total	74	100.0
Have you ever involved in texting activities like sending or receiving of nude, Images, texting or any kind of activities which is related to sex with your phone or PC?	Yes	48	64.9
	No	26	35.1
	Total	74	100.0
If your answer is “yes’ what kind of message did you deliver or received	Texting	18	24.3
	Voice mail	9	12.2
	All kinds	21	28.4
	not any	26	35.1
	Total	74	100.0

As the study result indicated in table 3, from the total 74 study participants, more than half 48(64.9%) were discussed sex- related issues with their social media friends, and the remaining 26(31.1%) participants were not. Also, 48(64.9%) of participants were involved in texting activities like; sending or receiving nude, images, texting or any activities that wererelated to sex and the remaining 26(31.1%) participants were not. Of the total respondents 21(28.4%) were delivered or received all kinds of message (texting and voice mail), 18(24.3%) of respondents use texting to delivered or received message and the remaining 9(12.2%) of respondent used voice mail.

#### 4.4 Adolescent Social Media Habit

Adolescents' social media habit is presented depending on the next table.

**Table 4 Adolescent Social Media Habit**

		Frequency	Percent
Is that watching any sex movies do makes you happy	Yes	56	75.7
	No	18	24.3
	Total	74	100.0
When did you start watching pornography?	Before have sexual intercourse.	39	52.7
	After have sexual intercourse.	17	23.0
	Not any	18	24.3
	Total	74	100.0
Where do you get these sex movies	From video house	8	10.8
	From my social media friends	22	29.7
	From online internet service	26	35.1
	not any	18	24.3
	Total	74	100.0
What is your source of sex movie material	cell phone	45	60.8
	Tablet	7	9.5
	Laptop	4	5.4
	not any	18	24.3
	Total	74	100.0
With whom do you watch these sex movies	Alone	32	43.2
	With my school friends	20	27.0
	with my girl/boy friends	4	5.4
	not any	18	24.3
	Total	74	100.0

As table 4 indicates, from the total respondent of the study, 56(75.7%) respond that watching any sex movies makes them happy, and the remaining 18 (24.3) of respondents were not happy. And also, from those respondents, 39 (52.7%) was started watching pornography before having sexual intercourse, and the rest 17(23.0 %) respondents' were started watching pornography after having sexual intercourse. From those who were watching pornography, 26(35.1%) respondents got these pornography movies from online internet services, 22(29.7%) got these movies from their social media friends, and the remaining 8(10.8%) of respondents got these sex movies from video house. As the result indicates, 45(60.8%) of respondents used their cell phone to watch pornography movies, 7(9.5%) of respondents respond that they used their tablet, and the rest 4(5.4%) used laptops to watch sex movies. Of the total participants, 32(43.2%) of respondents watch pornography movies alone, 20(27%) of adolescents respondents watch pornography movies with their school friends, and the remaining 4(5.4%) responded that they watch sex movies with their girl/boyfriends.

#### 4.5 Adolescent Coital Sexual Behavior

Adolescents coital sexual experience is calculated presented in the next table.

**Table 5 Adolescent Coital Sexual Behavior**

		Frequency	Percent
<b>Have you ever had sex?</b>	Yes	39	52.7
	No	35	47.3
	Total	74	100.0
<b>How old were you the first time you had sex ?</b>	14-15 age	8	10.8
	16-18 age	28	37.8
	19 age	3	4.1
	not any	35	47.3
	Total	74	100.0
<b>In your life time with how many people have you had any kind of sex</b>	with one individual	26	35.1
	with two peoples	9	12.2
	with three peoples	4	5.4
	not any	35	47.3
	Total	74	100.0

The above table indicates that from the total respondent of the study, more than half, 39 (52.7 %) of respondents exercised sexual intercourse. Of those respondents who exercised sexual intercourse, 28(37.8%) adolescent students exercised their first-time sexual intercourse between the age of 16 to 18. As the result shows, 8(10.8%) of respondents exercised their first-time sexual intercourse at age 14 to 15 years old, and the rest 3(4.1%) exercised at the age of 19. Additionally, this study reveals that from the total respondent 26(35.1%) of respondents have had sexual intercourse with one sexual partner, followed by 9(12.2%) of respondents who have had sexual intercourse with two sexual partners and the remaining 4(5.4%) of respondents exercised sexual intercourse with three peoples.

#### 4.6 Non - Coital Sexual Experience of Adolescents

The frequency of non coital sexual experience of adolescents is presented in the next part

**Table 6 Non- Coital Sexual Experience of Adolescents**

		Frequency	Percent
<b>Have you ever exercised any kind of making out or fantasy sexual activities</b>	Yes	56	75.7
	No	18	24.3
	Total	74	100.0
<b>Have you ever tried practicing what you have seen from social media</b>	Yes	18	24.3
	No	56	75.7
	Total	74	100.0

As illustrated in table 6, adolescents' non-coital sexual experience is measured. Therefore, the result shows that from the total 74 participants of the study, 56(75.7%) of respondents exercised making out/fantasy sexual activities, and the remaining 18(24.3) have not participated in such activities. But, from the total respondent, 56 (75.7%) were not ever tried to practices what they seen from Social Media, and the other 18(24.3%) participants tried to practices what they have seen from Social Media.

#### 4.7 The influence of Social Media on Adolescents Sexual Intention

After this the influence of social media on adolescents' sexual intention presented.

**Table 7 Influence of Social Media on Adolescents Sexual Intention**

		Frequency	Percent
<b>After watching sexual contents on social media I expect to have sex with my partner</b>	Strongly agree	22	29.7
	Agree	27	36.5
	Disagree	16	21.6
	strongly disagree	9	12.2
	Total	74	100.0
<b>When I saw sexual content on social media I would like to have sex to see what it is like.</b>	Strongly agree	37	50.0
	Agree	26	35.1
	Disagree	7	9.5
	strongly disagree	4	5.4
	Total	74	100.0

As presented in the above table 7, the result reveals that from the whole participant, 27(36.5%) agreed that after watching sexual content on social media, they expect to have sex with their partner, followed by 22(29.7%) of respondents who strongly agreed. On the other hand, 16(21.6%) disagreed, and the remaining 9(12.2%) strongly disagreed on the first statement of the table. Regarding the second statement of the above table, 37 (50.0%) of respondents were strongly agreed that after watching sexual materials/content on social media, they would like to see what it is like.

#### 4.8 The Influence of Social Media on Adolescents Sexual Attitude

Whether exposure to different social Media and discussing sexual-related content on such media can influence adolescents' sexual attitude or not is illustrated and presented in the next part.

**Table 8 Influence of Social Media on Adolescents Sexual Attitude**

		<b>Frequency</b>	<b>Percent</b>
<b>I believe youths who have never been involved in sexual intercourse before marriage are old-fashioned.</b>	Strongly agree	39	52.7
	Agree	20	27.0
	Disagree	9	12.2
	strongly disagree	6	8.1
	Total	74	100.0
<b>I believe a sexual encounter that lasts only once is all right.</b>	Strongly agree	27	36.5
	Agree	23	31.1
	Disagree	14	18.9
	strongly disagree	10	13.5
	Total	74	100.0
<b>Youths should have sex before their marriage to see whether they are suited to each other</b>	Strongly agree	43	58.1
	Agree	19	25.7
	Disagree	9	12.2
	strongly disagree	3	4.1
	Total	74	100.0

As depicted in the Table 8, from the whole participant 39(52.7%) of respondents were strongly agreed and 20(27.0%) of respondent agreed that youths who have never been involved in sexual intercourse before marriage is old-fashioned. On the other side, 14(18.9%) and 10(13.5%) of respondent disagreed and strongly disagreed respectively on the issue that sexual intercourse before marriage is old-fashion. The study result also shows that 27(36.5%) of respondents were strongly agreed and 23(31.1%) were agreed that sexual encounter that lasts only once is all right. But 14(18.9%) were disagreed and the rest 1(13.5%) of respondents were strongly disagreed.

Additionally, more than half 43(58.1%) respondents strongly agreed and 19(25.7%) were agreed that sex before marriage is important to see whether they are suited each other or not.

#### 4.9 The influence of Social Media on Adolescents Social Norm

Whether adolescents social norm is affected and influenced by exposure to different social medias or not was calculated and discussed in the next table.

**Table 9 Influence of Social Media on Adolescents Social Norm**

		Frequency	Percent
<b>Most of my social media friends are practicing sex before marriage.</b>	Strongly agree	22	29.7
	Agree	41	55.4
	Disagree	9	12.2
	strongly disagree	2	2.7
	Total	74	100.0
<b>Most of my social media friends think that you can have sex before marriage if you are in love.</b>	Strongly agree	38	51.4
	Agree	30	40.5
	Disagree	4	5.4
	strongly disagree	2	2.7
	Total	74	100.0
<b>Most of my social media friends think that youth who have never been involved in sexual intercourse before marriage are old-fashioned</b>	Strongly agree	38	51.4
	Agree	29	39.2
	Disagree	4	5.4
	strongly disagree	3	4.1
	Total	74	100.0

The above table result of this study indicates that from the total secondary school adolescent student participants 41(55.4%) of respondents agreed that most of their social media friends are practicing sex before marriage and followed by 22(29.7%) who were strongly agreed by this

statement. The other 9(12.2%) and 2(2.7%) of respondent were disagreed and strongly disagreed on the statement respectively. In regard to the second statement of the above table 38(51.4%) of respondents were strongly agreed that most of their social media friends think that it's ok to make sex before marriage if the person is in love, 30(40.5%) of respondents were also agreed on the statement. But 4(5.4%) and 2(2.7%) of participants were disagreed and strongly disagreed. The last statement of the table result also indicates that 38(51.4%) , 29(39.2%) of respondents strongly agreed and agreed respectively that most of their social media friends think that youth who have never been involved in sexual intercourse before marriage are old-fashioned and the rest 4(5.4%) and 3(4.1) of respondent disagreed and strongly disagreed on the statement.

#### 4.10 Adolescent sexual Self – Efficacy

After this, the subsequent table shows and present adolescents sexual self –efficacy.

**Table 10 Adolescent sexual Self - Efficacy**

		Frequency	Percent
<b>I know when I can have sex.</b>	Strongly agree	48	64.9
	Agree	21	28.4
	Disagree	4	5.4
	strongly disagree	1	1.4
	Total	74	100.0
<b>I can decide on my sexual activity</b>	Strongly agree	41	55.4
	Agree	22	29.7
	Disagree	7	9.5
	strongly disagree	4	5.4
	Total	74	100.0
<b>Whether I have sex or not is entirely up to me.</b>	Strongly agree	51	68.9
	Agree	20	27.0
	Disagree	3	4.1
	strongly disagree	0	0
	Total	74	100.0

As indicates in table 10, from the total respondent 48(64.9%) were strongly agreed that they know when they can have sex and the remaining 21(28.4%) of respondents agreed on the statement and the remaining 4(5.4%) and 1 (1.4%) of respondents were disagree and strongly disagree respectively. Secondly, 41(55.4%) of respondents strongly agreed that they can decide on their on sexual activity, 22(29.7%), agreed on the statement, 7 (9.5%) and 4 (5.4%) were disagreed and strongly disagreed on the statement. Finally, as illustrated in the above table from the total participant of the study 51(68.9%) of respondents said strongly agreed that whether I

have sex or not is entirely up to me and 20(27.0%) respondents were agreed and the rest 3(4.1%) of respondents were disagreed on the last statement of table 10.

## **Result of FGD**

As indicated in method of data collection instrument part of the study the second method which was selected as data collection instrument is Focus Group Discussion (FGD). As suggested by Abawi (2017), Focus group discussion gives us the possibility to cross check one individual's opinion with other. There were 7 male and 7 female total 14 adolescent participants in two group each group contains 7 participant. After forming the group first the purpose of this study was explained for discussion participants and started with personal introduction.

But at the beginning of the discussion the participants was frustrated to express their ideas and they saw each other to start the discussion plus to that all participants were not volunteer to be recorded when they are talking. Therefore, we agreed to take a note rather than recording method of data collection when they are talking about the discussion agenda, then the discussion were conducted in a relaxed atmosphere and enabled participants to express themselves, their opinion, experiences and attitude in relaxed manner.

The following questions were more personal.

### **Do you use social media as a means of source of information about sexuality?**

In the group discussion, the first question tried to assess and triangulate whether adolescents used social media as a means of source of information about sexuality or not. Hence, the results of the discussion indicated that majority of participant used social media to know what they don't know about sexual issues. Additionally they argued that *"nowadays, with the growth of technology and*

*various social networking/media sites, you can use and search whatever you want about sexuality that you don't usually find in educational material through different apps".* And they reported that through social media interaction with different group of individual and internet searching they get information about sexual issues.

**With whom do you talk about sexual issues on social media and mostly what type of information or message do you exchange?**

In the discussion, adolescent students were asked to elaborate the type of message that they exchange with whom they talked about sexual issues. And participant of the discussion reported that when they used different Social Medias, it is easier and feel confident when they talked about sexual issues with people they do not know physically and who are far away because they think they do not have it. In particular, when they used Facebook and Telegram they mostly exchange many love letters, nude pictures, and sexual voice/audio and love songs. From discussion participant one Female participant said that *"I use Telegram and Facebook a lot. I have had the opportunity to meet a lot of people. But from those friends there is one person who lives in Adama, I only know him on Facebook and we write a lot of issues through texting. He sends me various love quotes, old Ethiopian music; Aster Awoke, Tedros Tadesse and the like; we send voice messages each other on Telegram; Invites me to watch romantic movies. Even we send each other photos of naked lovers and romantic pictures".*

**For what type/kind of Social Media content you pay attention?**

In the FGD the discussion participants were asked to discuss freely about for what type/kind of SM content they exposed or pay attention. And the result indicated that majority of participants

usually interested and highly exposed to watch different English and African music videos and download and read various Black American hip hop music lyrics and watch action movies. In many African/Afro bit music videos there is naked/nude bodies of the musician or dancers, therefore, this implies that adolescents were interested and satisfied in watching unclosed body. And some of them were exposed got addicted by sex movies/pornography. They reported that in their free time they spent their time by searching and downloading sex movies from the internet through smart phone.

**Do you believe that youths who have never been involved in sexual intercourse before marriage are old-fashion?**

Finally, in the discussion the participant were asked to indicate whether they believes that youth who have never been involved in sexual intercourse before marriage is old fashion or not. And the result of the discussion indicated that almost all participants were believes that youth who have never been involved in sexual intercourse before marriage is old fashion. And they argued that nowadays, most female and male high school students are dating. And they believes that when they have a boyfriend/girlfriend there are many things which is expected that they can do together, such as kissing, touching each other's body part even sexual intercourse. On Male participant of the discussion said *"In this time most female and male high school students are dating. In most cases, males and females are more likely to view different sexual related contents in different ways and on different social media sites, as they are more likely to have sex before marriage. In addition to the fact that most young people believe that premarital sex is normal, even, in this generation a woman who claims to be a virgin is ridiculed by her friends and around her. And there is not much premarital sex is immoral. I also believe that sex is a natural gift and any one can exercise this gift in a proper and safe manner without any restriction"*

## Chapter Five

### 5 Discussion

The main objective of this study was to investigate the influence of Social Media on Adolescent sexual behavior and attitude of selected private high school students. In this particular study, four research questions were addressed, and the major findings of all these research questions are discussed in line with existing theoretical perspectives and empirical findings as follows.

The finding of this study showed that almost all adolescent students, 69(93.2%) of participants were media users and more than half, 43 (58.1%) were daily social media users. This means that almost all adolescent students in the selected school had access to hold smartphones, computers, and the internet to spent and kill their golden time by using different social media content. Similarly, the previous study conducted by Rideout and Robb (2018), examine that in the year 2018 the percentage of adolescences who involve with social media increased from 34 percent to 70 percent. Reid and Weigle (2014) also stated that Adolescents are improving the consistent use of social media now more than ever. The use of this new method of communication among adolescents is grown extremely over the recent years and is become an important emphasis in the lives of many adolescents. This could show that internet access and the advancement of technology in this generation (Digital Era) play a vital role in adolescent's media usage.

This study finding indicated that almost all adolescents were media users and out of a total of 74 study participants more than half, 48(64.9%) were discussed sex-related issues with their Social Media friends' and the remaining 26(31.1%) participants were not. Also, as illustrated by Döring(2021), With the popularization of the internet and social media, both informal and formal sex education is now increasingly distributed via different digital channels (e. g., websites,

smartphone apps) including social media platforms (e.g., Facebook, YouTube, Instagram, Twitter, Snapchat, TikTok). Additionally, as Habesha et al. (2015), the major sources of information to preparatory youths on sexual issues were their friends (63.2 %). Among the respondents, about 522(70.4 %) claimed as having no open discussion on sexual issues within their family. Furthermore, about 450 (60.0 %) respondents said that they had received no sexual and reproductive health education at school. On the other hand, a study conducted by Ali et.al (2016), shows that adolescents frequently use social media for communicating with friends and families and they use social media to remember the cultural values, social norms, and Islamic values. This significant association with the first study could be related to the universal developmental stage of adolescents' behavior and attitude, the increasing distribution of sexual content on SM, and the increment of different SMs and SM users, and cultural difference and religiosity may differ with the second study finding.

In this study finding, the highest number of respondents which contained 36 (48.6%) preferred Facebook to receive information about sex, 20(27.0%) preferred Telegram as a method of receiving information about sexuality. Similarly, the study conducted by Pettersson & Nigussu (2019), stated that Facebook is the largest social media platform in Ethiopia. Although Facebook does not have any representation in Ethiopia, it is still popular where 84 % of the 6.1 million Ethiopians (users of the .et domain) who are accessing social media use Facebook. This similarity indicated that Facebook is the most dominant SM platform than other

Concerning media contents that respondent adolescent students mostly exposed, from the total of 74 respondents 22 (29.7%) repeatedly prefer or exposed to pornography movies, 20(27.0%) of the respondent also exposed to different sexual music videos. Uses and gratifications theory offers to explore and understand the media choices and consumption pattern of the audience,

further seeking to investigate how these choices impact them. U & G's theory also believes that the audience is active and knows clearly what it wants from the media and the members of the audience also aware of their media choice. In this study finding, 56(75.7%) of respondents respond that watching any sex movies makes them happy, and the remaining 18(24.3) of respondents were not. The previous study conducted by Habesha et al. (2015), in Hawassa city to assess the magnitude of exposure to SEMs and factors associated with preparatory youths' indicates that about 77.2 % of adolescents had been exposed to SEMs. This difference may be due to the number of samples, and the prevalence of the problem in this study area.

Based on this study finding from those who were watching pornography, 26(35.1%) respondents get these pornography movies from online internet services, 22(29.7%) get these movies from their social media friends and the remaining 8(10.8%) of respondents get these sex movies from video house. Similarly, the previous study conducted in Hawassa city indicates, internet searching was the major source of information for sexually explicit materials/ movies (45.93 %) followed by sharing by mobile phone Bluetooth among friends (36.04 %). The study result also indicates that 45(60.8%) of adolescent respondents used their cell phones to watch pornography movies. This study finding also supported by the previous study which is conducted in Addis Ababa selected secondary school which indicates that from the total participant 59.2% of teenagers used smartphones and 18.3% of them used their personal computer (PC). This indicates that watching pornography is the first choice that many adolescents pay attention to and the extreme access of watching pornography by adolescent students.

The study result conducted by Temple, Paul, & van den Berg (2012) shows that Twenty- eight percent of the sample reported having sent a naked picture of themselves through text or e-mail (sext), and 31% reported having asked someone for a text and more than half (57%) had been

asked to send it. Furthermore as illustrated by a previous study which is conducted by Tadesse (2017), the major interaction mechanism that adolescents used were, via text 40% sexting 10.8%, and the remaining used discussion with Facebook friends and watching online pornography. Similarly, this finding also indicated that out of the total respondents the highest number which contains 48(64.9%) of participants were involved in sexting activities like sending or receiving nude, sexual explicit Images, texting, or any kind of activities which is related to sex with their SM friends. This may be due to the availability of SEM on the web and adolescents' positive attitude towards sexting (sending or receiving nude, sexually explicit Images, texting sexual messages). This result finding indicates that most adolescent media users express their sexual interest and attitude with their SM friends via texting sexual-related pictures and text messages than other means.

This study finding revealed that from the total respondent of the study more than half (52.7 %) of respondents exercised sexual intercourse and as the respondent response, 28(37.8%) adolescent students exercised their first-time sexual intercourse between the age of 16 to 18 and from those, 26(35.1%) of respondents have had sexual intercourse with one sexual partner then followed by 9(12.2%) of respondent who has had sexual intercourse with two sexual partners. Differently, the study conducted by Waktole (2019) indicates, from the total respondent almost half of the respondents, 144(48.6%) ever had sexual intercourse and the majority, 102 (70.8%) had their first sexual intercourse before 18 years with a mean age of 17.07(2.649). Out of those sexually active respondents, 56(38.9%) had one sexual partner and 88(61.1%) had two or more sexual partners during the data collection period. This result finding is different from the prior researcher about adolescents' percentage concerning the number of sexual partners and this may be due to adolescents' differences and study area.

This study finding shows that, from a total of 74 participants of the study, 56(75.7%) of respondents exercised making out/fantasy sexual activities and the remaining 18(24.3) did not participate in any kind of such activities. Similarly, in a study conducted by Tadesse (2017) regarding adolescents' non-coital sexual practicing, about 73.3% reported they have engaged in sexual activities such as kissing each other and genital touching. This may be due to adolescent's fear of unwanted pregnancy and sexually transmitted disease.

This study result found that, from a total of the respondent, 56 (75.7%) were not ever tried to practices what they seen from Social Media and the other 18(24.3%) of participants tried to practices what they seen from Social Media. differently, a previous study conducted in Hawassa city by Habesha et al. (2015), showed that from respondents who exposed to SEMs experienced risky sexual behaviors around 38.7 % tried to do what they had seen in SEM, 25.08 % played sex after exposure and 5.3 % did sexual activities like anal or oral sex. This difference may be due to adolescent's sexual socialization, cultural difference, and religious factor.

This study result reveal that, from the whole participant, 27(36.5%) agreed that after watching sexual content on social media they expect to have sex with their partner, and 37 (50.0%) of respondents strongly agreed that after watching sexual materials/contents on social Media they would like to see what it is like and more than half 39 (52.7%) of respondents are strongly agreed and on the issue that sexual intercourse before marriage is old-fashion. Similarly, Social Cognitive Theory (SCT) also explained that media influence an individual's behavior through four key elements such as modeling, behavioral capability, outcome expectations, and self-efficiency. This similar result finding indicates that the availability of sexually explicit material for adolescents on social Media increased and shows the capacity of such materials to change adolescent's sexual attitudes.

From the total secondary school adolescent student participants of this study, 41(55.4%) of respondents agreed that most of their social media friends are practicing sex before marriage and 38(51.4%) of respondents are strongly agreed that most of their social media friends think that it's ok to make sex before marriage if the person is in love. This study finding is supported by the previous study conducted by Bleakley et al. (2011), who stated that exposure to sexual media content increases adolescent sexual behavior by increasing their perceptions of social pressure to have sex. Specifically, exposure to sexual content on social media leads to increased adolescents' beliefs that all people like them (their friends and peers at their age) are having sex. This result shows that how much adolescents' attitudinal changes are influenced by looking at their peers at their age level.

Generally, the overall study finding of this paper shows that almost all secondary school adolescent students are highly exposed to SM, sexually explicit content, spent their time sending and receiving sexual content with their social media friends, and by watching pornography movies. This extreme exposure to SMs also exposed adolescents to early sexual intercourse and changed their attitude towards sexuality.

## **Chapter Six**

### **6 Summary and Conclusion, Limitation and Recommendation**

#### **6.1 Summary and Conclusion**

This study was conducted to examine the influence of Social Media on adolescent's sexual attitudes in selected private secondary schools in Sendafa Town with the following research questions 1. To what extent adolescent students are exposed to social media? 2. To what extent do adolescent students use social media as a means of information about sexuality? 3. Which media content do adolescent students pay attention to? 4. To what extent do adolescent students exercise coital and non-coital sexual performances? 5. To what extent do adolescent students exercise sexual activities what they observed/watch from social media? 6. To what extent Social Media influence adolescent students' sexual attitudes?

In this study, a survey research design was chosen for the study. This design was selected because it is appropriate to explore facts as they are and both qualitative and quantitative research methods were employed in combine. Then, the sample was selected through total population sampling techniques and the total number of selected private secondary school adolescent students who were from grades (10-12) with the age group of (14-19) was selected as study participants because of the limited number of students studying in the secondary and preparatory school. This study also involved questionnaires (to measures adolescent's sexual behavior and sexual attitude) and FGD to cross-check individuals' opinions.

Based on the analysis, a considerable number of the respondent's results presented and almost all adolescent students were Media users and more than half were daily Social Media users. From the total number of participants, more than half were discussed sex-related issues with their Social Media friends from those half of participants preferred Facebook to receive information about sex. This indicates that adolescent students are attracted and give much more time to use different Social Media than reading academic materials.

Another thing is that majority of adolescents argued that watching any sexual movies makes them happy and from those who are watching pornography more than half got these materials from online internet services from their social media friends. This means that internet access and the availability of sexually explicit material on the web give a chance for adolescent students to access such materials easily.

The current study finding revealed that from the total respondent of the study more than half of the respondents exercise sexual intercourse and making out/fantasy sexual activities. As this result indicates a majority of adolescent students exercise their first-time sexual intercourse between the ages of 16 to 18 but the good thing is that from those who exercised sexual intercourse majority of respondents have had one sexual partner then followed by the respondent who has had two sexual partners and more than half were not ever tried to practices what they seen from Social Media. This indicates that adolescent students who are under the age of 19 were highly participating in sexual activities.

This study result also reveals that the majority of participants agreed that after watching sexual content on social media they expect to have sex with their partner and more than half of respondents strongly agreed that after watching sexual materials/content on social media they would like to see what it is like and they believed that sexual intercourse before marriage is old-fashion. This implies that watching sexual content on social media affects adolescents' value towards early sexual practice. Adolescents who are using social media are influenced by what they are watching which is posted in a different site, even it tells us watching sexual contents on the Media influence and change adolescents sexual attitude.

Generally, this finding result shows us how much our adolescent students are highly exposed to different Social Medias, sexual media contents, and this media exposure also influence adolescents sexual behavior and attitude.

## **6.2 Limitation**

A limitation of this study is that it does not take into account the level of parental monitoring concerning adolescents Media usage. But, future studies should investigate if parental monitoring difference has an impact on the adolescent level of SM exposure.

Another limitation of this study is that it is conducted in one private school adolescent only. Therefore, it is not enough to generalize all adolescent students who are attending their secondary school in the town.

Additionally, a limitation of this study is that it does not take into account and saw condom use and the impact of exercising sexual intercourse and making out/fantasy sexual activities on their academic achievement and. In this regard, future studies should investigate the influence of

adolescent sexual activities on academic performance and the level of condom use during sexual intercourse.

### **6.3 Recommendations**

Based on the conclusion made from results, the following recommendations are forwarded.

- School principals, school psychologist, teachers and other concerned bodies need to create brief, detail and valuable awareness for adolescents about proper use of Social Media.
- Parents and guardian of adolescents should control what their children's are doing with their electronic devices and where they are through continuous follow-up with a clear restriction of time limit.
- Future researchers who conduct similar study should use experimental design and longitudinal study by controlling other confounding variables to clearly understand how much Social Media usage influence its users.
- It is better future researcher should be conducted more research for supporting and increase the community's awareness of how to use it properly.
- Educational institutes should include contents regarding sexuality in adolescents' educational materials to minimize adolescents' vulnerability and build adolescents' knowledge regarding sexual issues.

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Appendix 1

The research has proposed to study about social media adolescents' sexual behavior. And for this matter; to gather information this questionnaire prepared. The questionnaire has five parts. The first part is demographic question about participants; the 2nd section is about Adolescent Social Media usage and sources of information about sex. The 3rd one is about adolescents' media usage habit towards sexuality. The 4th section is prepared to assess Adolescents' sexual behavior. The 5th and the final questions are prepared to assess adolescent attitude towards sex. Regular program students those age group (14-19) can participate in this studies

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

**Part one:** Personal Data/ background information

No	Questions		
1.	Sex	1. Male. 2. Female	
2.	Age	----- years old	
3.	School grade level	1. Grade 10 2. Grade 11 3. Grade 12	

**Part two;** is about Adolescent Social Media usage and sources of information about sex

No	Questions		
1.	Do you social media?	1. Yes 2. No	
2.	How often do you use it?	1. Daily. 2. (2-4 times per week) 3. Occasionally (1-4 times per month) 4. not any	

3.	Does social media your source of information about sexuality?	1. Yes 2. No	
4.	Which media would you prefer to receive information about sex?	1/ Facebook 2. You Tube 3. Telegram 4. not any	
5.	Mostly for what type of social media content you are exposed	1. Romance movies 2. Pornography movies 3. Sexual music video 4. School life movies 5. If any 6. Not any	

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

No	Questions		
1.	Have you ever discussed sex related issues with your Facebook friends?	1. Yes 2. No	

2.	Have you ever involved in sexting/texting activities like sending or receiving of nude, Images, texting or any kind of activities which is related to sex with your phone or PC?	1. Yes 2. No	
3.	If your answer is “yes” what kind of message did you deliver or received?	1. Texting 2. Sexting 3. Voice mail 4. All kinds 5. not any	
4.	Frequently which media do you prefer?	1. Facebook. 2. Telegram. 3. You Tube 4. If any	
5.	Is that watching any sex movies do makes you happy?	1. Yes 2. No	
6.	When did you start watching pornography?	Before have sexual intercourse After have sexual intercourse Not any	
7.	Where do you get these sex movies?	1. From video house. 2. From my social media friends 3. From online internet service 4. not any	

8.	What is your source of sex movie material?	<ol style="list-style-type: none"> <li>1. Cell phone.</li> <li>2. Tablet.</li> <li>3. Laptop.</li> <li>4. not any</li> </ol>	
9.	How often do you watch it?	<ol style="list-style-type: none"> <li>1. Daily</li> <li>2. Often (2-4 times per week)</li> <li>3. Occasionally (1.4 times per month)</li> <li>4. not any</li> </ol>	
10.	With whom do you watch these sex movies?	<ol style="list-style-type: none"> <li>1. Alone</li> <li>2. With my school friends</li> <li>3. with my girl/boy friends</li> <li>4. with my family</li> <li>5. not any</li> </ol>	
11.	Where did you see these sex movies?	<ol style="list-style-type: none"> <li>1. Video house</li> <li>2. At home</li> <li>3. At friend's home</li> <li>4. At school compound during break time</li> <li>5. Occasionally in class room</li> <li>6. not any</li> </ol>	

PART FOUR: Is prepared to assess Adolescents' sexual behavior

No	Question		
1.	Have you ever had sex?	1. Yes 2. No	
2.	How old were you the first time you had?	1. 14- 15 years old 2. 16- 18 years old 3. 19 years old 4. Not any	
3.	In your life time with how many people have you had any kind of sex?	1. with one individual 2. With two peoples 3. With three peoples 4. With four peoples 5. Not any	
4.	Have you ever tried practicing what you have seen from social media?	1. Yes 2. No	
5.	Have you ever exercised any kind of making out or fantasy sexual activities?	1. Yes 2. No	
6.	Is that all right for adolescent boys and girls to have sex at early age?	1. Yes 2. No	

Part five: questions to assess adolescent attitude towards sex

No	Item Question	Level of Agreement			
		Strongly agree	Agree	Strongly disagree	Disagree
	Sexual intention				
1.	After watching sexual contents on social media I expect to have sex with my partner				
2.	After sharing and watching sexual materials on social media I wants to have sex with my partner				
3.	I intend to have sex with my partner when I exchange sexual information on social media				
4.	When I saw sexual content on social media I would like to have sex to see what it is like.				
5.	I would have sex now if I could find a partner in social media who would do it with me.				

	<b>Attitude</b>				
6.	I believe a sexual encounter that lasts only once is all right.				
7.	I believe youths who have never been involved in sexual intercourse before marriage are old-fashioned.				
8.	Youths should have sex before their marriage to see whether they are suited to each other.				
9.	Youths can have sex provided they use methods to stop pregnancy.				
10.	Youths can have sex if they are unable to control their sexual desire.				
	<b>Social norms</b>				
11.	Most of my social media friends are practicing sex before marriage.				
12.	Most of my social media friends think that it is mature to practice sex at my age.				

13.	Most of my social media friends think that female youths do not have to maintain their virginity.				
14.	Most of my social media friends think that male youths are allowed to practice sex before marriage.				
15.	Most of my social media friends think that you can have sex before marriage if you are in love.				
16.	Most of my social media friends think that youth who have never been involved in sexual intercourse before marriage are old-fashioned				
	<b>Self-efficacy</b>				
17.	I know when I can have sex not by the influence of social media.				
18.	I know where I can have sex not by.				

19.	I can decide on my sexual activity.				
20.	Whether I have sex or not is entirely up to me.				

Thank You!!

## **Appendix 2**

The following Questions are tentatively prepared for Focus Group Discussion.

- ❖ How do you use and mostly for what purpose do you use Social Media?
- ❖ With whom do you talk about romantic type of information or message do you exchange on social media?
- ❖ For what type/kind of Social Media content you pay attention?
- ❖ Do you believe that youths who have never been involved in sexual intercourse before marriage are old-fashion?

## ደብረ ብርሃን ዩኒቨርሲቲ

### የሳይኮሎጂ ት/ትክፍል

የዚህ ጥናት ዋና አላማ ስለተማሪዎች ስነ-ተዋልዶ ባህሪ እና ማህበራዊ ድረ-ገጽ ዙርያ ያሉ ጉዳዮችን የሚዳስስ ነዉ ። ስለሆነም መረጃን ለመሰብሰብ ይህ መጠይቅ ተዘጋጅቷል ። መጠየቁም 6 ክፈፍሎች የሚኖሩት ስሆን የመጀመርያዉ ክፍል የግል መሰረታዊ ጥያቄዎችን የያዘ ነዉ፤ 2ኛዉ ክፍል የወጣቶችን የማህበራዊ ድህረ-ገፅ ጠቃቀም እና ስለ ስነ-ተዋልዶ የወጣቶች መረጃ ምንጭን የሚዳስስ ሲሆን 3ኛዉ የወጣቶች ማህበራዊ ድረ-ገጽ የወሲብ ልምምድ፤ 4ኛዉ የማህበራዊ ድረ-ገጽ በወጣቶች ስነ-ተዋልዶ ባህሪ ላይ ያላቸዉን ተጽዕኖ የሚጠይቅ፤ 5ኛዉ ክፍል ስለወጣቶች የስነ-ተዋልዶ እና ወሲባዊ አመለካከት የሚዳስስ ይሆናል።

ስለሆነም ከ14-19 ዕድሜ ክልል ዉስጥ የሚገኙ የ10ኛ፣ የ11ኛ እና የ12ኛ ክፍል መደበኛ ተማሪዎች በዚህ ጥናት ዉስጥ መሳተፍ ይችላሉ። ይህ ጥናት አስፈላጊ በመሆኑ እዉነተኛውን እና ትክክለኛውን መረጃ እንደምትሰጡን በማመን ለሚደረግልኝ ትብብር በቅድሚያ እያመሰገንኩ የሚሰጠኝ መረጃ የቱንም ያህል የግል ምስጥር ቢሆን እንደሚጠብቅ እና ለዚህ ጥናት ከተጠቀምኩበት በኋላ እንደማጠፋዉ ላረጋግጥላችሁ እዉዳለሁ።

**ክፍል1 የግል መሰረታዊ መረጃ**

ጾታ	1. ወንድ 2. ሴት
እድሜ	1. ----- ዓመት
የክፍል ደረጃ	1. 10ኛክፍል 2. 11ኛክፍል 3. 12ኛክፍል

**ክፍል2 የወጣቶች ማህበራዊ ድረ-ገጽ አጠቃቀምን የሚዳስስ ይሆናል**

1.	የማህበራዊ ድረ-ገጽ ተጠቃሚ ነህ/ሽ?	1. አዎ 2. አይደለሁም
2.	መልስህ/ሽ አዎ ከሆነ ምን ያህል ትጠቀማለህ/ሽ?	1. በየቀኑ 2. በሳምንት ከ2 እስከ 4 ጊዜ 3. አልፎ አልፎ በወር ውስጥ(1-4) ጊዜ4 4. የለም
3.	ስለ ወሲብ ማንኛውንም መረጃ ለመጠየቅ የማህበራዊ ድረ-ገጹን እንደ መረጃ ምንጭ ትጠቀማለህ/ሽ?	1. አዎ 2. አይደለም
4.	ስለ ወሲብ መረጃ ለማግኘት ምርጫህ/ሽ የትኛው ነው?	1. ፌስቡክ 2. ዩቲብ 3. ቴሌግራም 4. የለም

5.	ማህበራዊ ድህረ- ገፅ ላይ ምን ዓይነት ይዘት ላላቸው ጉዳዮች ይነልጥ ተጋላጭ ነህ/ነሽ	<ol style="list-style-type: none"> <li>1. ለፍቅር ፊልሞች</li> <li>2. ለወሲብ ፊልሞች</li> <li>3. ወሲባዊ ይዘት ላላቸው የሙዚቃ ቪዲዮ</li> <li>4. የትምህርት ቤት ህይወት የሚዳስሱ ፊልሞች</li> <li>5. ሌላ ካለ-----</li> <li>6. የለም</li> </ol>
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**ክፍል3 ስለወጣቶች ማህበራዊ ድረ-ገጽ ምርጫ እና ወስባዊ ልምምድን በሚመለከት ይሆናል**

1.	ወሲባዊ ነክ ስለሆኑ ጉዳዮች ከፊስቡክ ጎደኞችህ/ሽ ተዋያይተህ/ሽ ታወቃለህ/ሽ ወይም ተፃፋህ/ተፃፋሽ ታውቃለህ ታውቂያሽ ?	<ol style="list-style-type: none"> <li>1. አዎ</li> <li>2. አላወቅም</li> </ol>
2.	ማህበራዊ ድረ-ገጻችን ስትጠቀም/ሚ በሞባይል ስልክ ወይም በግል ላፕቶፕ ወሲብ ቀስቃሽ የሆኑ መልዕክቶችን ተላልከህ/ሽ ታወቃለህ/ ታወቂያለሽ?	<ol style="list-style-type: none"> <li>1. አዎ</li> <li>2. አላወቅም</li> </ol>
3.	መልሰህ/ሽ አዎ ከሆነ ምን አይነት መልዕክት ነበር?	<ol style="list-style-type: none"> <li>1. የጽሑፍ፡መልዕክት፡፡</li> <li>2. የምስል፤የድምጽመልዕክት፡</li> <li>3. ሁሉንም፡ዓይነትተጠቅሜያለሁ</li> <li>4. የለም</li> </ol>
4.	አብዛኛውን ጊዜ የትኛውን ማህበራዊ ድረ-ገጽ ትመርጣለህ/ጫያለሽ?	<ol style="list-style-type: none"> <li>1. ፊስቡክ</li> <li>2. ዩቲብ</li> <li>3. ቴሌግራም</li> <li>4. የለም</li> </ol>
5.	የወሲብ ፊልም ማየት ያስደስተሃል/ትሻል?	<ol style="list-style-type: none"> <li>1 አዎ</li> <li>2 የለውም</li> </ol>

6.	ወሲብ ቀስቃሽ የሆኑትን ማናቸውን ምንጎች ያየኸው/ኸው ወሲብ ከመጀመሪያ/ሽ በፊት ነው ወይስ በኋላ ነው	<ol style="list-style-type: none"> <li>1. ወሲብከመጀመሪያበፊት</li> <li>2. ወሲብከመጀመሪያበኋላ</li> <li>3. የለም</li> </ol>
7.	ለመሆኑ የእነዚህ የወሲብ ፊልሞች መገኛቸው የት ነው?	<ol style="list-style-type: none"> <li>1. ከቫድዮቤትፊልሙንበመከራየት</li> <li>2. ከማህበራዊድህረገፅዳደኞቹ</li> <li>3. በድረ-ገጾችጥታመስመርላይ፤</li> <li>4. ወይምሌላመንገድካለመጥቀስይቻላል</li> <li>5. የለም</li> </ol>
8.	ማህበራዊ ድረ-ገጾችን በመጠቀም የወሲብ ፊልሞችን ለማየት ከሚከተሉት መሳሪያዎች የትኛውን ትጠቀማለህ/ሽ?	<ol style="list-style-type: none"> <li>1. የግልስልኬን</li> <li>2. ታብሌት</li> <li>3. የግልኮምፒውተር</li> <li>4. የለም</li> </ol>
9.	የወሲብ ፊልሞችን ከማን ጋር ነው የሚታየው/ይደው?	<ol style="list-style-type: none"> <li>1 ለብቻዬ</li> <li>2. ከት/ቤት ዳደኞቹ ጋር</li> <li>3. ከወንድ/ቤት ዳደኛዬ ጋር</li> <li>4. ከቤተሰብጋር</li> <li>5 የለም</li> </ol>

**ክፍል4 ይህ ክፍል ስለ ወጣቶች ወሲባዊ ባህሪ የሚዳስስ ይሆናል።**

1.	ወሲብ ፈጽመህ/ሽ ታወቃለህ/ታወቁያለሽ?	<ol style="list-style-type: none"> <li>1 አዉቃለሁ</li> <li>2. አላወቅም</li> </ol>
2.	መልስህ/ሽ አዎ ከሆነ ለመጀመሪያ ጊዜ ወሲብ ስትፈጽም/ሚ ዕድሜህ/ሽ ስንት ነበር ?	<ol style="list-style-type: none"> <li>1. ከ14 እስከ 16 ዓመትነው</li> <li>2. ከ16 እስከ 18 ዓመትነው</li> <li>3. 19 ዓመት</li> </ol>

		4. የለም
3.	በአጠቃላይ በህይወት ዘመንህ/ሽ ከስንት ሴቶች/ ወንዶች ጋር ማንኛውንም ወሲብ ፈጽሀሃል/ሻል?	1. ከአንድሴት/ወንድጋር 2. ከሁለትሴቶች/ወንዶችጋር 3. ከሶስት ሴቶች/ወንዶችጋር 4. ከአራትሴቶች/ወንዶችጋር 5. አላስ ታዉስም 6. የለም
4.	በማህበራዊ ድረገጾች ላይ ያየሃቸውን/ያየሻቸውን ማንኛውንም የወሲብ ደርጊቶችን በተግባር ፈጽመኸው/ፈጽመሽ ዉታዉቃለህ/ታዉቂያለሽ?	1. አዎ 2. አላዉቅም
5.	መሳሳም ወይም ከተቃራኒ ጾታ ጋር መተቃቀፍ መተሻሻት እና የመሳሰሉትን ተግባሮች ፈጽሜህ/ሽ ታዉቃለህ/ሽ?	1. አዎ 2. አላዉቅም

ክፍል 5 ይህ ክፍል ወጣቶች ስለ ስነ-ተዋልዶ እና ወሲብ ያላቸውን አመለካከት የሚዳስስ ይሆናል

No		የመስማማት ደረጃ			
		በጣም እስማማለሁ	እስማማለሁ	በጣም አልስማማም	አልስማማም
21.	ወሲባዊ ይዘት ያላቸውን ነገሮች ማህበራዊ ድህረ-ገፅ ላይ ካየሁ በኋላ ከፍቅር አጋሬ ጋር ወሲብ ማድረግ እንደሚጠበቅብኝ ተረዳሁ				
22.	ወሲባ ዊይዘት ያላቸውን ነገሮች ማህበራዊ ድህረ-ገፅ ላይ ካየሁ በኋላ ወሲብ ለማድረግ ፈለኩ				

23.	ወሲባዊ ይዘት ያላቸውን ነገሮች ማህበራዊ ድህረ-ገፅ ላይ ከተለዋወጡ በኋላ ወሲብ ለማድረግ አሰብኩ				
24.	ወሲባዊ ይዘት ያላቸውን ነገሮች ማህበራዊ ድህረ-ገፅ ላይ ካየሁ በኋላ ወሲብ በማድረግ ወሲብ ምን እንደሚመስል ለማየት ፈለኩ				
25.	ማህበራዊ ድህረ-ገፅ ላይ ከእኔ ጋር ወሲብ ለማድረግ ፈቃደኛ የሆነ ሰው ካገኘሁ ወሲብ ለማድረግ እፈልጋለሁ				
26.	አንዴ ብቻ ወሲብ ማድረግ ችግር የለውም ብዬ አምናለሁ				
27.	ወጣቶች ከጋብቻ በፊት ወሲብ ማድረግ የለባቸውም የሚለው ያለፈበት አስተሳሰብ ነው ብዬ አምናለሁ				
28.	ወጣቶች ከጋብቻ በፊት ወሲብ ማድረጋቸው በወሲብ መጣጣም እንደሚችሉ ለማወቅ ይረዳቸዋል ብዬ አምናለሁ				
29.	ወጣቶች ወሲብ ማድረጋቸው እርግዝና ለመከላከል የሚረዱ መንገዶችን እንዲጠቀሙ ይረዳል				
30.	ወጣቶች ወሲባዊ ስሜታቸውን መቆጣጠር ካልቻሉ ወሲብ ቢፈፀሙ				

	ችግር የለውም ብዬ አምናለሁ				
31.	አብዛኛው የማህበራዊ ድህረ-ገፅ ዳደኞቹ ከጋብቻ በፊት ወሲብ ያደርጋሉ				
32.	አብዛኛው የማህበራዊ ድህረ-ገፅ ዳደኞቹ በእኔ እድሜ ወስብ ማድረግ የመብሰል ምልክት እንደሆነ ያስባሉ				
33.	አብዛኛው የማህበራዊ ድህረ-ገፅ ዳደኞቹ ወጣት ሴት ልጅ ድንግልናዋን ይዛ መቆየት የለባትም ብለው ያስባሉ				
34.	አብዛኛው የማህበራዊ ድህረ-ገፅ ዳደኞቹ ወጣት ወንድ ልጅ ከጋብቻ በፊት ወሲብን መለማመድ አለበት ብለው ያምናሉ				
35.	አብዛኛው የማህበራዊ ድህረ-ገፅ ዳደኞቹ ፍቅረኛ ካለሽ/ህ ከጋብቻ በፊት ወሲብ ማድረግ ችግር የለውም ብለው ያስባሉ				
36.	አብዛኛው የማህበራዊ ድህረ-ገፅ ዳደኞቹ ወጣቶች ከጋብቻ በፊት ወሲብ ማድረግ የለባቸውም የሚለው ያለፈበት አስተሳሰብ ነው ብለው ያስባሉ				
37.	ወሲብን መቼ ማድረግ እንዳለብኝ አውቃለሁ				

38.	ወሲብን የት ማድረግ እንዳለብኝ አውቃለሁ				
39.	የራሴን ወሲባዊ ድርጊት እራሴ መወሰን እችላለሁ				
40.	ወሲብ ማድረግ አለብኝ ወይስ የለብኝም የሚለው የራሴ ውሳኔ ነው				

## Appendix

### ለቡድን ውይይት የተመረጡ የመወያያ ጥያቄዎች

- ❖ የማህበራዊ ድህረ-ገፅ አጠቃቀም/አጠቃቀም ምን ይመስላል እንዲሁም ማህበራዊ ድህረ- ገፅን ለምን አገልግሎት ትጠቀማለህ/ትጠቀሟል?
- ❖ የፍቅር እና ወሲባዊ ይዘት ያላቸውን መልዕክቶች እና መረጃዎችን ተላልከህ/ተላልከሽ ታውቃለህ/ታውቂያለሽ ? ከሆነስ ይህንን መልዕክትና መረጃ ከማን ጋር ትላላካለህ/ትላላኪያለሽ?
- ❖ ማህበራዊ ድህረ - ገፅ ላይ ምን ዓይነት ይዘት ላላቸው ጉዳዮች ይበልጥ ተጋላጭነህ/ነሽ ?
- ❖ ወጣቶች ከጋብቻ በፊት ምንም ዓይነት ወሲባዊ ግንኙነት መፈፀም የለባቸውም የሚለው አመለካከት እና አስተሳሰብ ያለፈበት ነው ብለህ/ብለሽ ታምናለህ/ታምኛለሽ ?