

THE INFLUENCE OF PORNOGRAPHY CONSUMPTION ON THE ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS: AN INTERDISCIPLINARY STUDY

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Abstract

This study investigates the influence of pornography consumption on the academic performance of university students. The introduction highlights the shift in societal perceptions of pornography and its increased accessibility. The main objective of this study was to analyze the correlation between the frequency and intensity of pornography consumption and academic performance metrics, such as CGPA and exam scores. The study utilizes a quantitative approach, collecting data via questionnaires from 329 students across three Pakistani universities. In this study convenient sampling technique has been used for collection of data, Universities were also selected conveniently. Findings reveal a significant portion of students consume pornography, with varying frequencies and durations. Findings also show that more than 45% students have watched porn videos. This study also shows that only 16% students can't easily watch porn videos and majority of students have easily access to pornography. Further regression analysis test indicates a moderate positive correlation between pornography consumption and negative academic effects, supporting the hypothesis that pornography adversely impacts academic performance. The study underscores the need for educational and policy interventions to address this issue, aiming to improve students' academic and overall well-being.

Key words: Porn, Students, Academic Performance, CGPA, Universities

1. Introduction

Once Upon a time we all were teenager. It is not important whether our teenager time period was good or bad. Teenager time is very interesting and full of fantasize. This is stage of life where young individuals enhance self-learning and learning about lives of other people, because stage of human life, people especially young individuals start to explore and also learn how to digest the actual reality and fantastic life as thought by them. Due to lack of family and community support teenager can lead towards destruction. Young people tend to explore fantastic world and pornography is an interesting subject of discussion. In earlier, pornography was considered a taboo in our society, but it is very common now a days, because pornography is frequently being discussed and debated publicly in every place and media especially on social media as simple as via mobile phone conversations. The word Porno comes from a Greek word 'pornea'. The term Pornography means "stories of a prostitutes". People have different perspective and explanation on pornography if the term "pornography" is written on blank page today. In current era still it is a public debate, and no one has any idea to stop people from talking about it. It is not very sure that it is prohibited in other people's lives. We can find many definitions given to pornography.

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It is basically defined as something intended to create sexual arousal in the consumers or, to be exact, in other words sexually unambiguous materials (Anderson, 2012).

The consumption of pornography among university students has raised concerns due to its potential impact on various aspects of their lives, including academic performance. Research has shown that problematic use of internet pornography can have detrimental effects on students' psychological well-being, academic achievements, and interpersonal relationships (Kumar et al., 2022). This issue is further compounded by findings that a significant proportion of students, particularly males, are exposed to pornography at a young age, with exposure being associated with factors such as residence, religiosity, and internet access (Hossain et al., 2022).

Early exposure to explicit content may shape students' attitudes and behaviors towards pornography, potentially influencing their academic pursuits. Studies have highlighted a concerning relationship between pornography consumption and aggression among university students, indicating that frequent browsing of pornography can lead to physiological, psychological, and behavioral changes that contribute to increased aggressiveness and other related issues (Elaghoury et al., 2022).

Additionally, research has pointed out that students often view pornography as a means to satisfy curiosity and sexual needs, with a normalization of its consumption at a young age, emphasizing the importance of enhancing affective-sexual education in educational settings (Biota et al., 2022). Such normalization and early exposure may impact students' perceptions of sexuality and relationships, potentially affecting their academic engagement and performance. Furthermore, the prevalence of problematic pornography use among undergraduate medical students has been noted, with negative correlations found between exposure to pornographic imagery and levels of genital and sexual esteem, quality of life, as well as depressive and anxiety symptoms (Kumar et al., 2021).

This suggests that the effects of pornography consumption extend beyond just the immediate viewing experience and can have lasting implications on students' mental health and overall well-being, which in turn can influence their academic outcomes. Additionally, research has indicated that frequent consumption of pornography is associated with gender-specific characteristics that align with short-term sexual quality, highlighting the complex interplay between pornography consumption and students' sexual behaviors (Jahnen et al., 2022).

Moreover, the impact of pornography addiction on adolescents has been a subject of investigation, with studies revealing that exposure to pornography is prevalent among students

and is linked to high-risk sexual behaviors (Yunengsih, 2021). This association between pornography consumption and risky sexual conduct underscores the need for interventions and educational programs to address the potential consequences of excessive exposure to explicit material on students' academic and personal lives. Additionally, the psychological implications of pornography addiction, such as irritability, difficulty concentrating, stress, and feelings of depression, can further exacerbate challenges in academic settings (Astuti, 2022).

1.1 Objectives

- I. To analyze the correlation between the frequency and intensity of pornography consumption and academic performance metrics, such as CGPA and exam scores.
- II. To identify potential mediating factors, including time management, sleep patterns, and focus, that may influence the relationship between pornography consumption and academic performance.

1.2 Hypothesis:

H₁: Pornography is negatively affecting academic performance of university students.

H₀: Pornography has positive effects on academic performance of university students.

1.3 Significance of the Study

This research aimed to investigate “The Influence of Pornography Consumption on the Academic Performance of University Students: An Interdisciplinary Study”. Pornography is full of charm that attracts everybody especially young people the world over. It has many effects on young individuals especially on the academic performance, health, time management, psychological and so many others. This research has examined insight experiences of young people especially at university level. It will help students to maintain balance and healthy environment in their surroundings. This research is also significant, because it will show the root causes of this addiction, further this study is also significant, because it allows students to elaborate their internal feelings. This study will also can be helpful for policy makers to make policies for future in this context.

2.0 METHODOLOGY

Researcher used quantitative research approach in this study, by using the questionnaire as a tool of data collection “The Influence of Pornography Consumption on the Academic Performance of University Students: An Interdisciplinary Study.” was examined.

2.1 Sampling Technique

In this study convenient sampling a type of non probability sampling was used by researcher, three universities (The Islamia University of Bahawalpur, University of Sargodha, and Punjab University Lahore) from Punjab province of Pakistan were selected for sample of study. Data was conveniently collected from the respondents through google forms.

2.2 Sample size

Google forms' link was shared among selected universities by using personal references. Total 329 students out of three universities responded, therefore 329 was sample size of this study.

2.2.1 Table 1

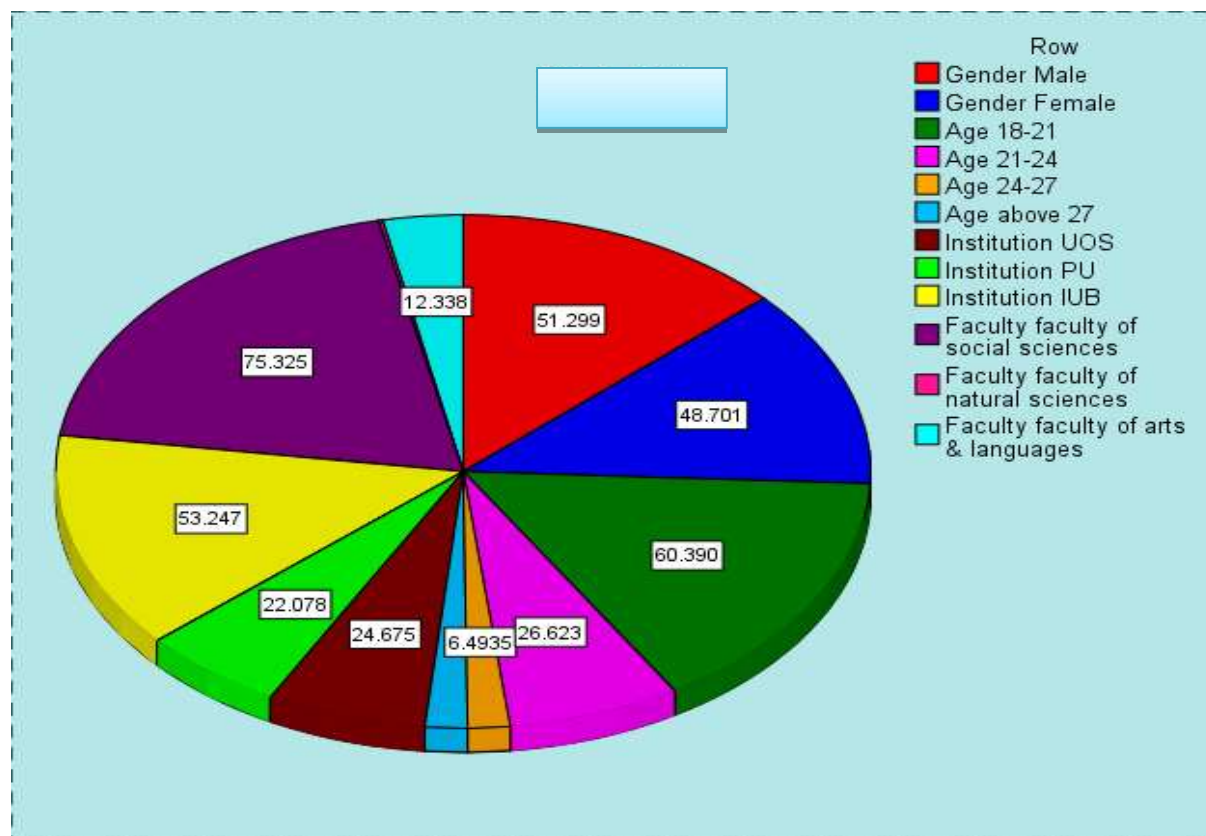
Below table shows details of sample size. This sample size was conveniently completed as per response of students in following universities.

Name of Universities	Sample size
The Islamia University of Bahawalpur	174
University of Sargodha	82
Punjab University Lahore	73
Total	329

2.3 Tool of Data Collection

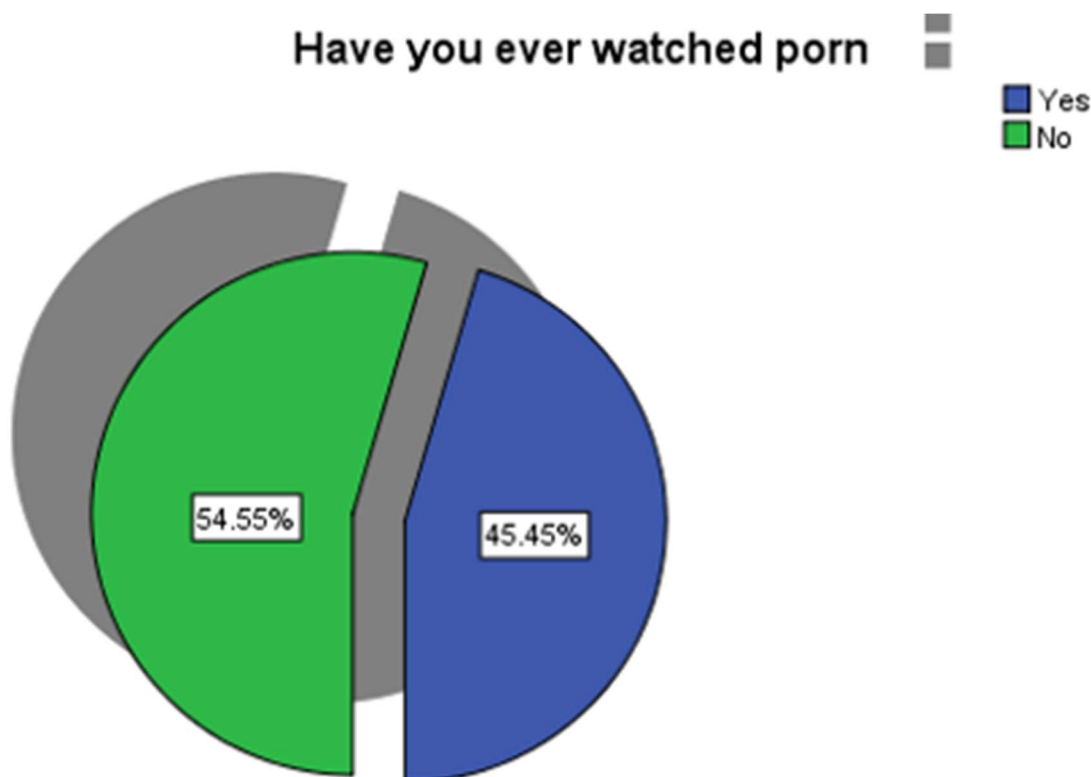
Researcher used questionnaire as a tool in this study. The questions were shaped on five point Likert scale. Demographic information was also part of the questionnaire. After collection of data "SPSS" software was used for analysis of data.

3.0 Demographic Information of Respondents



This graph shows demographic information of the respondents. This shows that out of 329 respondents 51.29% are male and 48.70% female. Further this graph shows age level of the respondents. Data shows that majority 60.39% of respondents fall in age category of 18-21 years, 26.62% fall in age category of 21-24 years, while only 6.49% of respondents are age of 24-27 years. Further this graph shows the respondents according to division of institution. Data shows that 24.6% of respondents are from university of Sargodha (UOS), 22.07% of respondents are from Punjab University Lahore (PU), and majority 53.24% of respondents are from The Islamia University of Bahawalpur (IUB). This graph also shows the information of respondents according to faculty wise; therefore, data shows that majority 75.32% of respondents are from, faculty of social sciences and only 12.33% of respondents are form faculty of arts & languages.

4.0 Results and Discussions

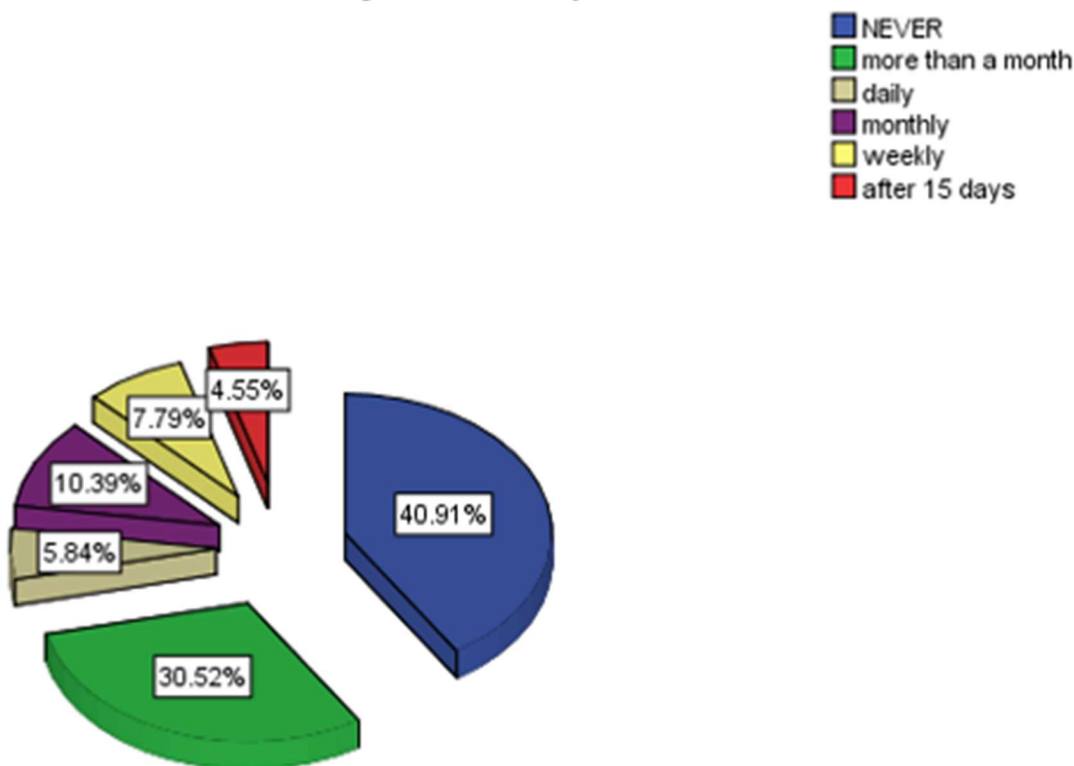


Nationally representative data indicate that 23% of U.S. youth ages 10-15 years old have purposefully sought out sexually explicit material (SEM; also called X-rated material, erotica, porn or pornography) in the past year (Ybarra, Mitchell, Hamburger, Diener-West, & Leaf, 2011). By the time U.S. youth are 14 years old, 66% of males and 39% of females have viewed either print, film or internet pornography at least once in the past year, either on purpose or incidentally (Brown & L'Engle, 2009).

In the light of these researchers; the findings of this study also reveals that 45.45% of the respondents from Pakistani universities have also watched porn movies, it might also possible that 54.55% respondents who have claimed that they didn't watch porn are telling lie. Because, majority of youth are owner of smart phones, and they can easily approach to porn sites by using VPN, and other proxy. Youth is more attracted towards porn, because in modern world the world of pornography is full of fantasies that is focus of young individuals, further many young individuals watch for mind relaxing, as the findings of this research indicates that only 14% respondents disagreed that pornography gives mentally pleasure. It means majority of youth watch porn movies, because it gives them mentally pleasure.

4.1 Graph

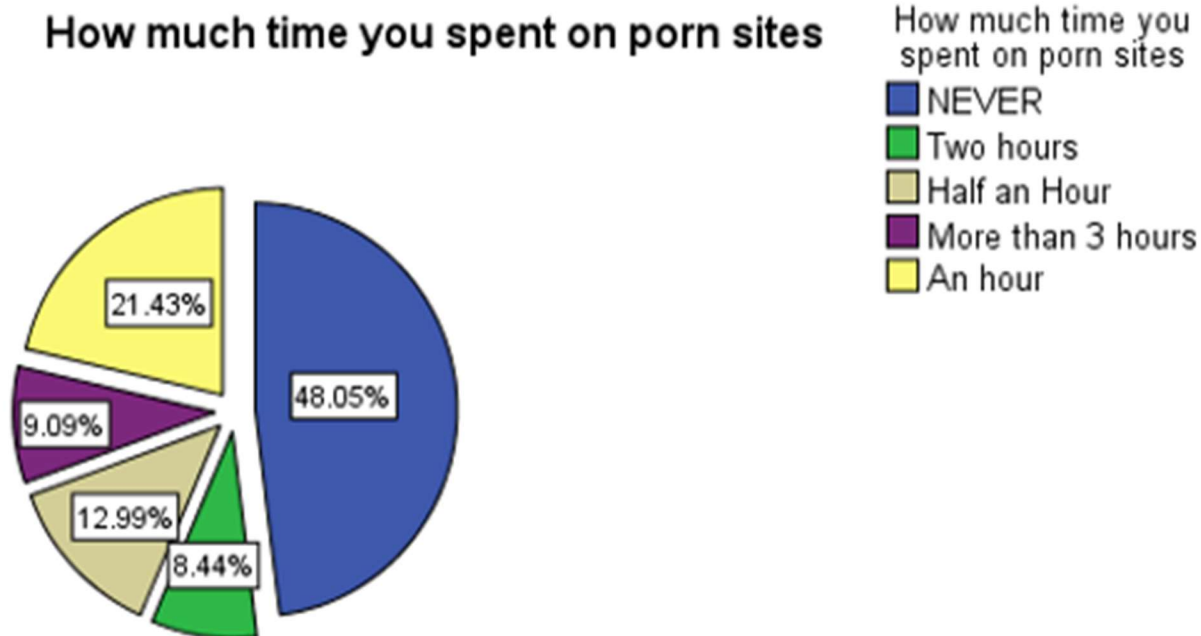
How often you search porn sites



The findings of this study show that only 40.90% respondents responded that they never searched porn sites, while 30.52% responds that they search porn sites after a month, 10.39% visits porn sites monthly, 7.79% visits porn sites weekly, 5.84% visits porn sites daily and only 4.55% of respondents visits porn sites after fifteen days. It might be possible that many of the students can't directly open the porn sites due to prohibition in Pakistan, but instead of this many young individuals claimed that they search porn sites in different times. According to findings of this research only 40.91% students haven't searched porn sites, while other 60% of the students search porn sites in different time period.

According to Pizzol Damiano, 2015, 77.9% of Internet users confessed that they watch pornographic substantial; of these, 93 (8%) visit porn sites daily, 500 (43%) more than once per week, and 570 (49%) less than once per week. These findings show that majority of the students the world over is addicted to watch porn movies.

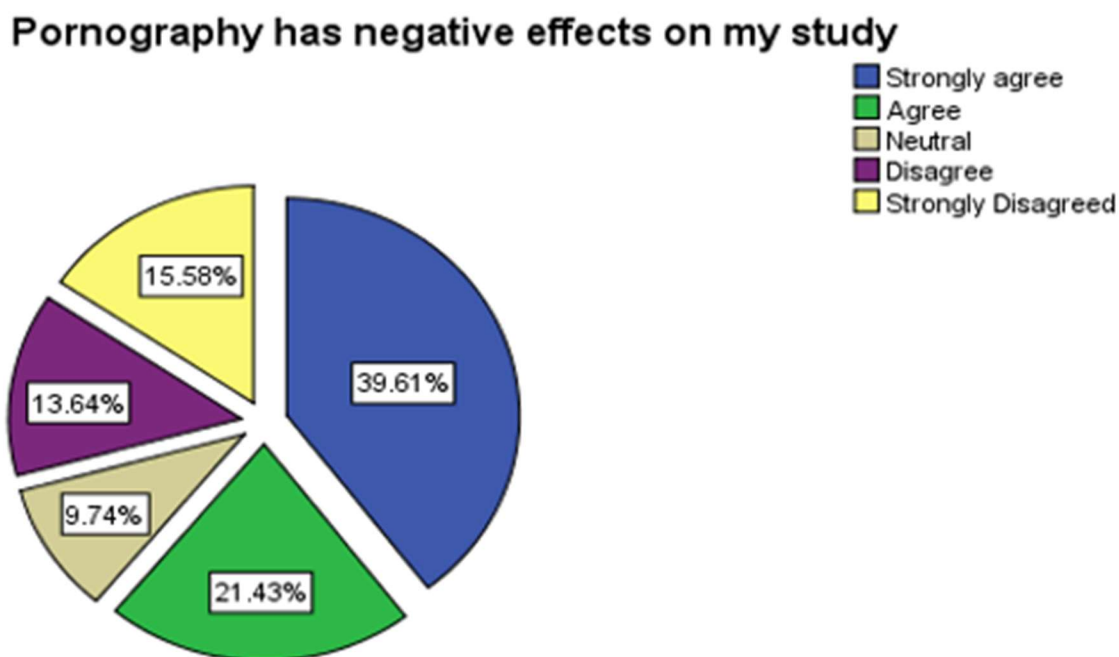
4.2 Graph



These findings of this study show that only 48.05% students never watched porn sites. This research reveals that 21.43% of respondents spend one an hour daily on porn sites, 8.44% respondents spend two hours on porn movies, 12.99% respondents spend half an hour on pornography, and 9.09% of students spend more than 3 hours on porn sites. This research reveals that 9.09% students spend more than 3 hours on porn sites, although very low number of students spend more than 3 hours, yet it is very alarming that Pakistani youth is doing this, even Pakistan is an Islamic republic country and it is strictly prohibited in our religion, instead of all this more than 50% of youth are involved in this activity.

According to Pizzol Damiano, 2015 study demonstrates the average of hours per day that users spent on websites. The majority (67.6%) claimed that they keep watching for 1–2 hours: rarely, some indicated a connection of 6 or even 8 hours. The average connection time was less than 15 min for (31.7%) students, between 15 and 30 min for (37.9%), and more than 30 min for (30.4%).

4.3 Graph



This graph shows that 39.61% students strongly agreed that pornography has negative effects on their study, and 21.43% are agree on this statement, further this graph shows that only 13.64% students disagreed that pornography has negative effects on their study and 15.58% strongly disagreed, while only 9.74% students remained neutral.

According to Bwamoni, 2020 the influence of pornographic literature and pictures by 41.0% while soap operas influence was 50.8%. The findings show that the most influential Internet Pornography that affect academic achievements of secondary schools' students in Kakamega Central Sub-County are googled from YouTube followed by soap operas and Pornographic literature and pictures in that order.

4.4 Table

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagreed
1. Pornography effects sleeping patterns	41.6%	13.6%	11.7%	9.1%	24.0%
2. Pornography mentally disturbs me	60.4%	11.0%	8.4%	5.8%	14.3%
3. Pornography is wastage of time	26.6%	14.3%	18.2%	13.0%	27.9%
4. Pornography gives me mentally pleasure	30.5%	14.9%	15.6%	14.3%	24.7%
5. Pornography encourages me to make relation with opposite gender	34.4%	13.6%	10.4%	13.0%	28.6%
6. I can easily open porn sites	31.8%	7.8%	13.6%	16.2%	30.5%
7. Pornography has negative effects on my pocket money	42.9%	11.7%	14.3%	11.7%	19.5%
8. Pornography has negative impact on personal relations	41.6%	18.8%	12.3%	10.4%	16.9%
9. Pornography has negative impact on local value system	41.6%	18.8%	12.3%	10.4%	16.9%

The table presents a survey on perceptions regarding the effects of pornography, with respondents indicating their level of agreement on various statements. The distribution of responses for each statement is presented in percentages across five levels of agreement: "Strongly agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." Here is an interpretation of the data:

1. Pornography effects sleeping patterns:
 - 41.6% strongly agree, suggesting a significant portion of respondents believe pornography affects their sleep.
 - 24.0% strongly disagree, indicating a notable minority do not see an impact.
2. Pornography mentally disturbs me:
 - A majority, 60.4%, strongly agree, indicating a strong consensus that pornography causes mental disturbance.
 - 14.3% strongly disagree, showing some do not share this view.

3. Pornography is a waste of time:
 - Responses are more spread out, with 26.6% strongly agreeing and 27.9% strongly disagreeing.
 - This shows a divided opinion on whether pornography is considered a waste of time.
4. Pornography gives me mental pleasure:
 - 30.5% strongly agree, indicating that a significant portion find mental pleasure in pornography.
 - However, 24.7% strongly disagree, reflecting opposing views.
5. Pornography encourages me to make a relationship with the opposite gender:
 - 34.4% strongly agree, suggesting that some believe pornography influences their desire to form relationships.
 - 28.6% strongly disagree, indicating many do not share this belief.
6. I can easily open porn sites:
 - 31.8% strongly agree, indicating ease of access to pornography.
 - Conversely, 30.5% strongly disagree, reflecting significant difficulty or resistance to accessing these sites.
7. Pornography has negative effects on my pocket money:
 - 42.9% strongly agree, suggesting a significant impact on finances due to pornography.
 - 19.5% strongly disagree, showing that some do not experience this issue.
8. Pornography has negative impact on personal relationships:
 - 41.6% strongly agree, showing that many believe pornography negatively affects their relationships.
 - 16.9% strongly disagree, indicating some do not see this impact.
9. Pornography has a negative impact on the local value system:
 - Similarly, 41.6% strongly agree, reflecting concerns about pornography's impact on local values.
 - 16.9% strongly disagree, suggesting differing views on this issue.

Overall, the data indicates a range of opinions on the effects of pornography, with some statements showing strong consensus (e.g., mental disturbance, impact on finances and relationships) and others showing more divided opinions (e.g., waste of time, ease of access, encouragement of relationships).

5.1 Hypothesis Testing

H₁: Pornography is negatively affecting academic performance of university students.

H₀: Pornography has positive effects on academic performance of university students.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578 ^a	.334	.330	1.23086

a. Predictors: (Study), Pornography

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Study)	-.185	.317		-.585	.559
1 Pornography	.417	.048	.578	8.739	.000

a. Dependent Variable: Pornography has negative effects on my study

1. **R (.578):**

- Indicates a moderate positive correlation between the predictors ("Study" and "Pornography") and the dependent variable ("Pornography has negative effects on my study").

1. **(Study):**

- **Unstandardized Coefficient (B = -0.185):**
 - Indicates that for each unit increase in the "Study" variable, the perception that pornography negatively affects study habits decreases by 0.185 units.
- **Standard Error (0.317):**
 - Indicates the variability of the coefficient estimate.
- **T value (-0.585) and Sig. (0.559):**
 - The t-statistic of -0.585 and p-value of 0.559 indicate that this predictor is not statistically significant.

2. **Pornography:**

- **Unstandardized Coefficient (B = 0.417):**

- Indicates that for each unit increase in the "Pornography" variable, the perception that pornography negatively affects study habits increases by 0.417 units.
- **Standard Error (0.048):**
 - Indicates the variability of the coefficient estimate.
- **Standardized Coefficient (Beta = 0.578):**
 - Shows a moderate positive effect.
- **T value (8.739) and Sig. (0.000):**
 - The t-statistic of 8.739 and p-value of 0.000 indicate that this predictor is highly statistically significant.

Hypothesis Testing

- **H1:** The positive unstandardized coefficient ($B = 0.417$) for "Pornography" suggests that increased exposure to pornography is associated with an increased perception that it negatively affects study habits.
- **H0:** The negative unstandardized coefficient ($B = -0.185$) for "Study" is not statistically significant ($p = 0.559$), indicating no evidence that increased study time has a significant positive impact on the perception of pornography's effects.
- The data supports **H1**: Pornography is negatively affecting the academic performance of university students.
- The significant positive relationship between pornography and the perception of its negative effects on study habits, with a p-value of 0.000, strongly rejects the null hypothesis (H0).

In summary, the regression analysis provides evidence to support the hypothesis that pornography negatively affects academic performance, as indicated by the significant positive coefficient for the "Pornography" predictor.

6.0 Conclusion

In conclusion, the influence of pornography consumption on the academic performance of university students is a multifaceted issue that requires careful consideration and targeted interventions. Findings of this study reveal a significant portion of students consume pornography, with varying frequencies and durations. Findings also show that more than 45% students have watched porn videos. This study also show that only 16% students can't easily watch porn videos and majority of students have easily access to pornography. The findings from various studies suggest that pornography consumption can have significant implications for

students' psychological well-being, attitudes towards relationships, and sexual behaviors, all of which can impact their academic success. Addressing the complexities of pornography consumption among university students necessitates a holistic approach that integrates educational, psychological, and social interventions to support students in navigating the challenges posed by explicit content in today's digital age.

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