

THE INFLUENCE OF TECHNOLOGY ON YOUTH SEXUAL PREVALENCE: EVIDENCES FROM MALAYSIA

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ABSTRACT

Internet has not only facilitated the use of technology but has also allowed for greater access and unlimited dissemination of information and knowledge. Like a two-edge sword, when abused, technology could easily be harmful and detrimental to users, including youth. Youth is considered as one of the high risk groups easily affected by the negativity of technology. This is so because of youth exploratory instinct and high curiosity level towards their environment. Given this background, this study aims to investigate the impact of technology on youth sexual prevalence. The sexual prevalence investigated is sexual behaviour and pornography. By using a structured questionnaire on 1150 of youth in Malaysia, this study explores youth sexual prevalence using scoring method and regression analysis. The study finds that Malaysian youth sexual prevalence is at moderate level and that many technology-related activities statistically influences youth sexual prevalence.

Keywords: *technology, sexual behaviour, pornography, youth*

ABSTRAK

Internet bukan sahaja memudahkan penggunaan teknologi tetapi juga membenarkan akses dan penyebaran maklumat dan pengetahuan yang tidak terhad. Seperti pedang dua sisi, apabila disalahgunakan, teknologi boleh membahayakan dan merugikan pengguna, termasuk belia. Belia dianggap sebagai salah satu kumpulan yang berisiko tinggi terjejas oleh gejala negatif teknologi. Ini kerana naluri penerokaan belia dan tahap rasa ingin tahu yang tinggi ke arah persekitaran mereka. Berdasarkan latar belakang ini, kajian ini bertujuan untuk mengkaji kesan teknologi terhadap kelaziman seksual remaja. Kelaziman seksual yang disiasat adalah tingkah laku seksual dan pornografi. Dengan menggunakan soal selidik berstruktur pada 1150 remaja di Malaysia, kajian ini meneroka kelaziman seksual remaja menggunakan kaedah penilaian dan analisis regresi. Kajian mendapati bahawa kelaziman seksual remaja Malaysia berada pada tahap sederhana dan banyak aktiviti berkaitan dengan teknologi secara statistik mempengaruhi pengaruh kelaziman seksual remaja.

Kata Kunci: *teknologi, tingkah laku seksual, pornografi, belia*

INTRODUCTION

With Internet, through limitless cross-border communications, technology has improved standard of living through greater dissemination of knowledge and information. Malaysia has 41.9 million total wireless mobile subscribers in 2013 as compared to 27.1 million subscribers in 2008. The Malaysian Communications and Multimedia Commission (2015) survey reports that there are 43,248,000 mobile phone subscriptions with a penetration rate of 144.2 per 100 inhabitants, 12,150,362 internet users and 40.25% internet penetration rate per population. Advent of modern technology has allowed for pornographic material being communicated across chat rooms, private websites and peer-to-peer network. Youth abuses modern technology by visiting pornography and sex websites. Apart from pornography, modern technologies have also triggered negative impact on sexual activities. Quayle and Taylor (2011) define sexual activities as sending one picture and or distributing pictures of oneself and others engaging in sexually explicit conduct. Leary (2010) defines sexual activities as sharing, forwarding or disseminating nude picture of another youth without his or her knowledge. Sexual activities are communicated across various mediums that include text messages, multimedia messaging service (MMS), smart phone, iPod and tablet. Bryant (2009) defines pornography as materials that are classified as X18+ rated (movies on DVD, video, film, magazines, books, publication, email and accidental encounters with pornography online). The number of youth who gets involved in sexual and pornography activities significantly increases with the introduction of *Facebook*, *Twitter*, *Instagram*, *LinkedIn*, *WhatsApp*, *MySpace* and other social network. This study investigates how modern technologies influences Malaysian youths to be involved in sexting and pornography activities. It examines the relationship between youth engaging in online sexual and pornography activities and their usage of internet via various channels (such as social networks, blogs, websites) and gadgets (such as smartphones, smart TVs, tablets, computers)

LITERATURE REVIEW

Theories of Pornographic Harm

The literature on pornography being vast and disparate. Studies of Sandy (2001) and Nordin *et al* (2006) have shown there are five (5) theories of pornographic harm. These theories includes Libertarian view, Conservative view, Radical Feminist (Liberal Feminist), Socialist Feminist (Marxist Feminist) and Men's Movement.

The Libertarian view are more concerned with freedom of speech through *Facebook*, *Twitter*, *Youtube*, *Instagram* and so forth. For instance, the issues of lesbian and gay are often not being heard. According to Berger *et al* (1990) Libertarian view, if pornographic demonstrate harm to a "group"

or “society”, the authorities or government may impose severe regulation, as an attempt to monitor the flood of pornographic material into the country.

In contrast, Conservative view pornographic as a threat to “society” such as pornographic addiction, sex abuse, sex education, birth control or abortion (Hoffman, 1985; Greek and Thompson, 1992). Conservative activists sought to use strategies such as protests, tours, theaters and slideshows of pornographic images, the main goal is to raise public awareness about pornography.

A Radical Feminist view refer to some-one who wants to end the domination of men, as well as the individual women victimized by the violence by pornographic materials (Polatnick, 1982; Ferguson, 1984 and Norden, 1990). Majority of anti-pornography Feminist organization was formed during the late 1970s, alike San Francisco’s Women against Violence in Pornography and Media and New York’s Women against pornography (Whittier, 2014). But, unlike, Radical Feminist, Socialist Feminist reject Radical Feminist view by stated that sex is a private matter for the individual. Socialist Feminist, for instead, arguing that everyone have their own sexual freedom such as the regulation of sex and the use of sexual materials (Saunders, 1990 and Lacey, 1993). Obviously, Feminist and Conservative views shared a similar goal that is either the reduction or elimination of pornography. Both of Feminist and Conservative worked for the ordinances, but not in coalition.

Finally, running debate on Men’s Movement, is a very different thing. This view assume Men’s pornography is not directed at harming women, but it is actually provide positive benefits on men. Men’s Movement was drafted and announced at a rally in Berkeley, California in 1973, which exist not only because of sexual needs but also due to psychological need. Men’s Movement stress the biological different between men and women (Clatterbaugh, 2000). Tillitski (1995) identify four (4) themes in the Men’s Movement, like, men adopting a feminist philosophy, fathers with equal rights interest in divorce, men supportive of gay rights and mythopoetic men.

This paper perceived only on Libertarian and Conservative view which were related to youth and pornographic harm, whereas, Radical Feminist, Socialist Feminist and Men’s Movement view have been recognized associated with adolescents.

Previous Empirical Studies

Modern technologies have provided an easy channel for pornographic materials to be transmitted via chat rooms, private websites, and peer-to-

peer network. Youth misuses modern technologies by visiting pornographic and sex sites. In a way, modern technologies have provided avenue for youth to engage on sexual activities. Based on a web survey, Bleakley *et al.*, (2008) state that the more likely adolescents are to be exposed to sex in media; the more likely they are to have progressed in their sexual activities. Bryant (2009) shows that males tend to engage in pornographic activities at greater rates than female counterparts. In addition, based on 179 questionnaires distributed to the California State University students, Maas (2010) concludes that youth having repeated exposure to pornography may engage in a real aggressive sexual behaviour. It is also revealed that youth exposed to Internet at younger age, significantly increases their involvement in sexual and pornographic activities. Jonsson *et al.* (2014) investigate Swedish youth with experience of voluntary sexual exposure online. They find that there is a significant relationship between voluntary sexual exposure online and online sexual harassment. This scenario is worsened with the continuous and high usage of Internet among youth. Higher level of Internet usage is linked to greater exposure to pornography (Mesch, 2009; Doughty, 2015).

Based on a survey on 241 teenagers of primary and secondary schools in Southwestern Nigeria, Longe *et al.*, (2007) confirm a significant and positive relationship between Internet usage rate and the level of exposure to Internet pornography. The study reveals that 90% of youth view online pornographic materials while doing their homework. Henderson (2011) finds that easy access of Internet pornography and exposure to pornographic material are two (2) key factors that lead to an experimental phase of youth sexuality prior to they have never had sexual intercourse. This may lead to negatively influencing youth behaviour and exposes them to many other risks such as involvement in prostitution, aggressive behaviour and engagement in unsafe sex with unknown partners (Rungsisawat, 2014).

Abrupt behaviour includes involvement in pornographic and sexual activities. Many studies have highlighted the high risks of sexual and pornographic activities on youth development. Goggin (2010) stresses on how individuals are victimized through the unauthorized capturing and dissemination of photographic and video images of a sexual or violent nature. He warns that these activities may reach an alarming state that could destroy the social and physical capitals of future generations. Youth who are victims of aggressive sexual solicitations are most likely to be exposed to various types of risks such as physical abuse, sexual abuse or high parental conflicts (Wells & Mitchell, 2008). There are many reasons for youth engagement in sexual and pornographic activities. Mitchell *et al.* (2012) state that romance joke like looking for a partner is one top reason that motivates youth to participate in such activities. Other factors

include relationships problems and pressure (Cox Communications, 2009). Supervisions, miscommunications within family and conflicts that rise between parents and children are other probable factors that ignite sexual and pornographic activities. This is proven by the findings of Ybarra and Mitchell (2005, 2004). They find a significant relationship between online viewing of pornographic materials and poor emotional bonds with caregivers and parents.

METHODOLOGY

Introduction

As the present study attempts to investigate the impact of modern technologies on Malaysian youth sexual prevalence, a cross-sectional study serves as an appropriate method that can provide information about youth behaviour.

Research Design

The Population and Sample Size

The population of this study comprises of youth in Malaysia aged between 15 and 35 years old.

Procedures in Selecting the Sample

This study implemented Krejcie and Morgan (1970) formula to calculate the sampling size of the study. The formula is as follows:

$$S = \frac{(X^2 NP(1-P))/(d^2 (N-1) + X^2 P(1-P))}{(1)}$$

S = required sample size;

N = the population size;

d = the degree of accuracy or the level of precision expressed as a proportion (0.05);

X² = the table value of chi-square for 1 degree of freedom at 95% confidence level (X² = 1.962 = 3.841); and P = the population proportion or the degree of variability (assumed to be .50 since this would provide the maximum sample size)

Using the above formula the estimated sample size is 384. However, 1,150 questionnaires were administered.

Research Instrument

A structured questionnaire on the impact of modern technologies on Malaysian youth sexual prevalence is adopted and adapted from previous research. The questionnaire is prepared English and Bahasa Melayu. There are seven (7) sections in the questionnaires. Section A1 consists of 27 items concerning the respondents usage frequency of gadgets and devices; Section A2 of 320 items elicits information on the type of internet usage,

Section B deals with youths sexual activities consists of nine (9) items; and Section C gathers information on youth demographic background. The questionnaire is designed based on a 5-point Likert type scale. The items were scored with Never = 5 points; Seldom = 4 points, Sometimes = 3, Often = 2 points and Very often = 1 point.

Data Collection

Data is collected from a one-round survey in five (5) regions of Malaysia named Northern region (Kedah, Penang, Perak and Perlis), Southern region (Malacca and Johor), Central region (Kuala Lumpur, Selangor and Negeri Sembilan), East coast region (Kelantan, Terengganu and Pahang) and Sabah & Sarawak region. 1,150 questionnaires is distributed to the respondents and collected. Eight (8) research assistants were trained to collect data with the supervision of the principle investigators and co-researchers. The research assistants were present during all the periods of the surveys to help and guide respondents in answering the questionnaire adequately and appropriately. The questionnaire is distributed to the respondents face-to-face and the discussion with the respondents on the content of the questionnaire was conducted in the local dialects so that there is no miscommunication or misunderstanding on the questions. Data collection was finalised and 1,150 questionnaire were collected from the five (5) selected regions as follow: 435 questionnaires for region 1 (Penang, Perak, Perlis and Kedah), 260 questionnaires for region 2 (Kuala Lumpur, Selangor, Negeri Sembilan), 126 questionnaires for region 3 (Johor and Malacca), 138 questionnaires for region 4 (Pahang, Kelantan and Terengganu) and 175 questionnaires for region 5 (Sabah, Sarawak). The total of the final and usable questionnaires is 1,134.

Ethical Consideration

The researchers have clearly briefed and assured to the respondents that information collected will be treated with confidentiality and that anonymity will be guaranteed. Researchers have explained the purpose and nature of this study to the respondents. Respondents were informed that their participation of this research is voluntarily and that they can withdraw from the participation at any time. In addition, researchers have assured to respondents that information collected from this questionnaire will not be revealed to the public. Respondents are also informed and briefed about the expected duration of the study.

Pilot Study

The pilot study is conducted on 50 respondents in Kampar, Perak State. The results show a very high Cronbach's Alpha = 0.880. The Cronbach's Alpha of all items in the questionnaire are above 0.840.

DATA ANALYSIS PROCEDURE

The data analysis procedure used in this study involves the following categories with clear steps.

Category One – Scoring Method

Given that the questions on the direct and indirect involvement in technology related activities are measured using Likert-Scale, the appropriate method is scoring method. Each individual / respondent is then assigned a particular score of each activity. In explaining the scoring method, the following example is employed

Example for technology and sexual activities with two elements

B3: technology and sexual activities

B31: learn and get involved

B311.	Involve in internet pornography	0	1	2	3	④	5
B312.	Learn molesting on the internet	0	1	2	3	④	5
B313.	Copy and learn molesting on the internet and engage in molesting	0	①	2	3	4	5
B314.	Copy or learn about sexual relationship online and engage in unsafe sex	0	1	2	3	④	5
B315.	Sexually harasses the opposite sex through e-mails, and social medias	0	1	2	3	④	5

B32: transmission of pornographic image

B321.	Surf and watch online pornography material	0	1	②	3	4	5
B322.	Download pornographic image or material for personal collection	0	1	2	3	4	⑤
B323.	Editing pornographic materials for redistribute purposes	0	①	2	3	4	5

B324.	Downloading and sharing any pornography materials with friends	0	1	2	③	4	5
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Step 1: Score of each element for an activity is added to obtain the total score of the activity

Score Learn and get involved = $B311+B312+B313+B314+B315 = 17$

Score transmission of pornographic images = $B321+B322+B323+B324 = 11$

This process continues for all elements of the activity.

Step 2: Score of each activity is then added together

Score Technology and sexual activity = Score Learn and get involved + Score transmission of pornographic images = 28

Step 3: The score is then recoded to comply with the original 6-point Likert-Scale, following below:

Maximum Total Point of original Likert-Scale	Range	New Likert-Scale	
0	0	0	Not applicable
9	1 – 9	1	Never
18	10 – 18	2	Seldom
27	19 – 27	3	Sometimes
36	28 – 36	4	Often
45	37 – 45	5	Always

The maximum total point of original Likert-Scale is calculated by multiplying the total number of question with the Likert-Scale. For example, there are 9 questions altogether and the maximum score obtained is 45 ($9 \times 5 = 30$).

The above example on sexual activities shows a score of 28 and this provides a new Likert-Scale point of 4. This implies that this particular individual / respondent is ‘often’ involved in sexual activities.

Step 4 Using STATA, the mean value of sexual activities for the whole sample is then estimated.

Let’s assume that the mean value for sexual activities is 4.3. This assumes that youth engagement in sexual activities is ‘often’.

Category Four– Regression Analysis

A simple OLS is estimated to investigate the factors influencing youth involvement in sexual activities. The following regression analysis is

estimated.

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \dots + u_i$$

Where

Y is the score for each activity

X is the independent variables to be measured (age, gender, education level, etc.) u is the error term

Multiple regression analysis are performed with each regression focusing on each activity of sexual activities

Prior to the further explaining on data analysis, simple descriptive analysis to identify the basic information of respondents is first explained.

RESULTS

Descriptive Analysis

Table 1 demonstrates five statements for learn and get involved. The highest mean is B311 scores (1.45) and the lowest mean is B315 scores (1.3483). In addition, the highest standard deviation is B311 scores (1.086), and the lowest standard derivation is B315 scores (1.02717). On the other hand, Table 1 also indicates four (4) statements for transmission of pornographic image. The highest mean is B321 scores (1.5291) and the lowest mean is B323 scores (1.3474). The highest standard deviation is B321 scores (1.12993) and the lowest standard derivation is B323 scores (1.02704). All statements in Table 1 are positively skewed. Moreover, the positive kurtosis value for the statements indicates that the distribution is more peaked than a normal distribution.

Table 1: Descriptive Analysis

	N	Mean	Std. Dev.	Skewness	Kurtosis
Learn and Get Involved					
B311: Involve in internet pornography	1134	1.45	1.086	2.309	4.111
B312: Learn molesting on the internet	1134	1.3571	1.03698	2.728	6.079
B313: Copy and learn molesting on the internet and engage in molesting	1134	1.3457	1.03021	2.764	6.316

B314: Copy or learn about sexual relationship online and engage in unsafe sex	1134	1.3774	1.04972	2.608	5.485
B315: Sexually harasses the opposite sex through e-mails, and social medias	1134	1.3483	1.02717	2.744	6.228
Transmission of Pornographic Image					
B321: Surf and watch online pornography material	1134	1.5291	1.12993	2.086	3.216
B322: Download pornographic image or material for personal collection	1133	1.4369	1.11159	2.409	4.468
B323: Editing pornographic materials for redistribute purposes	1134	1.3474	1.02704	2.807	6.545
B324: Downloading and sharing any pornography materials with friends	1134	1.4286	1.08822	2.423	4.602

Learn and Get Involved in Sexual Activities

Chart 1 shows the frequency on Internet pornography involvement. 80.74% never involve in Internet pornography, 5.32% seldom involve in Internet pornography, 4.39% sometimes involve in Internet pornography, 4.22% often involve in Internet pornography and 4.76% very often involve in Internet pornography. 0.68% does not respond to this question.

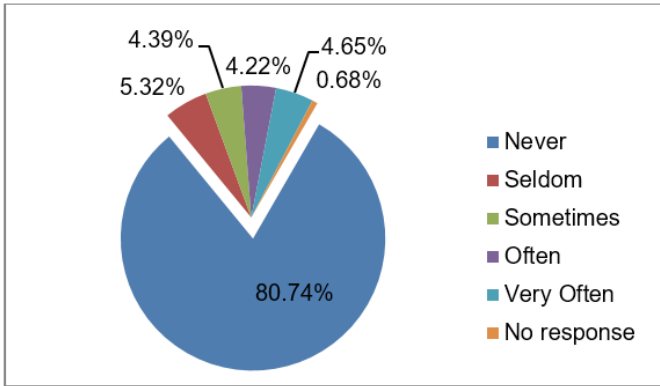


Chart 1: Involvement in Internet pornography

Chart 2 shows the frequency on learning molesting on the Internet. 86.66% never learn molesting on the Internet, 2.45% seldom learn molesting on the Internet, 2.28% sometimes learn molesting on the Internet, 3.38% often learn molesting on the Internet and 4.65% very often learn molesting on the Internet. 0.59% does not respond to this question.

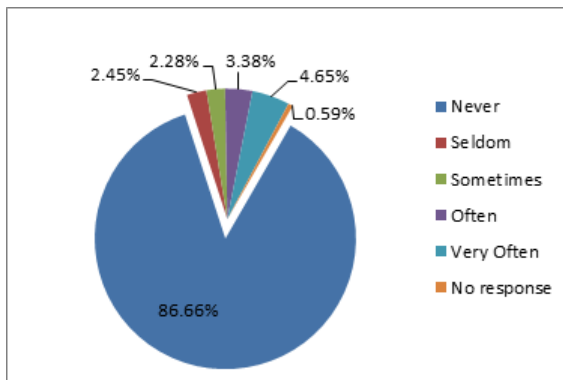


Chart 2: Learn molesting on the Internet

Chart 3 shows the frequency of copying and learning molesting on the Internet and actually engaging in molesting. 86.74% never, 2.79% seldom, 1.52% sometimes, 3.55% often and 4.56% very often copy and learn molesting on the Internet and actually engage in molesting. 0.84% does not respond to this question.

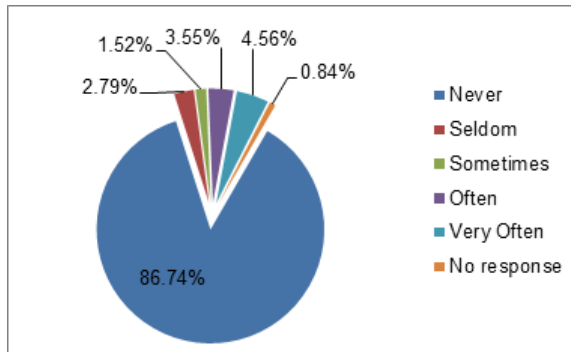


Chart 3: Copying and learning molesting

Chart 4 shows the frequency of copying or learning about sexual relationship online and engaging in unsafe sex. 85.05% never, 3.29% seldom, 2.53% sometimes, 3.89% often and 4.56% very often copy or learn about sexual relationship online and engage in unsafe sex. 0.68% does not respond to this question.

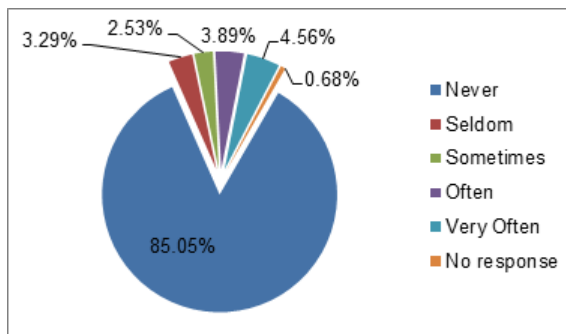


Chart 4: Copy or learn about sexual relationship online

Chart 5 shows the frequency of engagement on sexually harassing the opposite sex through emails and social media. 86.66% never, 2.36% seldom, 2.36% sometimes, 3.29% often and 4.48% very often sexually harass the opposite sex through emails and social media. 0.84% does not respond to this question.

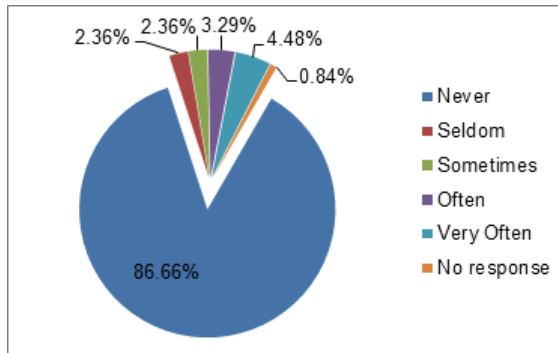


Chart 5: Engagement on sexually harassing the opposite sex

Transmission of Pornographic Images

Chart 6 shows the frequency of surfing and watching online pornographic materials. 74.92% never surf and watch online pornographic material, 9.54% of seldom surf and watch online pornographic material, 5.83% sometimes surf and watch online pornographic material, 3.55% often surf and watch online pornographic material and 5.57% often surf and watch online pornographic material. 0.59% does not respond to this question.

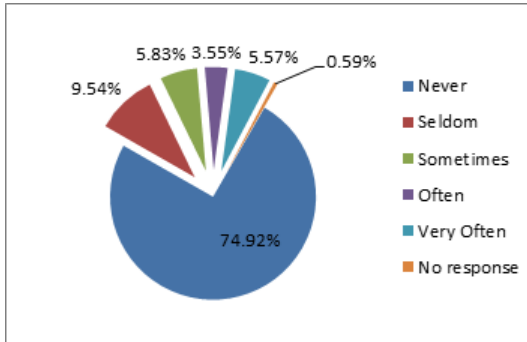


Chart 6: Surfing online pornographic materials

Chart 7 shows the frequency of engagement on downloading pornographic images or materials for personal collections. 81.84% never download pornographic images or materials for personal collections, 5.41% seldom download pornographic images or materials for personal collections,, 2.87% sometimes download pornographic images or materials for personal collections, 3.46% often download pornographic images or materials for personal collections and 5.74% very often download pornographic images or materials for personal collections. 0.68% does not respond to this question.

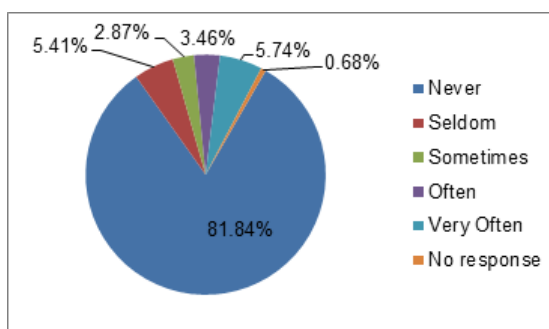


Chart 7: Downloading pornographic images

Chart 8 shows the engagement on editing pornographic materials for redistributive purposes. 66% never, 2.96% seldom, 2.03% sometimes, 2.96% often and 4.81% very often edit pornographic materials for redistributive purposes. 0.59% does not respond to this question.

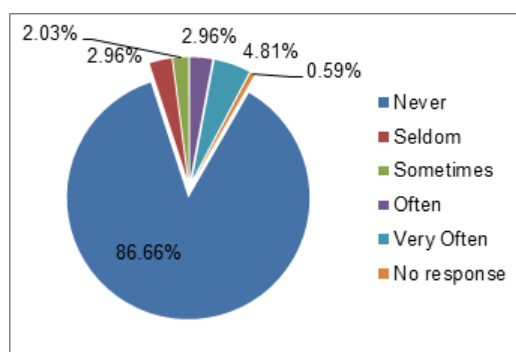


Chart 8: Editing pornographic materials for distribution

Chart 9 shows the frequency of downloading and sharing pornographic materials with friends. 82.35% never download and share pornographic materials with friends, 4.56% seldom download and share pornographic materials with friends, 3.8% sometimes download and share pornographic materials with friends, 3.46% often download and share pornographic materials with friends and 5.24% very often download and share pornographic materials with friends. 0.59% does not respond to this question.

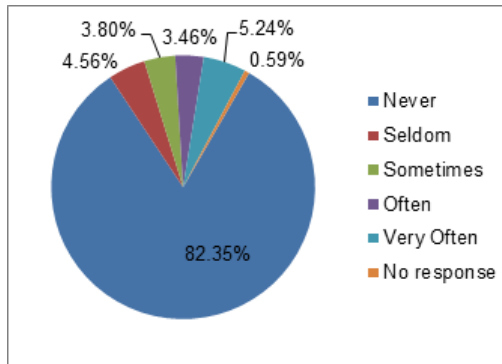


Chart 9: Sharing pornographic materials with friends

DATA ANALYSIS

The impact of access and usage of technology on learn and get involved in sexual activities.

The results from table 2 indicated that old technology does not significantly affect youth involvement on learn and get involved in sexual activities. Nevertheless, any number of hours spent on new technology statistically influences youth experience on learn and get involved in sexual activities. The scores of learn and get involved in sexual activities of youth spending less than 3 hours, 4 – 8 hours, 9 – 14 hours, 15 – 23 hours and 24 hours on new technology as compared with those who do not spend time on new technology would increase by 1.09, 0.37, 0.35, 0.46 and 2.91 points, respectively.

Table 2: The impact of access and usage of old and new technology on learn and get involved in sexual activities

Technology	Coefficient	Standard Error	t-statistics	Probability
Old Technology				
Less than 3 hours	1.548387	0.1357445	11.41	0.000
4 - 8 hours	-0.1272432	0.1428515	-0.89	0.373
9 - 14 hours	-0.0971336	0.1469996	-0.66	0.509
15 - 23 hours	0.005011	0.1718089	0.03	0.977
24 hours	0.2102336	0.2404606	0.87	0.382
constant	0.9516129	0.5513967	1.73	0.085
F(8, 1125)	1.61			
Prob> F	1.548			
New Technology				

Less than 3 hours	1.093023	0.1605747	6.81	0.000
4 - 8 hours	0.3698923	0.1649304	2.24	0.025
9 - 14 hours	0.3463707	0.1731587	2.00	0.046
15 - 23 hours	0.4625323	0.2378698	1.94	0.052
24 hours	2.906977	0.4588804	6.33	0.000
constant	1.24031	0.6287752	1.97	0.049
F(4, 1129)	8.52			
Prob> F	0.0000			

The study finds, according to table 3, that email is one channel used by youth to learn and get involved in sexual activities. The scores of learn and get involved in sexual activities of youth spending less than 3 hours, 4 – 8 hours, 9 – 14 hours, 15 – 23 hours and 24 hours as compared with those who do not use email at all would increase by 0.37, 0.47, 0.32, 0.78 and 0.71 points, respectively. *WhatsApp* is only statistically significant in influencing learn and get involved in sexual activities if the time spent on *WhatsApp* is 24 hours. The scores of learn and get involved in sexual activities of youth spending 24 hours on *WhatsApp* as compared with those who do spend time on *WhatsApp* would increase by 0.54 points.

Social networking is only statistically significant in influencing learn and get involved in sexual activities if the time spent on social networking is at least 15 hours. The scores of learn and get involved in sexual activities of youth spending 15 – 23 hours and 24 hours on social networking as compared with those who do not spend time on social networking would increase by 0.38 and 0.61 points, respectively. Video watching is only statistically significant in influencing learn and get involved in sexual activities if the time spent on watching video is at least 4 hours. The scores of learn and get involved in sexual activities of youth spending 4 – 8 hours, 9 – 14 hours, 15 – 23 hours and 24 hours on watching video as compared with those who do not watch video would increase by 0.27, 0.40, 0.35 and 0.70 points, respectively.

Youth is highly inclined to learn and get involved in sexual activities if youth creates own web page. The scores of learn and get involved in sexual activities of youth spending less than 3 hours, 4 – 8 hours, 9 – 14 hours, 15 – 23 hours and 24 hours creating own web page as compared with those who do not spend time creating own web page would increase by 0.21, 0.35, 0.53, 0.56 and 1.13 points, respectively. Reading blogs or online news is only statistically significant in influencing learn and get involved in sexual activities if the time spent on such activities is at least 9 hours. The scores of learn and get involved in sexual activities of youth spending, 9 – 14 hours, 15 – 23 hours and 24 hours on reading

blogs or online news as compared with those who do not spend time reading blogs or online news would increase by 0.32, 0.38 and 0.79 points, respectively.

It is found that another important medium used by youth to learn and get involved in sexual activities is by sharing own creative work online. The scores of learn and get involved in sexual activities of youth spending less than 3 hours, 4 – 8 hours, 9 – 14 hours, 15 – 23 hours and 24 hours on sharing own creative work online as compared with those who do not share own creative work online would increase by 0.18, 0.31, 0.41, 0.82 and 0.47 points, respectively. No matter how many hours youth spent on video recording, such activity statistically influenced youth experience in learning and getting involved in sexual activities. The scores of learn and get involved in sexual activities of youth spending less than 3 hours, 4 – 8 hours, 9 – 14 hours, 15 – 23 hours and 24 hours on video recording as compared with those who do not spend time on video recording would increase by 0.21, 0.38, 0.62, 0.44 and 1.07 points, respectively.

Table 3: The Impact of Access and Usage of Technology on Learn and Get Involved in Sexual Activities

Usage	Coefficient	Standard Error	t-statistics	Probability
Email				
Constant	1.083333	0.1253312	8.64	0.000
Less than 3 hours	0.3675337	0.13169	2.79	0.005
4 - 8 hours	0.4722222	0.1482939	3.18	0.001
9 - 14 hours	0.318306	0.1580448	2.01	0.044
15 - 23 hours	0.780303	0.2034988	3.83	0.000
24 hours	0.7083333	0.2506624	2.83	0.005
F (5, 1128)	3.91			
Prob> F	0.0016			
WhatsApp				
Constant	1.172414	0.1976977	5.93	0.000
Less than 3 hours	0.1789376	0.2102142	0.85	0.395
4 - 8 hours	0.342109	0.2092546	1.63	0.102
9 - 14 hours	0.2036546	0.2095905	0.97	0.331
15 - 23 hours	0.2661827	0.2098943	1.27	0.205
24 hours	0.5442529	0.2130289	2.55	0.011
F (5, 1128)	3.41			
Prob> F	0.0046			
Social Networking				

Constant	1.328571	0.1272928	10.44	0.000
Less than 3 hours	0.0211018	0.1411032	0.15	0.881
4 - 8 hours	0.1421603	0.1377312	1.03	0.302
9 - 14 hours	0.1343915	0.1464738	0.92	0.359
15 - 23 hours	0.3842999	0.1656308	2.32	0.021
24 hours	0.6069124	0.2297649	2.64	0.008
F (5, 1128)	3.25			
Prob> F	0.0064			

Watch Videos

Constant	1.169811	0.1468373	7.97	0.000
Less than 3 hours	0.2534841	0.1575043	1.61	0.108
4 - 8 hours	0.2746331	0.1580913	1.74	0.083
9 - 14 hours	0.4033594	0.1618842	2.49	0.013
15 - 23 hours	0.3469672	0.1709696	2.03	0.043
24 hours	0.7024482	0.1929942	3.64	0.000
F (5, 1128)	1.89			
Prob> F	0.1098			

Create own Web

Constant	1.245989	0.077676	16.04	0.000
Less than 3 hours	0.2091558	0.0867298	2.41	0.016
4 - 8 hours	0.3440107	0.1315915	2.61	0.009
9 - 14 hours	0.5206774	0.1576013	3.30	0.001
15 - 23 hours	0.5635345	0.2444607	2.31	0.021
24 hours	1.129011	0.3834946	2.94	0.003
F (5, 1128)	4.46			
Prob> F	0.0005			

Reading (blogs or news)

Constant	1.333333	0.1231154	10.83	0.000
Less than 3 hours	0.0347769	0.1318909	0.26	0.792
4 - 8 hours	0.1854839	0.1349567	1.37	0.170
9 - 14 hours	0.3163017	0.153151	2.07	0.039
15 - 23 hours	0.3809524	0.2054852	1.85	0.064
24 hours	0.7909091	0.1727234	4.58	0.000
F (5, 1128)	3.17			
Prob> F	0.0133			

Share own creative work

Constant	1.26087	0.0737579	17.09	0.000
Less than 3 hours	0.1839022	0.084254	2.18	0.029
4 - 8 hours	0.3095008	0.1173964	2.64	0.008
9 - 14 hours	0.4057971	0.1500092	2.71	0.007

15 - 23 hours	0.8224638	0.1916287	4.29	0.000
24 hours	0.4664032	0.3283527	1.42	0.156
F (5, 1128)	4.90			
Prob> F	0.0002			
Video Recording				
Constant	1.22561	0.0827242	14.82	0.000
Less than 3 hours	0.2090569	0.0913219	2.29	0.022
4 - 8 hours	0.3798948	0.1309184	2.90	0.004
9 - 14 hours	0.6243902	0.1444716	4.32	0.000
15 - 23 hours	0.4410569	0.2455324	1.80	0.073
24 hours	1.07439	0.34507	3.11	0.002
F (5, 1128)	5.69			
Prob> F	0.0000			

The Impact of Access and Usage of Technology on Youth Involvement in Transmitting Pornographic Materials

Result in Table 4 shows that spending less than 24 hours on old technology does not statistically influence youth involvement in transmitting pornographic images. However, when youth spends 24 hours on old technology as compared with those who do not use old technology at all, the score of transmitting pornographic materials by youth increases by 1.10 points.

Finding from the present study shows that new technology is a significant medium used to transmit of pornographic materials. The score of transmitting pornographic materials by youth who spends 3 hours or less on new technology as compared with those who do not use new technology at all would increase by 0.40 points. The score of transmitting pornographic materials by youth who spends 9 – 14 hours on new technology as compared with those who do not use new technology at all would increase by 0.47 points. The score of transmitting pornographic materials by youth who spends 15 – 23 hours per day on new technology as compared with those who do not use new technology at all would increase by 2.53 points. The score of transmitting pornographic materials by youth who spends 24 hours on new technology as compared with those who do not use new technology at all would increase by 1.52 points.

Email is also a favourite medium used by youth in transmitting pornographic materials. The score of transmitting pornographic materials by youth who spends 3 hours or less on email as compared with those who do not use email at all would increase by 0.44 points. The score of transmitting pornographic materials by youth who spends 4 – 8 hours on emails as compared with those who did not use email at all would increase by 0.49 points. The score of transmitting pornographic materials

by youth who spends 15 – 23 hours on emails as compared with those who do not use email at all would increase by 0.95 points. The score of transmitting pornographic materials by youth who spends 24 hours on emails as compared with those who do not use email at all would increase by 0.70 points.

Unsurprisingly, this study reveals that *WhatsApp* is another medium used by youth to transmit pornographic materials. Nevertheless, spending 3 hours or less on *WhatsApp* does not statistically influence youth involvement in transmitting pornographic materials. The score of transmitting pornographic materials by youth who spends 4 – 8 hours on *WhatsApp* as compared with those who do not use *WhatsApp* at all would increase by 0.39 points. The score of transmitting pornographic materials by youth who spends 9 – 14 hours on *WhatsApp* as compared with those who do not use *WhatsApp* at all would increase by 0.51 points. The score of transmitting pornographic materials by youth who spends 15 – 23 hours on *WhatsApp* as compared with those who do not use *WhatsApp* at all would increase by 0.66 points. The score of transmitting pornographic materials by youth who spends 24 hours on *WhatsApp* as compared with those who do not use *WhatsApp* at all would increase by 0.67 points. Results indicate that spending 14 hours or less on social networking does not statistically influence youth involvement in transmitting pornographic materials. The score of transmitting pornographic materials by youth who spends 15 – 23 hours as compared with those who do not use social networking increases by 0.42 points. The score of transmitting pornographic materials by youth who spends 24 hours on social networking as compared with those who do not use social networking at all would increase by 0.58 points.

Table 4: The Impact of Access and Usage of Old Technology and New Technology on the Transmission of Pornographic Images

Technology	Coefficient	Standard Error	t-statistics	Probability
Old Technology				
Less than 3 hours	-0.1269637	0.14656	-0.87	0.387
4 - 8 hours	-0.1521251	0.1508157	-1.01	0.313
9 - 14 hours	-0.0373182	0.1765935	-0.21	0.833
15 - 23 hours	0.0444939	0.246703	0.18	0.857
24 hours	1.104839	0.5657112	1.95	0.051
constant	1.645161	0.1392685	11.81	0.000
F(5, 1128)	1.44			
Prob> F	0.0103			
New Technology				
Less than 3 hours	0.4077797	0.1698492	2.40	0.017

4 - 8 hours	0.3471571	0.1783703	1.95	0.052
9 - 14 hours	0.4715762	0.2449639	1.93	0.054
15 - 23 hours	2.527132	0.4725657	5.35	0.000
24 hours	1.527132	0.6475273	2.36	0.019
constant	1.139535	0.1653636	6.89	0.000
F(5, 1128)	6.59			
Prob> F	0.0000			

Table 5 shows statistically significant relationship between hours spent on video watching with youth involvement in transmitting pornographic materials. The score of transmitting pornographic materials by youth who spends 3 hours or less watching video as compared with those who do not watch video at all would increase by 0.27 points. The score of transmitting pornographic materials by youth who spends 4 – 8 hours watching videos as compared with those who do not watch video at all would increase by 0.33 points. The score of transmitting pornographic materials by youth who spends 9 – 14 hours watching videos as compared with those who do not watch video at all would increase by 0.41 hours. The score of transmitting pornographic materials by youth who spends 15 – 23 hours watching videos as compared with those who do not watch video at all increases by 0.25 points. The score of transmitting pornographic materials by youth who spends 24 hours on watching video as compared with those who do not watch video at all would increase by 0.67 points.

Creating own web page is also seen as another important channel of transmitting pornographic materials by youth. The score of transmitting pornographic materials by youth who spends 3 hours and less on creating own web page as compared with those who do not spend time creating own web page would increase by 0.22 points. The score of transmitting pornographic materials by youth who spends 4 – 8 hours creating own page as compared with those who do not spend time creating own web page would increase by 0.26 points. The score of transmitting pornographic materials by youth who spends 9 – 14 hours as compared with those who do not spend time creating own web page would increase by 0.41 points. The score of transmitting pornographic materials by youth who spends 15 – 23 hours creating create own web page as compared with those who do not spend time creating own web page would increase by 0.44 points. The score of transmitting pornographic materials by youth who spends 24 hours creating own web page as compared with those who do not create own web page would increase by 1.05 points. Spending time on reading blogs or online news only statistically influence youth involvement in transmitting pornographic materials if the time spent is more than 8 hours. The score of transmitting pornographic materials by youth who spends 9 – 14 hours reading blogs or online news as compared with those who do

not read blogs or online news would increase by 0.26 points. The score of transmitting pornographic materials by youth who spends 15 – 23 hours per day on readings blogs or news online as compared with those who do not read blogs or online news would increase by 0.36 points. The score of transmitting pornographic materials by youth who spends 24 hours reading blogs or online news as compared with those who do not read blogs or online news would increase by 1.33 points.

Sharing own creative work online is also another medium used by youth to transmit pornographic images. The score of transmitting pornographic materials by youth who spends 3 hours and less sharing own creative work online as compared with those who do not share creative work online would increase by 0.23 points. The score of transmitting pornographic materials by youth who spends 4 – 8 hours sharing own creative work online as compared with those who do not share own creative work online would increase by 0.29 points. The score of transmitting pornographic materials by youth who spends 9 – 14 sharing own creative work online as compared with those who do not share own creative work online would increase by 0.35 points. The score of transmitting pornographic materials by youth who spends in 15 – 23 hours on sharing own creative work online as compared with individual who do not share own creative work online would increase by 0.82 points Surprisingly, spending 24 hours sharing creative work online is not statistically significant in influencing youth behaviour in transmitting pornographic materials.

Video recording is found to be another medium adopted by youth to transmit pornographic materials. The score of transmitting pornographic materials by youth who spends 24 hours on video recordings as compared with those who do not spend time on video recording would increase by 0.90 points. The score of transmitting pornographic materials by youth who spends 3 hours and less on video recordings as compared with those who do not spend time on video recording would increase by 0.23 points. The score of transmitting pornographic materials by youth who spends 4 – 8 hours on video recordings as compared with those who do not spend time on video recording would by 0.32 points. The score of transmitting pornographic materials by youth who spends 9 – 14 hours on video recordings as compared with those who do not spend time on video recording would increase by 0.50 points. The score of transmitting pornographic materials by youth who spends 15 – 23 hours on video recordings as compared with those who do not spend time on video recording would increase by 0.42 points.

Table 5: Learn and Involved in transmission of pornography image

Usage	Coefficient	Standard Error	t-statistics	Probability
Email				
Constant	1.097222	0.128315	8.55	0.000
Less than 3 hours	0.4382336	0.1348344	3.25	0.001
4 - 8 hours	0.4916667	0.1518244	3.24	0.001
9 - 14 hours	0.3699909	0.1618074	2.29	0.022
15 - 23 hours	0.9482323	0.2083436	4.55	0.000
24 hours	0.6944444	0.25663	2.71	0.007
F (5, 1128)	4.71			
Prob> F	0.0003			
WhatsApp				
Constant	1.103448	0.2026397	5.45	0.000
Less than 3 hours	0.3154706	0.215469	1.46	0.143
4 - 8 hours	0.3828675	0.2087339	1.83	0.067
9 - 14 hours	0.5132918	0.2151947	2.39	0.017
15 - 23 hours	0.6632184	0.2183541	3.04	0.002
24 hours	0.6739306	0.1981854	3.40	0.001
F (5, 1128)	4.34			
Prob> F	0.0017			
Social Networking				
Constant	1.357143	0.1306884	10.38	0.000
Less than 3 hours	0.0774977	0.1448673	0.53	0.593
4 - 8 hours	0.1929794	0.1414305	1.36	0.173
9 - 14 hours	0.1706349	0.1503811	1.13	0.257
15 - 23 hours	0.4250354	0.1700492	2.50	0.013
24 hours	0.578341	0.235894	2.45	0.014
F (5, 1128)	2.77			
Prob> F	0.0171			
Watch Videos				
Constant	1.207547	0.1503822	8.03	0.000
Less than 3 hours	0.2725665	0.1613068	1.69	0.091
4 - 8 hours	0.3225733	0.1619414	1.99	0.047
9 - 14 hours	0.414404	0.1657924	2.50	0.013
15 hours and above	0.33531	0.184472	1.82	0.069
F (5, 1128)	2.34			
Prob> F	0.0395			
Create own Web				
Constant	1.320856	0.0799147	16.53	0.000

Less than 3 hours	0.228682	0.0892411	2.56	0.011
4 - 8 hours	0.2591444	0.1353841	1.91	0.056
9 - 14 hours	0.4124777	0.1621435	2.54	0.011
15 - 23 hours	0.4410491	0.2515062	1.75	0.080
24 hours	1.054144	0.3945472	2.67	0.008
F (5, 1128)	3.02			
Prob> F	0.0103			

Reading (blogs or news)

Constant	1.4	0.1266407	11.05	0.000
Less than 3 hours	0.084252	0.1356675	0.62	0.535
4 - 8 hours	0.1564516	0.1388212	1.13	0.260
9 - 14 hours	0.2642336	0.1575365	1.68	0.094
15 - 23 hours	0.3560976	0.2130151	1.67	0.095
24 hours	1.338028	0.0747212	17.91	0.000
F (5, 1128)	1.48			
Prob> F	0.2049			

Share own creative work

Constant	1.309179	0.0757517	17.28	0.000
Less than 3 hours	0.2306443	0.0865465	2.66	0.008
4 - 8 hours	0.2982287	0.1205699	2.47	0.014
9 - 14 hours	0.3574879	0.1540643	2.32	0.020
15 - 23 hours	0.8019324	0.1968088	4.07	0.000
24 hours	0.5090031	0.3372287	1.51	0.131
F (5, 1128)	4.25			
Prob> F	0.0008			

Video Recording

Constant	1.29878	0.085254	15.23	0.000
Less than 3 hours	0.2325947	0.0941259	2.47	0.014
4 - 8 hours	0.3158984	0.134922	2.34	0.019
9 - 14 hours	0.5012195	0.1488897	3.37	0.001
15 - 23 hours	0.4155052	0.253041	1.64	0.101
24 hours	0.9012195	0.3556226	2.53	0.011
F (5, 1128)	3.45			
Prob> F	0.0042			

DISCUSSION

The impact of technology on 'learn and get involved' in sexual activities. Old technology insignificantly influences learning and getting involved in sexual activities. As expected, old technology creates safe spaces for youth. In contrast, new technology (Smartphone's, i-Pod and Tablet), are found

to be positively and significantly influencing learning and getting involved in sexual activities. The study finds that youth who spends more than 15 hours per day is more inclined to share his (her) sexy photo. This finding is in line with previous research done by Ybarra & Mitchell (2014). Youth learns and gets involved in sexual activities through email. The study indicates that one most common mode to share and learn sexual activity is *WhatsApp*. There is significant result between *WhatsApp* and learning and getting involved in sexual activities. This finding is supported by youth participation in their *WhatsApp* group. Youth participation in *WhatsApp* group for an hour every day increases learning and getting involved in sexual activities.

Based on these findings, it is recommended that social networking (*Facebook, Twitter, LinkedIn, MySpace, Instagram, etc*) influence youth's learning and getting involved in sexual activities. Malaysian youth learns sexual activities continuously via Social Networking (*Facebook, Twitter, LinkedIn, MySpace, Instagram, etc*). Social Networking (*Facebook, Twitter, LinkedIn, MySpace, Instagram, etc*) have found as often unguarded access and most influential for youth to learn sexual activities. The outcome of this study reported increasing negative effect of reading blog or news for youth. Malaysian youth reported used the internet for online journaling and blogging whether at home, school, cafe, their Smartphone's, or some other place. Our findings show that youth involvement in creative work influences learning and getting involved in sexual activities. This study reports the impact of own creative work due to unrestricted access and increase in sex content. The emerging of illegal file sharing sites which provide contents and services on the internet to be free of charge like Napster and Kazaa, encouraged youth to create their own creative work. Similarly, the outcomes for video recording and sexual activities reported Malaysian youth learn sexual activities through continuously minimum less than 3 hours by 0.21 points to 24 hours by 1.07 points. Youth produces video recording to make money such as dating scams, paedophiles, and sex merchants.

How pornographic transmission affects Malaysian youth?

Table 5 exemplifies the result on the effect of pornographic transmission on Malaysian youth. Old technology does not statistically significant in influencing youth engagement in pornographic materials transmission. This is so because old technology does not posse the sophisticated functions that permit users to easily be online as compared to old technology where users can be online 24 hours per day. The easy online access of new technology is readily available from Smartphones, iPod, Tablets and iPad. Hence, it is not a surprised when new technology significantly influences youth transmission of pornographic materials. Being a youth, with high desire to learn and try new things, transmission of pornographic images

may lead to other sexual intents. Frequent viewing of such materials may lead to curiosity to be involved in such portrait or activities. Analysis has shown significant evidence between transmission of pornographic image and *WhatsApp*. When using *WhatsApp*, it is reported that youth not only share pornographic images but their personal information such as name of school and email address. In this digital era, *WhatsApp* is regarded as crucial application for peers' interactions.

The increase in the hour spends on social networking (*Facebook, Twitter, LinkedIn, MySpace, Instagram, etc.*) for youth is certainly bad news for parents. Youth often takes a picture of himself (herself) with a smartphone, tablet or other digital camera and post the image via social networking (*Facebook, Twitter, LinkedIn, MySpace, Instagram, etc.*). Our findings are consistent to Quayle and Taylor (2011). The outcome of this study reported increasing negative effect of reading blog or news for youth, who attempted to online between 9 - 14 hours per day by 0.32 points. Malaysian youth reported used the internet for online journaling and blogging whether at home, school, cafe, their Smartphone's, or some other place.

In parallel fashion, for those youth who had created own web, transmits the pornography image continuously minimum less than 3 hours by 0.22 points to maximum more than 24 hours by 1.05 points. Youth who create their own web were exposed to transmit explicit and implicit material on the internet. These individuals were perceived to engage in high-risk sexual behaviours. This activity may be exacerbated by know the youth is collecting pornography image online first before transmit it. Our research provides some empirical support for the effect of reading blog or news and transmission of pornography. The information found reading blog or news identified transmits pornography image took about 9 - 8 hours per day by 0.26 points. Explanation for the results indicates of reading blog or news becomes less effective transmission of pornography image. This provide an indicator that pornography image more interesting when youth going online via Social Networking (*Facebook, Twitter, LinkedIn, MySpace, Instagram, etc.*) compare to read blog or news.

The results are presented share own creative work is statistically significant in transmitting of pornography image. Some material from own creative work leads to exposure to sexual activities and pornography including sexual intercourse before the age of 15, having more than one lifetime sexual partners and involved with unplanned pregnancy for youth. The study also shows that there is an association for video recording and transmission of pornography. Youth spend minimum less than 3 hours by 0.23 points to maximum more than 24 hours by 0.90 points. Video recording could cause psychological problem to the youth once the

nude picture of himself or herself taken without concern and spread the pornography image for sexual purposes. These youths showed aggressive behaviour such as depression and suicide.

CONCLUDING AND RECOMMENDATION

In this increasing age of technology, the use of modern technology might potentially influence youth. Thus educating youth on the responsible use of modern technology is important. It has been demonstrated that modern technology of Internet applications such as *WhatsApp*, *Facebook*, *Twitter*, online video games, *YouTube*, online videos and movies and listening to music could easily catch youth attention and consume most of their time that they become addicted to such applications. Youth need to be taught to have self-control and balanced act between Internet application cravings and academic excellence. Based on the findings of this study, three-stage construct (Awareness – Knowledge – Culture) on the inculcation of safe and responsible use of the modern technology and internet is proposed. The key element of the construct is Awareness that need to be inculcated in youth. Knowledge and Culture are the by-products or outcome of Awareness that are achieved upon the success of awareness. As we can be observed that citizens in many developed countries have the culture of abiding rules and regulations due to the strict implementation of the rules and regulations. Over time, such practise has become a culture and normal behaviour. Therefore, various government agencies and non-governmental organization (NGOs) need to work together in disseminating information on the advantages and disadvantages of modern technology and therefore build up a comprehensive awareness programs that could generate knowledge among youth in the medium-term and lead to instil culture values in the long-run. Electronic media need to broadcast the advantages and disadvantages of modern technology. Appropriate measures need to be put in place to maximise the number of reach level to youth. Electronic media could showcase criminal offences committed by certain youth to make them aware of such activities. Offences such as child pornography, sexual harassment and pornographic transmissions could be highlighted on television, radio and new media such as blog, *WhatsApp*, *Twitter*, *Instagram* and any other social media. Furthermore, printed materials such as brochures, pamphlets, newspapers and magazines are another good strategies to raise youth awareness. These printed articles need to be targeted to youth to minimize the impact of negative influence. Good designs with moderate information on offences and delinquent behaviours combined with advantages and disadvantages on responsible use of technology would be a good way to go.

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