Pornography and Child Safety on the Internet

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Abstract: *This study examined the extent to which children are safe on the internet with a focus on internet pornography. The objectives of this study include (a) to ascertain the extent to which children peer relationships influence their internet access; (b) to determine the impact of sex on student use of internet for social networking; (c) to test whether sex have significant effect on student use of internet for instant messaging; (d) to test whether sex impact on student use of internet for Email; (e) to determine the contribution of sex student use of internet for video posting/viewing; (f) to test whether sex have significant contribution on student use of internet for their homework; and (g) to ascertain the extent of children expose to pornography online. Primary source of data collection was employed in this study and the statistical tools used for data analysis include the Chi-square test statistic, Bar chart, Pie chart and percentage distribution. The result obtained was that majority of children do not have access to internet through peer relationships which implies that the extent to which children peer relationships influence their internet access is low. It was revealed that students use the internet for social networking, video posting/viewing, and Emailing but do not use it for instant messaging and in doing their homework. It was found that majority of the children are not exposed to online pornography, in contrary it should be noted that the few children who use the internet for these activities are at risk of being exposed to pornography online.*

Keywords: *Children, Sex, Social networking, Video posting, Peer relationship, online pornography*

1. INTRODUCTION

On-line computer exploration opens a world of possibilities for children, expanding their horizons and exposing them to different cultures and ways of life which adds positively to their wealth of knowledge. On the other hand they can be exposed to dangers as they hit the road exploring the information highway. There are individuals who attempt to sexually exploit children through the use of on-line services and the internet. Some of these individuals gradually seduce their targets through the use of attention, affection, kindness, and even gifts. These individuals are often willing to devote considerable amounts of time, money and energy to this process. They listen to and empathize with the problems of children and attempt to gradually lower children's inhibitions by slowly introducing sexual context and content into their conversations. However, there are other individuals, who immediately engage in sexually explicit conversations with children; some offenders primarily collect and trade child-pornographic images, while others seek face-to-face meetings with children via online contacts. The emergence of this ugly trend on the internet where individuals effectively disseminate pornographic images or contents without considering the safety of children online is the central phenomenon which forms the basis for the present study. The internet provides new opportunities for creativity and self-determination but it is equally clear there is a real probability for children online to be at risk by their exposure to materials and or individuals which may be harmful. This is due to the fact that the internet has no centralized governance in either technological implementation or policies for access and usage. The recent proliferation of internet-enabled technology has significantly changed the way young people encounter and consume sexually explicit material. Once confined to a personal computer attached to telephone line, the internet is now available on laptops, mobile phones, video game consoles and other electronic devices. Internet-enabled devices have indiscriminately allowed people of all ages to encounter, consume, create and distribute sexually explicit content (Owens et al., 2012).

In their contribution, (Markey & Markey, 2010) noted that it seems that the computer age has brought with it much greater access to pornographic material as indicated by the following statistics: on a daily basis, up to 25% (or 68 million) of all internet search engines request are for pornography. They added that pornography can be easily accessed by anyone with computer or a cell phone. Children who have access to internet have the likelihood of being exposed to pornographic material. This argument can be validated by (Longe and Longe, 2005) when they observed from the finding of their study that children (7-18 years) may be excessively exposed to internet pornography due to their high percentage of internet usage. They revealed that there are reports in many parts of the world that young people are also 'sexting' (sending sex related images) instead of, or in addition to texting. (Longe et al., 2007) postulated that the internet provides a hiding place for fraudsters who have simply migrated from the streets to an electronic platform. Anonymity has been an aid to most crimes perpetrated in cyberspace. For instance, immoral contents can be streamed from the closet on a laptop or palmtop without limit and both for the consumer or victim, the reservation that any other person will know about the content being consumed is also removed. (Galbreath et al., 2002) opined that the internet has become a highly effective and profitable means of distributing sexually explicit materials, as well as a sophisticated channel for compulsive sexual behaviour, sex trafficking and sex crimes. National Society for the Prevention of Cruelty to Children (NSPCC, 2011) in her study stated that there exist a growing trend by young people to take and share indecent photos, not only of themselves, but also of friends and partners on mobile phones. She highlighted that 38% of 11-17 years olds have received a sexually explicit or distressing text or email with 70% admitting they knew the sender. The result also revealed that 28% of teen girls have electronically posted images of themselves nude. Children are sometimes interested in and curious about sexuality and sexually explicit material. Because they may be curious, children sometimes use their online access to actively seek for pornography. The evidence can be deduced from study by (Cline, 2001) who indicated that children actively search for pornography on the internet by keying in on such words as sex, nudity, pornography, obscenity etc. then, once they have found how to access it, they go back again and again just like drug addicts. It is imperative to know that children can be victimize through conversation, i.e. social networking sites, instant messaging, email, as well as the transfer of sexually explicit information and material. There are cases of online predators that use the internet to gain access to young victims. The evidence of this is clear in the research conducted by (Wolak et al., 2007) upheld that much of the publicity about cases of online predators depicts online molesters who use the internet to lure children into sexual assaults. In the stereotypical media portrayal these online child molesters lurk in internet venues popular with children. They use information publicly divulged in online profile and social networking sites (SNS) to identify potential targets. They contact victims, using deception to cover up their ages and sexual intentions. Then they entice unknowing victims into meetings or stalk and abduct them. Online molesters use online communications to establish trust and confidence in their victims by introducing talk of sex, and then arranging to meet them in person for sexual encounters. The objectives of this study include (a) to ascertain the extent to which children peer relationships influence their internet access; (b) to determine the impact of sex on student use of internet for social networking; (c) to test whether sex have significant effect on student use of internet for instant messaging; (d) to test whether sex impact on student use of internet for Email; (e) to determine the contribution of sex student use of internet for video posting/viewing; (f) to test whether sex have significant contribution on student use of internet for their homework; and (g) to ascertain the extent of children expose to pornography online.

In addition, (Wolak et al., 2007) explained that 89% of cases with face-to-face online sexual meetings, offenders have sexual intercourse, oral sex, or another form of penetrative sex with victims. Only 5% of meetings involved violent offenses, mostly rape or attempted rape, while 16% involved coercion (i.e. victims were pressured into having sex or doing sexual things that they did not want to do). Some victims (40%) who attended face to face meeting were given illegal drug or alcohol, exposed to adult or child pornography (23% and 15% respectively), or photographed in sexual poses (21%). A few cases (3%) involved brief abductions that happened in the course of sexual assaults, and (29%) of victims were reported missing to police. Investigators described 24% of victims as runaways while 5% who were reported missing had lied about their whereabouts to their parents, often claiming to be spending a night or a weekend with a friend. (Najat, 2009) explained that chats rooms have become one of the main means of luring

minors into participating in pornographic films, having sexual relations and even abducting them. Supporting the afore state argument, United Nations Children's Emergency Fund (UNICEF, 2011) concludes that the areas of cyberspace that enable abusers to groom potential victims include chat rooms, social networking sites and instant messaging. (Lewis et al., 2009) advocated that social networking websites, such as facebook, my space, and youTube, are often used by young person to harass their peers. Technology has made it possible for children to go online in the comfort and privacy of their homes. UNICEF (2011) expresses this view by reporting that the increasing use of internet-enabled 'smartphones' for going online will limit the ability of parents to restrict, monitor or control what their children access and therefore will increase potential risks to children. UNICEF added that online forums such as chat-rooms, blogs, online gaming or social networking sites deconstruct traditional boundaries of privacy. Children engaged in 'chat' or conversation in the private space of their own bedrooms can expose themselves wittingly or unwittingly, to an unknown worldwide audience, potentially increasing the risk harm. The internet is a valuable resource for information, research, discussion and entertainment, which offers people including children tremendous and unlimited opportunity and access. Many children are comfortable using computer and are fascinated by the information and images that can be explored at the click of a mouse. Children increasingly do not need to be in company of responsible adults in order to use a computer. Schools and homes are no longer the only places where children can go online. They can connect at a friend's house, a club, a library, or a cafe. In addition, technology is rapidly increasing the ways we access the web as smart phones and other handheld devices allow internet connections. Unfortunately, the internet has aspect that can be harmful to children and with the rate pornography is pervading the internet, the rate of harm has virtually exploded in volume. This research therefore seeks to ascertain the extent to which children are safe on the internet with regards to exposure to pornographic materials online.

2. LITERATURE REVIEW

According to (Wartella, 2000) the Kaiser Family Foundation's recent report on Kids and New media at the new millennium found that children presently are immersed in media. Their lives are increasingly devoted to video game playing, browsing the internet and conversing in chat rooms. Children now spend as much time using internet as they do in school, with family or friends. According to (Nielsen, 2010) millions of children use the internet and millions more are coming online each year. Many websites are specifically for children with educational or entertainment content. Study by (Alpizar, 2010) revealed that children use new media as a daily ritual in their lives. They developed unspoken rules and norms for how media function in specific circumstances. They (children) use cell phones, instant messaging, and social media such as facebook because they feel these instruments are efficient and convenient. Their new media has begun to displace traditional media and time spent with their families. Children are communicating with others through cell phones, but not in the conventional ways associated with the telephone using only voice technology. Many children use cell phones primarily for text messaging and internet access. Children may not connect as often to one another or their family or traditional interpersonal levels because of numerous communication options such as text messaging or the internet. It was found that children have new media readily available at their fingertips. Being fluent and comfortable with the use of those technologies is not a choice, but rather a requirement to survive in this technologically advanced world. In addition, (Alpizar, 2010) opined that children use new media such as internet, computers, and cell phones in school, with peers and at home. These specific devices and tools were because of their overwhelming use by children. Internet and computer are used simultaneously, and children browsing websites may use them for entertainment or educational purposes. An illustration of an educational use of the internet includes students who may choose to log into his or her teacher's webpage for the next days' homework assignment, rather than looking in their paper assignment notebook. Cell phones, which were first used primarily for voice calls, have evolved so much that they are becoming synonymous with computers.

This evolution has occurred because technology has equipped cell phones with internet, text, and instant messaging capabilities. According to (Thompson & Haninger, 2001), noted that console and computer games are types of new media use by children. In recent times, substantial proportion of the time that children spend with screen media is spent with new media including computers, handheld and console video game players, and other interactive mobile devices such

as cell phones, ipad and tablet devices. Among 0 to 8 year-olds as a whole, a quarter (27%) of all screen time is spent with these digital devices. Media exposure (on TV, computers, videos, and smart phones) begins in infancy and is pervasive in the lives of children and adolescents. Adebayo (2007) in his study observed that over 44 million people are accessing the internet in Nigeria with children and teenagers (7-18years) constituting over 32% internet users. He opined that a number of child rights articles emphasized the need for protection of children. These include protection from sexual exploitation, trafficking and pornography. He added that while the new media affords the opportunity for the promotion of participation and protection right, it also manifests some dysfunctional effects in terms of exposing children and young people to information that may be potentially harmful to their holistic develop. (Longe et al., 2007) stated that an alarming trend on the exposure of children (as young as 7-12years) to internet pornography, an age band known to be least averse to taking steps to reduce its effect on them because of their impressionistic minds. They reviewed the mean for the children age group 7-12 (42-40) and age group 13-18 (81-0) reveals an alarming trend on the level of exposure of children in the research area to internet pornography. The variance of those saying "No" to most of the question on exposure to online pornography among the children though very high is not significantly far from that of those saying "Yes" within the same age group. They argued that as children advance in age, they will become addicted to and affected negatively by internet pornography if proper control measures are not adopted. (Iyavar & Antoiniette, 2006) reporting on internet usage in South African Schools among children aged 13-17 years stated that an increasing number of household in South Africa have computers with access to internet. They approved that children access the internet at schools, public venues such as internet cafes, a friend's home, family member's place of work and cellular phones. Their study found that 73% of children ages 13-17 year shared the feeling that using the internet can be dangerous. This was mainly ascribed to coming into contact with strangers and easy accessible sexually explicit material. They observed that online communication is not always a positive experience for children where it was found that 23% of the children studied reported that they have found themselves in uncomfortable situation during which strangers made sexually explicit suggestions or requested intimate information. As the internet develops, more children are encountering risky, unwelcome experience online. Often adults participating in chat room discussion seek out individuals who then become victims of sexually-related internet crime including online sexual harassment, cyber stalking and paedophilic 'grooming' of children. (Iyavar & Antoiniette, 2006) upheld that children online are vulnerable not only to exposure to objectionable materials but also to becoming victims of internet predators who use the internet to identify and seek out children for offline meetings.

Research carried out by (Amarach Consulting, 2004) on new media use by children revealed that 82% of children did use the internet. The availability and use of a number of different technologies was highest for computer with internet access, whereby 99% of parents surveyed had internet access installed at home with a 98% usage rate by children. Mobile telephones, games consoles and digital video players also proved popular amongst 10-14 years old children. Internet accessed desktop computer and games consoles are most popular among 10-14year old children, with 99% and 79% usage rates respectively. Thirty three percent of parents stated that educational need of their child was the primary reason for installing the internet at home. In addition to the 98% of children who use the internet at home, 33% also use internet at school. He also stated that only 11% of 10-14 year olds use the internet at a friend's house. The study further ascertained which types of technology parents have at home. The research found a near full adoption of a number of technologies, most prominently, the internet with a 99% adoption rate. Mobile telephones (96%), video players (95%), cable television (81%) and DVD players (78%) also proved popular. Colmar (2008) in his study found that children interact with new media such as cell phones, MP3 players and the internet, in high numbers. He stated that when children come across inappropriate content most indicate that they 'exit' the situation by turning off the media device or switching to different content. He also added that parents with children who use the internet raise specific concerns about their child unintentionally accessing sites/images or seeing pop-ups. According to (Montgomey, 2000) as the new millennium dawns, we are swiftly moving into digital age and internet has become a much more user-friendly tool, rapidly making its way into homes, schools and libraries and playing a prominent role in the lives of many children. For the most part, surveys indicated that parents have embraced the new media as a positive influence in their children's lives, but not without some serious reservations. Much of the public discourse

concerning children and the internet has revolved around the possibility of online access leading to exposure to indecent and violent material, predator and similar harms in cyberspace. There are legitimate concerns about children's access to harmful and inappropriate adult content online. He indicated that although the ultimate shape of the new media landscape is anything but certain, it seems clear that three key elements such as interactivity, conveyance, and ubiquity will have important effects on children. First, the new media are more interactive, or participatory, than the old media. The internet (new media) increasingly offers several ways for children to communicate with each other, interact with the material on a site, and create their own content. He indicated that although many adults struggle to understand the new media, children are marching into the digital age with great alacrity.

He opined that children are using new media in a manner far different from the ways they interacted with television, radio and the print media. Through the internet, children, can communicate in real time with other children, explore in cyberspace, and such explorations might lead to inappropriate content, aggressive advertising, or even dangerous contact with strangers has given rise to concern about children's unsupervised access to the internet. (Livingstone & Bober, 2004) in their study reported that nearly all children and young people ages 9-19 years (98%) have used the internet: 75% have accessed the internet from a computer at home, and school access in near universal (92%); 36% have more than one computer at home, 24% live in a household with broadband access; and 19% have internet access in their bedroom. Access platforms are diversifying, with children having computers (71%), mobile phones (38%), digital television (17%) and game consoles (8%) with internet access.

3. THEORETICAL FRAMEWORK

This study was anchored on Bullet theory and Social Learning theory.

3.1. Bullet Theory

Bullet theory is also known as "hypodermic needle" theory as coined by Harold Lasswell (see Lasswell, 1971). The theory states that mass media have direct immediate and powerful effect on its audience. The bullet theory according to (Okunna, 1994) likened the effect of the mass media message to a bullet release at a member of the audience. The theory, graphically proposes that the message is a bullet, fired from the "media gun "into the viewer's "head". (Lazarsfeld et al., 1968) expressed the view that the media are a dangerous means of communicating an idea because the receiver or audience is weak to resist the impact of the message. There is no get away from the consequences of the message in these models. People are seen as passive and are seen as having a lot media material "shot" at them. People end up thinking what they are told because there is no other source of information. Like a bullet, the message would be receive by the individual directly and it would penetrate and have an immediate and powerful effect, persuading the audience to behave exactly the way the media message advocated. Bullet theory claims that the audience is passive.

In line with the bullet theory, there are online predators/abusers that use the media (internet) to distribute pornographic materials. Today, many children have been sexually victimized by their exposure to both online pornography and online predators. The mass media creators (online abusers) believe that pornographic materials on the internet will have immediate and powerful effect on viewers and will get them respond in the same way intended by the content which is to awaken their sexual responses on the internet and possibly lure them into sexual act in an offline meeting. This is the reflective of the gist of bullet theory.

3.2. Social Learning Theory

Social learning theory states that both children and adults are often influence by observing other humans, both by direct observations and through the media (Malamuth & Impett, 2001). In line with social learning theory, the internet is one of the role-players in children's learning process as it is a source of information and vehicle for learning of behaviour.

Internet is a medium of communication through which pornography is pumped into millions of computers and subsequently to millions of viewers. It allows children to watch pornography. If this study shows that children who watch pornography on the internet are likely to be influenced by what they watch then, social learning theory will explain the problem better.

4. METHODOLOGY AND MATERIAL

4.1. Source of Data Collection and Sample Size Determination

A self-constructed questionnaire was administered to students of Nnamdi Azikiwe University High School, Awka, Anambra State. A sample of 230 students was randomly selected for the study from a population size of 532 using the Yamane's sample size determination technique (see Yamane, 1967). Also, the statistical tools used in this study include the Chi-square test statistic, Bar chart analysis, Pie chart analysis and percentage distribution.

5. DATA ANALYSIS

Table1. *Respondents' Age range frequency percentage*

Age range	Frequency	Percentage (100%)
9 – 11	51	22.2%
12-14	90	39.1%
15-17	89	38.7%
Total	**230**	100%

Table2. *Respondents' Gender frequency percentage*

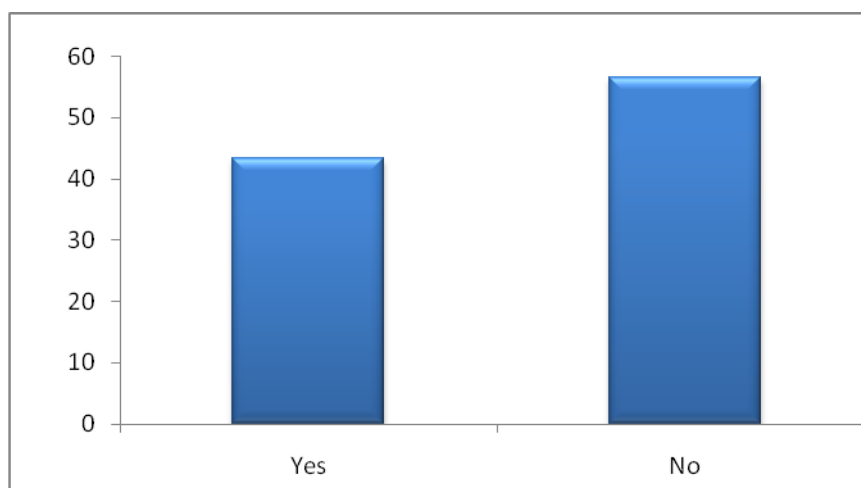| Gender	Frequency	Percentage (100 %)
Male	100	43%
Female	130	57%
Total	**230**	100%

Fig1. *Bar Chart analysis on children access to internet through peer relationship*

5.1. Chi-Square Test on the impact of Sex on children's use of internet for social networking

H_{00}: Sex has no significant impact on children's use of internet for social networking.

H_{10}: Sex has significant impact on children's use of internet for social networking.

Expected counts are printed below observed counts

	Male	Female	Total
Users	35	30	65
	28.26	36.74	
Non-Users	65	100	165
	71.74	93.26	
Total	100	130	230

Chi-Sq = 1.607 + 1.236 + 0.633 + 0.487 = 3.963

DF = 1, P-Value = 0.047

5.2. Chi-Square Test on the effect of sex on children's use of internet for instant messaging

H_{01}: Sex has no significant effect on children's use of internet for instant messaging.

H_{11}: Sex has significant effect on children's use of internet for instant messaging.

Expected counts are printed below observed counts

	Male	Female	Total
Users	2	3	5
	2.17	2.83	
Non-Users	98	127	225
	97.83	127.17	
Total	100	130	230

Chi-Sq = 0.014 + 0.011 + 0.000 + 0.000 = 0.025

DF = 1, P-Value = 0.874

5.3. Chi-Square Test on the impact of sex on children's use of internet for Email

H_{02}: Sex does not have significant impact on children's use of internet for Email.

H_{12}: Sex has significant impact on children's use of internet for Email.

Expected counts are printed below observed counts

	Male	Female	Total
Users	10	4	14
	6.09	7.91	
Non-Users	90	126	216
	93.91	122.09	
Total	100	130	230

Chi-Sq = 2.516 + 1.935 + 0.163 + 0.125 = 4.739

DF = 1, P-Value = 0.029

5.4. Chi-Square Test on the impact of sex on children's use of internet for video posting/viewing

H_{03}: Sex does not have significant impact on children's use of internet for video posting/viewing.

H_{13}: Sex has significant impact on children's use of internet for video posting/viewing.

Expected counts are printed below observed counts

	Male	Female	Total
Users	18	4	22
	9.57	12.43	
Non-Users	82	126	208
	90.43	117.57	
Total	100	130	230

Chi-Sq = 7.438 + 5.721 + 0.787 + 0.605 = 14.551

DF = 1, P-Value = 0.000

5.5. Chi-Square Test on the contribution of sex on children's use of internet for their homework

H_{04}: Sex does not have significant impact on children's use of internet for their homework.

H_{14}: Sex has significant impact on children's use of internet for their homework.

Expected counts are printed below observed counts

	Male	Female	Total
Users	35	36	71
	30.87	40.13	
Non-Users	65	94	159
	69.13	89.87	
Total	100	130	230

Chi-Sq = 0.553 + 0.425 + 0.247 + 0.190 = 1.414
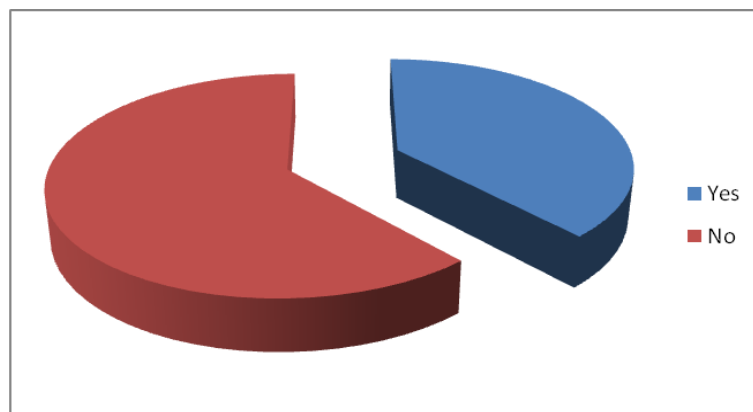
DF = 1, P-Value = 0.234

Fig2. *Pie Chart analysis on children's level of exposure to pornography on the internet*

6. DISCUSSION

a) Table 1 showed that that 51 (22.2%) children fall within the age bracket 9-11 years, 90 (39.1%) are within 12-14 years old while 89 (38.7%) fall within age range 15-17 years old.

b) The result displayed in Table 2 showed that 100 (43%) respondents are male while 130 (57%) are female. This implies that majority of respondents are female.

c) The bar chart analysis revealed that 100(43.4%) of the students claim they have access to internet through peer relationship while 130 (56.5%) indicated that they do not have access to internet through peer relationships. This result implies that majority of respondents do not have access to internet through peer relationships. Hence, the extent to which children peer relationships influence their internet access is low.

d) The result of the Chi-square analysis (see section 5.1) revealed that sex has significant impact on student use of internet for social networking since the Chi-square value obtained was given as 3.96 and a corresponding p-value of 0.047 which falls on the rejection region of the hypothesis assuming a 95% confidence level (p-value =0.047 less than α=0.05). This result connotes that majority of the students are non-users of the internet for social networking since "Non-Users" recorded about 165 responses against "Users" = 65 responses.

e) It was found from the result of the Chi-square analysis (see section 5.2) that sex does not have significant effect on student use of internet for instant messaging since the Chi-square obtained was given as 0.025 and a corresponding p-value of 0.874 which falls on the acceptance region of the hypothesis assuming a 95% confidence level (p-value =0.874 greater than α=0.05). The result also revealed that majority of the students are non-users of the internet for instant messaging since "Non-Users" recorded about 225 responses against "Users" = 5 responses.

f) The result of the Chi-square analysis (see section 5.3) revealed that sex has significant impact on student use of internet for Email since the Chi-square obtained was given as 4.739 and a corresponding p-value of 0.029 which falls on the rejection region of the hypothesis assuming a 95% confidence level (p-value =0.029 less than α=0.05). The result also revealed that majority of the students are non-users of the internet for Email since "Non-Users" recorded about 216 responses against "Users" = 14 responses.

g) The result of the Chi-square analysis (see section 5.4) showed that sex has significant impact on student use of internet for video posting/viewing since the chi-square obtained was given as

14.551 and a corresponding p-value of 0.00 which falls on the rejection region of the hypothesis assuming a 95% confidence level (p-value =0.00 less than α=0.05). The result also revealed that majority of the students are non-users of the internet for video posting /viewing since "Non-Users" recorded about 208 responses against "Users" = 22 responses.

h) The result of the Chi-square analysis (see section 5.5) showed that sex does not have significant contribution on student use of internet for their homework since the chi-square obtained was given as 1.414 and a corresponding p-value of 0.234 which falls on the acceptance region of the hypothesis assuming a 95% confidence level (p-value =0.234 greater than α=0.05). The result also revealed that majority of the students are non-users of the internet for their homework since "Non-Users" recorded about 159 responses against "Users" = 71 responses.

i) Figure 2 showed that about 88 (38.26%) of the students are exposed to online pornography while 142 (61.73%) of the students are not exposed to pornography online. This result connotes that majority of children are not expose to pornography online.

7. CONCLUSION

This study examined the extent to which children are safe on the internet with a focus on internet pornography. The objectives of this study are (a) to ascertain the extent to which children peer relationships influence their internet access; (b) to determine the impact of sex on student use of internet for social networking; (c) to test whether sex have significant effect on student use of internet for instant messaging; (d) to test whether sex impact on student use of internet for Email; (e) to determine the contribution of sex student use of internet for video posting/viewing; (f) to test whether sex have significant contribution on student use of internet for their homework; and (g) to ascertain the extent of children expose to pornography online. The result of the present study found that majority of children do not have access to internet through peer relationships which implies that the extent to which children peer relationships influence their internet access is low. It was found that sex has significant impact on student use of internet for social networking and the use of internet for Email. The result also revealed that sex has significant impact on student use of internet for video posting/viewing but does not impact on student use of internet for instant messaging as well as student use of internet for their homework. This result connotes that the students use the internet for social networking, video posting/viewing, and Emailing but do not use it for instant messaging and in doing their homework. Hence, it should be remarked that the few children who use the internet for these activities are at risk of being exposed to pornography online. However, the internet is a source of promise for children no doubting this is because it offers an enormous range of positive and educational experiences and materials. On the other hand, the internet is a source of concern for children and they may be exposed to inappropriate material that is sexual, and hateful in nature. Children who watch pornography online are learning a dangerous message from pornographers. They tend to imitate what they watch. Therefore, parents/guardians should ensure that children are safe on the internet in order to realize full educational and other potential of the internet.

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