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Online-Learning and Peer Pressure as Predictors of Internet Pornographic Addiction among Adolescents

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Abstract

The effect of online learning and peer pressure as predictors of internet pornographic addiction among Adazi-Nnukwu adolescents was investigated in this study. Previous research has linked age, melancholy, anxiety, academic performance, and social media addiction. There don't appear to be any studies on the impact of online learning and peer pressure on internet pornographic addiction. The Online Learning Survey (OLS), Peer Pressure Survey, and Online Pornographic Test were used to collect data. Predictive research design and linear regression analysis were found to be the study's design and statistics, respectively. The results showed that online-learning did not significantly predict internet pornographic addiction β = .00, p > .05; while peer pressure significantly predicted internet pornographic addiction among adolescents β = .29, p < .001. It was found that peer pressure, not online learning, predicts internet pornography addiction. Recommendations were given based on the findings.

Keywords: internet, online-learning, peer-pressure, pornographic addiction, students

Introduction

The Covid-19 outbreak has been proven to cause a variety of problems in people's lives and communities all across the world. Similarly, the uncertainty surrounding the epidemic has resulted in a number of mental health difficulties, as well as societal effects such as economic downturn and job loss. The use of digital technologies has undoubtedly expanded as a result of social distancing norms, self-quarantining, and nationwide lockdowns. People and businesses all across the world have had to adjust to new work and life habits. There appears to be an increase in digitalization, leading to a

shift in work-from-home policy among corporations and educational institutions, in line with social distancing (Palvia, 2013). Around the world, the pandemic led schools, colleges, and organizations to close their doors so that students may practice social isolation (Toquero, 2020). The Internet's impact on society may be increasing exponentially as a result of this trend. Due of the uncertainties surrounding the pandemic, educational institutions all around the world decided to create online learning materials for students of all academic areas utilizing already available technical resources (Kaur, 2020). The urge and necessity to continue one's education over the Internet generates a particular risk of dependency. The motivation for this research derives from the aforementioned concerns about online learning and peer pressure as predictors of internet pornographic addiction. Addiction is generally characterized by a medical paradigm as a strong physical or psychological demand and dedication to a physical thing. Addiction, according to researchers, should be treated as a broader behavioral domain that involves social and psychological behaviors (Shaffer, 1996).

In this context, Griffiths (2013) suggested the concept of technology addiction. Technology addiction, according to him, is defined as non-chemical, behavioral activities involving a high level of human-machine interaction. Furthermore, technology addiction is portrayed as a passive pastime like as watching TV, playing video games, or communicating on the internet. Internet addiction is separate from the rest of the technological addictions. In 1995, Ivan Goldberg invented the term "internet addiction" to characterize a mental illness (cited in Kim, 2009). The term "internet abuse" has been defined in a variety of ways. Young (1998) coined the term "online addiction," Morahan-Martin and Schumacher (2000) coined the term "pathological internet use," and Davis, Flett, and Besser coined the term "problematic internet use" (2002).

According to the authors of the study, internet addiction is defined as the uncontrollable use of the internet for recreational purposes. According to Kim's 2009 report, Young (1998) distinguishes five types of Internet addiction: (a) cyber sexual addiction, (b) cyber relationship addiction to online friendships or affairs, (c) net compulsions to online gambling, auctions, or obsessive trading, (d) information overload to compulsive web surfing or database searches, and (e) computer addiction to game playing or programming. The Internet, when used effectively, can help

students acquire 21st-century skills including information access, problem solving, and self-directed learning. Excessive Internet use, on the other hand, could harm a user's biological, physiological, psychological, and social development (Caplan, 2002). The American Psychiatric Association (APA) has classified Internet addiction, with a specific reference to online gambling, as a mental condition in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013). Griffiths defined six components: salience, tolerance, mood modification, relapse, withdrawal, and conflict (2013). He says that if a behavior exhibits these six qualities, it can be categorized as addictive. However, according to a recent study, having more access to social media causes issues. According to a study, there is a link between internet addiction and online learning (Chowdbury, Chowdburu, Kabir, et al 2018). The topic of internet pornography has been studied by a wide number of academics (Ifeanyi & Chukweure 2018, Setywati et al 2020, Zewede, et al 2022). This paper looks to mark the beginning of internet-based learning research. Simply put, online learning is the process of delivering information from a source to a specific audience via the internet. As a result, during Covi-19, school administrators began the process of allowing children to learn from home. As a result, students can receive academic instruction as long as they have access to a technological device with internet access. The researchers in this study are looking for a link between adolescent internet pornography addiction and online learning and peer pressure.

Statement of the Problem

Previous research has linked age, melancholy, anxiety, academic performance, and social media addiction (Simsek, 2019, Manish & Answesha, 2018). The relationship between online learning and internet pornographic addiction is unclear. Previous research has looked into peer contagion mechanisms, factors linked to pornographic materials, peer internet overuse, and internet addiction (Zhou, 2018; Njeru et al.; 2019). It's uncertain whether online learning and peer pressure play a role in predicting adolescent internet pornographic addiction. These information gaps are the driving force behind the current examination.

Online learning and internet pornographic addiction

Ifeanyi and Chukweure (2018) published a study on how smart phone use affects undergraduate students' academic performance. Among the total number of students,

there are 6,582 females and 4,917 males. Using Krejcie and Morgan's sample size determination approach, 375 students were chosen at random (1970). 375 questionnaires were distributed, collected, and assessed. Smartphone use was found to have a significant positive impact on academic achievement.

Setyawati, Hartini, and Suryanto released a study on the psychological impact of internet pornography addiction on adolescents (2020). In-depth interviews, observations, and documentation were used to collect data for the study. The findings indicate that pornographic content on the internet alters adolescents' cognition and desire for sexual stimulation.

Zewede et al. (2022) provided a comprehensive review and meta-analysis on internet addiction and its related factors among African high school and university students in a related study. The study drew a total of 5,562 participants. A third of African university and secondary school pupils are addicted to the internet, according to statistics. Male students, those who reside in cities, and those who use the internet for more than four hours are more prone to develop an internet addiction.

Peer pressure and internet pornographic addiction

Simsek (2019) presented the results of a 700-student comparative study on social media addiction among high school and university students. They included 345 ladies (49%) and 355 guys (51%) among them. It has been revealed that high school kids' social media addiction is significantly higher than that of university students.

Another study, conducted by Manish and Answesha (2018), looked at Internet addiction and its links to psychopathology and self-esteem among 200 college students. With a standard deviation of 2.82 years, the student's average age was 21.68 years. Students were in their first year of college and were single. Internet addiction has been linked to depression, anxiety, and interpersonal sensitivity. Low self-esteem has also been connected to pupils' willingness to utilize the Internet.

A study on the Factors Associated with Pornographic Materials Use among Students in Selected Secondary Schools in Nairobi County, Kenya was done, according to Njeru, et al (2019). A total of 666 pupils were randomly selected from the two schools for the study. According to the findings of the survey, a large number of pupils were involved with pornography. Zhou (2018) published a paper titled Peer Contagion Processes for

Problematic Internet Use among Chinese College Students: A Process Model Involving Peer Pressure and Maladaptive Cognition (2018). Over the course of four years, 2516 Chinese undergraduate students (mean age = 18.56 years, SD = 0.84; 38.16 percent female) were analyzed using latent difference score analysis. According to the findings, peer Internet overuse predicted increased peer pressure on Internet use, which was linked to students' increased problematic Internet use via maladaptive Internet cognitions.

Hypotheses

1. Online learning will significantly predict internet pornographic addiction among adolescents.
2. Peer pressure will significantly predict internet pornographic addiction among adolescents.

Method

Using simple random sampling techniques, 268 (two hundred and sixty-eight) adolescents were randomly selected from two secondary schools in Adazi-Nnukwu, Anaocha Local Government Area, Anambra State. A fortunate dip was used to select Bubendorff Secondary School Adazi – Nnukwu and Loretto Special Science Adazi – Nnukwu from among secondary schools in Anaocha Local Government Area, Anambra State. They were made up of 137 male students (51.1%) and 131 female students (48.9%), ranging in age from 15 to 17, with a mean age of 16.53 and a standard deviation of 1.08. Adnan and Anwar's (2020) Online-Learning Survey is a nine-item survey that analyzes students' general attitudes about online learning in the context of the Coronavirus (COVID-19) pandemic. (1) I am a competent computer user. (2) I am comfortable using technology for communication. 3) Learning is the same in class and on the internet. Each item was assessed on a 5-point Likert scale, with the most popular responses being Strongly agreed, Agree, Neutral, Disagree, and Strongly Disagree. The survey in Adnan and Anwar's study had a reliability value of.86, according to them. Online learning is becoming increasingly popular in the middle of the Coronavirus (COVID-19) outbreak.

Quia (2012) designed a 12-item questionnaire to determine the level of peer pressure exerted by people in the same social group, age, abilities, and social standing. (1) My

peers inspire me to be considerate of others; (2) My peers ask me to do things that my family does not approve of; and (3) My peers observe and expect me to observe school rules. On a three-point Likert scale ranging from never, usually, and always, respondents respond to each question. Predictive validity, internal consistency, and test-retest reliability are all excellent in this instrument. The instrument has a reliability rate of r =.90, and it also has predictive validity when it comes to anxiety (r = 42). Greenfield (2013) developed the Online Pornographic Exam, a 12-item online exam that determines whether or not someone has a problem with online pornography usage, misuse, or addiction. (1) My peers inspire me to be considerate of others; (2) My peers ask me to do things that my family does not approve of; and (3) My peers observe and expect me to observe school rules. On a three-point Likert scale ranging from never, usually, and always, respondents respond to each question. Predictive validity, internal consistency, and test-retest reliability are all excellent in this instrument. The instrument has a reliability rate of r =.90, and it also has predictive validity when it comes to anxiety (r = 42).

Greenfield (2013) developed the Online Pornographic Exam, a 12-item online exam that determines whether or not someone has a problem with online pornography usage, misuse, or addiction. The students were chosen from a population of Senior Secondary School (SS III) students using a simple random selection method. The students were given a container containing folded papers with odd and even numbers and asked to choose one folded paper from the container's collection. Finally, the students who selected odd numbers were chosen as study participants. The researchers then gave these people copies of the questionnaire, which they completed and returned to the researcher. Two hundred and eighty-eight copies of the questionnaire were sent, two hundred and eighty-eight were filled out and returned correctly, and two hundred and eighty-eight were used in the data analysis.

Design/statistics

The students were chosen from the population using a basic random selection method. The study used a correlation design, and the relevant statistic for the investigation was Linear Regression Analysis. Statistical Package for Social Science version 20.0 was used to analyze the data.

RESULT

Table 1:

Regression Analysis for Study Variables

Predictors	Adjusted R^2	df.1 (df2)	F	B	Std. Error
	.079	2(265)	12.466		
Online-Learning				.002	.977
Peer Pressure				.293*	.000

a. Dependent Variable: Internet Pornographic Addiction

According to table 1, when the enter method was applied to internet pornographic addiction, adjusted R^2 =.08 for the two predictor variables. This suggests that the model helped to explain internet pornographic addiction to the tune of 8%. The corrected R^2 was significant at F (2, 265) = 12.47, $P < .001$, according to the ANOVA summary (*F*-ratio). Online learning, in particular, did not appear to be a significant predictor of internet pornographic addiction (β =.002, $P >.05$.) Peer pressure, on the other hand, was found to be a significant predictor of internet pornographic addiction among secondary school students (β =.293, $p < .001$).

Discussion

The study examined a variety of characteristics, including online learning and peer pressure as predictors of internet pornographic addiction among secondary school students in Adazi-Nnukwu, using a series of questionnaires. Regression analysis was used to examine the data, and the findings demonstrated that online learning did not explain for a significant amount of heterogeneity in internet pornographic addiction among the group studied (secondary school students). As a consequence, the first hypothesis, that online learning would highly predict internet pornographic addiction among secondary school students, was not validated. This contrasts with the findings of Fibrila, Fairus, and Raifah (2020), who looked into the impact of pornography exposure via social media on sexual behavior among high school teenagers in Metro

City and found that pornography exposure was positively correlated with social media and sexual behavior. According to Albert Bandura, the current result can be explained within the framework of social cognitive theory. According to the SCT, parts of individual knowledge acquisition can be linked through observation of others in the context of social interaction, experience, and outside media influences. According to the SCT, online learning falls under the effect of external media. As a result, a teenager communicating with people on the internet is sustained, but it is regulated with a focus on academic learning. At the time of learning, such a person may not be swayed toward pornography.

On the contrary, the lack of confirmation in this study may be because influence would have been pulled from the component of learning. According to the findings, peer pressure accounted for a significant portion of the variance in internet pornographic addiction within the study group (secondary school students).

Hypothesis two, on the other hand, was accepted, saying that peer pressure among secondary school students would highly predict internet pornographic addiction. This finding is consistent with Adeoye and Muraina's (2019) findings in Ibadan, Nigeria, where they investigated the impact of pornography, peer pressure, and home environment on senior secondary school adolescents' sexual behavior and discovered that pornography, peer pressure, and home environment, the independent variables, when combined, have a significant effect on sexual behavior. It also corresponds to Esen and Gundogdu's (2010) study, which looked at the link between Internet Addiction, Peer Pressure, and Perceived Social Support among Adolescents and found that the lower the peer pressure, the lower the internet addiction. According to the SCT, the adolescent's impact comes from being exposed to peers who come in full force to attract others into a new norm. According to the social identity theory, most teenagers are influenced by their peers to gain acceptability and ingroup favoritism. As a result, in addition to wandering while on the internet, they are encouraged by their friends to attempt porn, and as a result, they are addicted to online internet pornography.

Implications of the Study
According to the current study, it is possible to investigate online learning and internet pornography in a developing country. As a result, researchers have begun looking into a new area of internet pornography research. It has laid the groundwork for future research in this area, particularly when it comes to kids in their adolescent years. These

findings may persuade policymakers to concentrate on the barriers to and antecedents of impending social and behavioral changes.

Recommendations

Parents of adolescent children should take a more active role in supervising their children's use of mobile internet devices. Furthermore, parents must be conscious of their children's interactions with their peers. Similarly, the government may conduct additional research to determine how to regulate access to free porn sites.

Limitations of the Study

The study's findings should be viewed in light of significant caveats. Participants in the study came from a single town, Adazi-Nnukwu, which was picked from a large number of secondary schools in Anambra State. It could not be regarded as a true representation of the entire secondary school student population in the state.

Conclusion

Adolescent pornographic addiction (i.e., among secondary school students) is now inextricably linked to man's advancement and development in lifestyles. Thanks to technological advancements in the world today, people can now readily and quickly get pornographic content, particularly in digital form. Exposure to technology and increases in education also explain why today's kids are more exposed to technology than their parents, to the point of being reckless in obtaining pornographic content on the Internet and being able to get through cyber barriers to do so. Despite this, little is known about the impact of online learning and peer pressure on internet pornographic addiction among secondary school students in the eastern part of the country. Researchers looked into online learning and peer pressure as predictors of internet pornographic addiction in high school students as a result of this. Online learning did not explain a significant amount of variation in internet pornographic addiction throughout the population studied, according to the regression analysis (secondary school students). Peer pressure, on the other hand, accounted for a significant amount of the heterogeneity in online pornographic addiction among the participants in the study (secondary school students).

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