INFLUENCE OF SOCIAL MEDIA USAGE ON KNOWLEDGE OF SEXUAL VIOLENCE AMONG COLLEGE MEDICAL STUDENTS IN KENYA.

Anthony Muchiri Wangui^{1*}, David Kaniaru²,

¹ Masinde Muliro University of Science and Technology, School of Public Health, Biomedical Sciences and Technology, ²Masinde Muliro University of Science and Technology, School of Nursing Midwifery and Paramedics *Corresponding author: muchiri.antony.am@gmail.com

Submitted: December 5, 2019.

Abstract Background: Sexual violence is a violation of human rights and a serious public health problem. It has a profound impact on physical, social and mental health, both immediately and many years after the assault. Sexual violence in Kenya, as elsewhere in the world, is a complex issue that has as its root the structural inequalities between men and women that result in the persistence of power differentials between the sexes. Across the globe, social media sites are increasingly becoming a key point of reference in people's lives. Worldwide, there are about 2.8 billion internet users out of which about a third are in developing countries Ngwa, Kudi, Shu, Mbarika and Mbarika (2008) argue This research project explores the relationship between sexual violence and social media with a focus on youth. The research seeks to investigate influence of social media reporting on knowledge of sexual violence amongst the Medical students at MTC kakamega. The significance was set on the need to research the sexual violence among the medical students. The research was advised of the several research gaps on controversial sexual violence studies that were not base on the social media. Descriptive survey was employed with a target population of 300 students who were at the medical college during the survey. Convenience sampling done with the data collected by use of questionnaires submitted electronically through social media and a pilot study done on KMTC webuye. Data was analysed using SPSS v.25 and data presented using graphs and tables. The data was reliable at alpha .824 and without outliers. More female 54.87% than male was evidenced from the responses. Majority 21.7% of 20 years of age and more social media users 98.6%. more acknowledge that social media as a source of information and 79% agree to have read sexual violence stories of victims on social media. Sources and forms of sexual violence were positively identified by many. Complete and/or attempted penetration of a victim was identified by many 72.5% as a sexual violence. But after all this revelation and positive identification of sexual violence forms very few people report to the police. Testing of the hypothesis was done and the first null hypothesis second null hypothesis was rejected (X²=19.609, p>0.001). recommendations are made to the government to enhance policy formation for the governance of sexual violence and protecting the youths and increasing capitation for curbing sexual violence. Future studies are recommended on lecturers and students not only in the medical students but also in other departments of the college and expand to other universities not only KMTC Kakamega.

Keywords: Sexual violence, Kenya Medical Training college, Social Media, knowledge,

1. Introduction

Sexual violence is a violation of human rights and a serious public health problem. It has a profound impact on physical, social and mental health, both immediately and many years after the assault. Sexual violence in Kenya, as elsewhere in the world, is a complex issue that has as its root the structural inequalities between men and women that

result in the persistence of power differentials between the sexes.

The digital revolution, spurred by the internet and mobile phones has led to a global revolution in communications, access to information and media delivery, tremendous increase in the use of Information and Communication Technologies (ICTs), the internet and social media (Hughes, 2007). Devreese (2010) describes social media as media transformed by digitally interactive tools of ICT and based

on online social networking platforms as well as open source tools. These tools are 'social' in that they are created in ways that enable users to create and share content and information.

Across the globe, social media sites are increasingly becoming a key point of reference in people's lives. Worldwide, there are about 2.8 billion internet users out of which about a third are in developing countries Ngwa, Kudi, Shu, Mbarika and Mbarika (2008) argue that the growth of the internet and social media has brought about some unintended consequences such as cybercrimes, sexual harassment and cyber stalking. Equally, Maxwell (2001) contends that there is an increase in violence against women as a result of social media growth but observes that the true prevalence is currently unknown.

This research project explores the relationship between sexual violence and social media with a focus on youth. It begins with a review of existing literature surrounding sexual violence and social media. Within these sections, we highlight four key themes: challenges in creating awareness of sexual violence on social media; the lack of data and program evaluations in this area; the relationship between online and offline contexts as they relate to sexual violence; and the need for a framework for prevention and reporting sexual violence. The final sections of this report summarize current sexual violence prevention efforts related to social media in Kenya. The objective of this project is to offer an overview of the connections between sexual violence and social media among youth and to make recommendations to build a prevention framework for program development and evaluation in Kenya.

This report defines sexual violence as rape, attempted rape, sexual threat, sexual exploitation, any form of unwanted sexual touching, unwanted sexual remarks and other forms of sexual harassment (adapted from Johnson & Mackay, pg. 10). In the context of sexual violence and social media, it is particularly important to think about sexual violence on a continuum that involves emotional, psychological, and verbal violence as well as physical violence.

Sexual violence is increasingly being recognized as a significant public health concern as well as a profound violation of basic human rights. As defined by the Centers for Disease Control and Prevention (Centers for Disease Control and Prevention, 2012), sexual violence (SV) is "any sexual act that is perpetrated against someone's was." Sexual violence includes a nonconsensual completed sex act (i.e., rape), attempted nonconsensual sex act, unwelcome nonpenetrative abusive sexual contact, as well as noncontact sexual abuse, like sexual harassment, threatened sexual violence, or exhibitionism (Basile, Espelage, Rivers, McMahon & Simon, 2009; Centers for Disease Control and Prevention, 2012).

Broadly, sexual violence involves sexual activity when a victim does not consent, is unable to consent (i.e., due to age, illness, unconsciousness), or unable to say no (i.e., due

to threat or physical violence) (Basile & Saltzman, 2002). Sexual harassment is defined as physical or verbal sexual violence in the form of unwanted sexual advances, verbal or physical sexual contact, or unwelcome requests for sexual favors (AAUW, 2001).

The term "sexual violence" is presented throughout this text to represent behaviors that could also fall under the umbrella terms of "sexual abuse", "sexual assault", and other sexual violations, like sexual harassment or voyeurism (Basile & Saltzman, 2002).

A recent nationally representative survey found that an average of 207,754 Americans (age 12 years or older) are victims of sexual violence each year (Centers for Disease Control and Prevention, 2012). In fact, according to the National Violence Against Women Survey (NVAWS), 1 in 6 women and 1 in 33 men have experienced an attempted or completed rape, defined as forced vaginal, oral, or anal penetration, in their lifetime (Tjaden & Thoennes, 2000). However, the majority of the national research efforts have focused specifically on partner violence in married or cohabitating partner relationships. Even still, in the longitudinal National Youth Survey, the prevalence of physical violence decreased from a high of 55% when respondents were aged 18 to 24 years to a low of 32% when they were aged 27 to 33 years (Halpern, Oslak, Young, Martin, & Kupper, 2001).

Although Social Media (SM) can fuel jealousy between romantic partners, by providing a convenient and socially acceptable means of monitoring one another's online behavior, little has been written about the possible role of SM in Dating Violence (DV). With social media users being the young population there has been a paucity of literature about sexual assault on young people. However, only recently have scholars turned their attention to sexual violence experiences among middle and high school samples.

2. Methodology

Descriptive survey design was be used in this study. Mugenda and Mugenda (2003) describes descriptive research as that of which the process of data collection answers the questions with reference to the present conditions of object under investigation. This study targeted 300 medical students at the MTC college of Kakamega. The respondents are between 18 to 29 years and currently there were in medical school at the time of the study. The sampling frame consisted of the medical students at the college of Kakamega. A sample is a finite part of statistical population whose properties are studied to gain information about the whole (Webster, 1985).

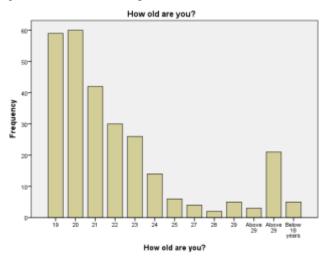
The study used questionnaires on the data collection. The questionnaires are considered suitable due to their versatility and can serve a large group of respondents. Ethically, questionnaires can maintain anonymity and questions can be standardized for easy of data collection and

analysis (Fink, 2012). The questionnaires had closed questions only and were delivered through a social media link with google docs being used to collect the information. This was convenient to maintain anonymity and enhance confidentiality and ensure high response rate.

With sensitivity of the matter anonymity was achieved through the use of google docs link to circulate and get response from the the link given. A pilot study was be carried out at Kenya medical training college in Webuye Kenya.

3. Results

Two hunrend and seventy seven (277) students responded to the questionnaire giving a return rate of 92.3% against the expected 300 respondents. 45.13% of the respondents were the Female gender while 54.87% of the respondents were of the male gender. Majority of the respondents (21.7%) were 20 years old and 19 years old (21.3%). Very few of the respondents were 28 years old (0.7%). Figure 1. shows the age distribution of the respondents.

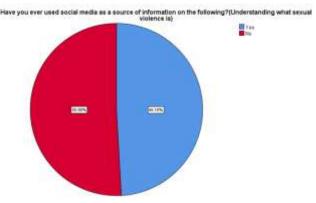


since the data collection tool was delivered through the social media groups. 98.6% responded that they used social media while 1.4% declined to the use of social media Table 1 demonstrates this data.

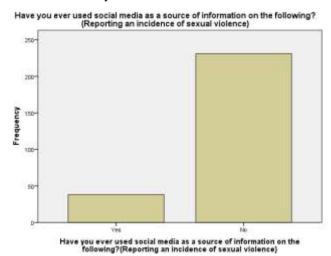
Do you use social media?						
		Frequency	Percent			
Valid	Yes	273		98.6		
	No	4		1.4		
	Total	277		100.0		

When asked whether they used social media to understand what sexual violence is Majority of the respondents 50.9% agreed while 49.1% disagreed.

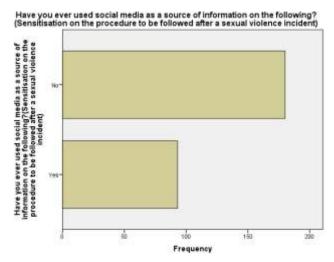
To achieve the objective the respondents were asked whether they used the media as a source of information on an array of questions. One of the questions they were asked is whether they used social media to understand what sexual violence is. Majority of the respondents 50.9% agreed while 49.1% disagreed



when asked whether the respondents have used social media as a source of information for reporting an incidence of violence 83.4% of the respondents said Yes, they have while 17.6% said No they haven't.

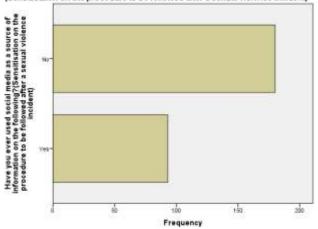


The responents were asked is whether they have used the social media as a source of information on sensitization on the procedure to be followed after a sexual violence incident, 35% of the respondents said Yes while 65% said No.



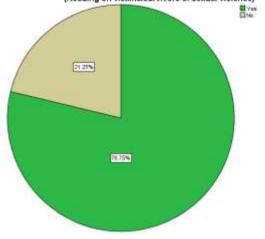
When the responents were asked whether they have used the social media as a source of information on sensitization on the procedure to be followed after a sexual violence incident, 35% of the respondents said Yes while 65% said No.

Have you ever used social media as a source of information on the following? (Sensitisation on the procedure to be followed after a sexual violence incident)



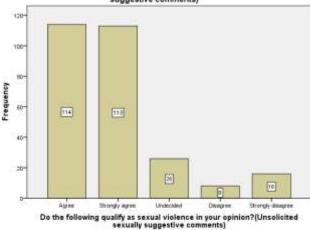
whether the respondents have ever used social media as a source of information on reading on victims/survivors of sexual violence 79% of the respondents said Yes while 21% of the respondents said No.

Have you ever used social media as a source of information on the following? (Reading on victims/survivors of sexual violence)



When the respondents were asked whether they used social media as a source of information on understanding what sexual violence is. 50.6% of the respondents said No while 49.6% said yes while the Majority of the respondents 37.9% Agreed, 32.1 strongly Agreed, 15.5% Undecided while 10.8% and 3.6% Disagreed and Strongly Disagreed respectively that pornographic material qualified to be sexual violence. When they were asked whether unsolicited sexually suggestive comments qualified to be sexual violence. 41.2% of the respondents agreed, 40.8% disagreed while 9.4% were undecided. The minority 2.9% Disagreed that unsolicited sexually suggestive comments qualified to be a form of sexual violence.

Do the following qualify as sexual violence in your opinion? (Unsolicited sexually suggestive comments)



when asked whether the respondents thought that unwanted physical contact (without consent) qualified to be a form of sexual violence. Majority of the respondents 67.9% Strongly Agree while the minority 1.4% Disagreed.

Do the following qualify as sexual violence in your opinion? (Unwanted physical contact

(ie without legally acceptable consent))						
		Frequency	Percent	Valid Percent		
Valid	Agree	56	20.2	20.2		
	Strongly agree	188	67.9	67.9		
	Undecided	12	4.3	4.3		
	Disagree	4	1.4	1.4		
	Strongly disagree	17	6.2	5.8		
	Total	277	100.0	100.0		

5. Discussion

Majority of the respondents were of the female gender which constituted 54.87% with the rest being male. On age the majority were between 20 years (21.7%) and 19 years (21.3%). Consequently 28 years old and 29 years old were the least of the total population. This depicts the clear involvement of youths in studies at the medical school of the college of MTC Kakamega. With the majority of the respondents being of a younger age, the research experienced a very high response rate of 98.6% of the total target population of 300. This translated to 277 respondents in the study.

With the majority being the young it was important to understand the use of social media among the youths in this society. Almost all of the confirmed that they used social media and this is evident by the fact that they received the data collection tool via social media. This answers the first Research question on what are the demographic characteristics of medical students at KMTC kakamega this coincides with Laura et. Al (2015) Social media are highly popular among adolescents, with adolescents checking news feeds and post updates daily

To understand the influence of social media reporting on sexual violence amongst medical students at KMTC Kakamega. Ana array of questions were asked to achieve this. One of the questions raised was whether the respondents used social media to understand what sexual violence meant, Majority of the respondents 50.9% agreed

while 49.1% disagreed. But to understand further they were asked whether they used social media as a source of information for reporting an incidence of violence 83.4% of the respondents said Yes, they have while 17.6% said No. the use of social media in seeking information is increasing daily. When asked whether they had used social media as a source of information on reporting any incidence of violence majority (83.4%) of the respondents declined with the rest accepting. This clearly shows that although majority of the respondents were using social media, they were not utilising social media to make progress on issues of sexual violence. The third question they were asked is whether they have used the social media as a source of information on sensitization on the procedure to be followed after a sexual violence incident the responses given were 35% of the respondents said Yes while 65% said No. this shows that despite the youths checking nad updating status on social media they do not take the time to check on issues of sexual violence (Laura et. al (2015). The use of social media as tool for reading on victims/survivors of sexual violence received a greater response when the majority (79%) said yes while the rest 21 % responded No contrary the respondents contradicted themselves when they were asked whether used social media as a source of information on understanding what sexual violence is. 50.6% of the respondents said No while 49.6 % said yes. This clearly shows that although they claim to read the information on victims of sexual violence, they do not use it a s source of information seeking tool. The researcher wanted to understand whether the respondents understood the forms of sexual violence on social media respondent's opinion on whether pornographic material qualified to be sexual violence. Majority of the respondents 37.9% Agreed, 32.1 strongly Agreed, 15.5 % Undecided while 10.8% and 3.6% Disagreed and Strongly Disagreed respectively. This clearly shows that the respondents understood the types of sexual violence which were on social media.

Unsolicited sexually suggestive comments could be classified as a form of social media sexual violence the respondents answered that 41.2% of the respondents agreed, 40.8% disagreed while 9.4% were undecided. The minority 2.9% Disagreed that unsolicited sexually suggestive comments qualified to be a form of sexual violence. This indicates of the respondent's knowledge about the forma of social media violence. the respondents thought that unwanted physical contact (without consent) qualified to be a form of sexual violence when Majority of the respondents 67.9% Strongly Agree while the minority 1.4% Disagreed. There's no significant relationship between social media use and the knowledge on sexual violence. The results using person chi-square which is a 2x2 table to find significance yielded (X2=19.609, p>0.001). This shows that the test was highly significant leading to a rejection of the null hypothesis hence there was a significant relationship between social media us and knowledge of sexual violence for medical students at KMTC kakmega.

5. Recommendation

Based on the research findings the following are the recommended corrective measure

which can contribute to effective use of social media as a toll against sexual violence in a medical school.

The research would like to recommend the following:

- 1. Government and relevant stakeholders to increases awareness on the use of social media to increase awareness towards sexual violence. This will help increases awareness of sexual violence among the youths in medical schools
- 2. It is a recommendation that as a common unit, sexual violence should be incorporated in graduate schools to increase awareness at the college especially at the medical school.

6. Limitations

The outcome of this study is limited in its generalizability and needs to be validated in other settings. This study does not consider college rankings and economic statuses in its realization of the knowledge realized.

7. Conclusion

There are several critical success factors needed for the applicationa and dissemination of knowledge on sexual violence amogst Nursing medical students in the colleges.

References.

[1] Akinnusi, D. M., Sonubi, O. O., &Oyewunmi, A. E. (2017). Fostering Effective Workforce Diversity Management in Nigerian Organizations: The Challenge of Human Resource

- Management. International Review of Management and Marketing, 7(2), 108-116.
- [2] Byrne, Donn. (1971). The Attraction Paradigm. New York: Academic Press.
- [3] Cobley, D. S. (2012). Towards economic empowerment for disabled people: exploring the boundaries of the social model of disability in Kenya and India (Doctoral dissertation, College of Birmingham).
- [4] Fink, A. (2012). How to conduct surveys: A step-by-step guide: A step-by-step guide. Sage Publications.
- [5] Foldy, E. (2002). "Managing" diversity: Identity and power in organizations. In I. Aaltio& A. Mills (Eds.), Gender, identities and the culture of organizations (pp. 92—112). London: Routledge.
- [6] Gay, L. R. (1992). Educational Research: Competencies for Analysis and Application, 4th ed. New York: Macmillan Publishing Company.
- [7] Goldhaber, G. M. (1993). Organizational communication. Dubuque, IA: Brown &
- [8] Guest, D. E. (2011). Human resource management and performance: still searching for some answers. Human resource management journal, 21(1), 3-13.
- [9] Hair, F. J., Money, A. H. & Page, P. (2007). Research Methods for Business. West Sussex: John Wiley Sons.
- [10] Haq, R. (2012). The managing diversity mindset in public versus private organizations in India. The International Journal of Human Resource Management, 23(5), 892-914.
- [11] Harrington, S., Warren, S., &Rayner, C. (2015). Human resource management practitioners' responses to workplace bullying: cycles of symbolic violence. Organization, 22(3), 368-389.
- [12] Hassan, S. (2013). Does fair treatment in the workplace matter? An assessment of organizational fairness and employee outcomes in government. The American Review of Public Administration, 43(5), 539-557.
- [13] Hattab, H. (2012). Towards understanding female entrepreneurship in Middle Eastern and North African countries: A cross-country comparison of female entrepreneurship. Education, Business and Society: Contemporary Middle Eastern Issues, 5(3), 171-186.
- [14] Horwitz, S. (2005). The Compositional Impact of Team Diversity on Performance: Theoretical Considerations.

 http://www.researchgate.net/journal/1552-
- [15] Jackson, S.E., Joshi, A., Erhardt, N. (2003). Recent Research on Team and Organizational Diversity: SWOT Analysis and Implications, Journal of Management, 29, 801-830.

- [16] Jackson, S.E., Joshi, A., Erhardt, N. (2003). Recent Research on Team and Organizational Diversity: SWOT Analysis and Implications. Journal of Management, 29, 801-830.
- [17] Jacob, S. A., &Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. The Qualitative Report, 17(42), 1-10.
- [18] Kothari, C. R. (2012). Research methodology: Methods and techniques. New Age International.
- [19] Mugenda, O. M., & Mugenda, A. G. (2003). Research methods: Quantitative and qualitative approaches. Acts press.
- [20] Makokolo, M. (2005). A report on Minority indigenous peoples and ethnic diversity in Kenya. London: Minority Rights Group International.
- [21] Makokolo, M. (2005). A report on Minority indigenous peoples and ethnic diversity in Kenya. London: Minority Rights Group International.
- [22] Mor Bark, M. E. (2005). Managing Diversity: Towards a Globally Inclusive Workplace. Thousand Oaks, CA: Sage
- [23] Mosko, W. &. (1996). Psychopharmacology Division 28 Directory. Apadivision.org, 29 (2), 5-13.
- [24] American Association of College Women Educational Foundation (1993) Hostile hallways: The AAUW survey on sexual harassment in America's schools (No. 923012). Harris/Scholastic Research, Washington, DC.
- [25] American Association of College Women Educational Foundation (2001) Hostile hallways: Sexual harassment and bullying in schools. Harris/Scholastic Research, Washington, DC.
- [26] Basile, K. C., Espelage, D. L., Rivers, I., McMahon, P. M., & Simon, T. R. (2009). The theoretical and empirical links between bullying behavior and male sexual violence perpetration. Aggression and Violent Behavior, 14(5), 336-347.
- [27] Basile, K. C., & Saltzman, L. E. (2002). Sexual violence surveillance: Uniform definitions and recommended data elements. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.
- [28] Centers for Disease Control and (June 15, 2012). Sexual Violence. Prevention Retrieved January 3, 2014, from http://www.cdc.gov/ViolencePrevention/sexualviolen ce/.
- [29] Halpern CT, Oslak SG, Young ML, Martin SL, Kupper LL. Partner violence among adolescents in opposite-sex romantic relationships: Findings from the National Longitudinal Study of

- Adolescent Health. American Journal of Public Health. 2001; 91:1679–1685. 1. 1. 1. 1. 1.
- [30] Hughes D.M., (2007) "The Use of New Communications and Information Technologies for Sexual Exploitation of Women and Children". http://www.genderit.org/sites/default/upload/Donna_HughesNewTech.pdf. retrieved 8/10/2012
- [31] De Vreese., Claes, H., (2010). "Campaign communication and media." In: LeDuc, L., Richard G., Niemi and pippa Norris (eds.), Comparing democracies 3 118-139 London: Sage
- [32] Ngwa, O., Shu, S,John.,Kudi, D., Mbarika, I., and Mbarika, V.,(2008) "The Unintended Consequences of ICT in Sub-Saharan Africa" (2008).GlobDev 2008.Paper 16.http://aisel.aisnet.org/globdev2008/16.
- [33] Bluett Boyd, N., Fileborn, B., Quadara, A., & Moore, S. (2013). The role of emerging communications technologies in experiences of sexual violence: A new legal frontier? Australian Institute of Family Studies, Research Report No. 23. Retrieved from
- http://www.aifs.gov.au/institute/pubs/resreport23/rr23 .pdf.
- [34] Fairbairn, J., Bivens, R., & Dawson, M. (2013). Sexual violence and social media: Building a framework for prevention. Ottawa: Crime Prevention Ottawa/Ottawa Coalition to End Violence Against Women. Retrieved from http://www.octevaw-cocvff.ca
- [35] Tjaden, P. & Thoennes, N. Extent, Nature and Consequences of Intimate Partner Violence: Findings from the National Violence Against Women Survey. Washington, DC: US Department of Justice, Office of Justice Programs; 2000. Publication NCJ 181867.
- [36] Espelage, D. L., Basile, K. C., & Hamburger, M. E. (2012). Bullying perpetration and subsequent sexual violence perpetration among middle school students. Journal of Adolescent Health, 50(1), 60-65.
- [37] Miller, S., Wasiams, J., Cutbush, S., Gibbs, D., Clinton-Sherrod, M., & Jones, S. (2013). Dating violence, bullying, and sexual harassment: Longitudinal profiles and transitions over time. Journal of Youth and Adolescence, 42(4), 607-618.
- [38] Steinberg, L. & Morris, A. (2001). Adolescent Development. Annual Review of Psychology, 52, 83-110. 1.
- [39] Tavrow P, Withers M, Obbuyi A, Omollo V, Wu E. Rape Myth Attitudes in Rural Kenya: Toward the Development of a Culturally Relevant Attitude Scale and 'Blame Index'. Journal of Interpersonal Violence. 2013;

- [40] Gavin, L. A., & Furman, W. (1989). Age differences in adolescents' perceptions of their peer groups. Developmental Psychology, 25(5), 827-834. 1.
- [41] Benish Chaudhry et al. (2018). Passenger safety in ride sharing applications. Procedia Computer Science. 130. 1044-1050. 1. 1. 1.
- [42] Speaking out about sexual violence on social media may not challenge gendered power relations: https://phys.org/news/2018-09-sexual-violence-social-media-gendered.html#iCp.
- [43] Republic of Kenya. Sexual Offences Act of 2006. 2008;(3).
- [44] Khamala C, Thorsen VC. Postrape care services to minors in Kenya: are the services healing or hurting survivors? 2016;249–59. 1.
- [45] Kietzmann, Jan H.; Kristopher Hermkens (2011). "Social media? Get serious! Understanding the functional building blocks of social media". Business Horizons(Submitted manuscript). 54 (3): 241–251. doi:10.1016/j.bushor.2011.01.005
- [46] Landry, M., Turner, M., Vyas, A., & Wood, S. (2017). Social Media and Sexual Behavior Among Adolescents: Is there a link?. JMIR public health and surveillance, 3(2), e28. doi:10.2196/publichealth.7149
- [47] Dills, Angela & Mulholland, Sean. (2018). Ride-Sharing, Fatal Crashes, and Crime. Southern Economic Journal. 84. 10.1002/soei.12255.
- [48] Costanzo, P., & Shaw, M. (1966). Conformity as a function of age level. Child Development, 37(4), 967–975. 1.
- [49] Social media as a catalyst and trigger for youth violence https://www.catch-22.org.uk/social-media-as-a-catalyst-and-trigger-for-youth-violence/
- [50] One third of Kenyan girls subjected to sexual violence survey WanguKanja Foundation. https://wangukanjafoundation.org/research/one-third-of-kenyan-girls-subjected-to-sexual-violence-… [51]
- [52] GeoPoll Straw Polls African Millennials; Mobile Usage And Media Consumption -February 2017
- [53] Callisto website https://pomona.callistocampus.org/ accessed on 4th February 2019
- [54] National crime Research Centre Gender based violence in Kenya 2014
- [55] Berger, C., & Rodkin, P. (2012). Group influences on individual aggression and prosociality: Early adolescents who change peer affiliations. Social Development, 21, 396-413. 1.
- [56] New south wales police department website https://www.police.nsw.gov.au/crime/sex_crimes/visited on 4th February 2019.Atkinson, R.J., Mc Beath, C., Soong, S. K. A. & Cheers, C. (2007). *ICT: Providing choices for learners and learning.*

- Proceedings of ASCILITE 2007 Conference .Centre for Educational Development, Nanyang Technological College, Singapore. [Online]http://www.ascilite.org.au/conferences/singapore07/procs/kennedy.pdf
- [57] Dillon, C. L., & Guawardena, C. N. (2010). A framework for the evaluation of telecommunicationsbased distance education. International Journal of Science and Technology 43 (4) 214-222.
- [58] Leidner, D. E., & Jarvenpaa, S. L. (2012). The information age confronts education: case studies in the electronic classroom. *Advanced journal of Education*, 7 (14): 245-249.
- [59] Helmi, A. (2008). An analysis on the impetus of online education Curtin College of Technology, Western Australia. The journal of Information Systems Research, 4(1), 24–54.
- [60] Govindasamy, T. (2002). Successful implementation of e-learning; pedagogical considerations. The Internet and Higher Education, 4(3–4), 287–299.
- [61] Baylor, A. L., & Ritchie, D. (2009). What Factors Facilitate Teacher skill, Teacher morale, and perceived Student learning in Technology-using classrooms? *Journal of Computers & Education*. Vol. 72, 667-678.
- [62] Bourne, J.R., McMaster, E., Rieger, J., and Campbell, J.O. (2010). Paradigms for Online Learning: A case study in the design and implementation of an asynchronous learning network (ALN) course. *Journal of Asynchronous Learning Networks*. 6:2, pp 21-27. August.
- [63] Willis, B. (2009). Enhancing faculty effectiveness in distance education. (7th Ed). Educational Technology Publications, Inc.
- [64] Collis, B. (2010). Anticipating the Impact of Multimedia in Education: lessons from the literature. Computers in Adult Education and Training, 13(2), 52–123.
- [65] Creswell J.W. (2003). Research Design: Qualitative & Quantitative Approaches SAGE International Educational and Professional Publisher. London.
- [66] Webster, J., & Hackley, P. (1997). Teaching effectiveness in technology-mediated distance learning. Academy of Management Journal, 40(6), 1282–1309.