International Journal of Allied Medical Sciences and Clinical Research (IJAMSCR)

ISSN:2347-6567

IJAMSCR |Volume 9 | Issue 2 | Apr - Jun - 2021
www.ijamscr.com

Research Study *Medical research*

Content Validation of a Questionnaire on Viewing Sexually Explicit Materials (SEM) Among Young Adult Filipinos

Samiha L. Yahya, Hamdoni K. Pangandaman*

College of Health Sciences, Mindanao State University, Marawi City, Lanao Del Sur, 9700, Philippines.
***Corresponding Author**: **Hamdoni K. Pangandaman**
Email id: pangandamanhamdoni@gmail.com

ABSTRACT

The richness of internet on multimedia has immense influence on mental health particularly the sexual behavior of the youth. Literature shared that risky sexual behavior induced by viewing of sexually explicit materials (SEM) is a factor of HIV (Human Immunodeficiency Virus) or AIDS (acquired immunodeficiency syndrome) statistics.This study validated relevant questions extracted from literature regarding viewing of sexually explicit materials (SEM) among young adult Filipinos. A process of tool validation through quantitative approach using Content Validity Ratio (CVR), Content Validity Index (CVI), and Modified Kappa Coefficient (K*) in the researchers made questionnaire with 19-items extracted from literature has been validated by 31 validators as experts in the respective fields of psychology, nursing, clinics, and academe. CVR result with PAE (Proportion Agreeing Essential = 0.677) greater than CVR critical exact value (0.355) shows that only 18-items are essential and 1-item deleted as non-essential. Subsequently, CVI result deemed that all 18-item are very relevant, very clear, very simpleand the meaning is clear. Results of I-CVI and Modified Kappa Coefficient (K*) shows that 18-items are all appropriate (I-CVI= > 0.79) and Excellent (K* = >0.74). Thus, 18-items of the researcher made questionnaire are valid to assess and measure the young adult viewing of sexually explicit materials (SEM). It is highly recommended to further validate questionnaire using standardized methods such as exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to identify its dimensions as well as pilot testing using Cronbach's Alpha Reliability coefficient.

Keywords: Sexually Explicit Materials, Viewing, Filipino, Young Adults, Tool Validation.

INTRODUCTION

Adolescence is a changing stage of emotional, physical and cognitive development of an individual happening before the onset of sexual maturity (puberty) and ending by start of adulthood period [1]. It is the period of curiosity as adolescents start to get interested and try new things. Adolescence stage is the time of sexual development where adolescents explore more in sexual engagements and activities such as talking about sex, sexual intimacy, masturbation, oral sex, and sexual intercourse [2]. Sexuality of adolescence comprises different factors such as gender identity, developing intimate relationships, and sexual orientation but it has changed during the past decades, with young adults in modern world is reaching physical maturity earlier [3]. Onset of puberty of a young individual potentiate start of sexual ideations and experimentations, and adolescents begin to get fascinated in more intimate relationships [2, 3]

Internet is the most used media these days for communicating, entertaining and socializing with others. It has contributed in the unhealthy sexual development of adolescents as it is easily reachable[4]. In the Philippines, internet usage has increased to 10 hours and 2 minutes of screen time every day thus making the country topped in the world with the most internet usage[5]. Internet usage has been vastly used by the young in viewing sexually explicit materials (SEM)[4]. This results to the interference of SEM from a healthy sexual growth of adolescents. SEM significantly influence young people specifically adolescents' sexual activity which is greatly alarming[3, 6]. Sexually explicit materials are materials such as books,

movies, magazines, videotapes, and pictures which may cause sexual arousal, the genitals, or intimate sexual behavior. According to a study, those people aged from 18-25 access sex or porn web sites most often and four motivations for viewing SEM were found – to maintain or build a relationship; for mood management (to increase arousal or for entertainment); just out of habit; and lastly, for the purpose of sexual fantasy. Since adolescence stage is the stage of sexual growth, SEM has become a necessary tool for them in satisfying their sexual ideations or fantasies[7]. Sexually explicit materials (SEM) can be a source of sexual information and thus, again, provide a chance for people to practice their sexual activities.

Moreover, due to advancement of technologies and usage of internet makes sexually explicit materials (SEM) widely accessible and available which resulted to widespread use of SEM among adolescents that have triggered number of concerns to arise among group of parents worrying about the easy accessibility and availability of their children to SEM[7, 8]; the potential of misinformation among adolescents concerns sexuality educators[9]; the techniques used for censorship fears civil right groups; and the regulation of all these arising concerns without violating the democratic values also concerns the policymakers [10, 11]. Also, studies has implied a strong relationship between SEM and the health consequences of SEM to the adolescents in terms of sexual and reproductive health risks [3, 6, 7]. It enjoins the report that sexually transmitted diseases (STDs) particularly HIV as one of the speedy growing disease in the Philippines in the Asia Pacific region[12].

However, there are no existing instrument that could measure engagement of adolescent Filipinos on viewing SEM. Thus, researchers have extracted relevant statement items from the literature reviewed to develop a questionnaire. With this, the objective of the study was to validate the questionnaire on the viewing of SEM among young adult Filipinos through standardized method of validation.

METHODS

This study is a quantitative methodology research particularly on tool validation. This process ensures that the content and statement items of the questionnaire about viewing of SEM by young adult Filipinos could measure what it intends to measure. There were 31 respondents purposively selected as content validators whom considered expertsat their respective fieldsin nursing (n=12), psychology (n=8), social work (6), and medicine (n=5) and are affiliated in the area of academe, hospital/clinic, and community in the southern part of Mindanao, Philippines. They have been affiliated in their workplace for at least 5years or more. This study obtained was carefully done with an informed consent as part of ethical protocols. Thus, respondents' rights and protection were taken into consideration while conducting the study. Bioethical principles such as autonomy, justice, fidelity, beneficence, maleficence, and confidentiality were also observed. College-based Research Ethics Committee of the College of Health Sciences (CHS-REC) approved the conduct of the study. The 19-items researchers developed questionnaire or research instrument about viewing sexually explicit materials (SEM) were based on appraised information anchored from the scoped review of literature. Researchers listed and tabulated the extracted common information from every literature about the reaction, response or behavior of an adolescent when have viewed/watched SEM via online in the internet or offline via mobile screen media devices such as smartphones, tablet and laptop.

Data gathering procedure has been facilitated in a combination of printed from and via electronic by sending google forms to the expert content validators as respondents to ensure the completeness and retrieval of the questionnaire. An invitation and permission letter has been communicated prior sending the questionnaire for actual data gathering.Gathering of data lasted for 5 months, from August to December of year 2020. Then, an approach of content validity through Content Validity Ratio (CVR), Content Validity Index (CVI), Item-Content Validity Index (I-CVI) with Modified Kappa Coefficient (K*)has applied in the analysis of collected data and as a strategy of validating the questionnaire.CVR assessed if item is essential or not;CVI for relevance, clarity, simplicity, and ambiguitycriterion which assessed using 4-point scale format; I-CVI assessed categorization of items if appropriate, needs revision, or should be eliminated; then, K* decides either the item/s is/are excellent, good, fair, or poor[13-15].

RESULTS

Analysis of 19 statement item questions about viewing SEM of adolescents as appraised by 31 content validators through CVR shows about 27.5 of experts (ne) deemed thatthe 18-items are essential since its CVR value (item 1 to 3 and 5 to 19) is greater than the acceptablePAE (proportion agreeing essential) (CVR ≥ PAE). Only one statement item (item no. 4) yielded '*not essential'* since its CVR value is lesser than PAE value (CVR = 0.645 < PAE = 0.677) based on adapted table for CVR critical exact value of 0.355[16]. This means that the item found not essential shall be deleted and excluded in the analysis for CVI, I-CVI, and K*. As the 18-items analyzed for CVI shows that all are very good, very clear, very simple, and not ambiguous or the meaning is clear (CVI ≥ 3.26).

Table 1. Analysis of Viewing SEM Questionnaire through CVR and CVI

Statement Items of Viewing SEM	ne	CVR vs PAE (.677)	CVI Interpretation	CVR Interpretation
1. I masturbate when I watch or view sexually explicit material.	27.25	0.758	Essential	VR, VC, VS, MC
2. My partner and I watch or view sexually explicit material together while engaging in sexual behaviors.	26.25	0.694	Essential	VR, VC, VS, MC
3. I watch sexually explicit material to get aroused before	26.75	0.726	Essential	VR, VC, VS, MC

engaging in sexual behaviors with my partner.				
4. ***Sometimes, I get so aroused viewing sexually explicit material online, So I ask for a "one-night stand."***	***25.5***	***0.645***	***Not Essential***	***Item Deleted***
5. I get ideas for different sexual activities from contents of the sexually explicit material I view online.	27	0.742	Essential	VR, VC, VS, MC
6. I have wanted to pressure a woman/man to do a sexual activity based on what I have watched or viewed online.	26.5	0.710	Essential	VR, VC, VS, MC
7. I have viewed sexually explicit material online and then forced someone to have sex with me.	26.25	0.694	Essential	VR, VC, VS, MC
8. My partner has been frightened during sexual activities when I have done something learned online.	28	0.806	Essential	VR, VC, VS, MC
9. I visit online sites that let me to interact virtually with a sexual partner using a web-cam.	28.25	0.823	Essential	VR, VC, VS, MC
10. I visit online sites that allow me to view or watch, in real time, others engaging in daily activities.	28.25	0.823	Essential	VR, VC, VS, MC
11. I enjoy watching live-streaming of people engaging in sexually explicit behaviors online.	26.25	0.694	Essential	VR, VC, VS, MC
12. I have met people online exclusively for the purposes of meeting offline and engaging in sexual activities or behaviors.	27.25	0.758	Essential	VR, VC, VS, MC
13. I have shown images of myself engaging in sexual behaviors to people I have met online.	27	0.742	Essential	VR, VC, VS, MC
14. I like to visit chat rooms just to engage in cybersex.	27.5	0.774	Essential	VR, VC, VS, MC
15. I would feel embarrassed if my loved ones found out I have viewed sexually explicit material online.	27.75	0.790	Essential	VR, VC, VS, MC
16. The time I spend viewing sexually explicit material online has increased since I first viewed at this material.	26.75	0.726	Essential	VR, VC, VS, MC
17. I have become more uninhibited since I started viewing sexually explicit material online.	27.5	0.774	Essential	VR, VC, VS, MC
18. I prefer viewing sexually explicit material online because the people do not seem as real to me.	27.25	0.758	Essential	VR, VC, VS, MC
19. I prefer viewing sexually explicit material online because I feel distant from the persons in the material.	26.5	0.710	Essential	VR, VC, VS, MC

Note: ne - number of expert's panel members indicating an item 'essential'; N - number of expert's panel members; CVR – Content Validity Ration result; PAE – Proportion Agreeing Essential (0.677).
CVI Scaling: 1.00-1.75 = Not relevant (NR), not clear (NC), not simple (NS), doubtful (D); 1-76-2.50 = Item need some revision (INSR); 2.50-3.25 = relevant (R), clear (C), simple and no doubt but need minor revision/s (SMR); 3.26-4.00 = Very relevant (VR), very clear (VC), very simple (VS), meaning is clear (MC) or not ambiguous.

Moreover, the 18-statement items were further analyzed using I-CVI and K. The former tested further classification of items based on garnered score that falls within the scale of appropriate, needs revision, and or to be eliminated. The latter then computed the analyzed responses on the 18-items and complemented the result of I-CVI to support if the item/s are excellent, good, fair, or poor. Table 2 shows that all of the 18-items are appropriate based on I-CVI (>0.79) and excellent based on K* (> 0.74).

Table 2. Evaluation Criteria for Content Validity Using I-CVI and K*

I-CVI classification	No. of items	Score	Modified Kappa Coefficient (K*)	No. of items	Score
> 0.79	18	Appropriate	> 0.74	18	Excellent
0.70 – 0.79	0	Needs revision	0.60 – 0.74	0	Good
< 0.70	0	Eliminate	0.40 – 0.59	0	Fair
			< 0.40	0	Poor

DISCUSSION

Our review of the 19-items of the researcher questionnaire about viewing of sexually explicit materials (SEM) among Filipino adolescents shows that its 18-items are essential, very relevant, clear, simple, not ambiguous, appropriate and are all excellent based on the assessment of 31 experts as validators coming from the field and discipline of nursing, medicine, psychology, and social work. The findings imply that experts as content validators, though coming from varied discipline, agree that the statement items of the questionnaire could measure and represent

plausible behavior of Filipino adolescent whenever has addicted or extremely engage in viewing of SEM. Studies show that excessive or high screen time viewing of SEM has been associated to risky behaviors such as violence, rape, and compulsive sexual reaction [17, 18].

Though the questionnaire developed is the first to possible measure the viewing of SEM among Filipino adolescents[19, 20], it does not represent other dimensions as the researchers needs to further validate the questionnaire. The researchers acknowledged that content validity is preliminary method of research questionnaire validation. Based on literature, content validity measures could be complemented with construct validity through exploratory factors analysis (EFA) and confirmatory factor analysis (CFA) [21-23].

CONCLUSION AND RECOMMENDATIONS

The study concludes that the 18-statement itemsof the questionnaire about viewing of SEM among Filipino adolescent is content valid based on 31 experts as content validators. The questionnaire can be use by researcher/s who aims to measure the engagement in viewing of SEM among adolescent in general. The construct validity of the questionnaire which did not included in this study recommends further validation through a process of exploratory factor analysis and confirmatory factor analysis with more experts as content validators. Further studies are also recommended in the context of examining the applicability and sensitivity of the questionnaire to a particular culture. It is also highly suggested to have further studies on the correlation between engagement in viewing of SEM and the statistics of HIV/ AIDS in the Philippines.

ACKNOWLEDGEMENT

Special appreciation to the thirty-one (31) respondents'experts in the field who served as content validators in this research study.

CONFLICT OF INTEREST

No conflict of interest encountered and to be declared by the researchers.

REFERENCES

[1] A. B. Suleiman, A. Galván, K. P. Harden, and R. E. Dahl, "Becoming a sexual being: The 'elephant in the room' of adolescent brain development," *Developmental Cognitive Neuroscience,* vol. 25, pp. 209-220, 2017/06/01/ 2017.
[2] X. Chi, L. Yu, and S. Winter, "Prevalence and correlates of sexual behaviors among university students: a study in Hefei, China," *BMC Public Health,* vol. 12, no. 1, p. 972, 2012/11/13 2012.
[3] E. G. De Jose, *Filipino Adolescents' Sexual Attitudes and Behaviors: Results from a University Cohort* (2013, no. 8). 2013.
[4] M. Landry, M. Turner, A. Vyas, and S. Wood, "Social Media and Sexual Behavior Among Adolescents: Is there a link?," (in English), Original Paper %J JMIR Public Health Surveill vol. 3, no. 2, p. e28, 2017.
[5] M. Meeker, "Internet trends report; 2019," ed, 2019.
[6] D. A. Cordero Jr, "Understanding the Broader Horizon of Sexual Encounter: A Case Study on Sexual Engagement Among Filipino Teens," *J Asia-Pacific Social Science Review,* vol. 18, no. 1, pp. 46-61, 2018.
[7] E. M. Morgan, "Associations between Young Adults' Use of Sexually Explicit Materials and Their Sexual Preferences, Behaviors, and Satisfaction," *The Journal of Sex Research,* vol. 48, no. 6, pp. 520-530, 2011/11/01 2011.
[8] M. Weber, O. Quiring, and G. Daschmann, "Peers, Parents and Pornography: Exploring Adolescents' Exposure to Sexually Explicit Material and Its Developmental Correlates," *Sexuality & Culture,* vol. 16, no. 4, pp. 408-427, 2012/12/01 2012.
[9] P. A. Flowers-Coulson, M. A. Kushner, and S. Bankowski, "The Information Is Out There, But is Anyone Getting It? Adolescent Misconceptions About Sexuality Education and Reproductive Health and the Use of the Internet to Get Answers," *Journal of Sex Education and Therapy,* vol. 25, no. 2-3, pp. 178-188, 2000/06/01 2000.
[10] G. M. Hald, L. Kuyper, P. C. G. Adam, and J. B. F. de Wit, "Does Viewing Explain Doing? Assessing the Association Between Sexually Explicit Materials Use and Sexual Behaviors in a Large Sample of Dutch Adolescents and Young Adults," vol. 10, no. 12, pp. 2986-2995, 2013.
[11] C. Hunn, C. Spiranovic, J. Prichard, and K. Gelb, "Why internet users' perceptions of viewing child exploitation material matter for prevention policies," vol. 53, no. 2, pp. 174-193, 2020.
[12] M. Mogato and M. Perry, "Philippines Has Highest HIV Infection Growth Rate in Asia-Pacific: UN," ed: Reuters, 2017.
[13] F. Yaghmaei, "Content Validity and Its Estimation," *Journal of Medical Education,* vol. 3, no. 1, 2003.
[14] C. Ayre and A. J. Scally, "Critical Values for Lawshe's Content Validity Ratio:Revisiting the Original Methods of Calculation," vol. 47, no. 1, pp. 79-86, 2014.
[15] H. Pangandaman, "Content Validity of Technology Informatics Guiding Education Reform (TIGER) Assessment Instrument for Informatics Competencies of Graduating Nursing Student," *International Journal of Advanced Research,* vol. 6, no. 11, 2018.
[16] C. H. Lawshe, "A Quantitative Approach to Content Validity," *Personnel Psychology,* vol. 28, no. 4, pp. 563-575, 1975.
[17] A. Štulhofer, V. Buško, and I. Landripet, "Pornography, Sexual Socialization, and Satisfaction Among Young Men," *Archives of Sexual Behavior,* vol. 39, no. 1, pp. 168-178, 2010/02/01 2010.
[18] E. F. Rothman and A. Adhia, "Adolescent Pornography Use and Dating Violence among a Sample of Primarily Black and Hispanic, Urban-Residing, Underage Youth," vol. 6, no. 1, p. 1, 2016.
[19] J. R. Adanza, "Engagement With Sexually Explicit Internal Materials (SEIM) and Its Moral Implications AMong the Youth of Cavite, Philippines," *International Journal of Arts and Humanities,* vol. 2, no. 9, pp. 492-505, 2018.

[20] E. Laguna and A. J. Pagaduan III, "Tuned In, Turned On: Exposure to Pornographic Materials as a Correlate of Early Sexual Initiation among Filipino Adolescents," *Plaridel,* vol. 2, no. 1, pp. 69-82, 2005.

[21] H. W. Marsh *et al.*, "Exploratory Structural Equation Modeling, Integrating CFA and EFA: Application to Students' Evaluations of University Teaching," *Structural Equation Modeling: A Multidisciplinary Journal,* vol. 16, no. 3, pp. 439-476, 2009/07/14 2009.

[22] S. W. O'Leary-Kelly and R. J. Vokurka, "The empirical assessment of construct validity," *Journal of Operations Management,* vol. 16, no. 4, pp. 387-405, 1998/07/01/ 1998.

[23] K. F. Widaman, "Exploratory factor analysis and confirmatory factor analysis," in *APA handbook of research methods in psychology, Vol 3: Data analysis and research publication.*(APA handbooks in psychology®. Washington, DC, US: American Psychological Association, 2012, pp. 361-389.

How to cite this article: Samiha L. Yahya, Hamdoni K. Pangandaman. Content Validation of a Questionnaire on Viewing Sexually Explicit Materials (SEM) Among Young Adult Filipinos. Int J of Allied Med Sci and Clin Res 2021; 9(2): 103-107.

Source of Support: Nil. **Conflict of Interest:** None declared.