

The influence of social media on sexting among youth along with their emotional well being

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ABSTRACT: *Sexting implies to an art or activity used to send and receive of sexually explicit images, messages and videos via some form of electronic device. Even though sexting is not limited to youth it is also so common among the school children and its consequence on their well-being that have led to distress from their parents, educationalists, elders, psychiatrist , psychologist, religious institution and media . Today's modern era youth lives online same time they don't make appropriate choice of sending messages, images ,voice note and videos As adolescents are in the midst of major developmental changes: physical, cognitive, and social ones, and in a period of sexual exploration, understanding of sexting among adolescents is important.. Using SNS is very common today. Sexting Apps a have mini app and they allow the user to exchange sext, messages are hidden makes difficult for parents to find sites like Plenty of fish, Confide, Dust, Snap chat, Tinder, Match, for iPhone uses have separate app its Fem. For this reason, it is important that parents understand the nature of social media. Moreover, sexting can be part of a sexual-experimentation phase for youths who are not ready to involve in physical sexual action. In this study emphasised on most risks peer-to-peer; inappropriate content; lack of understanding of online privacy issues; and outside influences of third-party promotional groups along with emotional wellbeing*

Keywords: *Youth, Adolescence, Sexting, Digital Media, Relationships, Social Media, Sex Education, E-Safety,*

1. INTRODUCTION

The phrase sexting was first used in 2005 by the Daily Telegraph, to merge the terms “sex” and “texting” and became a certified word in 2009. It is generally known as “Sending and receiving sexual content (e.g., photos, videos) via the Internet and mobile phones” but there is no compromise around the definition of the term sexting by the scientific community. The usage of text messaging for everyday communication, together with the development of camera phone technology, has established a context in which the practice of sexting has proliferated. “Sexting” became an certified dictionary meaning in 2009 when the Online Macquarie Dictionary embraced it among 85 new words (Gaylord, 2011). Sexting, a combination of “sex” and “texting,” (Jaishankar, 2009) is usually defined as sending,

receiving, or forwarding sexually categorical messages or nude, partially nude, or sexually suggestive digital images of one's self or others via a cell phone, e-mail, Internet, or Social Networking Service (Brown et al., 2009; Calvert, 2009; During the last 5 years, the amount of youth using such sites has increased strikingly. According to a recent survey 75% of youths log on to their much-loved social media site more than 10 times a day, and more than 20 % of youth log on to a SNSs more than once a day. Moreover 75% of young people have smart phones, and 25% use them for social media, 54% use them for texting, and 24% use them for instant-messaging. Consequently, a large part of this generation that social and emotional expansion is occurring while on the Internet and on cell phones. A Non-sexter is a person who has neither sent nor received a sext (Hudson, 2011). Nude pictures that are depictions in which the person is fully unclothed or nude (Criminal Invasion of Privacy, 2010). Peer harassment refers to "hostile and unprovoked aggression in which there is and is proportion of power or strength between a offender and the victim" (Newman, 2008, p. 6). Revenge pornography is the publication of pornographic photographs from ex-partners on user-submitted to the website (Riddle, 2012). A self-shot is a slide presentation of photography in which individuals hold the camera out to capture photographs of themselves (Mendelson & Papacharissi, 2010). A semi-nude image is a picture in which any portion of the genitals, pubic area, or buttocks is exposed (Criminal Invasion of Privacy, 2010). Sexters are people who have sent, received, or mailed a nude or nearly nude photo (Cox Communications, 2009)." (Zhang, 2010, p. 251) The growing popularity of text messaging in this population, coupled with breakthroughs in mobile phone technology, has nurtured the environment in which the invention of sexting has been rapidly diffused. Scientific novelty is a component of this invention that has maintained the interest of young grown-ups. A short time in which the sexting behaviour has been adopted may serve as an indicator of the driving force by which the phenomenon is progressing. Having the ability to share and exchange sexts at virtually anytime and at any location is a reality of sexting that may explain how the behaviour has been adopted so rapidly. The allocation of innovations theory is applicable to the issue of sexting because it helps enlighten individual decision-making around a novel idea and classifies the precise roles external considerations and social constructions play in the acceptance of the practice.

In a research study of 1,289 adolescents, Dake et al. (2012) found that of the participants who had tried suicide in the preceding year, 50% had engaged in sexting. Examining the risks among the youth population may identify factors that affect the progression of the practice of sexting as it shifts from high school to college. Suicide is the third leading cause of death among persons ages 15 to 24 years and the second leading cause of death amongst those 25 to 34 years old (Centers for Disease Control and Prevention, 2010). Seemingly innocent practice of sexting has stern risks to the well-living being of university students.

Research Methodology

This study examined the practice of sexting among youth at Rotaract community Club and explored the behaviours, experiences, and perceptions associated with this practice

2. OBJECTIVE:

- The study looked at differences in sexting behavior's based on the demographic variables of age, gender, location, and relationship status.
- Data on sexting behaviors, experiences, and perceptions were collected from students who are involved in sexting.

- Data on the behaviors and perceptions of non-Sexters were also been gathered.

3. SAMPLING:

The descriptive study used a survey established by the researcher from the exploratory questions that directed the research. This chapter explains the setting, participants, and instrumentation of the study as well as the procedures used for the collection and analysis of the research data. Final sample consisted of 41 students between the ages 18 and 25.

4. SAMPLE METHOD:

The survey was directed to a convenience sample of students however no information identifying the participants appeared on the survey. At the end of the data collection period, the researcher collected 41 surveys.

5. DATA ANALYSIS

Four questions (Q1 to Q4) collected significant demographic knowledge (age, gender, location (urban or semi urban), and relationship status). Fifteen questions (Q5A to Q5M) have gathered definite information about the different kinds of sexting behaviours, experiences, and perceptions. Eight questions (Q6 to Q6E) collected definite information on behaviours and perception of the respondents who reported not participating in sexting. Due to the fact that the measurement levels of all the variables collected in the questionnaire were categorical, they were defined in the SPSS data editor as either nominal (i.e., qualitative)

The reason for the responses to each question were summarized in terms of frequencies (counts or percentages) and no variables were measured or operationalized at the scale/interval level, descriptive and inferential categorical data analysis was conducted to answer the following research questions: 46 1. To what degree do differences exist in sexting behaviours among Fresno State undergraduate students based on the demographic variables of age, gender, ethnicity and relationship status? 2. Whatever sexting behaviour's, experiences, and perceptions exist among Rotaractors? 3. Among young people at the club who report no participation in sexting, what are their behaviours and perceptions on the practice? The frequencies of the responses to each category describing sexting behaviour were cross tabulated against the frequencies of the respondents classified by their demographic categories. In the first instance ChiSquare (χ^2) tests was conducted to test the null hypothesis that there was no statistical significance between the frequencies in the rows and the columns of the cross-tabulations. The null hypothesis was to be rejected at the .05 significance level; that is, if $p < .05$ for the χ^2 statistic. Themes were taken from the qualitative information collected through the questionnaire to provide additional insight.

6. FINDINGS

The aim of this study was to discover the behaviours, experiences, and perceptions of sexting among young people. First, an assessment of the demographic and background characteristics of participants is presented. The results of the study are presented in the following four sections (1) Sexting participation; (2) Exploratory Question 1; (3) Exploratory Question 2; and (4) Exploratory Question

Of the 41 youth age 18 to 25 who responded to the sexting survey, about three quarters were male. The most frequent age was 19 years. The most prevalent relationship status was single, not dating followed by students in a committed relationship. First 3 participants were married. Around one third of the participants admitted to having sexted. Of those who had sent a sext, the overwhelming majority had also received a sext. Amongst the other 25 participants who reported that they had never sexted, fewer than one third reported receiving a sext.

Descriptive data analysis was carried out to answer three research questions. Question 1: To what extent do differences exist in sexting behaviour's among youth students based on the demographic variables of age, gender, ethnicity and relationship status? Chi-Square tests indicated that the frequency of sending of sexts was significantly associated with gender, not significantly associated with age, and significantly associated with location and relationship status. Highly sexts were sent by male participants urban participants, and participants who were carelessly dating or in uncommitted relationships. The outcomes of these tests were, however, compromised by the small frequencies ($n < 5$) in the cells of the cross tabulations, and the effect sizes indicated relatively limited practical significance.

Question 2: About Which sexting behaviors, experiences, and perceptions exist among youth? The most common age at sending the first sext was 18 years. The most recently a sext had been sent was over day prior to the survey. The most commonly reported number of sexts was two . The persons to whom sexts were most commonly sent and by whom they were most frequently received were boyfriends or girlfriends. Comparatively few participants thought the chance of sending a sext increased with the consumption of alcohol. Participants who had been receiving sexts from romantic partners and subsequently broken up kept the post most frequently until the relationship ended. Around half the participants thought that sexting leads to having sex.

Question 3: Among Rotaractors who report no involvement in the sexting, what are their behaviours and perceptions on the practice? Although 23 students (81.2%) stated certainly not having sent any type of explicit sexts, of these (20%) admitted to sending a photo showing partial nudity or wearing revealing clothing. Fewer than a third of these respondents had received a sext and among those who had received sexts, the sender was most likely a boyfriend or girlfriend. Most of these students reported that they deleted sexts from ex-partners right away or within a few days.

7. SUGGESTION

Social workers, Sex workers and college counsellors find themselves in a inimitable position to educate families about both the complexities of the digital universe. The challenging social and health problems through online youth experiencing are core problems of bullying, popularity and status, depression and social anxiety, risk-taking, and sexual enhancement. Experts should help parent's to comprehend what is going on in the online is an expansion of these underlying issues and that parents can be most helpful if they understand the fundamental issues and have approaches in order to deal with them whether they take place online, offline, or increasingly both. Various specific ways in which educationalist can assist parents include: 1. Instruct parents to talk to their children and adolescents about their online use and the specific issues that today's online youth face. 2. Instruct class teachers to work on their involvement gap in their class by becoming better educated regarding the technology that their students are using. Sex Education can be amalgamated into the comprehensive school guidance syllabus and provided through large classroom guidance lessons, psycho-

educational groups, and college-wide assemblies aimed at educating youth about the legal, emotional, and career consequences of sexting. Implications of Sexting Send Out has to address among the young people, sexually explicit photographs carry a dire risk of personal harm, particularly if the photos end up in the dishonest hands. Importance is placed on understanding the skills associated with sexting, as it is a key component in grasping the impact of the phenomenon among the college student population. Intimate photos sent to one person can be forwarded to another party and spread to a wider viewer. A leaking of sexts to third parties is one of the biggest and most destructive effects of sexting. The perception that the smartphone application can supply complete inconspicuousness is a naïve one. Snapchat, or any other photo/video sharing application, is not fully immune from security violations. Youth needs to be educated on the security breaches and responsibility on sharing and taking pic/ videos

Have A Conversation with parents, the need for a family online-use plan that includes regular family meetings to talk about online topics and checks the confidentiality settings as well as, online profiles for improper posts . Discuss with parents the importance of supervising online activities via active participation and communication, as opposed to remote monitoring with a “net-nanny” program (Net Nanny is a content-control software primarily towards parents in a way to monitor and control their child's computer and phone bustle) and Qustodio distributes authoritative observing tools and parental panels for things like screen time, adult content and games.

8. CONCLUSION

Sexting may have serious implications on youth, offenders, and victims. Professional consultants/ Social workers are in unique positions to provide assistance to school/ college administrators, students, teachers, and parents cope with the consequences of cyberbullying and sexting behaviours. Counsellors can take leadership roles in assisting to create positive, caring school communities that take aim to prevent incidents of this sort through education and the development of sound guidelines on the appropriate uses of Internet and electronic gadgets. Sooner or Later students can be given the direction, responsiveness, facts, figures and security they need to safeguard. More research on sexting is needed in order to examine: (a) the incidence and pervasiveness of this behaviour in college, (b) the consequence it can have on students and parents, (c) the opinions, attitudes, and feelings students hold about this practice, college policies and procedures that may be in place to prevent and react to sexting events.

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