

Relationship between Pornography Browsing, Psychological Well-being and Perceived Social Support among University Students: Survey Study

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Abstract

Background: Pornography browsing is a clear description of sexual activity, which includes all forms of photographs, videos, and other visual media that depict sexual action and are meant to arouse emotions. Psychological wellbeing is negatively affected by excess viewing of pornography that lowers levels of social support. **The study aimed to** assess relationship between pornography browsing, psychological well-being and perceived social support among university students: survey study **Design:** A descriptive research design using survey method. **Setting:** The study was conducted at the faculties of Helwan University. **Sample:** The sample size was 1116 university students participated in this study. **Tools:** A Structured Questionnaire which consisted of Socio-demographic characteristics Sheet and Problematic Pornography Consumption Scale (PPCS), Ryff's Psychological Well-Being Scales (PWB) and Multidimensional Scale of Perceived Social Support (MSPSS). **Results:** The study findings clarified that 78.8% of the studied university students had possible problematic pornography use. While 51.4% of the studied university students have low level of psychological well-being and 62.9% of the studied university students have low perceived social support **Conclusion:** There was a statistically significant negative correlation between total pornography browsing of the studied university students, their psychological wellbeing and perceived social support. **Recommendations:** Developing psycho-educational programs for university students who consume pornographic material to improve psychological well-being and perceived social support.

Keywords: *Perceived Social Support, Pornography Browsing, Psychological Well-being & University Students.*

Introduction

University students face several difficulties, particularly the younger generation that has the most internet access and is therefore most vulnerable to pornographic content. Students use pornography as a coping strategy to escape real-life issues and to help them adjust to the hardships they confront. Furthermore, instead of producing appropriate solutions to problems, students often turn to pornography to escape (Chua, 2023). Furthermore, because of the internet's affordability, accessibility, and anonymity, pornography is now more available (Yunengsih & Setiawan, 2021).

Pornography browsing is a clear description of sexual activity, which includes all forms of explicit literature (print or electronic), photographs, videos, and other visual media that depict sexual action and are meant to arouse emotions (Chaleunvong et al., 2023). For university student watch pornography for a variety of reasons, including learning more about sex, becoming more excited, perform relaxation, and get easier sexual stratification. Males are more prone to use pornography than females (Andrie et al., 2021).

Pornography consumption may be influenced by various circumstances, classified as individual, interpersonal, and social factors. Marital statuses, age,

religious convictions, participation in internet activities, education, depression, besides anxiety are examples of individual factors. Family disputes, sexual dissatisfaction, and worse marriage quality are examples of interpersonal issues associated with the usage of pornography. Social desirability, culture, ethnicity, and loneliness are examples of social factors (Pouralijan et al., 2024).

The differences between males and females in consuming pornography due to variations in sexual behaviors and attitudes, with females are tending to be more emotionally driven and males usually being more visually motivated related to sexual activities (Camilleri et al., 2021). The consumption of pornography is considered problematic due to its correlation with many issues such as sexual dysfunction, particularly in early life, and linked to mental health issues through its negative impact on psychological wellbeing (Mahmood et al., 2023).

Psychological wellbeing is negatively affected by excess viewing of pornography, as has negative effect on student's feelings, attitudes, and gives a distorted, poor image of female and male sexuality. Also, increasing feelings of anxiety, depression, and stress and creating conflict within their intimate relationships. Moreover, pornography consumption

has been related to negative sexual activities, drug consumption and binge drinking behaviors. In the other hand, students who spend excessive time viewing pornography may experience problems with studies, finances, sexual fulfillment, and everyday social interactions (Ezenwa & Nnaemeka, 2022).

Social support is associated with pornography browsing where pornography is anticipated by loneliness and decreased social support. Students who participate in sexual activity may do so to relieve anxiety conveyed by loneliness, which has been connected to a lower level of familial attachment (Efrati & Amichai-Hamburger, 2019). Furthermore, pornography browsing is associated with lower levels of parental relationships, social support, and family structure (Wizla et al., 2022).

The studies clearly show the psychological effect of pornography on university students, focusing on their access to and consumption of explicit material. Extensive research proposes that the prevalent use of modern technology contributes to the development of addictive patterns, including problematic pornography use, which can lead to decreased levels of life satisfaction, self-esteem, and increased social isolation. Moreover, there is a relationship between increased pornography consumption and various psychological health issues such as depression, anxiety, and stress (Rimti et al., 2024). Considering the association between pornography browsing and social support, social support is a significant factor that appraises when studying sexual behavior patterns and possibly has a vital impact on the development of problematic pornography consumption (Wizla et al., 2022).

Nurses have a significant role in addressing pornography browsing issues from public health perspective and public awareness of the negative effects of pornography on psychological wellbeing and social health of university students. Also, the topic of pornography should be integrated into university sexual education to teach university students the difference between healthy sexual relationships and the fantasy of pornography (Lim et al., 2016). Besides, developing workshops about pornography, educating families about the importance of conversations with young adults and promoting the use of personal software to help personal control settings. Furthermore, nurses recognize proper assessment to show pornography addictions for making proper referrals (Mattebo et al., 2013).

Significance of the study

The prevalence of pornography browsing among university students has increased and the group of pornography consumers is steadily increasing and it is mostly represented by over 70% of adult in USA,

aged 18–30 years old, admit to watching online pornography at least once a month while 60% of university students admitted to its consumption once a week. In line with this data, similar web's analysis, Egypt is one of the top two countries with the highest share of adult websites (Elaghoury et al., 2022). Statistics on the consumption of pornography vary, with reports ranging from 19.0–78.4% in females and 40.0–79.0% in males (Dwulit & Rzymiski, 2019).

From the researchers' point of view pornography can have negative influence on psychological and social wellbeing of university students; that can lead to depression, anxiety, increase stress and reduces everyday social interactions. In addition, unhealthy information from the internet can disrupt students' mental health. Pornography browsing is also a problem that needs to get more attention from local and global perspectives. This study will offer a chance to analyze relationships between pornography browsing, psychological well-being and perceived social support among university students and can also serve as a reference for other researchers .

Aim of the study

The study aimed to assess relationship between pornography browsing, psychological well-being and perceived social support among university students: survey study through the following objectives:

1. Assess problematic pornography consumption among university students.
2. Assess levels of psychological well-being among university students.
3. Assess levels of perceived social support among university students.
4. Assess relationship between pornography browsing, psychological well-being and perceived social support among university students.

Research Questions

1. What are the levels of problematic pornography consumption among university students?
2. What are the levels of psychological well-being among university students?
3. What are the levels of perceived social support among university students?
4. Is there a relationship between pornography browsing, psychological well-being and perceived social support among university students?

Subject and methods

Research Design:

A descriptive research design using survey method to achieve the aim of the study.

Research Setting:

The study was conducted at the faculties of Helwan University. The faculties had been stratified into two strata which were mainly theoretical and practical. Two faculties were selected randomly from practical strata

and theoretical strata. Two faculties were nursing and social work faculties in Helwan University.

Research Subjects:

A simple random sample of Helwan University students were chosen from each selected faculty. The faculties had been stratified into two strata which were mainly theoretical and practical from previous mentioned faculties.

Sample size:

The sample size was calculated by 10% of total numbers of the 4th grades from both faculties. The total numbers of students in the 4th grade of (nursing faculty) were 533 while the total numbers of students in the 4th grade of (social work) were 10627 and the total numbers of the 4th grades from both faculties were 11160. The sample size was 1116 students participated in this study.

Tools for Data Collection:

Three tools were used to collect data as the following:

Tool (I): A Structured Questionnaire:

This questionnaire was designed by researchers after reviewing the current available literature to assess socio-demographic characteristics and problematic pornography consumption of university students. This questionnaire consisted of two parts as follows:

Part (I): Socio-demographic Characteristics Sheet:

This sheet included socio-demographic characteristics of university students such as (age, gender, marital status, place of residence, family size, family monthly income, father and mother job and education)

Part (II): Problematic Pornography Consumption Scale (PPCS):

This scale was developed by **Bóthe, et al. (2017)** and adapted by the researchers to measure whether pornography use is a problem. This scale consisted of 16-items and each item was rated on a 3-points Likert scale. The 3-points Likert scale response options ranging from: 1 denotes disagree, 2 neutral, 3 agree.

Scoring system :

The total scale score was ranged from 16 to 48 with the higher scores indicates greater levels of problematic pornography consumption. Scoring system: No problematic pornography use if the score was < 60%(16-28)

Possible problematic pornography use if the score was ≥ 60% (29- 48)

Tool (II): Ryff’s Psychological Well-Being Scales (PWB) (Ryff, 1989):

This scale was developed by **Ryff, (1989)** and used to identify multiple facets of psychological well-being. The psychological wellbeing scale consisted of 18 items included six dimensions of wellbeing and happiness: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Each item was

rated on 3-points Likert scale 3 denoted disagree, 2 neutral, 1 agree

Scoring system:

Dimensions of psychological wellbeing are :

- Autonomy subscale items are Q15, Q17, and Q18 .
- Environmental mastery subscale items are Q4, Q8, and Q9 .
- Personal Growth subscale items are Q11, Q12, and Q14
- Positive relations with others subscale items are Q6, Q13, Q16 .
- Purpose in life subscale items are Q3, Q7, Q10 .
- Self-acceptance subscale items are Q1, Q2, and Q5.
- The total score of the scale ranged from 18 to 54. Q1, Q2, Q3, Q8, Q9, Q11, Q12, Q13, Q17, and Q18 should be reverse-scored, and the total score was classified as follows:

Subscale	Range	Low < 60%	Moderate ≥ 60-< 80%	High ≥ 80%
Autonomy subscale	3-9	3-5	6-7	8-9
Environmental mastery subscale	3-9	3-5	6-7	8-9
Personal growth subscale	3-9	3-5	6-7	8-9
Positive relations with others subscale	3-9	3-5	6-7	8-9
Purpose in life subscale	3-9	3-5	6-7	8-9
Self-acceptance subscale	3-9	3-5	6-7	8-9
Total	18-54	18-32	33-43	44-54

Tool (III): Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 1988):

The scale was developed by **Zimet et al. (1988)** and was used to measure perceptions of support from 3 sources: family, friends and a significant other (significant person means an important or influential individual in a person's life). The scale included 12 items which were scored on a 3-point Likert scale ranged from 1 denotes disagree, 2 neutral, 3 agree .

Scoring system:-

The total score of the scale ranged from 12 to 36. The total score was calculated with the sum of the items of the scale with a higher score refers to higher social support and the total score was classified as follows:

- Significant other subscale: sum across items 1, 2, 5, & 10, and then divide by 4
- Family subscale: sum across items 3, 4, 8, & 11, and then divide by 4.
- Friends’ subscale: sum across items 6, 7, 9, & 12, and then divide by 4.

Subscale	Range	Low < 60%	Moderate > 60-< 80%	High > 80%
Family support	4-12	4-7	8-9	10-12
Friends’ support	4-12	4-7	8-9	10-12
Significant other’s support	4-12	4-7	8-9	10-12
Total	12-36	12-21	22-28	29-36

Content Validity and Reliability:

The revision of the tools for relevance, comprehensiveness, understanding clarity, and applicability was done by a panel of three experts in the field of community health nursing and psychiatric mental health nursing to assess the content validity of the tools and the necessary modifications were done accordingly. Internal consistency and reliability were performed by using Cronbach's alpha- coefficient test.

Scales	Cronbach's Alpha
Problematic pornography consumption	0.897
Psychological well-being	0.684
Multidimensional scale of perceived social support	0.916.

Pilot Study:

The pilot study was done on 10% (112) of the university students at the previously mentioned setting to examine the clarity of questions and time needed to complete the study tool and then the necessary modifications of the tools were done accordingly. University students included in the pilot study were excluded from the study sample.

Ethical Considerations

Prior to conduction of the study an ethical approval was obtained from the Scientific Research Ethical Committee of Faculty of Nursing, Helwan University granted ethical approval with the code number (40-18/3/2024). Participation in the study was voluntary and subjects were given full information completely about the study and their role before the informed consent. The ethical considerations will include explaining the purpose and nature of the study, stating the possibility to withdraw at any time and confidentiality of the information. Ethics, values, culture and beliefs were respected.

Field Work

An official permission was obtained from the Deans of Faculty of Nursing and social work Faculty, Helwan University for conducting this study. An informed consent was obtained from students after the researchers introduced themselves to the participants with explaining the purpose of the study. Data was collected within the 2nd semester of academic year (2023-2024) from the end of March to the end of June 2024.

The first interview with students was done in the faculty to identify the students who agreed to participate in the study after explaining the aim and objectives of the study. Questionnaire was collected through Google form and distributed through WhatsApp groups and telegram groups through link: (https://docs.google.com/forms/d/1hS_veKcBFkbcic9HQ2E1TNjHgMIjlavU3J71YIfFYqY/edit#settings).

The time consumed to fill in the questionnaires for each student participated in the study was 25-30 minutes.

Administrative Design:

After an explanation of the study aim and objectives, an official permission was obtained from the Deans of the selected Faculties at Helwan University asking for cooperation and permission to conduct the study.

Statistical analysis:

Upon completion of data collection, collected data were organized, tabulated and analyzed using Statistical Package for Social Science (SPSS), version 26 for analysis. For quantitative data, numbers, percentage, mean \pm standard deviation (\pm SD) were used to describe results. For qualitative data which describe a categorical set of data, frequency and percentage of each category were calculated. Appropriate inferential statistics such as "T" test was used as well. The interrelationships between ranking quantitative variables were evaluated using correlation coefficient (r) analysis with $P < 0.05$ was considered significant (Siregar, 2021).

Results

Table (1): Frequency and percentage distribution of the studied university students according to their socio-demographic characteristics (n= 1116).

Items		No	%
Age	20- 22 years	783	70.2
	> 22 -24 years	333	29.8
Mean ± SD		21.033 ± 1.472	
Gender	Male	453	40.6
	Female	663	59.4
Marital status	Single	1065	95.4
	Married	36	3.2
	Divorced	9	0.8
	Widow	6	0.5
Place of residence	Urban	690	61.8
	Rural	426	38.2
Family size	3-5	627	56.2
	6-8	453	40.6
	> 9	36	3.2
Father education	Educated	906	81.2
	Not educated	210	18.8
Father's job	Employed	978	87.6
	Unemployed	138	12.4
Mother's education	Educated	870	78.0
	Not educated	246	22.0
Mother's job	Employed	249	22.3
	Unemployed	867	77.7
Family monthly income	Enough	720	64.5
	Not enough	396	35.5

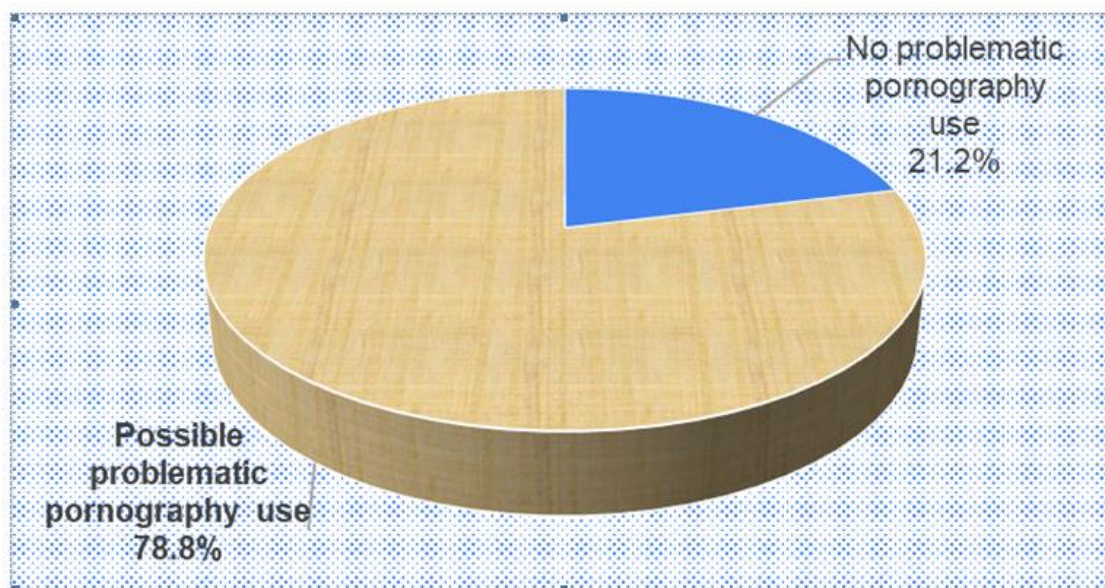


Figure (1): Percentage distribution of the studied university students according to their pornography browsing (n= 1116)

Table (2): Frequency and percentage distribution of the studied university students according to their psychological well-being subscales (n= 1116).

Items	Low		Moderate		High	
	No	%	No	%	No	%
Autonomy	553	49.6	294	26.3	269	24.1
Environmental Mastery	506	45.3	309	27.7	301	27.0
Personal Growth	818	73.3	167	15.0	131	11.7
Positive Relations with Others	466	41.8	314	28.1	336	30.1
Purpose in Life	585	52.4	281	25.2	250	22.4
Self-Acceptance	517	46.3	321	28.8	278	24.9

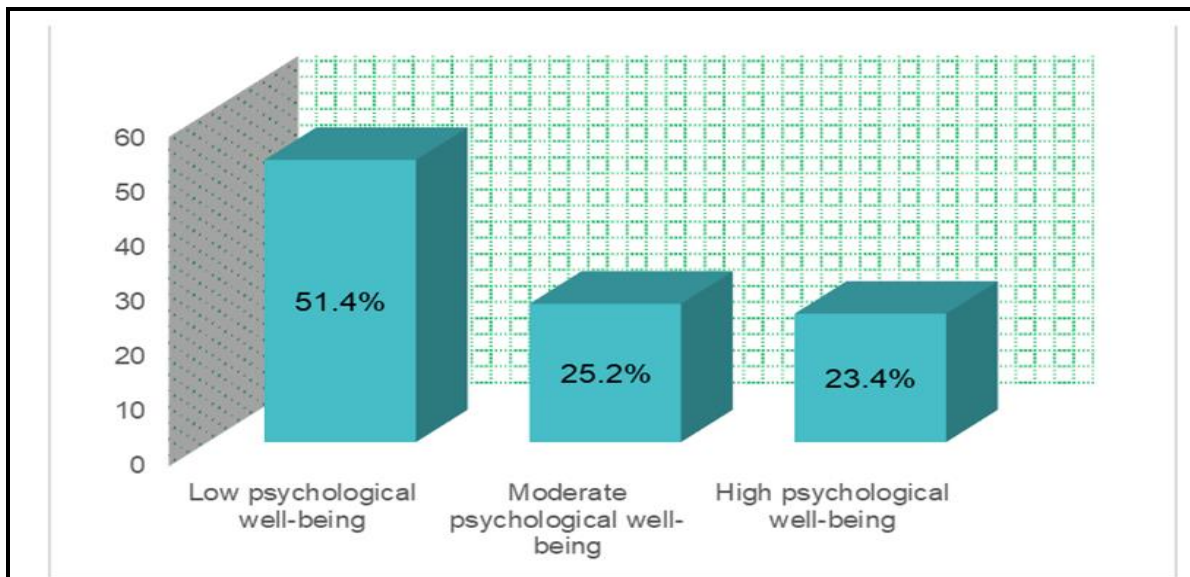


Figure (2): Percentage distribution of the studied university students according to their total psychological well-being scores (n= 1116)

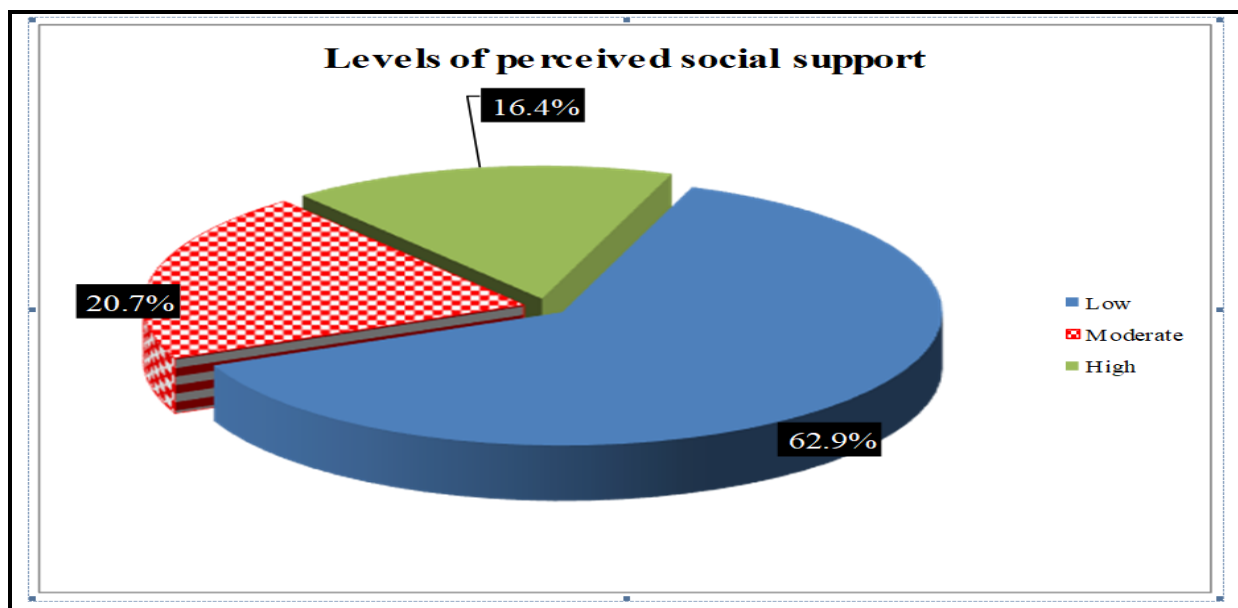


Figure (3): Percentage distribution of the studied university students according to levels of perceived social support (n= 1116).

Table (3): Relation between total pornography browsing of the studied university students, psychological wellbeing, perceived social support and their socio-demographic characteristics (n=1116).

Items	Pornography browsing			Psychological well-being			Perceived social support		
	Mean + SD	T test	P value	Mean + SD	T test	P value	Mean + SD	T test	P value
Age	41.55 ± 7.63	72.2	0.000 **	43.44±5.09	5.1	0.012*	17.86±7.08	8.3	0.001**
Gender	40.56 ± 6.74	61.1	0.000**	42.38±5.04	3.2	0.006*	17.87±7.06	4.9	0.011**
Marital status	34.15 ± 4.71	62.8	0.000**	43.54±5.04	6.1	0.031*	18.21±7.12	8.1	0.001**
Place of residence	29.78 ± 6.75	29.5	0.432	33.02 ± 5.61	1.8	0.230	13.27 ± 6.44	0.9	0.242
Family size	30.79 ± 5.68	32.1	0.521	35.85 ± 4.62	0.6	0.212	14.17 ± 5.47	1.1	0.223
Father's education	32.91± 7.61	82.8	0.000**	33.90±6.22	9.9	0.027*	15.54±8.27	6.5	0.001**
Father's job	23.05 ± 8.72	52.5	0.000**	46.02±5.15	8.0	0.008*	15.97±7.23	5.2	0.023*
Mother's education	42.95 ± 7.69	62.5	0.000**	43.84±5.14	6.0	0.015*	16.35±7.18	7.3	0.001**
Mother's job	32.40 ± 6.72	80.5	0.000**	40.09±5.10	4.5	0.004*	18.53±7.16	8.9	0.001**
Family monthly income	42.82 ± 4.71	82.1	0.000**	43.68±5.16	8.7	0.031*	17.67±5.09	7.1	0.001**

*Significant (S) $P \leq 0.05$ **Highly significant (S) $p \leq 0.001$ **Table (4): Correlation between total pornography browsing of the studied university students and their psychological wellbeing and perceived social support (n=1116).**

Items	Pornography browsing	
	Correlation coefficient (r)	P value
Psychological wellbeing	-0.372	0.014*
Perceived social support	-0.482	0.009*

*Significant (S) $p \leq 0.05$

**Highly significant (S)

 $p \leq 0.001$

Table (1): Presents that 70.2% of the studied university students ages from 20 to 22 years with a mean age $21.033 + 1.472$ and 59.4% of the university students are females. Concerning marital status, 95.4% of them are single. Regarding social characteristics, 61.8% of the studied university students are living in urban areas. 56.2% of them have small family size (3-5 members). Concerning parents' characteristics, 81.2% of their fathers are educated and 87.6% of them are working. 78% of their mothers are educated and 77.7% of them are unemployed. In addition, 64.5% of them have adequate family monthly income.

Figure (1): Illustrates that 78.8% of the studied university students have possible problematic pornography use, while 21.2% of them have no problematic pornography use.

Table (2): Presents that 49.6% of the studied university students have low autonomy. While 45.3% of them have low environmental mastery, 73.3% of them have low personal growth, 41.8% of the studied university students have low positive relations with others, 52.4% of them have low purpose in life and 46.3% of them have low self-acceptance respectively.

Figure (2): Clarifies that 51.4% of the studied university students have low level of psychological well-being while 25.2% of them have moderate level

of psychological well-being and 23.4% of them have high level of psychological well-being.

Figure (3): Illustrates that 62.9% of the studied university students have low perceived social support while 20.7% of the studied university students have moderate perceived social support and 16.4% of the studied university students have high perceived social support.

Table (3): Shows that there is a statistically and a highly statistically significant correlation between the studied University students' pornography browsing, psychological wellbeing, perceived social support and their socio-demographic characteristics (age, gender , marital status, , father's education, father's job, mother's education, mother's job, family monthly income) while there is non-statistically significant correlation between the studied University students' pornography browsing, psychological wellbeing, perceived social support and place of residence , and family size.

Table (4): Presents that there are a statistically significant negative correlations between total pornography browsing of the studied university students, their psychological wellbeing and perceived social support with (p value= 0.014 and 0.009) respectively.

Discussion

Pornography is now regarded as a public health crisis, with the development of digital technology and World Wide Web. The consumption of pornography by university students is a complicated topic that is frequently impacted by cultural, curiosity, and accessibility considerations. Excessive use can have detrimental impacts on psychological health, such as feelings of guilt, shame, humiliation, and loneliness. It may also affect relationships by creating unrealistic expectations about sex and intimacy, contributing to social withdrawal and reduced emotional connection with peers. Understanding its impact on students' well-being is crucial for promoting healthier behaviors and fostering supportive environments (Privara & Bob, 2023).

According to socio-demographic data of the studied university students, the finding of the present study revealed that, the mean age was 21.033 ± 1.472 and near three fifth of university students were females. From the researchers' point of view, this result may be because that the mean age of around 21 is common for university students, which is within the normal range for undergraduate students, who typically enroll in university between the ages of 18 and 19 and graduate between the ages of 22 and 23. Also, regarding the gender, this might be due to female enrollment in higher education has surpassed male enrollment. This trend may be influenced by changing social norms, greater emphasis on gender equality in education, and increased opportunities for women in joining the universities.

This result was supported by Elaghoury et al., (2022) in Egypt who conducted a study entitled "Relation between Pornography Browsing and Aggression among University Students" and found that the mean age of nursing students was 19.83 ± 1.405 and more than three fifths of them were females. While this result was in disagreement with Menshawy et al., (2021) in Egypt, who conducted a study entitled "Break the Silence: Knowledge and Attitude towards Sexual and Reproductive Health among Egyptian Youth" and reported that more than half of the sample were males.

According to marital status, the current study showed that majority of university students was single. From the researchers' point of view, because most of university students are single and unmarried in order to devote themselves to study, research and exams. This result was in the same line of Menshawy et al., (2021) in Egypt, who found that the majority of participants were single.

Regarding place of residence, the current study showed that more than three fifths of the studied university students were living in urban areas. From the researchers' point of view, this result possibly due

to most of university students was from Helwan city which is considered an urban area. This result was supported by Khaled et al., (2019) in Egypt, who conducted a study entitled "Effect of Pornography on Married Couples" and found that slightly more than half of the subjects were resided in urban areas.

Concerning parents' characteristics, the current study illustrated that more than three quarters of the students' fathers were educated. Moreover, near to four fifths of their mothers were educated. In addition, more than three fifths of the university students had enough family income. Researchers believe that these results are due to parents' awareness of the importance of education and its impact on family income.

These results were supported by Solyman, (2020) in Jordan who conducted a study entitled "Impact of Internet Pornography Use by Jordanian University Students on Perceiving Its Effects on Self and Others" and found that majority of sample's fathers' and mothers were educated. Also, more than three fifths of them had enough family income.

Additionally, in the light of problematic pornography consumption, the current study revealed that more than three quarters of the studied university students had possible problematic pornography use. While more than one fifth of them had no problematic pornography use. On the other hand, this conclusion contradicted the findings of Elaghoury et al., (2022) in Egypt, stated that the majority of the studied subjects had no evidence of problematic pornography use, while only minority of them had evidence of possible problematic pornography use. According to the researchers, this outcome probably as a result of pornography's detrimental effects on students' lives, which include time wastage, loss of attention, and an ongoing obsession with pornography.

Based on psychological well-being of the studied university students, the current study presented that nearly half of the university students had low autonomy. While more than two fifths of them had low environmental mastery, low positive relations with others and low self-acceptance, near three quarters of them had low personal growth and more than half of them had low purpose in life. This result likely due to browsing of the internet sites may be one of dominant stress factor that affects the psychological well-being of university students. Additionally, the current study indicated that more than half of the studied university students had low level of psychological well-being and more than one fifth of them had high level of psychological well-being.

This results were contradicted with Sharma et al., (2022) in India who conducted a study entitled "Psychological Well-being among College Students"

and clarified a high score on the dimension of purpose in life ($M=35.82$, $SD=3.88$), followed by personal growth ($M=35.74$, $SD=3.86$), positive relations with others ($M=34.3$, $SD=4.01$), self-acceptance ($M=33.61$, $SD=4.00$), autonomy ($M=33.36$, $SD=4.36$), and environmental mastery ($M=32.59$, $SD=4.02$) among university students. Also, This results were inconsistent with **Adeniyi & Onadiji (2016)** who studied "Influence of Psycho-Demographic Variables on Psychological Well-Being of Undergraduates of Obafemi Awolowo University, Ile-Ife, Osun State" in Nigeria and clarified that the majority of the undergraduates had high level of psychological well-being.

As well as perceived social support, this study clarified that more than half of the studied university students had low perceived social support while, minority of them had high perceived social support. This possibly due to transition to independence, academic pressures, and changes in social networks can create feelings of disconnection and isolation that can further impact students' ability to recognize or access support. Additionally, personal factors like cultural norms and individual coping styles may lead some students to feel less supported, even if help is available. This results at odds with **Abdul Aziz et al., (2023)** in Malaysia who make a study called "Association between Stress and Social Support Perceived among Undergraduate Health Sciences Student" which illustrated that students perceived a high social support from their surrounded environment.

Regarding relation between total pornography browsing of the studied university students and their socio-demographic characteristics, the present study showed that there was a highly statistically significant correlation between the studied University students' pornography browsing and their socio-demographic characteristics (age, gender , marital status, , father's education, father's job, mother's education, mother's job, family monthly income) while there was non-statistically significant correlation between the studied University students' pornography browsing, place of residence , and family size.

These results might be due to the significant differences that were suggested a male dominance among pornography browsing and likely because of their increased access to digital and internet devices and the availability of pornography sites and the personal curiosity. In addition, University students have cell phones and other methods such as laptop and tablets that encourage pornography through connecting them to the internet in this age group.

Moreover, less educated not worked fathers and mothers of students with inadequate family income were more likely to pornography browsing, probably

due to lack of providing sexual awareness and lack of sportive and recreational activities that having more free time and also stigma of mental illness which make seeking psychiatric settings to be considered as shameful attitude. Also, non-statistically significant correlation between the studied University students' pornography browsing and place of residence and family size might be due to the availability and accessibility of internet pornography sites that not affected by the place of residence or family size.

These findings were supported by **Pouralijan et al., (2024)** who studied "Pornography Use, Demographic and Sexual Health Characteristics among University Students: A gender-based Comparative Study of Non-users, Non-problematic Users, and Problematic Users" in Iran and showed that more than half of male students used pornography in the past year, younger students tended to watch more pornography. Similarly, the study of **Wright & Štulhofer (2019)** who studied "Adolescent Pornography Use and The dynamics of Perceived Pornography Realism: Does Seeing More Make It More Realistic? " agreed that pornography use is heavily gendered and males are more inclined to seek pornography than females.

This results were also strongly consistent with the study conducted by **Abd-Eljawad et al. (2021)** who studied "Pornography Use Prevalence and Associated Factors in Arab Countries: A Multinational Cross Sectional Study of 15,027 Individuals" among Arab countries and showed that the majority of the participants didn't report living with a life partner, which would make them tend to pornography more often as an alternative to compensate the real sexual gratification. The study results were inconsistent with **Elaghoury et al., (2022)** who studied "Relation between Pornography Browsing and Aggression among University Students" and explained that rurals had total problematic pornography score higher than urbans.

As well as relation between total psychological wellbeing of the studied university students, and their socio-demographic characteristics, the present study showed that there was a statistically significant correlation between the studied University students' psychological wellbeing, and their socio-demographic characteristics (age, gender , marital status, , father's education, father's job, mother's education, mother's job, family monthly income) while there was non-statistically significant correlation between the studied University students' psychological wellbeing, place of residence , and family size.

These results might be related to young adults have psychological, social and academic stress with less educated, less worked parents and insufficient family income lead to insufficient healthcare that affects on

psychological wellbeing and negative mental health status among students causing them more anger, distressed, anxious, having troubled relationships, low autonomy, low purpose in life and low self-acceptance. Also, the female could recognize emotions and expressing themselves more easily with no any influence of place of residence or family size on psychological well-being of students because of opportunity to interact well with their others are the same in urbans or rural areas and within small or large family.

These findings were supported by **Adeniyi & Onadiji (2016)** who studied "Influence of Psycho-Demographic Variables on Psychological Well-Being of Undergraduates of Obafemi Awolowo University, Ile-Ife, Osun State" in Nigeria and revealed that there was a significant influence of gender on students' psychological well-being but contradicted with the relation of age for confirmation that students' psychological well being is not age related and there was a significant influence of place of residence on psychological well-being of undergraduates.

In addition, relation between total perceived social support of the studied university students, and their socio-demographic characteristics, the present study clarified that there was a statistically and a highly statistically significant correlation between the studied university students' perceived social support, and their socio-demographic characteristics (age, gender, marital status, father's education, father's job, mother's education, mother's job, family monthly income) while there was non-statistically significant correlation between the studied university students' perceived social support, place of residence, and family size.

These results might be due to young adults of different genders with less educated, less worked parents and inadequate family income leading to improper social support that is affected by marital status. Also, the females could build and maintain social relations more easily than males. In addition, there was no any influence of place of residence or family size on social support of students because of opportunity to interact well and receiving social support are the same in urbans or rural areas and within small or large family. These results were contradicted with **Ghasak et al., (2022)** who studied "Perceived Social Support among University Students in Malaysia During Covid-19 Pandemic "and found that the only significant factor that contributes to one's perceived social support is household income and other factors such as gender, age, marital status, and were not significantly associated.

Additionally, the current study revealed that there was a statistically significant negative correlation between total pornography browsing of the studied university

students, their psychological well-being and perceived social support with (p value= 0.014 and 0.009) respectively. This supposedly stems from feelings of guilt, shame, or isolation often associated with pornography use. Pornography browsing can lead to lower life satisfaction, increased loneliness, and unrealistic expectations about relationships, which can strain social connections and reduce emotional intimacy. Additionally, excessive use may exacerbate psychological health issues like anxiety or depression, leading students to withdraw from social interactions and perceive less support from their peers and loved ones.

Likewise, this study was in accordance with **Camilleri et al., (2021)** in the United States who conducted a study entitled "Compulsive Internet Pornography Use and Mental Health: A Cross-Sectional Study in a Sample of University Students in the United States" which indicated that there was a significant negative relationship between psychological health and pornography use. In contrast, this result was in disagreement with **Kohut & Štulhofer (2018)** in Canada who carried out a study entitled "Is Pornography Use a Risk for Adolescent Well-Being?" and stated that the study had no consistent evidence that pornography use was associated with negative changes in psychological well-being of the sample under study.

Nonetheless, this result contradicted that of **Ugese et al., (2024)** in Nigeria who conducted a study entitled "Pornography Addiction in the Emerging Adults: The Role of Social Isolation, Self-Control and Stress Coping" and concluded that there was a significant positive relationship between pornography and social support. Whereas, this result was incompatible to **Wizla, et al., (2022)** in Poland who conducted a study entitled "The Relation of Perceived Social Support to Compulsive Sexual Behavior" and found that there was a weak relationship between pornography consumption and perceived social support which went against to the usual and considered as a protective factor for problematic pornography consumption.

Limitation of the study

One limitation that faced us as researchers when conducting a study about pornography consumption in Egypt was the sensitivity and cultural taboo surrounding the topic. Researching pornography consumption in a conservative society like Egypt face challenges due to societal norms that discourage open discussions about sexual content and behaviors. This might lead to underreporting or reluctance among participants to share accurate information about their pornography consumption habits.

Conclusion

According to the results of the current survey, it can be concluded that there was problematic pornography browsing among university students. It also found that there was a statistically significant negative correlation between total pornography browsing of the studied university students, their psychological wellbeing, and perceived social support. Students who consume pornography more frequently and for a long time are more likely to have low psychological wellbeing and low perceived social support.

Recommendations:

In the light of the current study findings; the following recommendations are suggested:

- Establishing regular counseling for university students regarding the appropriate use of websites and internet for their educational purposes.
- Developing psycho-educational programs for university students who consume pornographic material to improve psychological well-being and perceived social support.
- Workshops should be carried out for university students that address the problematic use of pornography, its risks and prevention strategies.

For further research: Dissemination of nursing educational program about adverse effects of pornography browsing on university students for enhancing students' awareness.

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