

Research Report On Media & Sexual Content 2022





**RESEARCH ON MEDIA AND SEXUAL
CONTENT**

Young People's Perspective

NARRATIVE REPORT ON KEY FINDINGS

By

STRATEGIC POLICY & COORDINATION DIVISION

OFFICE OF CENSORSHIP

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CONTENTS

	Pages
ACKNOWLEDGEMENTS	4
FOREWORD by CHIEF CENSOR	5-6
EXECUTIVE SUMMARY	7-8
TABLES AND FIGURES	9
ABBREVIATIONS	10
1. INTRODUCTION	11-12
1.1 Objectives of the Research	13
1.2 Structure of the Report	13
2. SOME STUDIES CONDUCTED BY THE OFFICE OF CENSORSHIP	13-15
3. MATERIAL AND METHODS	15
3.1 Research Questionnaire and Interviews	15
3.2 The Sample and Data Collection	16
3.3 Data Analysis	16-17
3.4 Limitations of Research	17
4. FINDINGS AND DISCUSSION	18-52
4.1 Description of social characteristics of students who participated in the survey	18-19
4.2 Relationship between young people and media	20-26
4.3 Sex and sexual content	27-34
4.4 Media and sexual content	35-40
4.5 Warnings and restrictions	41-52
5. CONCLUSION	53-54
6. RECOMMENDATIONS	55-56
REFERENCES	57-58
APPENDIXES	59-69

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- Kerowagi Secondary and Yauwe Moses Secondary School in Simbu Province.
- Kerema Coronation and Malalaua High School in Gulf Province
- Kilakila Secondary, Port Moresby National High and Gordon Secondary School

Finally, we are forever grateful to our God Almighty who endowed upon the research team with strength and determination to carry out this challenging task for the good of the children and young people of this beautiful country, Papua New Guinea.

To God be the glory forever and ever! Amen.

FOREWORD BY THE CHIEF CENSOR



Research on Media and Sexual Content developed from a Pilot Research on the Use of Mobile Phones to Access Indecent Materials and Information via the Internet Amongst PNG Users in 2014 and a Preliminary Research on Pornography in National Capital District in 2016.

In 2017, a research framework was developed that consisted of an authorization letter from the PNG Science and Technology Secretariat, research questionnaire, research brief, prior informed consent form, terms of reference, and an implementation schedule. Initial fieldwork was conducted in selected schools and an internal research report was developed in 2018. This is our second in a series of report into this significant topic and it is

potentially the most perceptive as it has a real focus on relating to young people themselves.

The main objective of the research was to explore views of how young people think sexual content may affect their mindset and behavior. The fundamental reason why schools were targeted was because inappropriate use of any form of media, especially from mobile phones may cause a child's grades to fall and eventually drop out from school. This is a serious concern because it poses a threat to the future development of this country.

The Research Report on Media and Sexual Content 2022 materialized from a series of field research undertaken by the research team in selected schools located within the four regions of the country since 2020. The results are alarming and indicate an urgent need of assessment of young people's exposure to sexual content. Some research results show that young people who are exposed to sexual content may increase the potential intention to engage in illegal, unethical and violent behaviors against women and girls.

With this research can assist inform simple steps we can start to take as parents, educators, counsellors and regulators to consider some mechanisms to develop.

Therefore, the Government of Papua New Guinea through the Office of Censorship recognizes the need to find a strategy that can be used to restrict access of illegal and harmful materials by children and young people.

The proposed internet content filtering system may have the potential to reduce immoral and indecent behavior by children and young people in the community where they live in. This strategy proposes to classify and manage internet access within the country and restrict inappropriate and unsuitable contents for public consumption.

Over a period of six years, the Research on Media and Sexual Content assessed the dynamics of our changing society, hence, the Office of Censorship strongly believes that the substantial data contained in this report justifies the reason as to why Papua New Guinea needs to filter its internet content to protect Papua New Guinea from immoral and indecent contents which is opposed to Christian principles and cultural norms enshrined in the National Constitution of the country.

The Prime Minister of Papua New Guinea, Hon. James Marape pointed out in the 56th Medical Symposium in September 2022 that we need data, evidence and statistics in all sectors to put in place strategies to ensure quality and informed decisions are made for the country.

Therefore, the Research on Media and Sexual Content has found strong reasons to emphasize on protecting Papua New Guineans from immoral and indecent online and mass media contents and support the idea to filter the internet content for the country.

The development of this initiative lies in sustainable partnership with all levels of Government and key stakeholders that play a very significant role in ensuring that Papua New Guinea builds a “smart, wise, fair, healthy and happy society by the year 2050.

This report would not have been possible without government’s financial support from the Department for National Planning and Monitoring. We would like to thank the research officers, censorship staff and those young people who participated during the research in the respective schools. Our appreciation to the PNG Science and Technology Secretariat for the scoping meetings in the initial part of the research program. We also extend our thanks to the PNG National Research Institute for their technical support in the final stages of the report.

Finally, I also acknowledge the Management and Staff of the Office of Censorship for all their support throughout the different stages of the research.

Censorship Is Everyone's Responsibility.

EXECUTIVE SUMMARY

Mass media has an important role to play in disseminating useful information and in educating the public including young people to contribute to the various sectors of the economy to meet a country's development goals. However, some mass media operators have continued to focus on maximizing profit and considering only a little about the adverse impacts that the content of materials they provide have on their audience's physical health, emotion and well-being. Some developing countries face challenges concerning how to regulate and filter the content of the materials because of inadequate technologies, inadequate funds and shortages of experienced personnel. Without regulating the content in an effective manner, some media operators often have the incentive to provide materials with sexual content to entertain its audience at the detriment of young people who are often affected through distractions in their education emotionally, psychologically, ill-health and their general well-being which contribute to social problems in communities where they live in.

This report focuses on the outcome of a research on young people's accessibility to materials with sexual content from different forms of mass media, their perceptions of the sexual content and how it influences their behaviour. It also focuses on the potential initiatives that can be used to address the adverse impacts caused by the exposure of young people to sexual content and strategy that can be used to minimize the availability of sexual content in the mass media. Data was collected from 11 schools within the four regions of Papua New Guinea (PNG) using mixed method approach which were primarily questionnaire and interviews that were conducted with students, and was analyzed using content analysis and simple descriptive statistics that were presented in graphical and tabular formats.

The results show that materials with sexual content are commonly available in the mass media including social media, television movies, informal films and some mobile phone games that young people have access to. Almost 90% of the respondents have access to materials with sexual content, 50% have access to sexual content unintentionally and 40% reported that they are comfortable watching materials with sexual content alone. Almost 73% of the respondents have access to materials with extreme sexual content. The most important reasons for watching materials with sexual content are peer pressure, addiction to watching the content, the materials are readily available in the mass media and the negligence of adults who allow young people to watch movies meant for adults and allowing young people to access these materials in their mobile phones. The inadequacies in the regulation and filtering system in PNG contribute to the availability of materials with sexual content. Most of the respondents are not aware of Film Classification Ratings and adults also seem not to have the correct information about the ratings, which causes young people and adults to watch some movies intended for only adults.

Though students are aware of the adverse impacts of watching materials with sexual content, some of them have continued to engage in the illicit activities because of peer pressure, addiction, inadequate regulatory system and that the materials can easily be accessed. Even some innocent students access the illicit materials without knowing because some criminal groups tend to send websites containing the material to unsuspecting audience. The illicit materials have contributed immensely to the deterioration of some young people's behaviour that negates from the inherent cultures and christian values that PNG was built on. For instance, some young people have become addicted to watching materials with sexual content, engaged in sexual violence, engaged in sexual activity at early stages of their life, they have been distracted from education and some girls tend to approach boys for sexual activity.

As a matter of urgency, it is important for the Government of PNG (GoPNG) to act fast by providing an effective filtering system to minimize the availability of materials with sexual

content in the mass media. GoPNG may find it difficult to achieve its development goals such as PNG Vision 2050 and PNG Development Strategic Plan 2030 if the problems associated with access to illicit materials by young people is not addressed because it contributes to social related issues in the country.

If the intention is to minimize the availability and accessibility of materials with sexual content in the mass media, the following should be considered and implemented:

- Office of Censorship conduct more awareness on Film Classification Ratings and the ratings should be translated into local languages.
- The content of cartoons and educational materials meant for younger children should be strictly regulated to ensure that materials with sexual content and violence are not included in the name of entertainment and not passed to them.
- Office of Censorship and relevant authorities should consider examining the content of the mobile game known as “Summertime Saga”. The game should be banned if it is true that it contains sexual content.
- Rehabilitation centres be provided where young people who are addicted to watching materials with sexual content and pornography are rehabilitated.
- Encourage the teaching on the impact of exposure of young people to materials with sexual content in the mass media as part of Personal Development/Guidance class.
- All outdated laws and policies associated with media censorship and filtering should be reviewed to account for the dynamics in the society.
- Encourage School Management to conduct awareness at least twice per year on the impacts of watching materials with sexual content and the ascribed penalty for offenders.
- The watching of materials with sexual content can result in gender-based violence and other related crimes in the community.
- Parents and guardians should consider taking full responsibility to monitor the materials that their children access in the internet and television and the type of friends they have.
- Parents should not allow their young children to own mobile phones and parents should provide guidance to their adolescent children who have access to different media platforms.
- School Management and School Principals should consider developing school rules on the use of mobile phones at school.
- Community leaders and elders should collaborate with relevant stakeholders to address the social problem associated with access to illicit content.
- Informal cinemas (piksa haus) should be monitored to ensure that materials with sexual content are not contained in the movies shown to the audience.
- Provincial Administrations should work closely with the National Government to safeguard their provinces by establishing internet content filtering and conduct mass awareness at the provincial level.
- There is a need to provide policy for filtering illicit materials from the different forms of mass media and an effective filtering system developed.

TABLES AND FIGURES

TABLES

- Table 1. Location of schools where surveys were conducted in relation to gender and age categories of respondents
- Table 2. Whether respondents access sexual content in the media intentionally
- Table 3. How students perceive the word “sex”
- Table 4. Student’s view on the issues and effects of watching materials with sexual content
- Table 5. How sexual content is seen in a family
- Table 6. How sexual content is seen in the community where students live
- Table 7. How friends/peer discusses sexual content among themselves
- Table 8. The influence of materials with sexual content on people’s mindset and behaviour
- Table 9. Whether primary school children would imitate what they see, hear and read on the media
- Table 10. Exposure of students to materials with extreme sexual content
- Table 11. Words associated with extreme sexual content
- Table 12. Should materials with sexual content be restricted?
- Table 13. Content suitable for younger children
- Table 14. Content that would be more appropriate for the youth
- Table 15. Content appropriate for mature audience
- Table 16. Students’ classification of materials with sexual content
- Table 17. Awareness of film classification ratings by students
- Table 18. Translate film classification ratings to local languages

FIGURES

- Figure 1. Age group of respondents in %
- Figure 2. Respondents in relation to regions
- Figure 3. Main-line Churches that respondents belonged
- Figure 4. Overview of young people’s relationship with the media
- Figure 5. Download of materials from internet in relation to the level of supervision
- Figure 6. Access to sexual content in the media by respondents in %
- Figure 7. People that respondents feel comfortable watching sexual content with
- Figure 8. Where respondents first learnt about sex
- Figure 9. Mass media where students learnt about sex
- Figure 10. Reasons that students watch sexual content
- Figure 11. What students do when sexual content comes up in a movie
- Figure 12. Why materials with sexual content should be restricted

ABBREVIATIONS

ACIAR	Australian Centre for International Agriculture Research
CEO	Chief Executive Officer
GoPNG	Government of Papua New Guinea
HIV	Human Immunodeficiency Virus
ICFS	Internet Content Filtering System
MOMASE	Morobe, Madang, Sepik
MTDP	Medium Term Development Plan
NCD	National Capital District
NICTA	National Information and Communications Technology Authority
PIP	Public Investment Program
PNG	Papua New Guinea
SEPs	Sex Enhancement Products
SDA	Seventh Day Adventist
SDG	Sustainable Development Goals
SPC	Strategic Policy and Coordination
STI	Sexual Transmitted Infection
UNFPA	United Nations Population Fund

1. INTRODUCTION

The different media technologies that can be used to reach a large audience (mass media such as radio, television, newspapers, magazines, social media, digital media and internet) are important for disseminating useful information for making informed decisions (Vandenbosch, 2015). For instance, in Papua New Guinea (PNG) Adegboye et al. (2022) found that mass media exposure increases the likelihood of HIV testing in women. Thus, mass media can serve as a cost-effective health promotion measure against the spread of diseases. Mass media can play an important role in sex education and family planning (Brown et al., 2000). However, the primary goal of owners and those who establish communications media have been to make profit and not social responsibility. They are therefore not interested in promoting healthy sexuality.

The media has reshaped the way in which people interact with each other and the development of participatory web and social networking such as YouTube, twitter and Facebook brought about several data mining opportunities (Tang et al., 2011). The availability of sexual content in the mass media has the potential to affect young people's attitude to sexual activity. However, sexual content has continued to be prevalent in the mainstream media (Ward et al., 2016). Frequent exposure to sexual content in the media is associated with increased reports of intention to have sex. As there is often inadequate sexual health messages in the media, young people tend to use sexual content in the media to impact their sexual attitude (Brown et al., 2005). Thus, it is important to encourage the media to provide more sexual health content. Though young people acquire knowledge of sexuality from their parents and from same-sex peers, the media is an important source of knowledge for physical, social and emotional aspects of dating, romance and sex (Brown, 2005). For instance, youth oriented entertainment media such as movies, television, magazines, pop music and music videos are targeted at teenager audiences and provide a vast array of messages on falling in love, relationships and sexual desires. This has the potential to shape teenagers' sexual attitudes, values and practices.

Several authors have found that the presence of sexual content in the media has adverse impacts on young people who have been exposed to the media. For instance, in a study of the relationship between young people's exposure to sexual content in the television reality show and internet pornography and their self-presentation in the social media, Vandenbosch (2015) found that adolescents who watch sexual reality television were more likely to produce and distribute sexual images of themselves on the social media. Smith et al. (2016) found that exposure to sexually explicit websites and sending nude photos from a mobile phone by young people is associated with having sexual intercourse, alcohol and other drug use before sexual intercourse. In a study of the exposure of adolescents to sexual content in television, movies, music and magazines, Brown et al. (2006) found that kids with high exposure are more likely to have had sexual intercourse when they were 14 to 16 years old. It increases kids risk of engaging in early sexual intercourse. In another study, Fisher et al. (2009), found that adolescents who were exposed to sexual content in television had an increase in the likelihood of engaging in sexual behaviours and increased intention to do so in future. Wright (2016) concluded that mass media exert a casual influence on the youth's sexual behaviour.

In a study of adolescent's seeking of sexual content, Bleakley et al. (2010) found that males sought sexual content more than females. Gender difference in seeking sexual content in the media were greatest for seeking from internet pornography sites, movies and television. Girls who enter puberty early were more interested in seeing sexual content in movies, television and magazines than the late maturing girls (Brown et al., 2005). Pardum et al. (2009) found

that adolescents that were exposed to a combination of sexual content in the movie and music had the strongest sexual activity. In a study of moderating role in multi-tasking in relation to the effects of exposure to sexual content in the media on adolescents' sexual behaviour, Jeong et al. (2010) found that multi-tasking reduces the effect of exposure to sexual content on sexual behaviour. Parkes et al. (2013) found that the likelihood of adolescents who were to exposed to sexual content in the media to have intercourse was lower in adolescents who had parental restriction of social media and same-sex peer co-viewing of the media. They concluded that parental restrictions on social media may offer more protection against early sex than other restrictions or parental co-viewing of television and movies. These findings in the literature should be considered when developing censorship policy or strategy associated with sexual content in the media by considering that young people frequent social media and that some media programs targets young people.

PNG has a large population of young people under 25 years old that makes up to about 60 percent of the population of the country (UNFPA, PNG, 2022). Some of the young people have access to social media such as Facebook, YouTube, WhatsApp and the mainstream media such as television, radio, newspapers and magazines. As the message that young people have access to in the media has the potential to influence their behaviour and shape the next generation, it is important to understand the extent to which sexual content is made available in the media, the accessibility of the sexual content to the young people and its influence on their behaviours. Some of the young people may be using the social media and main stream media for education and for accessing useful information about different events going on in PNG and abroad. Others may be using the media primarily for entertainment and some illegal practices such as viewing pornography or even for cybercrimes.

It is important to develop a mechanism that protects young people who use the media for genuine activities and restrict those who use the media for prohibited activities. The key findings in this report contribute to this idea by conducting assessments of the activities of young people relating to the use of the mass media and how to address issues associated with it. In order to regulate the music and television industries and advertsing, PNG has the National Censorship Policy II (2021-2025) through which the Office of Censorship focuses to strengthen PNG's national security systems by way of establishing the internet content filtering system, operating in unison with key stakeholders at all levels of Government to ensure that our society is safe from harmful effects of indecent materials and information.

There are several social media and mainstream media in PNG that provide information and entertainments to their audience, many of which are young people. Some of the entertainments provided by the social and mainstream media may deviate from PNG's noble traditions and christian principles as stated in the Preamble of the PNG National Constitution. This is because the media may also be influenced by some people who do not care much about the "PNG way" and social responsibility. Government of PNG (GoPNG) through its agency such as the Office of Censorship has an important role to play in providing a mechanism for regulating the information and messages that the media provide to the general public, including young people and young children.

1.1 Objectives of the Research

The objectives of the research reported in this report are two-fold;

- To examine young people's accessibility to materials with sexual content in different forms of media, and their attitudes and behaviours toward the content.
- To find the initiatives that can be used to address issues associated with young people's exposure to materials with sexual content and to make policy related recommendations on how to manage sexual content in the media.

Findings from this research will assist the Office of Censorship in developing an effective and efficient censorship policy and strategies that encourages media owners and managers to consider PNG noble traditions, christian principles and social responsibility in providing information and entertainment in the media. To the best of our knowledge, the study on media and sexual content has not been conducted in PNG. Thus, findings from the study has the potential to provide censorship planners and managers with a deeper understanding of young people's attitudes, mindsets and behavior in terms of their relationship with any form of media with sexual content.

1.2 Structure of the Report

The report starts with the introduction which discusses accessibility to materials with sexual content in the mass media and its impact on young people. Section two describes some previous studies that were conducted by the Office of Censorship. Section three is used to describe data collection, analysis and limitations of the research. Section four highlights the findings and discusses the key findings from the research. Section five gives the conclusion and some potential recommendations for consideration.

2. SOME STUDIES CONDUCTED BY THE OFFICE OF CENSORSHIP

In 2014, a "*Pilot Research on the Use of Mobile Phones to Access Indecent Materials and Information via the Internet Amongst PNG Users*" was conducted by the Office of Censorship. The main objective of the research was to collect data on the use of mobile phones by school-aged children when accessing and distributing indecent information and materials via the internet. Furthermore, the pilot research was conducted to establish appropriate internet filtering system to monitor and regulate the content of mass media and communication systems.

A total of 322 questionnaires were collected and analyzed from Port Moresby National High School in NCD, Sogeri National High School in the Central Province and Kerevat National High School in the East New Britain Province. Findings from the research revealed that of all the 322 students who participated in the survey, 32% indicated going online and accessing indecent information and 49% indicated that they accessed internet for research and news updates. The pilot research recommended for the need to develop a national policy to assist in prohibiting young people from accessing indecent information and materials in the internet through mobile phones in PNG.

In 2016, a "*Preliminary Research on Pornography in NCD*" was conducted by the Office of Censorship with the main objective of determining the effect of pornography on the lives of

mothers and women in general who become victims of gender-based violence and other social problems in PNG. It was also to collate sufficient data and information on the effect of pornography on women and how it affects their marriage life. Further, the main objective was to assess the accessibility of pornography through modern technology and the use of mobile phones to support the proposed establishment of the Internet Content Filtering System.

Out of the 320 questionnaires that were collected from Port Moresby General Hospital by the Office of Censorship, only 100 of the questionnaires were useable and the remaining questionnaires were incomplete and questions relevant to the subject of the research were not answered, thus the analysis was conducted using 100 observations. Findings from the analysis showed that mothers were very supportive and eager to participate and contribute in the course of the research project. Young girls and women are highly victimized in terms of sexual violence and other related abuse in the communities they live in. The preliminary research recommended for the development of a national policy to address pornographic related problems in marriage and family life in PNG.

In the same year (2016), a Concept Note on Internet Content Filtering System was developed by the Office of Censorship with the main objective of developing a policy to control, monitor and minimize children from viewing, accessing and downloading information and materials relating to pornography, human trafficking, transporting of drugs, cybercrime and other related harmful and illegal offences. Furthermore, the Concept Note was developed to concertize and mobilize young people by creating awareness about internet related offences that contribute to moral decaying of our society and to seek support from the National Government on Internet Content Filtering System in PNG.

Following the Pilot Research on the Use of Mobile Phones to access Indescent Materials and Information via the Internet amongst PNG users in 2014, Preliminary Research on Pornography in NCD and Concept Note on Internet Content Filtering System in 2016 with regards to the ever-changing digital transformation landscape in the country, Office of Censorship has taken a holistic approach to address the way inappropriate sexual content negatively influences children and young people deteriorating moral fabric of our society. As children and youth represent greater portion of PNG's population (up to 60%), hence, they are the main target audience of this research program. Young people are the major force for sustainable development and key agents for social wellbeing, greater economic and technological innovation for generations to come.

Progressing on from the previous studies, Office of Censorship initiated the Research on Media and Sexual Content in 2018. A research framework that included the research questionnaire, research brief, authorization letter from PNG Science and Technology Secretariat, prior informed consent form, terms of reference, implementation schedule and letters to provincial administrations, was developed to guide the research team to conduct field surveys to explore young people's perspective as to how they are affected through inappropriate use of any form of media what potential harms are there, what restrictions can be imposed, and to what extent these issues can be discussed. Following the design and development of the research framework, research officers from the Office of the Censorship commenced fieldwork from March to September 2018 under the veil of the Office of Censorship National School Awareness Program through which a total of 53 schools were visited within the four regions of the country.

A report on this research has been compiled and accepted in principle by the Management of the Office of Censorship and it serves as the basis for the conclusion of this research program.

3. MATERIAL AND METHODS

In 2020, the Office of Censorship research team selected 1 high school, 8 secondary schools and 2 national high schools within the four regions of PNG to conduct survey on accessibility and availability of materials with sexual content in the mass media. In June 2020, a Research Proposal on Media and Sexual Content was launched by the then Chairperson of the National Censorship Board, Ms. Karen Haive, a ceremony witnessed by stakeholder representatives from the PNG Science and Technology Secretariat, PNG National Research Institute, National Department of Health, National Department of Education, Department for Community Development and Religion, National Development Youth Authority, NICTA, Police as well as representatives from the private sector.

3.1 Research Questionnaire and Interviews

The survey was conducted with students using questionnaires that was hand delivered and face-to-face interviews was also conducted with some students using the questionnaire as a guide. As an art of investigation to discover the unknown, our task in research is to find out and attain a fuller understanding of young people's attitude and behavior through research questions. The research team formulated a research questionnaire that was used for the research. It was divided into five parts to ensure that the main objective is achieved. Each of the questions focused on specific aspects of media and sexual content with young people being the target group. All questions were designed to relate directly to the main objective. For more information about the questions used in the research, see the questionnaire in Appendix iii. Initially, the research team designed two sets of questionnaires, Questionnaire 'A' and Questionnaire 'B' which specifically accommodated for primary school children with ages ranging from 8 to 14 and the secondary school students with the age brackets of 15 to 18 years old. However, due to time factor, the research team focused on Questionnaire 'B' with the inclusion of students from the tertiary level (see appendix for questionnaire). The questionnaire had closed-ended and open-ended questions and participating students were required to write their answers in given forms.

Of the 55 question-questionnaire form, 43 questions were quantitative in nature and 12 were qualitative. The questions were divided into segments with sub-headings to provide clear meaning and purpose to every question included in a segment. Data collected from the questionnaire are from participating students from selected 8 secondary schools, 2 national high schools and 1 high school within the four regions of the country.

Selected students were grouped into two age brackets; (12 – 17) and (18 – 30) years old respectively for easy calculation. Students were seated individually with a given questionnaire to complete.

Key informants interviewed were students who have knowledge and experience about media and sexual content. The purpose of interviewing informants is to collect information from a wide range of people. In this scenario, secondary school-aged students who have knowledge and experience about media and sexual content provided insights on the nature of the problem and gave recommendations for solutions.

3.2 The Sample and Data Collection

The research targeted school-aged youth aged between 14-31 years old. However, two respondents from Gulf Province were found to be outside that bracket. Of the two, one of them provided some very thought-provoking points, especially on pornography which is our area of interest, therefore, we had to hold his paper. In terms of the sample size, 100 students was selected purposely from each of the 11 selected schools corresponding to 1,100 students that were surveyed. However, through the data cleaning process, we appropriated the sample size to 550 and analyzed them with equal numbers of both male (25) and female (25) from each of the selected schools. Thus, the data used for the research corresponds to 550 observations of which 50 observations came from each of the 11 selected schools.

Due to time limitations, the research team engaged officers from outside the section as research assistants to boost manpower. The research team conducted the survey in consultation with provincial education advisors and respective school principals. The education advisors and school principals were given a research brief, terms of reference, authorization letter and participants were given consent forms prior to the survey. For students that were interviewed, the interview sessions took an hour and thirty minutes. The research team took notes during interviews and transcribed them thereafter. Audio and video interviews were conducted with students who were willing to share their experiences pertaining to the research problem. For questionnaires, it was handed to the students who completed it and returned it to the research team.

Research fieldwork for data collection commenced immediately after the launch of the Research Proposal with field visits undertaken in Manus Province for the New Guinea Islands region, Morobe Province for the MOMASE region, Simbu Province for the Highlands and Gulf Province for the Southern region. Three schools within the three electorates of the National Capital District was also included in this research.

Given the short time allocated for the research and the lengthy process, the research team engaged research assistants who utilized the Survey Monkey Online Application to clean the raw data, input data, tabulate and analysis. The research team further conducted case studies on issues pertaining to sexual content amongst school-aged children and youth, the wider community in each of the selected provinces and has also included in this report cases of personal experiences by students aimed at strengthening the Concept Note on Internet Content Filtering System and information for public consumption.

We initially started surveys with the primary and secondary school students when we started the project. Because it was too much data, we had to choose secondary schools to conduct the survey.

Before we conducted the survey, we visited the PNG Science and Technology Secretariat and a letter was written and signed by the then CEO and Chairman Professor Lohi Matainaho authorizing the Office of Censorship to conduct the survey.

3.3 Data Analysis

The research used both quantitative and qualitative approaches for data analysis. Quantitative method was used for analysis of closed-ended questions and qualitative method was used for analysis of open-ended questions and to explain observations including context of events and circumstances.

Analysis of the data was completed online using the Survey Monkey Online Survey tool. The data was entered and analyzed with the help from research assistants who were engaged to fast track the process. The team further conducted thematic analysis to analyze open-ended questions to give a richer understanding of the respondents' experiences. Quantitative data was analysed using descriptive statistics using mean, percentages that are presented in tabular formats and graphs. Qualitative data was analysed using content analysis and was presented using texts.

3.4 Limitations of Research

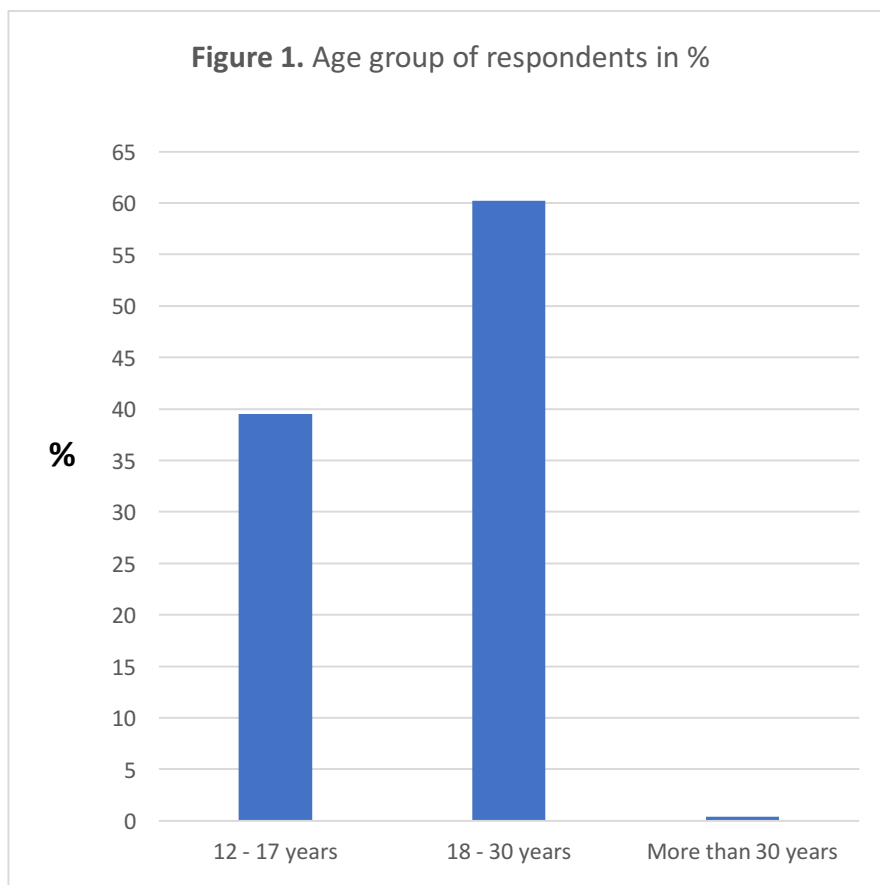
The research team faced some challenges in terms of methodology and processes in the course of conducting the research program.

1. Some of the students were uncomfortable to answer the questions because of the sensitive nature of the questions. Upon reading the questions, fear and shame restricted some students from attempting all questions.
2. There were some language barriers among some of the students who seem not to understand some of the questions very well. To address the problem, the research team explained the questions to the students in Tok Pisin.
3. One of the main obstacles during the implementation of the research program was limited time. The data entry process and thematic analysis required more time, hence, affected the initial schedule. Lengthy process of data entries using Survey Monkey Online application and Thematic Analysis needed an extended time.
4. Results from group interviews on this sensitive issue may not fully represent the general youth population of the country because only a few schools were used in the survey because of limited financial resources. At the same time, only selected young people in some schools were included in the survey. Several youth that were out of school were excluded in the survey. Thus, in future there is a need to conduct a more extensive survey that includes both the out-of-school youth and those in school to see whether their perception differ.

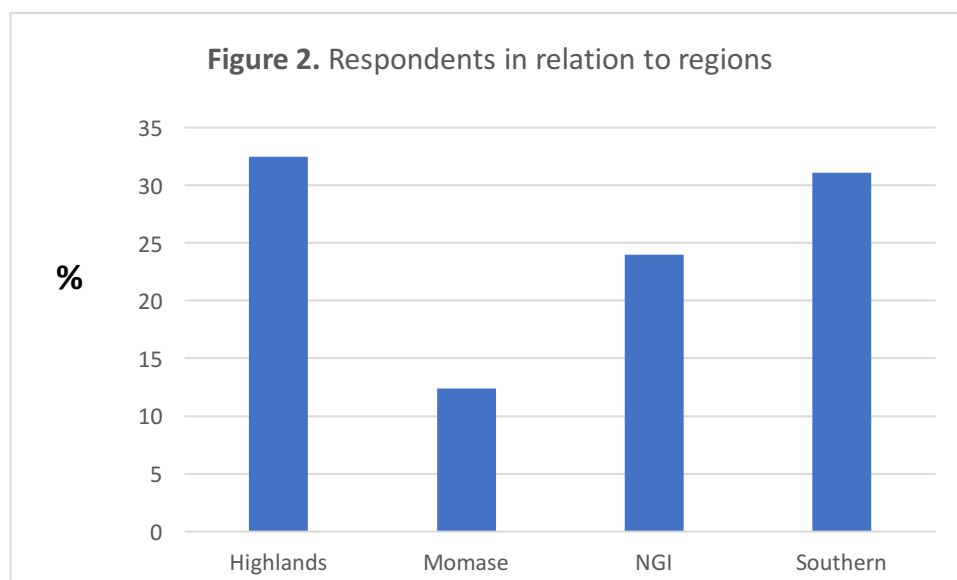
4. FINDINGS AND DISCUSSION

4.1 Description of characteristics of students who participated in the survey

Of the 550 observations used for analysis of this study, 50% (275) was female and 50% was male (275). Figure 1 below shows student respondents' age brackets between 18 to 30 years old (60.2%) and only a few had age greater than 30 years (0.36%). It is important to note that the respondents' age categories (12 – 17, 18 – 30 and 31-37 years) is based on the *National Youth Policy 2020-2030*, *Lukautim Pikinini Act 2015* and Office of Censorship PNG Classification Rating System.



Of the four regions of PNG, student respondents from the Highlands region were the highest participants in the research (32.5%) and Momase region had the lowest (12.4%), see Figure 2.

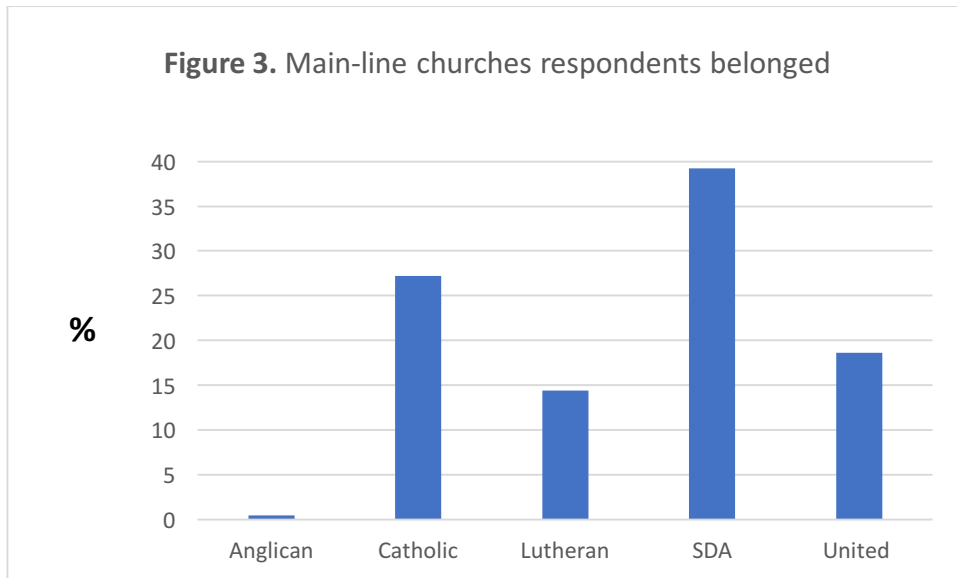


Of all the four regions, two schools were selected from each region except for Southern region where five schools were selected (Table 1). It is strange that no female belonged to the age category of 12-17 years at Malalaua High School and that the school had the highest number of female that belonged to the age group of 18 – 30 years (25 students). Kerema Coronation Secondary School had two male students there were more than 30 years of age

Table 1. Location of schools where survey were conducted in relation to gender and age categories of respondents

Region	Province	District	School	Age Group						Total	
				12 – 17		18 - 30		31 - 37		M	F
				M	F	M	F	M	F		
Highlands	Simbu	Kerowagi	Kerowagi	12	12	13	13			25	25
		Chuave	Yauwe Moses	12	12	13	13			25	25
NGI	Manus	Manus	Manus	12	13	13	12			25	25
			Papitalai	12	13	13	12			25	25
Mamose	Morobe	Lae	Lae Sec	12	12	13	13			25	25
		Markham	Wawin	12	12	13	13			25	25
Southern	Gulf	Malalaua	Malalaua	12	00	13	25			25	25
		Kerema	Kerema	12	12	11	13	2		25	25
	NCD	South	Kilakila	13	13	12	12			25	25
		NE	Gordons	12	13	13	12			25	25
		NW	PomNaths	13	13	12	12			25	25

Of the 550 respondents 65.5% (360) belonged to the mainline Churches and 34.5% (190) belonged to Pentecostal Churches and other religions. In terms of respondents that belonged to the mainline Churches, most belonged to SDA denomination (39.2%) and only a few belonged to Anglican (0.4%), see Figure 3.

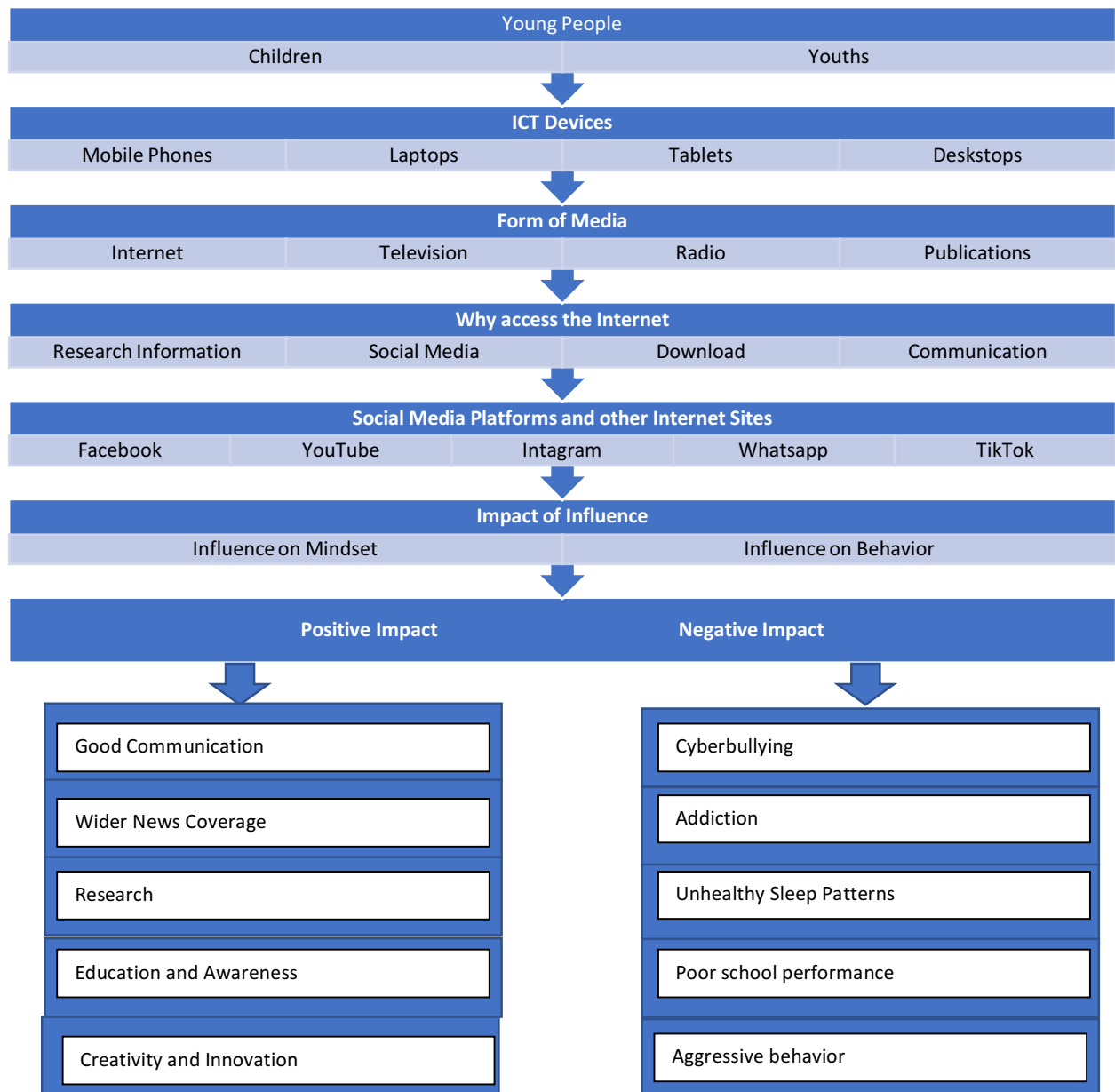


4.2 Relationship between Young People and the Media

Relationships are very important to all humans, no matter the age, nationality, or gender. Without relationships, life may not have a meaning, empty, boring and lonely. With, relationships, lives are fun, fulfilling and sometimes stressful. Human beings crave for and certainly need social contacts.

This part of the questionnaire indicates a young person's relationship with any form of media through different information and communication technology devices such as mobile phones, tablets, laptops and computers. The diagram below (Figure 4) summarizes student responses that indicates their relationship with the media, and its positive and negative consequences and implications.

Figure 4. Overview of young people’s relationship with the media

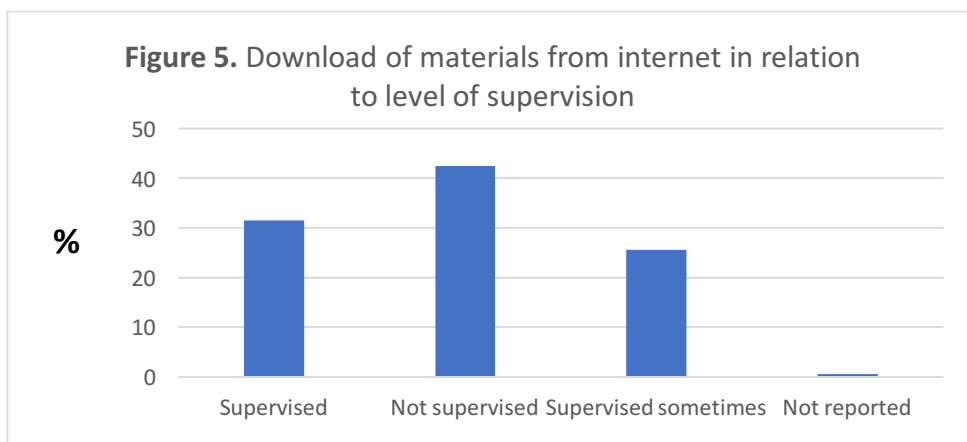


The above Figure shows the relationship children and youths have with any form of media using different media devices and the impact of influence it has on them. The crux of the matter in considering the respondents’ relationship with the media emanates from the type of content they are accessing. More than 40% of the respondents reported that they have been downloading illegal and harmful materials such as *SEPs*, *pirated movies*, *pornography* and or harmful (*violent movies/games*, *sex novels/magazines*). Almost 60% of the respondents have not been downloading the materials. This indicates that access to illegal and harmful materials by young people in PNG is on the upper side and that there is a need to find a way to address the problem before it results in a bigger problem. As young people who are exposed to illegal and harmful materials such as sexual content increases the potential intention to engage in acts such as rape and violent behaviours against women as found by authors such as Fisher et al.

(2009) and Wright (2016) there is a need for the Government of PNG (GoPNG) through its agencies such as the Office of Censorship to find a strategy that can be used to restrict access to illegal and harmful materials by the youths. The strategy has the potential to reduce indecent behaviours by the youths in the community where they live in. Though only a few of the respondents (7 or 1.3%) did not provide answers to the question it is important to find whether it is a protest answer or that there are other things that restricted them from answering the question.

Downloading of Information from Internet by students and Supervision

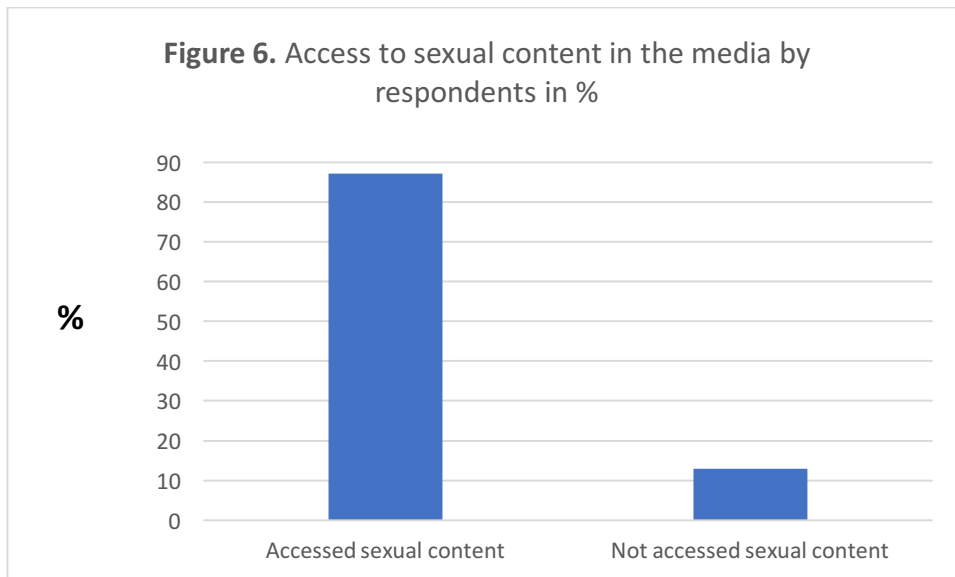
In terms of downloading information from the internet, almost one-third of the respondents download information under supervision and more than 40% were not supervised (Figure 5).



According to Parkes et al. (2013), parental restrictions on access to information in the social media can reduce the tendency of young people from accessing illegal and harmful materials. Thus, the supervision of young people’s activities associated with access to materials in the social media should be encouraged. Further, as movies has different ratings some of which are meant to be watched by only adults, parents can discourage young people against watching movies that have been reserved for adults. This has the potential to reduce the tendency of the abuse of the use of social media and some indecent behaviours linked to social media among the youth.

Access to Sexual Contents by Students

Though the question concerning access to sexual contents appears to raise fear among the respondents, but as there were no indication of their names on the questionnaire, they were encouraged to answer the question. Surprisingly, almost 90% of the respondents had access to sexual content in the media (Figure 6).



The result indicates that it appears that sexual content is commonly available in the mass media in PNG and that the regulation of the content in the media has not worked very well. This is a dangerous situation for the country especially when considering that young people are the future leaders of the country. As the presence of sexual content in the media (internet, television and movies in the cinema etc.) has adverse effects on young people who are exposed to the media. If young people are not restricted from accessing sexual content in the media, they may engage in the production and distribution of sexual images among themselves which may distract them from been involved in nation building as reported by Vandenbosch (2015). They may also be involved in sending nude photos via mobile phones among themselves which can corrupt some unsuspecting students who may be encouraged to be involved in abnormal behaviours such as sexual intercourse, alcoholism and use of hard drugs as found by Smith et al. (2016). The result calls for the need for relevant government agencies such as the Office of Censorship to put more effort toward monitoring the content that mass media provide to the public and appropriate mechanism developed to regulate the media with the main aim of restricting sexual content and other associated contents that can mislead young people. Materials in the media directed to young people should be mainly for education and entertainments that provide lessons that can be drawn to provide solution to problems rather than generating social problems that cost the country money to address.

Does students view sexual content intentionally?

The question on whether the students access sexual content in the media was followed by a question to ascertain whether they access the content intentionally. The results show that almost 49% of the respondents access sexual content in the media unintentionally and 35% accessed it intentionally (Table 2).

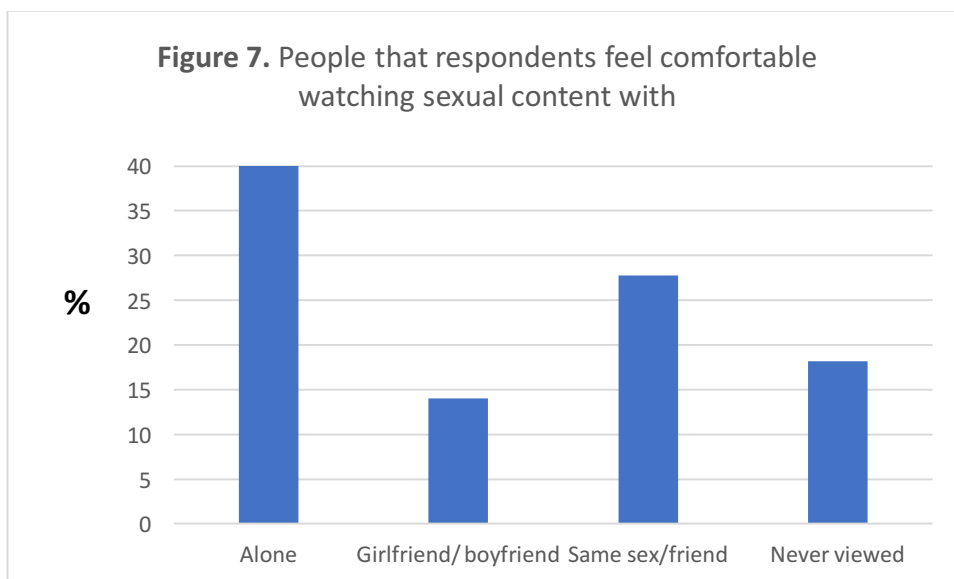
Table 2. Whether respondents access sexual content in the media intentionally

View Sexual Content	Responses (%)	No. of Students
Intentional	35	193
Unintentional	48.5	267
Answer not provided	16.4	90
Total		460

The results indicate that apparently managers that are incharge of the different mass media do not care much about the content that their media outfit provide to the public. As the goal of mass media owners is primarily to maximize profit they may not care about the social responsibility aspect of the services that their media outfit is expected to provide. The media has the potential to shape society and the way people interact and their perceptions of the world around them both positively and negatively (Tang et al., 2011). It is the responsibility of the government through its agencies to provide interventions that can be used to correct any anomaly brought by the mass media. This is because the media may not be willing to correct the anomaly since it can attract cost burden that they may not be willing to bear. Thus, it is left for the government to provide the public service to reduce the tendency of young people from going astray.

Who does students feel comfortable to watch sexual content with?

In terms of the people that respondents feel more comfortable watching sexual content with, the results revealed that 40% of the respondents prefer watching the content alone and only a few prefer watching it with their boyfriend or girlfriend (Figure 7). This indicates that some of the students are aware that the watching of sexual content is illegal and it may be a reason they prefer watching it alone secretly.



It is important to note that almost 30% of the respondents reported that they watch the sexual content with same sex. This may contribute to some of the young people becoming gay and lesbian and some may establish rapist group and other groups that may contribute to sexual

violence. The findings reiterate the need for parents and guardians to have a close watch of their children and to continue to mentor and advice them on things associated with sex education and about cultural values, christian principles and the need to resist peer pressure. School management also has a role to play especially through the establishment of different social groups at the school level with the primary aim of educating school children about the need to avoid watching sexual content and the penalty for been involved in the illegal act.

Experiences of the negative relationship between young people and media with sexual content

Case 1

Gender	Male
Age	16
Grade	9
Place of Residence	Morata, NCD
Home Province	Eastern Highlands

When I was in Grade 6, I didn't have any idea on what pornography was. One day my friends were watching something. I thought it was just a movie or cartoon. But it turned out they had access to a pornography site on the Internet and were watching it. I was not fully developed yet that time so I had no idea what I was watching. I tried to leave but due to my friends' influence, I had no choice but continued watching. After that I got addicted to watching pornography. I stopped in 2019 because watching it made me lazy, rude, aggressive and mean towards my parents. I regret everything and I am planning to be reborn soon through baptism in the Church. My advice to everyone is, "Do not view pornography".

Case 2

Gender	Male
Age	16
Grade	9
Place of Residence	Taurama, NCD
Home Province	Manus

I have a friend who was a really well-mannered kid. But due to excessive viewing of pornography, he became less of what he used to be. He started saying things relating to incest and the way he sees females is really concerning. The way he carries himself is almost akin to a homeless person. Pornography seriously ruined his mindset. Basically, he is addicted to watching pornography.

One day we were walking to Vision City and a group of girls were walking towards us. As they passed us, my friend reached out and touched one of the girl's thigh causing the girl to scream in anger. It was so embarrassing for us who were there at that time.

Case 3

Gender	Female
Age	20
Grade	11
Place of Residence	Bomana, NCD
Home Province	Central

I have been a victim of cyberbullying this year. I faced some issues relating to sexual content. Through pornography I was encouraged by my boyfriend to send him nude pictures of myself. I did what he asked for through Facebook. I thought it would never be revealed but I was wrong. I forgot to delete the pictures after sending it to my boyfriend. In another occasion we took a video of us having sex. I recorded it on my phone and later that night I sent it to him and like the pictures, I forgot to delete it.

After a month a hacker hacked my Facebook account and downloaded the pictures and video and uploaded it. It went viral on Facebook and both my boyfriend and I are still being bullied online and offline, in school. I stopped socializing with my friends and stopped making new friends.

The person who hacked my Facebook account threatened to expose my photos and video online if I do not give him my bank account details and where I live. I reported this to the police but they couldn't help me further. So, this is my life being labeled a porn star and prostitute. I am facing the consequences of my wrong choice ever since. But I promised myself that I will never do this again and I will be more responsible when I am online.

Case 4

Gender	Female
Age	19
Grade	11
Place of Residence	9 Mile, NCD
Home Province	Morobe

I am a victim of sexual harassment on social media. My messages were photoshopped by another girl. She made it look like I was sending nude pictures to people. When I saw those pictures I was scared, she told me to give her some money or otherwise she will post the pictures and have me expelled from school (Bomana Primary). I am not the only one who had been a victim to this. I have seen pictures of other girls being photoshopped and posted on Facebook. I have also heard from my boy buddy that he too is a victim.

So please the Government must do something about this. There are many innocent teenagers being harassed for something they did not do. Facebook must be banned in the country because a lot of sexual content is online.

4.3 Sex and Sexual Content

According to the Oxford Learner’s English Dictionary, the word “sex” is defined as a ‘physical contact between individuals involving sexual stimulation; sexual activity or behaviour, spec. sexual intercourse, copulation. to have sex (with): to engage in sexual intercourse (with) (Oxford University Press, 2022).

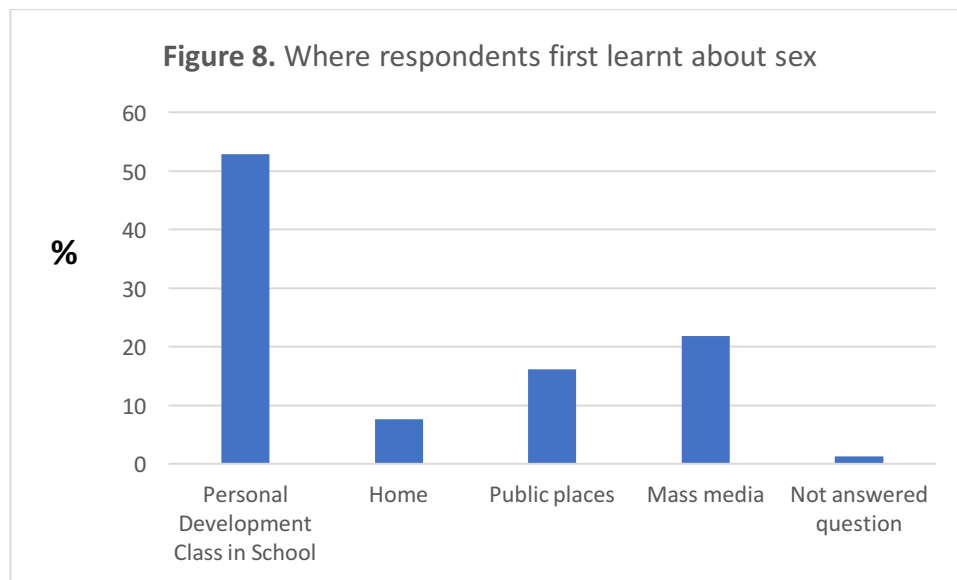
During the course of conducting research fieldwork in selected schools, young people felt embarrassed and drawn back when the word “sex” was discussed. However, not everyone is the same. Young people have different background and different experiences with different people.

Considering the sensitive nature of the subject matter, the research team were able to have an open conversation about sex which helped the students to open up and feel more comfortable and supported to participate and contribute in the research.

This part of the questionnaire seeks young people’s views about the extent of sexuality in the media of which they consume. This aspect of the questionnaire is very important because their exposure to sexual content is a growing concern over their sexual behaviour, given the increase in sexual offences, rape and violence through media reports in different parts of the country.

Where does students first heard or learnt about the word sex?

The results revealed that more than 50% percent heard and learnt about sex in their Personal Development Class in school and only a few (7.6%) heard about sex at home (Figure 8).

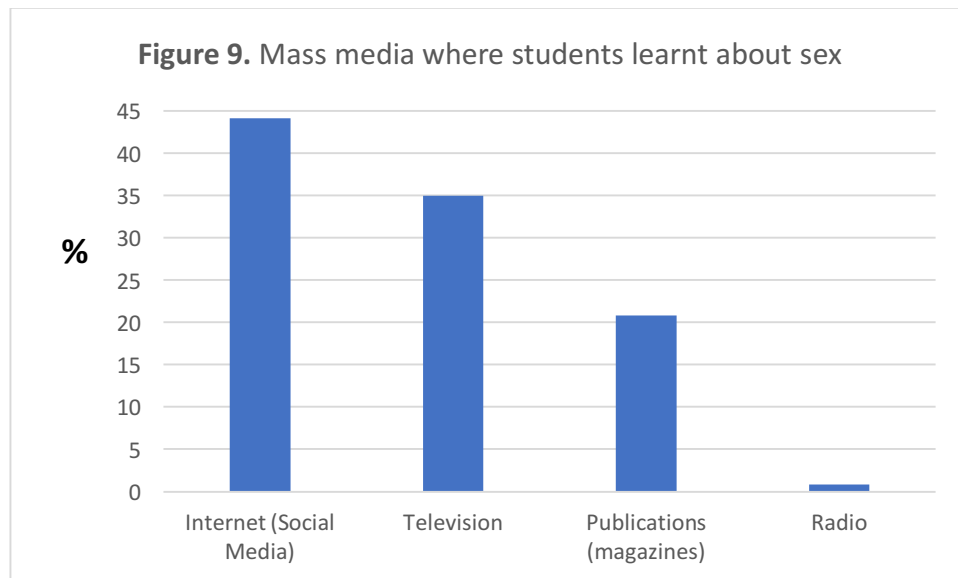


It is good that sexual education is taught in schools and that students learn about sexuality in the school. However, more of the results indicate that more students learnt about sex in the mass media and in the public places than at home. This means that some children appear to be corrupted by the activities in the communities where they lived in. Though according to the culture and tradition, sex is rarely discussed in the presence of children. However, it is important that parents understand that we live in a dynamic world where hidden things are easily exposed by the media. Thus, parent can win the trust of their kids by educating them

about sex when the cases arises especially by providing them with answers when they ask some questions relating to sexual behaviours. When parents win the trust of their children, parents can easily advice them to abstain from abnormal behaviours. As school is an important venue for students to learn about sex education, schools should be more encouraged to promote sexual education by providing the schools with qualified teachers and facilities on the subject.

What type of mass media does students learnt about sex?

Of all the different mass media that was explored, more than 40% of the respondents learnt about sex from the internet and only a few learnt about it from the radio (Figure 9). In fact, more of the respondents learnt about sex in the television (35%) than in publications such as magazines (20.8%).



The results indicates that social media is one of the main sources that students access sexual content especially with the growing use of internet in the mobile phone. If the intention is to restrict students from accessing sexual content from the internet, parents should not allow students who have mobile phones to have internet access. All homeworks that needs search in the internet should be downloaded using internet regulated by parents or guardians. Parents should not allow children to use their mobile phones without their consent. The results indicates that it appears that students are watching movies on the television that are rated for matured audiences. One of the reasons for the anomaly is that some adults do not understand the different movies ratings which make them allow young people to watch movies that have sexual content. In fact, in some cases the environment where young people live in makes it difficult to restrict them from watching movies meant for adults. For instance, parents and their children may live in one room where the television is too.

Children may pretend that they are sleeping when movies reserved for adults are being televised but may actually be watching and listening to all that are happening in the movie. Further, some movies meant for young people includes some elements of sexual contents and related activities. There is a need for a more stringent regulation of sexual content provided in television and adults should be educated more on the different movie ratings and the need for

young people not to watch movies meant for adults. It is disturbing that pornography appears to be prevalent in some magazines found in PNG. This calls for the need to regulate the content of the different magazines that are sold and distributed in the country. Magazines that have pornographic related contents should be banned and persons found distributing pornographic materials should be penalized without fear nor favour.

How does students define the word sex?

Interestingly, more than 50% of the respondents view sex as gender and 47% perceive sex as sexual activity (Table 3).

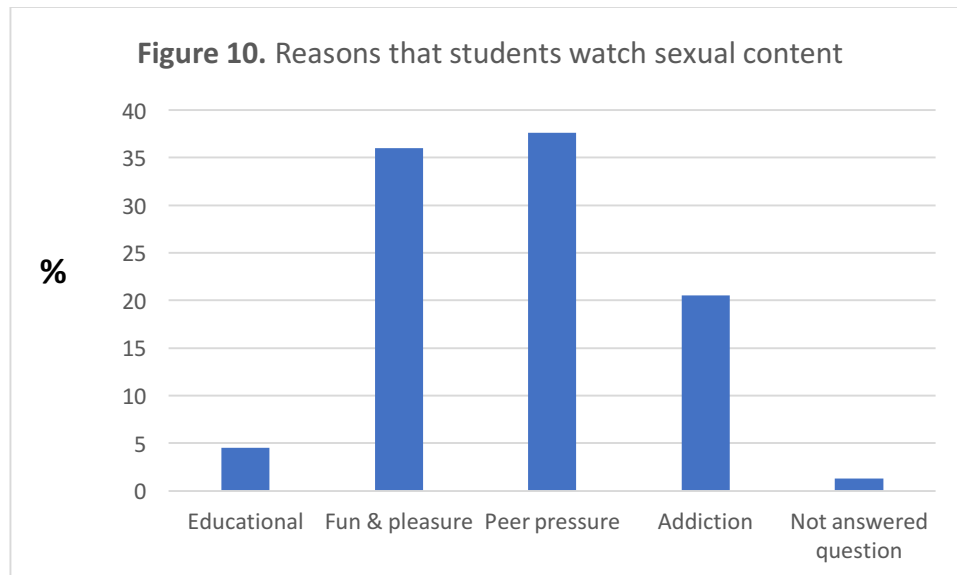
Table 3. How students perceive the word “sex”

What is ‘sex’?	Responses (%)	No. of Students
Gender	53.27%	293
Sexual Activity	46.73%	257
Total		550

The results (Table 3) indicates that some students who have heard about sex does not necessarily associate it with sexual intercourse. However, as young people are often inquisitive they may continue to probe more into what sex entails and may later associate it with sexual intercourse. The perception of young people (almost 47%) of sex as sexual activity indicates the presence of anomaly in the communities where they lived in. This is because when young people continue to view sex as been associated with sexual activity, they may be tempted to engage in sexual activity at early stage of life. Peer pressure can push some young people to also engage in sexual activities against their wish. In fact, the push factor can contribute to the incidence of rape among young people. It is important to note that young people who have been exposed to sexual content have the tendency of engaging in sexual intercourse at early stages of life such as between 14 and 16 years old as found by Brown et al. (2016). The results highlight the importance of educating students that sex is not all about sexual intercourse but is all about been responsible and knowing how to relate with opposite sex and understanding how the different parts of human body works. It is also about doing the right thing at the right time.

Why does some students watch materials with sexual content?

Though materials with sexual content are often used in schools for educational purposes however, in this study, more of the respondents use it as a result of peer pressure (37.6%) and for fun and pleasure (36%) and only a few use it for education (Figure 10).



It is fairly hard for young people to resist peer influence in the heart of a moment, which may have a positive or negative effect on them. According to the results above, Peer Pressure is the main reason why a person watches materials with sexual content - a young person being compelled to do something they feel uncomfortable with.

It is important to find a strategy to manage the group of respondents that are addicted to the watching of materials with sexual content (20.5%) before it gets out of hand. If there is no intervention to manage and assist this group to get out of addiction, the practices can ruin their lives and some may end up contributing to social problems such as rapes, violent crimes and gender-based violence in the community where they live in. The issue of peer pressure can be addressed by parents in collaboration with schools where they study. Parents have the responsibility to advice their children on the type of people they choose as their friends.

The school management and teachers have the responsibility to discourage students from establishing illegal groups and by educating the students on the adverse impact of peer pressure. They are also to encourage students to report students that engage in illegal and harmful behaviours such as the watching of sexual content. The results indicate that there is a need to develop a more effective mechanism that has zero tolerance for the watching of sexual content by students. For students that are found to be addicted to watching sexual content, they should be identified and be made to undergo rehabilitation for behavioural changes to reduce the tendency of the group from corrupting other students.

What do students think are the issues and effects of watching materials with sexual content?

The results reveal that students are aware about the potential adverse impacts of watching materials with sexual content. Table 4 below shows that most student respondents perceive sexual violence and rape to be the major issue that stems from accessing and watching materials with sexual content whilst HIV Aids and Sexual Transmitted Infections (STI) is perceived to be the lowest.

Table 4. Students' view on the issues and effects of watching materials with sexual content

Effects of watching materials with Sexual Content	Responses (%)	No. of Students
Sexual Violence and Rape	55.5	305
Promiscuous Behavior (Prostitution)	7.6	42
HIV Aids and STIs	2.9	16
Addiction to Pornography	20.9	115
Unwanted/Teen Pregnancy	12.5	69
Not answered the question	0.5	3
Total		550

As students are aware of the adverse impacts of watching materials with sexual content, proper discipline and counselling has the potential to modify student's behaviours and to move them away from undesirable behaviours. This can be done by providing a proper mechanism for counselling and discipline in schools in collaboration with parents whose role is to advice and encourage their children to become better people in the communities where they lived in.

How sexual content is seen in the students' family

The results show that almost 45% of the respondents's family perceives watching sexual content as bad influence and only 3.6% see it as a taboo (Table 5). It is important to note that Christian principles play an important role in the family's perception of sexual content (28.4%).

Table 5. How sexual content is seen in a family

How is Sexual Content seen in a family setting?	Responses (%)	No. of Students
Traditional Taboo	3.6	20
Against Christian Principles	28.4	156
Bad Influence which changes Mindset and Behavior	44.6	245
Restricted to Matured People Only	23.3	128
Not answered the question	0.2	1
Total		550

Families may have strong cultural and christian values that may restrict people from discussing issues surrounding sex. Therefore, most student respondents indicated that sexual content is seen in the family to be a bad influence which changes mindset and behavior. Considering that about 96% of Papua New Guineans are Christians (Ezebilo, 2020), the Church leaders such as Pastors have the potential to contribute in modifying the behavior of students who have been addicted to watching sexual content by talking to the culprits in collaboration with family heads.

How sexual content is viewed by communities where students lived in

As for the family perception of sexual content, more than 50% of the respondents indicated that sexual content is seen in the community to be a bad influence which changes mindset and behavior and only a few view it as a traditional taboo (Table 6).

Table 6. How sexual content is seen in the community where student lived

How is Sexual Content seen in a Community?	Responses (%)	No. of Students
Traditional Taboo	7.1	39
Against Christian Principles	24.7	136
Bad Influence which changes Mindset and Behavior	54.7	301
Fun, Pleasure and Entertainment	13.1	72
Not answered the question	0.4	2
Total		550

It is surprising that not much of the respondents think that watching of sexual content constitute a traditional taboo. As what a person often believe in is enshrined in the tradition of the community where he or she belonged, it may be that the tradition of the people is weak when it comes to watching of sexual content by the people. If this is the case, then there is a need to work more on the mindset of people through effective awareness on the need to restrict the sexual content that young people have access to.

What students’ friends say about sexual content

The results reveal that more than 40% of the respondents reported that their friends and peers see sexual content as fun, pleasure and entertainment and only a few believe that it is morally wrong and against christian principles (Table 7).

Table 7. How friends/peers discuss sexual content amongst themselves

What Friends says Sexual Content?	Responses (%)	No. of Students
Fun, Pleasure and Entertainment	40.4	222
Morally wrong and against Christian Principles	13.8	76
Bad Influence which changes Mindset and Behavior	26.9	148
Illegal and harmful therefore more awareness needed	18.5	102
Not answered the question	0.4	2
Total		550

Though some respondents (26.9%) reported that their friends/peers perceive sexual content to be a bad influence which changes mindset and behavior the main push factor associated with watching of sexual content appears to be peer pressure. Thus, if the intention is to address the problem associated with watching sexual content by students, there is a need to find a mechanism that can be used to manage peer pressure effectively.

Some experiences by young people associated with sex and sexual content

Case 1

Gender	Male
Age	16
Grade	9
Place of Residence	Garden Hills
Home Province	Central

I was born and raised in Erima, commonly known as a notorious place in Port Moresby. As a child growing up, there was a lot of influence from my peers, but growing up in a Church helped me to walk away from such.

But to live in such an environment was so difficult. Pornography and any forms of sexual content was seen as part of the lifestyle. It was a norm. I was with the right kind of people who showed and led me away from these things. I am thankful for my parents for showing me the right way to live and behave.

All I want to say here is, no matter what situation we are in, home is the best place to learn. You will make right decisions in any situation. All these goes back to how we are raised in our homes. Also, those unfortunate ones who did not have that upbringing can learn from us.

Case 2

Gender	Male
Age	19
Grade	11
Place of Residence	Gordon
Home Province	East Sepik

I have experienced sexual chatting with more than five people of the opposite gender (female) on social media. Even though they have a spouse or boyfriend, they still tend to find pleasure in chatting with me.

We chat to the point where we exchange our private photos. We talk about really bad stuff, extreme sexual content stuff. Just because of flirting we feel like having sex. The scary part of all these is the females are the ones who are asking for sex and this is scary.

It is humanly natural for men to ask for sex but in this generation, some females are asking for sex. They don't really care where they go to do it, just as long as they have sex. I think this generation is spoilt and we must try to change.

Case 3

Gender	Female
Age	17
Grade	11
Place of Residence	Waigani
Home Province	Gulf

When my sister was 8 years old, we were in Hawaii where my dad was doing his tertiary studies in a university there. Whenever my parents went out and my sisters were left at home with my uncle, he would always keep my other sister distracted while he would take my eldest sister into the bathroom and harass her. She was always told not to tell anyone. She kept it to herself for many years until 2019 when my cousin brother tried to assault her. She told us what happened and how long she was suffering.

4.4 Media and Sexual Content

Student respondents react distinctively as they advance to this part of the questionnaire. The nature and impact of sexual content is prevalent on the different forms of media today as shown in the results below.

Media influence on people's mindset and behaviour

The results reveal that almost all the respondents believe that the media has the potential to influence people's mindset and behavior (98.9%) and only a few believed that media has no influence (1.1%), see Table 8.

Table 8. The influence of media on people's mindset and behavior

Does Media influence people's mindset and behavior?	Responses (%)	No. of Students
Yes	98.9	544
No	1.1	6
Total		550

The results indicate that students are aware about the influence that the media can have on them. However, it appears that the push factor such as peer pressure motivate students to do what they do even though what they do may not be acceptable in the communities where they live in. The bandwagon effect encourages the students to continue to lure students into engaging in illegal activities such as watching of sexual content.

Outcome from Thematic Analysis of Transcripts

The thematic analysis that was applied to the transcripts elicited key concepts that were evident in the data. The key findings that emanate from the data include the following:

- Paradigm shift from traditional media to digital media has created the potential for greater access and participation and may expand both to the negative and positive potential of media influence from sexual content.
- Young people's mindset and behavior is influenced by sexual content from internet access, especially from social media such as Facebook, YouTube, and Instagram.
- Exposure to pornography can have a range of multiplying effects such as rape, sexual harassment, unwanted teen pregnancies, use of obscene/offensive language, consumption of drugs and alcohol, distraction from studies, extra-marital affairs, etc
- Social media, especially Facebook may cause significant dangers to children and young people by distracting them from their studies, that may lead them to negative results.

These are the main themes that are viewed as essential in determining the understandings of all the student participants. There are of course aspects of the participants' understandings that overlap across these categories. This, however, should be viewed as a good interpretation of understandings and attitudes in general, which are never made up of isolated concepts but are all related to each other.

Media influence can also be unintended. For instance, content on sexual images from social media such as Facebook, YouTube, Instagram and Snapchat. The images may contain violent images and obscene language in news, documentaries, video games and song lyrics. This kind of media influence can suggest to children and youth that certain ways of behaving and looking are 'normal'.

Exposure to sexual content from any form of media can result in sexual behavior that is associated with increased media reports on rape, sexual violence, teen pregnancies, and other related social issues encountered mainly by children and youths.

According to the 2018 Internal Report on Media and Sexual Content, most participating students supported the statement that 'media influences people's mindset and behavior'.

Similar to the 2018 Internal Report, the 2021 research results also reveal that most participating students support the statement: 'media influences people's mindset and behavior'.

The survey revealed that social media, particularly Facebook and YouTube influence children and young people's attitudes and behavior. It further reveal that access to pornography has expanded as pornography has moved online, creating greater potential for unhealthy changes in exposed youths' sexual expectations and beliefs.

Following student respondents' affirmation of media's influence over mindset and behavior, the results show that most of the respondents believed that there is a possibility of primary school children imitating what they see, hear and read on materials with sexual content and only a few opposed the view (Table 9).

Table 9. Whether primary school children would imitate what they see, hear and read on media about sexual content

Answer Choices	Responses (%)	No. of Students
Yes	88.3	485
No	11.7	6
Not answered the question	0.2	1
Total		550

According to the tabulated results, most respondents indicated that primary school-aged children easily imitate whatever they see, hear and read. They imitate people's behaviour out of curiosity because they are eager to explore and discover things around them.

Some respondents pointed out to the development of Neural Pathway as an important factor that encourages young people to behave the way they do. According to Audiopedia, an open platform for practical information in audible format, defines neural pathway as a series of neurons connected together to enable a signal to be sent from one brain region to another. It is seen as controlling different aspects of behaviour. However, most respondents indicate that most primary school children access the internet using their mobile phones, and even watch

television and movies at home. Some respondents indicated that accessing social media platforms and watching movies may cause them to imitate inappropriate attitudes and behaviour

Concerning the lack of restriction from their parents using mobile phones and other media devices accessing Facebook, Instagram, Tiktok and others, most primary school children, in essence, have seen and heard sexual content using mobile phones and watching television.

Primary school children are vulnerable and their exposure to sexual content may easily cause them to have boyfriend/girlfriend relationships, hence, sexual relationship at early age. Most times their exposure is influenced by peer pressure, exploring their sense of identity and belonging.

Most respondents have indicated that primary school children have access to sexual content through social media platforms. In fact, it was reported that some primary school-aged children spend money to purchase flex cards for their mobile phones and sell their nude photos to men for money.

Some students access a mobile application called *Summertime Saga*. According to Wikipedia, Summertime Saga is an adult-themed game by which the content is appropriate for young audiences aged 18 years and over. It is a sultry visual-novel with seductive moments and adventures in between.

Some of the respondents reported that exposure to sexual content encourages primary school-aged children to play an inappropriate touching game called *ass-grabbing*. This game could be a form of potential sexual harassment, and needs further verification. A number of incidents involving inappropriate touching go unreported. Most respondents also pointed out that some primary school-aged children spend so much time on social media, especially Facebook, TikTok, YouTube, TubeMate and Twitter.

Peers may strongly determine preference in the way of dressing, speaking, using illicit substances, sexual behaviour, adopting and accepting violence, adopting criminal and anti-social behaviours and in many other areas of the adolescent's life. According to most respondents, there was an indication that the negative influence of the peer group is more connected to the involvement in risk behaviours. Exposure to negative peer pressure associated with accessing materials with sexual content is a growing concern with potential effects on their sexual attitudes and behaviours.

Most respondents have further indicated that primary school-aged children may imitate adults from videos they watch and further create boy/girl relationships through which sexual relations are also developed. The movies watched online and cinema with coarse languages used are some examples which primary school-aged children imitate through their dressing, behavior and the way they talk. Their exposure to materials with sexual content have great influence on their mindset and behavior because of curiosity. For instance, the inappropriate manner of dressing in girls such as half naked exposing their bodies may be shared amongst boys. The boys sequentially tease the girls by making inappropriate moaning and groaning sounds.

Watching of materials with ‘extreme’ sexual content by students

The results reveal that most of the respondents have been exposed to extreme sexual content and only a few have not been exposed.

Table 10. Exposure of students to materials with extreme sexual content

Viewed Materials with Sexual Content?	Responses (%)	No. of Students
Yes	72.9	401
No	27.1	149
Total		550

The above results indicate extreme sexual content appears to be commonly available in the mass media in PNG. This calls for the need to have a more strict and effective regulation on sexual content in the country as a way to restrict the sexual content made available in the media.

Some words that appeared under the main theme ‘extreme sexual content influences mindset and behavior’ include the following as presented in Table 11.

Table 11. Words associated with extreme sexual content

1	Pornography	273
2	Influence Thoughts	217
3	Watched/viewed	212
4	Influence Behaviour	180
5	Materials	70

While some students used the term “extreme sexual content”, others specifically mentioned pornography because of the word “extreme”.

Most respondents stated that watching extreme sexual content brings an overpowering and intolerable sexual feeling. Overpowering and intolerable in this instance may refer to sexual conduct that is unwanted, inappropriate or offensive that the victim may refuse or reject.

Most of the respondents revealed that after a young person views a material with extreme sexual content, they develop the desire and the urge to have sex. Their thoughts and mindsets are influenced by the images they see, and there is a high tendency for them to imitate what they see. They also reported that cases of violence and rape evolves around this scenario.

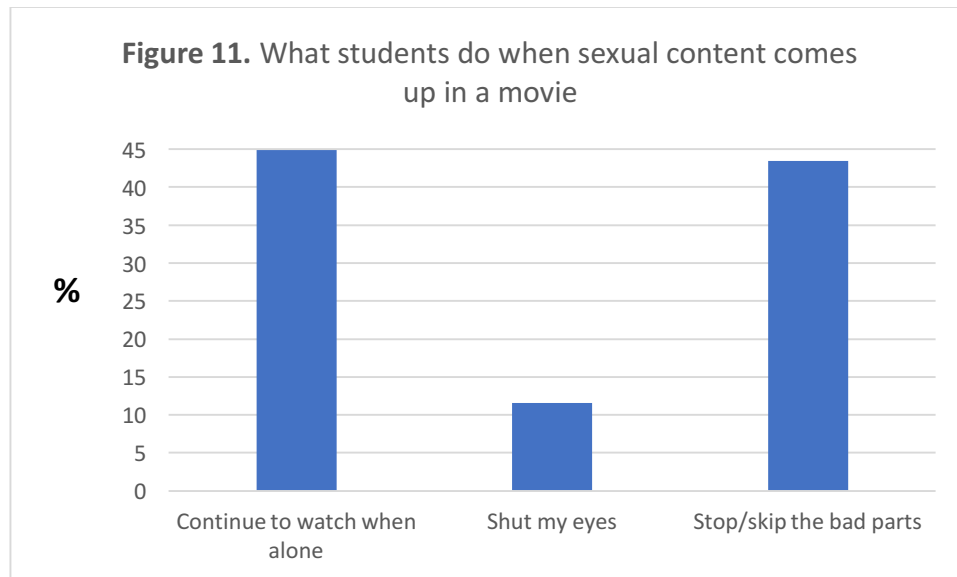
Most of the respondents reported that their interest in watching pornography becomes a habit which results in addiction. Addiction to watching pornography is particularly influenced by peer pressure. This situation has become a norm in certain parts of PNG.

Most young people affirm that watching pornography destructs their mindset, though it is illegal. Some admit that it distracts their studies and their grades have been dropping because watching pornography consumes a lot of time and money.

Some students accessed extreme sexual content from movies and television programs, through online media especially through social media and other pornography sites.

What does students do when a scene containing sex comes on?

In terms of what students do when a scene containing sexual content comes on in movies, almost 45% claim that they continue watching when they are alone (Figure 11) and almost the same share of students claimed that they often skip the part of the scene.



The results indicate that the presence of an adult when young people are watching a movie is important because it has the potential of restricting young people from watching movies meant for adults. As a result of fear and respect, young people may find it difficult to watch movie that has sexual content in the presence of an adult.

Some young people’s experiences associated with media and sexual content

Case 1

Gender	Male
Age	16
Grade	9
Place of Residence	Lawes Road, Konedobu
Home Province	Southern Highlands

I had a friend who loved to watch sexual content. He watched it every day and it affected his mind and controlled him to do bad things to others in the school. He liked to play with girls and called them “private property” which he thought was right. He got caught and was expelled from school. I think he has returned home to his province in the Southern Highlands.

Case 2

Gender	Male
Age	21
Grade	12
Place of Residence	Ensis
Home Province	Central

My male cousin who is 17 years old is and has always had sexual content materials on him. In viewing the materials continuously, he developed a perverted habit of pedophilia. One day he committed incest and abused another cousin sister who was only 6 or 7 years old.

Case 3

Gender	Female
Age	17
Grade	9
Place of Residence	Bisini, Boroko
Home Province	Central

During my primary schooling days, my class boys watched pornography and their attitude and behavior towards us girls changed. They started doing sexual stuff towards us and sometimes asked us if we wanted to have sex with them. It was quite exciting since we were in that age. It made some of us feel good but they also started touching us inappropriately. It was embarrassing which made us not speak up about it.

Censorship Office should check this mobile game called "Summertime Saga". It is full of sexual activity and many students in PNG are downloading this game. I do not know if the team has looked into this and allowed young people to use it.

Case 4

Gender	Female
Age	19
Grade	9
Place of Residence	Gerehu Stage 2
Home Province	Central

I was just a little girl when I first viewed a sexual content. I was not forced or asked to watch it but my curiosity got the better of me.

One of my elder cousin sisters, even though she knew she had inappropriate content on her phone, always allowed me to play with her mobile phone, most especially to watch and listen to music.

One day I decided to check her videos and noticed that she had a few videos. I was excited to watch, but I have never gotten over the trauma from watching the video 8 years ago. The content was awful. I have been working very hard to get it off of my conscience but it has not helped at all.

4.5 Warnings and Restrictions

According to the Constitution of the Independent State of Papua New Guinea (1975), it is specified under Section 3 – Basic Rights, Sub Section C – Qualified Rights, Paragraph 46 – Freedom of Expression – *Every person has freedom to hold opinions, to receive ideas and information to communicate ideas and information and to express and publish their opinions and ideas, subject to the regulation or restriction of these rights in according with the Papua New Guinea Constitution.*

Questions were raised on issues that relate to problems that emanate from freedom of expression. As we advance into the digital age of information and communication technology, illegal and harmful effects of media content have caused negative impact on societies within the country. Furthermore, there are provisions in the same Constitution that upholds the rights of Papua New Guineans to be protected from unlawful acts as stipulated in Section 41 – *Any act that is done under a valid law but in particular case is harsh and oppressive or otherwise prescribed by s41 (1) is an unlawful act.* Similarly, Section 37 maintains *Protection of the Law through which every person has the right to the full protection of the law, especially persons charged with offences.*

The subject of warnings and restrictions becomes significant concerning the extent to which harmful and illegal exposure to media content becomes highly risky.

Does students think that it is important to restrict materials with sexual content?

The results show that almost all the respondents believed that materials with sexual content should be restricted and only a few wish that it should not be restricted (Table 12).

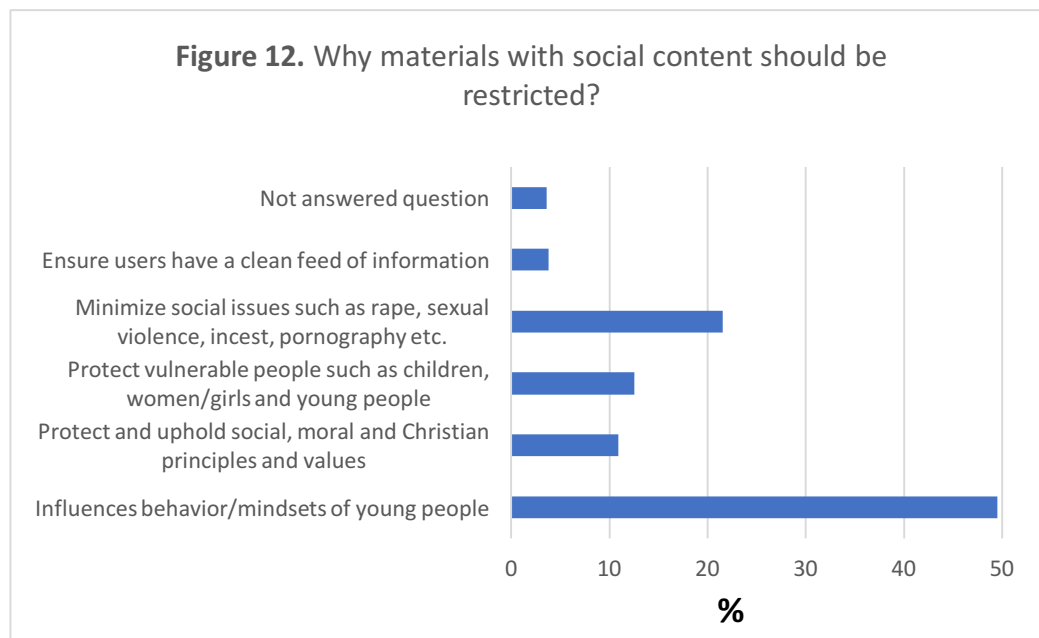
Table 12. Should materials with sexual content be restricted?

Is it important to restrict materials with Sexual Content?	Responses (%)	No. of Students
Yes	98	539
No	1.6	9
Not answered the question	0.4	2
Total		550

Though only a few of the respondents believed that materials with sexual content should not be restricted, it is important to find reasons why they believed so. The results suggest that most students may support any intervention or government strategy that focuses on restricting access and availability of materials with sexual content in PNG.

Why students think that materials with sexual content should be restricted?

The results reveal that influences of sexual content on behavior and mindsets of young people is the most important reason for the need to restrict it and ensuring that users of sexual content have clear information has the least importance (Figure 12).



The results indicate that students believe restricting material with sexual content will go a long way in reducing social issues such as rape, sexual violence and will assist the country in protecting vulnerable people and promote christian principles. These are important messages that should be included in any communication strategy that targets young people to assist them in understanding why they should stay clear from watching materials with sexual content.

What materials that students think would be suitable for younger children?

In terms of the materials that would be suitable for younger children, the respondents believe that educational materials and cartoons would be more suitable for them (Table 13). Only a few of the respondents believe that comedy would be suitable for younger children.

Table 13. Content suitable for younger children

Content suitable for younger children?	Responses (%)	No. of Students
Cartoons	43.8	241
Educational materials	45.5	250
Comedy	0.7	4
Religious	10	55
Total		550

Though cartoons may be suitable for younger children, the content of cartoons should be well regulated to avoid younger children from been corrupted. It is important to note that most cartoons televised in PNG come from abroad and that the country's inherent traditions and

christian values may not be reflected in the content of the cartoons. There is a need for the Office of Censorship and other relevant government agencies to monitor the content of cartoons and educational materials to ensure that younger children are not corrupted with the content they access especially via television and books or magazines.

What materials/content would be more appropriate for the youth?

Most of the respondents believed that educational programs/documentaries would be more appropriate for the youth and only a few believe that sports/comedy is appropriate (Table 14).

Table 14 Content that would be more appropriate for the youth

Content appropriate for youths?	Responses (%)	No. of Students
Educational programs/documentaries	64.4	354
Religious	15.3	84
Music/movies/publications	10.6	58
Sports/comedy	9.8	54
Total		550

Though only a few of the respondents believed that music/movies/publications is appropriate for the youth, it is important to monitor the content of the music videos and movies the youth watch because these are often the avenue where the youth often access sexual content intentionally and unintentionally. Thus, videos and movies that have indecent contents should be blocked before it harms or distracts the youth. As some of the videos and movies that contain indecent content may come from abroad, the content of movies and videos from abroad should undergo proper screening before being released to the public.

What materials/content would be more appropriate to older people?

Respondents believed that contents associated with health and awareness would be the most appropriate for mature audiences and documentaries is the least preferred (Table 15).

Table 15. Content appropriate for mature audiences

Content appropriate for matured audience category	Responses (%)	No. of Students
Religious content	25.5	140
Documentaries	6.7	37
Health and awareness materials	41.1	226
Age-appropriate content	26.7	147
Total		550

The results indicate that the elderly preference would be more on things that do with health especially in terms of how to live a healthy life and where to get some health related goods and services. Compared to the youth the elderly preferred more religious content as reflected by the results (Tables 14 and 15). This suggests that it is important for the media to identify their audience properly before providing their services.

How students would classify materials with sexual content?

Respondents believed that most important materials with sexual content should be banned in PNG or it should be restricted to only adults (Table 16). This is because they believe that materials with sexual content is harmful to young people.

Table 16 Students' classification of materials with sexual content

Answer Choices	Responses	
It must be restricted to mature people (18+)	26.1	143
Harmful and destructive when viewed frequently	26.6	146
It should be banned	47.4	260
Not answered question	0.2	1
Total		550

It is important to note that if access to materials with sexual content is restricted to only adults, it is their responsibility to handle the materials properly so that it does not get into wrong hands. This is because there has been some cases where adults allow young people to watch movies meant for adults. In other cases, some adults allow young people to use their mobile phones to access sexual content. Thus, it is important for adults to behave more responsibly when it comes to accessing sexual content.

Are students aware of Film Classification Ratings?

The results show that some students are not familiar with Film Classification Ratings and only about 31% claimed that they are familiar with it (Table 17).

Table 17. Awareness of film classification ratings by students

Answer Choices	Responses (%)	No. of Students
Yes	30.8	169
No	21.5	118
Sometimes	47.6	261
Not answered question	0.4	2
Total		550

The results suggest that some of the students who access sexual content via movies may do so unintentionally because they are not familiar with Film Classification Ratings. Thus, they may be watching movies meant for adults without knowing. It is important for GoPNG to provide more funding for creating awareness about the different Film Classification Ratings by the Office of Censorship. In fact, the classification ratings should also be available for students in schools from primary school and high school.

In terms of why the respondents think that checking the Film Classification Rating before watching a movie is important, the main reason is that they are not aware of Film Classification Ratings. This question raises the importance of preventing children and young people from viewing inappropriate and unsuitable content on any form of media. Most participating students became fully aware of the Film Classification Rating upon their participation in the research.

A thematic study was conducted, and the following themes were identified:

i. Limited understanding / No clear understanding of the Film Classification Rating

Film Classification Rating is a classification guide developed for the purpose of preventing viewers from watching inappropriate harmful and illegal content. The Office of Censorship promotes and encourages viewers to check the rating system in order to watch suitable and appropriate film content. According to the analysis, almost all the student respondents highlighted the importance of checking the Film Classification Rating prior to watching a movie. Most students indicated that the Office of Censorship need to conduct more awareness to ensure that students know the importance of checking the classification ratings before watching. Most students further indicated that they were not aware of the classification ratings until the time of research.

ii. Research as a means of awareness

Apart from accomplishing the main purpose of research which is to inform action, gather evidence for hypothesis, and contribute to developing knowledge, research is also a means to understand issues and increase public awareness. Most students indicated their lack of understanding of the Film Classification Rating until participating in the research. The research activity played a major role of creating awareness on the importance of understanding Film Classification Rating amongst young people.

According to the results of the analysis, most student respondents initially thought that Film Classification Ratings was not important. However, in the course of attempting the questions, they recognized its importance as a guide to warn / restrict viewers from watching inappropriate and unsuitable content.

The respondents realized that watching a movie/film with sexual content without checking the classification ratings can lead to arousing sexual desires and excitement, hence, negative impact on mindset and behavior.

iii. Risks of avoiding Film Classification Ratings

From the analysis, most students indicated that when Film Classification Rating is avoided, there is a high risk of being exposed to sexual content which may have negative implications upon the viewer. They further indicated that such risks not managed in a proper manner, hence, pervasive and complex may be predominantly associated with sexual offences, cyberbullying violence, etc.

Understanding risks of avoiding Film Classification Ratings and its management is key to ensuring mass media and public communication system are free from all forms of unwanted

and offensive content which is incompatible with the christian values and traditional social norms of the people of Papua New Guinea.

Progressing on the next question was raised as to whether student respondents think translating certain terminologies of the Film Classification Ratings to their local languages would help them clearly understand rather than in English alone.

Of the 550 student respondents, 68.2% indicated that translating certain terminologies is reasonable, whereas, 31.8% believe that Film Classification Ratings should remain in English language (Table 18).

Table 18. Translate Film Classification Ratings to local languages

Answer Choices	Responses	
Yes	68.2	375
No	31.8	175
Total		550

Literacy level in different parts of PNG continues to be a matter of national concern. However, contrasting responses from students with different backgrounds and experiences was analyzed, hence, the following themes emerged:

1. Classification ratings must be translated to local vernacular, Tok Pisin or Motu
2. Classification ratings remain in English language

According to the results from the thematic analysis, most student respondents agreed to translate classification ratings to local language due to the literacy barrier in the country. They indicated that English is universal, most widely spoken language across the globe. Though English is the official language in Papua New Guinea, Tok Pisin and Motu are also widely spoken in the country.

As one of the national official languages in PNG, English language dominates Papua New Guinea’s communication industry through different media platforms, government and business.

The Film Classification Ratings are communicated in English language, however, most student respondents indicated that they lack understanding of the classification ratings and others simply ignore reading the ratings.

According to a report by the Australian Centre for International Agriculture Research (ACIAR) facilitated by the Australian Government, almost 80% of Papua New Guineans who live in rural and semi-urban areas rely heavily on subsistence agriculture and fisheries.

To effectively involve all Papua New Guineans to be fully aware of the classification ratings, most students believe that translating ratings to local language, Tok Pisin or Motu will help the viewer to clearly understand warnings and restrictions before watching rather than in English language.

One main reason why most student respondents indicated to have classification ratings translated is because of their ignorance in reading instructions. Young people’s sense of illiteracy and lack of understanding cause them to ignore reading instructions before watching.

Some students indicated that content of any film or movie is important for the viewers to know and understand through classification ratings, hence, translating to local language, Tok Pisin or Motu.

Student respondents were further asked as to whether they could provide three restrictions/warnings from the three age categories; young children, youths and older matured audiences.

According to the responses, students defined age categories according to their own experience and understanding;

Some student respondents identified Category 1 as young children under the age of 18 years old whilst others identified young children under the age of 14 years old.

According to the analysis, most student respondents indicated that parents should restrict young children from using mobile phones. If they are permitted to use a mobile phone for the purpose of communication, parents should further restrict young children from accessing the internet and social media platforms especially. The analysis revealed that young children should be seriously prevented from any form of media with sexual content.

Most student respondents indicated that parents must supervise and monitor their young children from watching inappropriate content. They further indicated that young children must be restricted to watching only “General Exhibition” rated movies and films, and Educational Content must be compulsory at early childhood stages.

Some student respondents identified Category 2 as young people aged between 18 -25 years old, whilst others indicated between 19-30 years old and another group of student respondents indicated 21 years of age and below.

Most students indicated that young people within Category 2 should be restricted to educational, sports and entertainment content such as comedy. The students further indicated that parents and guardians must monitor and supervise when internet is accessed. The analysis also revealed that young people must be prevented from accessing social media, especially sexual content from adult rated movies, videos, films and music clips. The analysis further revealed that those in authority must advocate Christian principles through religious content to youths. Most student respondents pointed out that youths must stay away from hotels, clubs and peer groups that encourage bad attitudes and behavior.

Student respondents identified Category 3 as older people or matured audiences with age brackets between 25 – 40 years old, 30 years old and above, and 21 years of age and above.

Most students recommended religious, health and awareness related content to be appropriate for Category 3 matured audiences. The analysis revealed that this category of people must be restricted from watching pornography and sexual content movies and films because sexual content has the power to change mindset and behavior. The student respondents further indicated that older matured people should not negatively influence young people in the society.

Category 1 young children should be restricted from accessing sexual content and abusive obscene languages from any form of media.

The analysis revealed that all student respondents indicate that young children access the internet.

Parents and guardians should not allow their children to watch on their own. Parents and guardians must train their children to always check the Classification Rating System. The analysis further revealed that children aged below 10 years old must be monitored and supervised when accessing different media platforms.

When it comes to rating movies and films, parents and guardians must be careful because some cartoons are indecent with hidden motives, hence, may negatively impact a child's mindset.

Category 2 youths should be restricted from accessing extreme sexual content and pornography from any form of media.

Young people must be banned from accessing illegal video games and inappropriate songs in public. Music in PNG should be restricted according to age range of listeners.

Category 3 adults and matured audiences should not access any form of media containing pornography.

Sexual Content should be restricted from all media platforms. There should be age limit for all media platforms when online. Considering the lack of control mechanisms on internet access, analysis revealed that strict monitoring is needed on inappropriate and unsuitable contents. Student respondents further indicated that Category 3 should encourage Category 1 and Category 2 to be responsible viewers.

The analysis revealed that most rape cases on minors occur due to adults' ignorance.

Most respondents reported that prior to the research, they had very little knowledge about the harmful and negative effects of media and sexual content. Further, they reported that the research was an avenue where young people could express themselves with honesty and without discrimination. They revealed that they were accessing harmful and illegal contents such as pornography through the internet.

The results pointed out that the respondents feel obliged to advocate to their family and friends on the issues of media and sexual content. The results expressed their interest and support for the Government through the Office of Censorship to filter the internet.

After the research was conducted, most respondents were better informed and expressed appreciation to the Government through the Office of Censorship for standing up to protect its people from the harmful effects of media with sexual content. They further indicated that they could now make better and wise decisions to view appropriately when online.

Having to recognize the respondents' perspectives as to why they enjoyed participating in the research, following question was raised as to what they think their family should do in relation to media with sexual content. From the thematic analysis, the following themes emerged:

- **Parents must restrict children from owning smart phones and young people from accessing internet and social media.**

Most of the respondents indicated that parents should supervise use of mobile phones by children and youths. Young children should not be given mobile phones until they are 18 years old. They should access the internet for purposes of educational research, but not to watch movies online, in particular view pornography and other illicit materials. Parents should take full responsibility to monitor their children as to what content they access online. Furthermore, the respondents strongly believe that parents should check their children's mobile phones on regular basis. Parents should not allow their young children to own a mobile phone device.

- **Parents must teach their children on the harmful effects of media with sexual content**

Most of the respondents indicated that parents should educate their children on the appropriate use of mobile phones and internet access. Children and youths who are unaware of the harmful effects of technology, access the internet for different reasons and viewing pornography is one of them. Inappropriate and unsuitable media content may have harmful effects on children and young people's mindset and behavior, therefore, the respondents proposed that parents must teach their children on the effects and implications media with sexual content may have on their children's health and education. Awareness and education should be conducted at family level for all children and young people to clearly understand the harmful and negative effects media may have on their mindset and behavior.

- **Film Classification Rating must be promoted in the household**

Most of the respondents pointed out that most Papua New Guineans are unaware of the Film Classification Rating System. Therefore, they indicated that the Office of Censorship should conduct awareness and education nation-wide and parents to conduct the awareness at their respective household on the Film Classification Rating System. The results revealed that most respondents highlighted the importance of Classification Rating System to be made visible in every PNG household.

Most of the respondents believe that every Papua New Guinean household must uphold christian principles and good moral values for their children to become better respectable citizens. Some respondents recommended the use of applications to lock or set restrictions on applications such as google, Facebook and other social media platforms that are accessible by children on their electronic devices.

What does students think that the school management should do on the issues related to media with sexual content?

Education starts at home and then continues onto school. School brings children together and fosters communication and interaction. However, receiving education at home from parents is an informal one, hence, we need schools to receive formal education.

Before the research was conducted, participating students believe that the school management plays a very significant role in addressing media and sexual content at the educational level considering the protection of children's rights to education.

The student participants further believe that children and young people are vulnerable and exposed to inappropriate and unsuitable content that distracts mindsets and behaviour.

From the thematic analysis, the main theme identified is that the school management should have control on the use of mobile phones in schools, hence, emerging two of the following sub-themes:

- **School Management should develop control measures on the use of mobile phones in schools**

Most of the respondents suggested that the school management must provide a safe space for children and the youth to surf the internet for education and research. Some of the respondents indicated that the school management should enforce a complete ban on mobile phone usage on school premises, others proposed some measures the school should also consider. They also indicated that schools must have computer labs for students to access with strict supervision from ICT teachers. This will definitely help tackle the issue of students accessing illicit content in the pretense of doing research for school work, hence, bringing mobile phones to the school.

Most of the respondents indicated that the School Management must maintain a “no mobile phone” policy in schools. Some student respondents indicated that telephone services should be provided at school for students to communicate with parents or guardians. Schools should develop policies on mobile phones if and when students are allowed to bring mobile phones to school.

Considering the negative impact of what media with sexual content can do to the mindset and behavior of children and youths, most respondents proposed that tougher laws be imposed in schools.

- **School Management to conduct awareness on inappropriate media content.**

The analysis revealed that most of the respondents proposed that the school management should conduct awareness to students to educate and inform them of the negative and harmful effects of accessing media and sexual content. Most respondents also indicated that the school management should liaise with, and engage responsible authorities such as the Office of Censorship to do more awareness on the issue of media and sexual content. They further proposed that media and sexual content should be considered as a subject that could be taught in Personal Development/Guidance classes.

Some of the respondents suggested that gender meetings should effectively discuss the topic on media and sexual content, and do more awareness to students on mental health, and school management should consider opening a counselling office in schools for distressed students.

Most of the respondents indicated that school management should build proper ICT laboratories and upgrade school libraries with resource books and educational materials to allow students to do assignments and homework.

The participating students believe that accessing inappropriate content causes lack of moral values, therefore, school management must develop and provide lessons on Christian teachings on ethical values. Some students raised the concern that some teachers should be motivational instead of spending too much time on their mobile phones.

What students think their community or their villages should do in relation to media with sexual content?

The main theme that emanated from the thematic analysis is that community leaders should effectively address issues concerning media and sexual content.

The analysis indicated that most of the respondents believe community leaders must be fully aware of the harmful effects of media with sexual content.

The analysis further indicated that leaders within the communities and villages must invite relevant government authorities to carry out awareness to ensure young people and their families are educated on the negative influence media with sexual content can have on their mindsets and behavior.

Most respondents believe that community leaders must work in collaboration with churches, women's groups, families and the youths through which community leaders and elders must uphold traditional cultures and Christian principles ensuring youths participate in church and community activities.

Some of the respondents pointed out an area of concern that relatively appears is the "piksa haus" or unpublished local cinemas in villages, settlements and communities. In such scenarios, classification rating system is not considered.

Some respondents indicated that village leaders and elders must also encourage young people to participate and contribute in community meetings and discussions.

From the community perspective, students were asked as to what they think their provincial leaders, Governor or the Administrator should do to address issues in relation to media with sexual content.

From the thematic analysis, the main theme that stands out is that the provincial governor or the provincial administrator should effectively address issues in relation to media and sexual content.

Most of the respondents indicated that a provincial governor or provincial administrator should work in collaboration with churches and respective government agencies such as the Office of Censorship to conduct awareness in schools, families and communities about the negative effects of media with sexual content on young people's mindset and behavior. They further indicated that the provincial governor or provincial administrator should ban all sexual content related movies /films and videos shown in the province.

Some respondents highlighted the practice of prostitution which also involves young people must be banned. They further indicated that those who do not comply to the restriction should be prosecuted accordingly.

The analysis indicated that most respondents are aware of the negative effects media with sexual content has on young people, and issues that stem from the effects is a growing concern in every sector of the society, hence, urgent attention is required from provincial leaders.

What does students think that the national government should do to address this growing concern?

From the thematic analysis of this particular question, the main theme, "*National Government should effectively address issues in relation to media with sexual content*", was developed.

The analysis indicated that the respondents believe the national government should enforce a complete ban on the access of any pornographic related materials. They further indicated that the national government must continue to support the Office of Censorship to conduct awareness on media and sexual content.

Respondents pointed out that the national government must develop policies to filter illicit materials from any form of media.

The analysis indicated that most of the respondents believe that the national government should let the Office of Censorship to set up a filtering system without delay in order to regulate all media content due to frequent occurrence and increase in social issues. They noted that existing laws need to be revisited to accommodate the dramatic changes of lifestyles and social issues affecting young people due to the advancement of technology.

Having realized the importance of this issue, almost all the respondents pointed out that the national government must address this issue with urgency before all our children and youth develop addiction to pornography, which is a threat to the country's future.

In the concluding part of the questionnaire, participating students were asked as to what their closing remarks would be on the increasing concern of 'media with sexual content'.

The main theme that emanated from the thematic analysis is the impact of influence, different media platforms with sexual content has on children and youth in PNG.

According to the analysis, most of the respondents indicated that sexual content is bad with extremely negative effects on the mind of children and young people, hence, challenged the National Government to filter the internet in the country. They further indicated that the National Government should restrict sexual content on every media platform, especially internet and social media in the country. Most respondents also indicated that pornography is addictive and it takes more to satisfy. Being readily available on the internet, they further indicated that pornographic websites should be blocked off from entering the country's cyberspace.

Some respondents believe that only young people within the age range of 18 years old may access the internet with strict supervision by parents, guardians and teachers. Considering the increase in rape cases, teen pregnancies, incest cases and other related sexual offences, most of the respondents urge the National Government to address this growing problem as soon as possible because a greater degree of children and young people are exposed to sexual content through their smart phones. They further indicated that the Office of Censorship carry out nation-wide awareness in schools and caution students about the effects of sexual content, especially pornography and social media. The analysis indicated that almost all student respondents' requests that all concerned authorities need to treat this issue with greater urgency.

5. CONCLUSION

The research provide insights into student's perception and behaviour toward materials with sexual content in the mass media and to find potential strategy to reduce young people's exposure to sexual content in PNG. It provides evidence that exposure to information and communication provided by the media has power to influence young people's mindset and behaviour. The principles of communication between young people and the media today determines the PNG's societal norms and influences as well as its commitment to economic and social development. Understanding the impact of influence that different media platforms has on younger children and the youth is important because it has the potential to shape their values.

The findings from the research show that materials with sexual content are readily available in mass media in PNG especially in social media and some mobile games such as Summertime Saga. Others include movies on the television and informal film shows (piksa haus) in various communities. In fact, some cartoons have the potential to have some materials with sexual content and materials associated with aggression. Peer pressure is one of the most influential factors causing young people to watching materials with sexual content. Other important influences to note include addiction, sexual content is readily available in the mass media and negligence by some adults who allow young people to watch materials with sexual content in the movies meant for adults or on mobile phones owned by an adult. However, some young people watch materials with sexual content unintentionally in the social media (especially Facebook and Youtube) through pop-up advertisements via several websites which unsuspecting users may download unexpectedly. Furthermore, most young people and some adults do not have information on Film Classification Ratings, which make young people watch movies meant for adults and access materials with sexual content. The impact of pornographic influences on young people's mindset and behavior is detrimental to their wellbeing, their health and education. Their growing interest in watching pornography becomes a habit that leads them to addiction.

Watching materials with sexual content has become an addiction that destructs the mindset of young people that cause the tendency for imitation of sexual images and videos. The sexual feeling results into inappropriate and offensive behaviour that culminates into cases of violence, rape, unwanted pregnancies, HIV aids infection, incest and other related sexual offences. Sexual violence and abuse that emanate from exposure to pornography amongst children and youth is a traumatic offence with lifelong negative impact.

Most students are aware of the adverse impacts that the watching of materials with sexual content can have on their health, emotion and education. However, some of them have continued to be involved in the illicit activities because of peer pressure, addiction, the sexual contents are commonly available in the social media and negligence of some adults that allow young people to watch movies and read magazines meant for adults. If the current trend concerning the availability of materials with sexual content to young people is not addressed it has the potential to reduce the productivity of PNG's future generation which may make it difficult for the country to achieve its development goals such as PNG Vision 2050 and PNG Development Strategic Plan 2030. As a matter of urgency, there is a need for GoPNG through its agencies such as the Office of Censorship to develop an effective mechanism to address the anomaly associated with the watching of materials with sexual content by young people. It is important for the mechanism to be developed and implemented in collaboration with the Office of Censorship, school authorities, parents and youth organisations because each of the stakeholders have important role to play.

The research has focused on students in only eleven schools across different regions of PNG. There is a need to conduct a more extensive study that includes more schools and out-of-school young people so that we can have a clearer picture of the extent of the issues associated with access to materials with sexual content by young people. It is also important to conduct a study that focuses on the roles that adults and foreign movies and magazines play in providing materials with sexual content to young people in PNG.

The findings will assist censorship planners and managers in developing strategy for managing the information that media operators provide to the public by considering the exposure of materials with sexual content to young people. It will also assist them in conducting monitoring and evaluation on the outcome of the implementation of various policies and plans associated with filtering and regulating materials for public consumption in the mass media.

6. RECOMMENDATIONS

If the intention is to minimise the exposure of young people to materials with sexual content, the following should be considered,

1. THAT, Office of Censorship conduct more awareness on Film Classification Ratings and the ratings should be translated into local languages. Currently, most students and some adults do not have knowledge of the different Film Classification Ratings. This often causes young people to access materials with sexual content via movies meant for adults unintentionally.

2. THAT, the content of cartoons and educational materials meant for younger children should be strictly regulated to ensure that materials with sexual content and materials associated with violence are not included in the name of entertainment. As some of the cartoons and educational materials are imported, there is a need to filter the content to ensure that the materials do not have potential to cause adverse effects on the behavior of the children. For instance, there may be some cartoons that shows the bombing and setting of some houses ablaze. These types of cartoons should not find its way in PNG because it may have bad influence on young children.

3. THAT, Office of Censorship and relevant authorities should consider conducting an extensive investigation on the content of the mobile game known as “Summertime Saga”. According to findings from the research, some of the respondents reported that the mobile game is full of sexual activity. The game should be banned if it is true that it contains sexual content.

4. THAT, rehabilitation centres be provided where young people who are addicted to watching materials with sexual content and pornography are rehabilitated and do community service for an agreed period before being released to the community they belong. This has the potential of making the offenders to learn from their mistakes and become ambassadors of change. The practice of expelling students caught watching materials with sexual content may not be to the best interest of the student and the country at large. This is because when the student is expelled, they go back to their communities and continue their illicit activities and may end up corrupting other young people tempting them to join criminal groups.

5. THAT, the impact of exposure of young people to materials with sexual content in the mass media should be taught in schools as part of Personal Development/Guidance subject. This has the potential of creating awareness about how watching sexual content can have adverse impacts on student’s physical health, education, emotion and well-being and how to avoid access to the content unintentionally.

6. THAT, all outdated laws and policies associated with media censorship and filtering should be reviewed to account for the dynamics in the society. The development that has continued to take place in PNG means that materials with sexual content may also be finding its way to the country from different forms of mass media, social media and mobile phone applications. There is a need to review the laws and policies so that the instruments can be more effective in managing the content of information that the mass media provide to the public.

7. THAT, school management should be encouraged to conduct awareness at least twice per year on the impacts of watching materials with sexual content and the ascribed penalty for offenders. This has the potential of reminding students that watching sexual content is a punishable crime, thus, discouraging them from been involved in the illicit activities.

8. THAT, the watching of materials with sexual content can result in gender-based violence and other related crimes in the community. Hence, head of Churches, community leaders, school authorities, youth leaders should be encouraged to work together to find ways to address the problem at the community and school level.

9. THAT, parents and guardians should consider taking full responsibility to monitor the materials that their children access in the internet and television and the type of friends they have. They should teach their children on the adverse impacts of watching materials with illicit content on their physical health, education and wellbeing.

10. THAT, parents should not allow their young children to own mobile phones and parents should provide guidance to their adolescent children who have access to different media platforms.

11. THAT, school management and school principals should consider developing school rules on the use of mobile phones at school.

12. THAT, community leaders and elders should collaborate with relevant stakeholders to address the social problem associated with access to illicit content. They should take ownership of awareness programs to educate community members, especially children and young people on the positive and negative use of mobile phones and internet access.

13. THAT, informal cinemas (piksa haus) should be monitored to ensure that materials with sexual content are not contained in the movies shown to the audience. This is an important avenue where Film Classification Ratings may not be considered because the piksa haus operators may be more interested in the payment of entrance fee by the potential audience. As most people reside in rural areas in PNG, thus, if activities of the operators are not monitored effectively, young people may be watching movies that they are not meant to see.

14. THAT, Provincial Administrations should consider working closely with the National Government to safeguard their provinces by establishing internet content filtering and conduct mass awareness at the provincial level.

15. THAT, there is a need to provide policy for filtering illicit materials from the different forms of mass media and an effective filtering system developed. As some of materials that appear on the mass media in PNG come from abroad, there is a need for an effective filtering system for indentifying materials with illicit content. For instance, some foreign movies that often focus on how girls are kidnapped or show extreme state of violence through bombing of houses, have the potential to influence the behavior of young people who are the future leaders of the country. It is important to ensure that all movies and materials in the social and mass media that can have adverse impact on PNG in both the short-term and long-term are banned or blocked..

The establishment of Internet Content Filtering System by GoPNG will safeguard PNG's cyberspace from harmful and illegal information entering the country.

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APPENDIXES

Of all the provinces where survey was conducted, Manus and Simbu had the highest number of respondents (107) from each of the province and NCD had the lowest (2), see Appendix 1.

Appendix 1. Number of respondents in relation to district, province and region

Region	Province	District	# of Respondents
New Guinea Islands	West New Britain	Talasea	4
	Autonomous Region of Bougainville	North Bougainville - 3 South Bougainville - 1	4
	New Ireland	Kavieng – 1 Namatanai – 3	4
	Manus	Manus	107
	East New Britain	Gazelle – 2 Kokopo - 6 Pomio – 2 Rabaul – 3	13
Southern	Gulf	Kerema – 32 Kikori - 25 Malalaua – 45	102
	Western	Middle Fly - 2 South Fly – 3	5
	Oro	Ijivitari – 6 Sohe – 2	8
	Central	Abau – 11 Rigo – 18 Kairuku-Hiri - 14	43
	Milne Bay	Samarai-Murua - 7 Kiriwina-Goodenough - 3 Rabaraba - 1	11
	NCD	Moresby NW	2
Mamose	Morobe	Finschhafen – 2 Huon – 7 Kabwun – 3 Lae – 2 Markham – 1 Menyamyua – 3 Bulolo – 5 Nawae – 5 Tawae-Siassi - 4	32
	Madang	Bogia – 4 Rai Coast - 2 Sumkar - 2 Mandang - 2	10
	East Sepik	Angoram – 4 Ambunti – 2	22

		Maprik – 2 Wewak – 3 Wosera-Gawi – 4 Yangoru – Saussia – 7	
	Sandaun	Aitape-Lumi – 2 Telefomin – 1 Vanimo-Green – 1	4
Highlands	Eastern Highlands	Goroka – 2 Henganofi - 3 Kainantu - 3 Lufa - 1 Okapa – 4	13
	Enga	Kompiani-Ambum – 1 Wapenamanda – 7 Wabag – 4	12
	Hela	Komo-Magarima – 6 Tari-Pori – 5 Kopiago - 2	13
	Western Highlands	Hagen – 2 Mul Baiyer – 2 Dei – 2 Tambul Nebilyer - 3	9
	Southern Highlands	Imbongu – 1 Nipa-Kutubu – 4 Mendi-Munihu – 2 Ialibu-Pangia – 5 Kagua-Erave - 4	16
	Jiwaka	South Waghi - 7 Minj – 2	9
	Simbu	Chuave – 42 Gumine – 5 Karamui-Nomane – 11 Kerowagi – 30 Kundiawa – 5 Sinesine-Yongomugl - 14	107
TOTAL			550

Appendix ii. Schools in one province in each region where the survey was conducted, including the district and respective age categories

Region	Province	District	School	Age Group							
				12 – 17		18 - 30		31 - 37		Total	
				M	F	M	F	M	F	M	F
Highlands	Simbu	Kerowagi	Kerowagi	12	12	13	13			25	25
		Chuave	Yauwe Moses	12	12	13	13			25	25
NGI	Manus	Manus	Manus	12	13	13	12			25	25
			Papitalai	12	13	13	12			25	25
Mamose	Morobe	Lae	Lae Sec	12	12	13	13			25	25
		Markham	Wawin	12	12	13	13			25	25
Southern	Gulf	Malalaua	Malalaua	12	00	13	25			25	25
		Kerema	Kerema	12	12	11	13	2		25	25
	NCD	South	Kilakila	13	13	12	12			25	25
		NE	Gordons	12	13	13	12			25	25
	NW	POMNATHS	13	13	12	12			25	25	

Appendix iii. Research Questionnaire

Informant's Detail Form

GENDER	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Date of Birth		
Place of Birth		
Current Residential Address		
Previous Residence		
Name of Village		
Local Level Government		

District
Province
Name of School
Grade
Religion
Extra-Curricular Activities

1. Young people and the Media

(a) How do you access the Internet?

- (1) Mobile Phone
- (2) Laptop
- (3) Desktop
- (4) Tablet

If other, please specify:

(b) What is your reason for accessing the Internet?

- (1) Research/Information
- (2) Download
- (3) Social Media
 - (4) Communicate

If other, please specify:

(c) When do you access the Internet?

- (1) If and when assignments are given

- (2) When there is data
- (3) Once in a while

If other, please specify:

(d) Do you download illegal (SEPs, pirated movies, pornography) and/or harmful (violent movies/games, sex novels/magazines) materials?

- (1) No
- (2) Illegal
- (3) Harmful
- (4) Both

(e) Are you supervised whenever you are downloading information from the Internet?

- (1) Yes
 - (i) Parents
 - (ii) Older siblings
 - (iii) If Other (please specify)

- (2) No
- (3) Sometimes

(f) Have you ever accessed a material that has 'sexual content' on any form of media?

- (1) Yes
 - (i) Television
 - (ii) Radio
 - (iii) Newspaper/Magazine
 - (iiii) Internet

- (2) No

(g) When you access social media, especially Facebook or Youtube, have you seen/ viewed any material with sexual content?

- (1) Yes
 - (i) Intentionally
 - (ii) Unintentionally (please specify) _____

- (2) No

(h) If you have viewed/watched material with sexual content, whom do you feel comfortable with?

- (1) No one (alone)
- (2) Boyfriend/Girlfriend
- (3) Same sex/ Friends
- (4) Never viewed a material with sexual content

2. Sex and Sexual Content

(a) Where did you first hear/learn the word 'sex' from?

- (1) Personal Development class in school
- (2) Home
- (3) Public
- (4) Mass media
 - (i) Radio
 - (ii) Television
 - (iii) Publications/Magazines
 - (iv) Internet (social media)

If other, please specify:

(b) How would you define the word 'sex'?

- (1) Gender
- (2) Sexual activity

(c) What do you think are some reasons a person watches material with sexual content?

- (1) For educational purpose
- (2) Fun and pleasure
- (3) Peer pressure
- (4) Addiction

If other, please specify:

(d) What do you think are some of the issues/effects of watching material with 'sexual content'?

- (1) Sexual violence and rape
- (2) Promiscuous behaviour (prostitution)
- (3) HIV and STIs
- (4) Addiction to pornography
- (5) Unwanted/teen pregnancy

If other, please specify:

(e) How is 'sexual content' seen in your family?

- (1) Traditional taboo
- (2) Against Christian principles
- (3) A bad influence which changes mindsets and behaviour
- (4) Restricted to matured people only

If other, please specify:

(f) How is 'sexual content' seen in your community?

- (1) Traditional taboo
- (2) Against Christian principles
- (3) A bad influence which changes mindsets and behaviour
- (4) Fun, pleasure and entertainment

If other, please specify:

(g) What do your friends say about 'sexual content'?

- (1) Fun, pleasure and entertainment
- (2) Morally wrong and against Christian principles
- (3) A bad influence which changes mindsets and behaviour
- (4) Illegal and harmful therefore more awareness needed

If other, please specify:

3. Media and Sexual Content

(a) It is believed that media influences people's mindset and behaviour. Do you think this statement might be true? If yes, provide examples.

(1) Yes

(i) _____

(ii) _____

(iii) _____

(2) No

(b) Do you think there is a possibility of Primary School children imitating what they see/hear/read in terms of materials with sexual content?

(1) Yes (please explain below)

(2) No

(c) Have you ever viewed/watched materials with extreme 'sexual content'? How does it influence your thoughts/behaviour?

(d) When a material with 'sexual content' comes on, what do you do?

(1) Continue to watch when alone

(2) Shut my eyes

(3) Stop/skip the bad parts

If other, please specify:

4. Warnings and Restrictions

(a) Do you think it is important to restrict materials with 'sexual content'? Why?

(1) Yes

(i) Influences behaviour/mindsets of young people

- (ii) Protect and uphold social, moral and Christian principles and values (iii)
Protect vulnerable people such as children, women/girls and young people
- (iv) Minimise social issues such as rape, sexual violence, incest, pornography etc.
- (v) Ensure users have a clean feed of information

(2) No

If other, please specify:

(b) What sort of materials would you choose for younger children?

- (1) Cartoons
- (2) Educational materials
- (3) Comedy
- (4) Religious

If other, please specify:

(c) What sort of materials would you choose for the youth?

- (1) Educational program/documentaries
- (2) Religious
- (3) Music/movies/publications
- (4) Sports/comedy

If other, please specify:

(d) What sort of material would you choose for older people?

- (1) Religious content
- (2) Documentaries
- (3) Health and awareness materials
- (4) Age-appropriate content

If other, please specify:

(e) How would you classify materials with 'sexual content'?

- (1) It must be restricted to mature people (18+)
- (2) Harmful and destructive when viewed frequently
- (3) It should be banned

If other, please specify:

(f) Before you watch/view a movie, do you check on the Film Classification ratings?

- (1) Yes
- (2) No
- (3) Sometimes

Why do you think it is important?

(g) Do you think translating ratings and certain terminologies to your local language or even tok pisin/ motu may help you clearly understand, rather than in English alone?

- (1) Yes
- (2) No

Why?

(h) Could you, at least, provide 3 restrictions/warnings in line with their age range?

5. Conclusion

- (a) Did you enjoy participating in the research? Why?
- (b) What do you think your family should do?
- (c) What do you think your school management should do?
- (d) What do you think your community/village should do?
- (e) What do you think your Provincial Governor or Administrator should do?
- (f) What do you think the National Government should do?
- (g) What would be your concluding remarks on the whole issue of 'sexual content'?



Ministry for Community Development, Youth and Religion

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