

Pornography in Young Generation

Km.Pratima* Dr. Manju Mahananda

M.sc. Human Development and Family Studies Sam Higginbottom University of Agriculture Technology and Sciences Prayagraj Uttarpredesh-211007

Corresponding Author: Km.Pratima

Abstract: ‘Pornography’ refers to ‘sexually explicit media that are primarily intended to sexually arouse the audience’. Pornography representation of sexual behaviour in books , pictures, statues, motion pictures, and other media that is intended to cause sexual excitement. Pornography can be the main source of a young person's sex education. Pornography In many historical societies, frank depictions of sexual behaviour, often in a religious context, were common. In the 19th century the inventions of photography and later of motion pictures were quickly put to use in the production of pornography. 21st century there were some four million Web sites devoted to pornography, containing more than a quarter of a billion pages—in other words, more than 10 percent of the Web. Pornography may impact on young people’s adoption of certain sexual behaviours. It is possible that viewing non-mainstream sexual practices can give legitimacy to them, and encourage participation in sexually adventurous behaviours (e.g. heterosexual anal sex). Correlations between adolescent viewing of sexual media and sexual behaviour are moderated by parental involvement, including such factors as discussions of television content, communication patterns and home environments. Pornography as *distress* (for younger children): Premature or inadvertent exposure to sexually explicit content may be distressing for younger children. First, research on children’s consumption of sexual content in mainstream media documents that its effects are moderated by such variables as age, gender , sexual experience, physical maturation and parental involvement.

Keyword: distress ,Pornography,exposure,correlations.

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I. INTRODUCTION

‘Pornography’ refers to ‘sexually explicit media that are primarily intended to sexually arouse the audience’ (Malamuth, 2001). ‘Sexually explicit’ representations include images of female or male nudity or semi-nudity, implied sexual activity, and actual sexual activity. Note that this definition is neutral rather than judge mental, and does not involve using ‘pornography’ as a negative term referring to representations of bodies and sexual activity which are necessarily offensive, obscene, or harmful.

Pornography representation of sexual behaviour in books, pictures , statues, motion pictures, and other media that is intended to cause sexual excitement. The distinction between pornography (illicit and condemned material) and erotica (which is broadly tolerated) is largely subjective and reflects changing community standards. The word pornography, derived from the Greek porni (“prostitute”) and graphein (“to write”), was originally defined as any work of art or literature depicting the life of prostitutes. pornography can be the main source of a young person's sex education. Pornography may be presented in a variety of media, including books, magazines, postcards, photographs, sculpture, drawing, painting, animation, sound recording, phone calls, writing, film, video, and video games. The term applies to the depiction of the act rather than the act itself, and so does not include live exhibitions like sex shows and striptease. The primary subjects of present-day pornographic depictions are pornographic models, who pose for still photographs, and pornographic actors or "porn stars", who perform in pornographic films.

The use of pornography by adolescents is associated with stronger permissive sexual attitudes (e.g., premarital sex, casual sex). There is some evidence that exposure to pornography can increase the likelihood of earlier first-time sexual experience, particularly for those adolescents who consume pornography more frequently.

Pornography can influence a young person's expectations about sex, for example what young men expect their partners to do and vice versa. It can shape sexual practices, with studies finding that young people may try performing common sexual acts seen in dominant hetero pornography such as:

- anal intercourse;

- facial ejaculation;
- sex with multiple partners; and
- Deep fellatio.

Pornography is also associated with unsafe sexual health practices such as not using condoms and unsafe anal and vaginal sex.

Gaps between expectations and reality can produce "sexual uncertainty" about sexual beliefs and values and may also be related to sexual dissatisfaction, anxiety and fear. Adolescent pornography use is associated with stronger beliefs in gender stereotypes, particularly for males. Male adolescents who view pornography frequently are more likely to view women as sex objects and to hold sexist attitudes such as women "leading men on". Pornography may strengthen attitudes supportive of sexual violence and violence against women. There is evidence of an association between consuming pornography and perpetrating sexual harassment for boys. Adolescents who consumed violent pornography were six times more likely to be sexually aggressive compared to those who viewed non-violent pornography or no pornography. Sexual preoccupation, compulsive consumption and "addiction" can be associated with the frequency of viewing pornography and also the purposes of using pornography.

71% OF GIRLS AGED 17-21 BELIEVE THAT PORNOGRAPHY MAKES AGGRESSIVE BEHAVIOUR TOWARDS WOMEN SEEM NORMAL.

GirlGuiding 2016



Pornography education'

Pornography education is about teaching young people to respond more critically to porn, by teaching critical understandings of pornography and skills in media literacy. There is evidence that this can work. In Australia, content on pornography is being integrated into school curricula.

In viewing pornography young people need to keep the following factors in mind:

- What is shown in porn is not usually safe sex
- How porn actors look is not how most people look
- Remember that Porn is a performance, real life sex and relationships are very different.

A history of pornography is nearly impossible to conceive; imagery that might be considered erotic or even religious in one society may be condemned as pornographic in another. Thus, European travelers to India in the 19th century were appalled by what they considered pornographic representations of sexual contact and intercourse on Hindu temples such as those of Khajuraho (*see photograph*); most modern observers would probably react differently. Many contemporary Muslim societies likewise apply the label "pornography" to many motion pictures and television programs that are unobjectionable in Western societies. To adapt a cliché, pornography is very much in the eye of the beholder.

In many historical societies, frank depictions of sexual behaviour, often in a religious context, were common. In ancient Greece and Rome, for instance, phallic imagery and depictions of orgiastic scenes were widely present, though it is unlikely that they fulfilled anything like the social or psychological functions of modern pornography (*see phallicism*). A modern use seems more likely in some of the celebrated erotic manuals, such as the Roman poet Ovid's *Ars amatoria* (*Art of Love*), a treatise on the art of seduction, intrigue, and sensual arousal. Some of the 100 stories in the *Decameron*, by the medieval Italian poet Giovanni Boccaccio, are licentious in nature. A principal theme of medieval pornography was the sexual depravity (and hypocrisy) of monks and other clerics.

Japan possessed a very highly developed culture of visual erotica, though these materials were so much part of the social mainstream that many cannot legitimately be described as “pornographic.” Elaborate depictions of sexual intercourse—pictures notionally designed to provide sex education for medical professionals, courtesans, and married couples—are present from at least the 17th century. *Makura-e* (pillow pictures) were intended for entertainment as well as for the instruction of married couples. This interest in very frank erotica reached its height during the Tokugawa period (1603–1867), when new technologies of colour woodblock printing allowed the easy manufacture and circulation of erotic prints, commonly described as *shunga* (“images of spring”; see photograph). The volume of this type of material was so large by the 18th century that the government began issuing official edicts against it, and some arrests and prosecutions followed. Nevertheless, Japanese erotica continued to flourish, and the prints of artists such as Suzuki Harunobu (c. 1725–70) have since achieved worldwide renown.

In Europe too, new technologies (above all, the printing press) promoted the creation of pornographic works, which frequently contained elements of humour and romance and were written to entertain as well as to arouse. Many of these works harked back to classical writings in their treatment of the joys and sorrows of marital deception and infidelity. Margaret of Angoulême’s *Heptameron*, published posthumously in 1558–59, is similar to the *Decameron* in its use of the device of a group of people telling stories, some of which are salacious.

The modern history of Western pornography begins with the Enlightenment (18th century), when printing technology had advanced enough to permit the production of written and visual materials to appeal to audiences of all socioeconomic levels and sexual tastes. A small underground traffic in such works became the basis of a separate publishing and bookselling business in England. A classic of this period was the widely read *Fanny Hill; or, Memoirs of a Woman of Pleasure* (1748–49) by John Cleland. At about this time, erotic graphic art began to be widely produced in Paris, eventually coming to be known in the Anglophone world as “French postcards.”

Apart from its sexual element, pornography became a powerful vehicle for social and political protest. It provided a vehicle for the exploration of daring ideas that were condemned by both church and state, including sexual freedom for women as well as for men and the practices of contraception and abortion. Much pornography also focused on the misdeeds of royals and aristocrats, thereby contributing to the discrediting of the elites of Europe. Perhaps the most important author of socially radical pornography was the Marquis de Sade, whose books—notably *Justine* (1791)—combined orgiastic scenes with long philosophical debates on the evils of property and traditional social hierarchy.

By the time that Queen Victoria came to the throne in Great Britain in 1837, there were more than 50 pornographic shops on Holywell Street (known as “Booksellers’ Row”) in London. Pornography continued to flourish during the Victorian Age in Britain and in the United States despite—or perhaps because of—the taboos on sexual topics that were characteristic of the era. The massive and anonymous autobiography *My Secret Life* (1890) is both a detailed recounting of an English gentleman’s lifelong pursuit of sexual gratification and a social chronicle of the seamy underside of a puritanical society. An important periodical of the era was *The Pearl* (1879–80), which included serialized novels, short stories, crude jokes, poems, and ballads containing graphic descriptions of sexual activity. Such works provide a valuable corrective to conventional images of Victorian prudery.

In the 19th century the inventions of photography and later of motion pictures were quickly put to use in the production of pornography. Pornographic films were widely available no later than the 1920s, and in the 1960s their popularity enjoyed a massive upsurge. The development of videocassettes in the 1980s and digital videodiscs (DVDs) in the 1990s enabled the wide distribution of pornographic films and further encouraged their use because they could be viewed in private. Pornographic images and films became even more widely available with the emergence of the Internet in the 1990s. The pornographic industry became one of the most profitable on the Internet. Apart from providing a vast marketplace for commercial pornography appealing to many diverse tastes, the Internet also encouraged many amateurs to post images of themselves, images that often challenged traditional concepts of beauty and sex appeal. The use of webcams opened the industry even further to amateurs, allowing individuals to post live depictions of themselves, often for fees. The Internet also increased the availability of child pornography. In one meta-study by researchers at Middlesex University in England, over 40,000 papers and articles were submitted to the team for review and 276 or 0.69% were suitable for consideration due to the low quality of research within the field.

Pornography has long been condemned and legally proscribed in the belief that it depraves and corrupts both minors and adults and that it leads to the commission of sex crimes. Occasionally, important artistic or even religious works have been banned because they are considered pornographic under such assumptions. Those assumptions have been challenged on legal and scientific grounds. Nonetheless, the production, distribution, or possession of pornographic materials may be prosecuted in many countries under statutes dealing with obscenity. Although legal standards vary widely, most countries in Europe and North America

permit depictions of sexual activity that would have been deemed grossly and criminally pornographic just a few decades ago. The only remaining taboo that is nearly universally accepted is the condemnation of child Sex can be meaningful and so much better than what is shown in pornographic material. In India, watching or possessing pornographic material is illegal. By the 21st century there were some four million Web sites devoted to pornography, containing more than a quarter of a billion pages—in other words, more than 10 percent of the Web. Forty million American adults regularly visit pornographic sites, which generate billions of dollars in yearly revenues. All of society's vices, as well as its virtues, have manifested themselves on the Internet. The researchers questioned 1,001 children aged 11 to 16 and found 65% of 15- to 16-year-olds reported seeing pornography, as did 28% of 11- to 12-year-olds. They also discovered that it was more likely for the youngsters to find material accidentally (28%), for example via a pop-up advertisement, than to specifically seek it out (19%). More than three-quarters of the children surveyed - 87% of the boys and 77% of the girls - felt pornography failed to help them understand consent, but most of the boys (53%) and 39% of girls saw it as a realistic depiction of sex. Some of the children's approach to sex was also informed by pornographic scenes, with more than a third (39%) of the 13- to 14-year-olds and a fifth of the 11- to 12-year-olds boys saying they wanted to copy the behaviour they had seen.

- More boys than girls had viewed online pornography through choice
- 135 (14%) of the young people who responded had taken naked and/or semi-naked images of themselves, and just over half of these (7% overall) had shared these images
- Of those children who reported seeing online pornography, the greatest proportion (38%) had first seen it on a portable laptop, 33% through a mobile phone and just under a quarter (24%) on a desktop computer
- Nearly 60% of the children and young people surveyed who had seen online pornography reported seeing it for the first time at home, followed by 29% who reported doing so at a friend's house

II. EFFECT ON YOUNG GENERATION

First, research on children's consumption of sexual content in mainstream media documents that its effects are moderated by such variables as age, gender, sexual experience, physical maturation and parental involvement. Age influences children's levels of understanding of, comfort with and interest in content such as sexual humour and innuendo. Correlations between adolescent viewing of sexual media and sexual behaviour are moderated by parental involvement, including such factors as discussions of television content, communication patterns and home environments. Second, the effect of viewing pornography is influenced by the viewers' sexual, emotional and cognitive responses to the material. Not a great deal is known about adolescent or adult observers of pornography, their preferences for different types of sexual content or the forms of consumption they practise. But the effects of exposure are likely to be mediated by viewers' interpretations and evaluations of the material. Children and young people are active and agentic consumers of media, using critical skills and perspectives in interpreting sexual.

Third, the character and circumstances of exposure are important: the type of material involved, the duration and intensity of viewing, and the context (whether voluntary or involuntary, and whether solitary or collective). The effects as Gail Dines summarizes Zillman's 1989 study, include "alters perceptions of sexuality; specifically, it fosters presumptions of popularity for less common sexual practices; breeds discontent with the physical appearance and the sexual performance of intimate partners; trivializes rape as a criminal offense and also trivializes sexual child abuse as a criminal offense; and promotes insensitivity toward victims of sexual violence and promotes men's beliefs that they would be capable of committing rape. In addition, habitual male consumers of common pornography appear to be at greater risk of becoming sexually callous and sexually violent toward women than occasional users." An epidemiological study describes the association between given behaviors or environmental conditions, and physical or psychological health by means of observation of real-world phenomena through statistical data. Epidemiological studies generally have high levels of external validity, insofar as they accurately describe events as they occur outside of a laboratory setting, but low levels of internal validity, since they do not strongly establish cause-and-effect relationships between the behaviors or conditions under study, and the health consequences observed. Little is known about how particular forms of pornography shape the significance of their use, other than in terms of homogenizing categorisations of 'violent' and 'non-violent' content. In relation to the contexts for use, there is some suggestion that masturbating alone while watching pornography may lend greater intensity to the sexual images viewed while watching pornography in groups may enhance collective acceptance of its value systems.

- Pornography can influence how children and adolescents view sexuality, and can impact on the language they use to describe certain sexual behaviours or body parts.
- Viewing porn can also influence a young person's thoughts and opinions around what they are expected to give and receive within an intimate relationship.

- Pornography may impact on young people's adoption of certain sexual behaviours. It is possible that viewing non-mainstream sexual practices can give legitimacy to them, and encourage participation in sexually adventurous behaviours (e.g. heterosexual anal sex).
- It has been suggested that young people may become upset or troubled by viewing images of non-mainstream sexual behaviors. Most everyday users of pornography are heterosexual men. Men are more likely than women to view pornography frequently, to be sexually aroused by it, and to have favourable attitudes towards it. They are more likely use pornography for sexual excitement and masturbation; initiate its use; and view it alone and in same-sex groups.
- Pornography has a series of demonstrated effects among children and young people (and among adults). Three types of factor mediate the impact of exposure of pornography: the characteristics of the viewer, the viewer's engagement with the material, and the character and context of exposure: the type of material involved, the duration and intensity of viewing, and the context.
- Seven types of effects are significant, as follows.
- Pornography as *sex education*: (i) Sexual knowledge and attitudes. Exposure to pornography is associated with:
 - Increased sexual knowledge, including about bodies and practices
 - Liberalised sexual attitudes (from both correlational and longitudinal studies) Greater acceptance of pre-, extra- and non-marital sexual relations .More positive attitudes towards casual and recreational sex, and premarital and extramarital sex Acceptance of one's own same-sex or other sexualities Greater acceptance of pornography itself .
- Pornography as *sex education*: Sexual practices and relations Pornography is prompting shifts particularly in heterosexual boys' and young men's sexual expectations, practices, and repertoires. There is clear evidence that pornography is shaping young men's and women's sexual practices.
- This has been most well documented with regard to anal intercourse. Pornography also may be shaping interest and participation in other sexual practices such as extra-vaginal ejaculation, deep fellatio, sex with multiple partners, etc.
- Pornography use also may increase young people's practices of *unsafe* vaginal and anal intercourse. Associations between pornography exposure and involvement in particular sexual practices such as anal intercourse or multi-partner sex can involve *sexual coercion*. Pornography as *addiction*? Some individuals' use is compulsive and damaging. However, it is problematic to frame this as 'addiction'.
- Pornography as *distress* (for younger children): Premature or inadvertent exposure to sexually explicit content may be distressing for younger children.
- Pornography as *betrayal*: Much of heterosexual men's pornography use is likely to be hidden from their female partners. A substantial proportion of female partners who are aware of their partners' pornography use experience hurt and distress.
- Pornography as *sexist education*: Pornography influences children's and young people's adoption of:
 - Sexist and stereotypical constructions of gender and sexuality. Sexually objectifying understandings of and behaviours towards girls and women.
- Pornography as *rape training*
- There is now very substantial evidence that pornography is associated with sexually aggressive and violence-supportive attitudes (in both experimental and correlational studies and from meta-analyses of these).
- There is now very substantial evidence that pornography is associated with sexually aggressive behaviour (in both experimental and correlational studies and from meta-analyses of these).
- Beyond simplistic accounts of effects
- We must move beyond simplistic, deterministic claims and towards more sophisticated and evidence-based accounts of pornography's effects.
- Pornography is one risk factor, among many, for sexual violence perpetration.
- Integrative models: Pornography consumption is one factor, which combines with others, to predict sexually aggressive behaviour. Pornography increases the risk of sexual violence perpetration for *some individuals* much more than others.
- Pornography's role in children's sexual offending is likely to be similar.
- The impact of exposure of pornography is complex.
- The user / consumer matters: How users interpret form and content, and what users do during and after consuming pornography
- The content matters: violent pornography appears to have stronger associations than non-violent pornography with sexually violent behavior, but this is complex.
- The form matters: There is some evidence that pornography's form – online versus online, video versus print – matters

- Pornography is one risk factor, among many, for sexual violence perpetration.
- We should use an interactive model of effects: pornography consumption is one factor, which combines with others, to predict men's sexually aggressive behaviour.
- Pornography increases the risk of sexual violence perpetration for *some men* much more than others – more so for men who are already predisposed to sexual violence. Men who have hostile and distrustful attitudes towards women, they get sexual gratification from controlling or dominating women, they are callous and unemotional, and so on.
- The user / consumer matters. What they bring to their use, and how they interpret its content.
- The content matters So, given that men's and boys' use of pornography intensifies their involvements in gender inequalities and sexual coercion, then what can be done about it?

There are all kinds of ways we should be tackling porn: using law and policy, holding the industry to account, and using advocacy and community education to challenge porn culture. But here, I focus on engaging men and boys.

What needs to change?

We must call on the government to ensure that all children and young people receive a rounded, informative and empowering age-appropriate sex and relationship education (SRE) throughout their time at school and college. Currently, only pupils attending local-authority run secondary schools, which represent around a third of secondary schools, are offered sex and relationships education.

A revised SRE curriculum is not set to be introduced in schools now until **September 2020**, and parents are only obligated for their children to attend a limited part of the education, all other parts they can withdraw their children from.

We strongly believe that children and young people **deserve**, and **require**, a **holistic education** on issues around sexual consent, pornography, online safety, healthy relationships and domestic abuse; an education which does not only exist in schools, but in their families, communities, college, universities and beyond.

Parents are pivotal in this education, as they can give their children the information they need to understand the potentially harmful effects of pornography, social media and the internet.

By speaking openly with young people about the issues they may very well face, we can better support them to make educated, healthy decisions about their own lives and to take care of those around them – skills which will stay with them throughout their entire adult lives.

- As a parent, **speak** to your children about pornography in an age-appropriate way. You can find **resources** below to support you in starting these conversations.
- **Learn** about the different platforms young people are using every day and gain a better understanding of how your child is using social media.
- Play an **active role** in supporting your child as they navigate issues in using digital platforms – learn about sex, pornography, online bullying, revenge pornography and more so that you can speak to your child and let them know they can talk to you whenever they want to, in a shame-free zone.

III. CONCLUSION

More positive attitudes towards casual and recreational sex, and premarital and extramarital sex acceptance of one's own same-sex or other sexualities. Greater acceptance of pornography itself. Learn about the different platforms young people are using every day and gain a better understanding of how your child is using social media.

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