

SOCIAL NETWORKING SITES AND SEXUAL BEHAVIOUR OF TERTIARY INSTITUTIONS STUDENTS IN KOGI STATE, NIGERIA

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Abstract

In Nigeria, Social Networking Sites (SNS) are getting more popular among students of tertiary Institutions irrespective of their ethno-social backgrounds. SNS have become a vital part of contemporary social life, presenting new opportunities as well as potentially unsafe encounters. Yet, little is known about the contributions of these media to the pattern of sexual exposures of young people, especially students, and more so in the context of its exacerbating influence on them. It is against this backdrop that this study examines social networking sites and sexual disposition of students of tertiary institutions in Kogi state, Nigeria. The study employed survey research method and relied on questionnaire and interview guide as instruments for the collection of primary data. The data were analyzed using tables showing frequencies and simple percentages. Multi-stage sampling technique was used to sample 384 respondents from the selected tertiary institutions. Anchored on the Uses and Gratifications Theory, the study found that social networking sites contribute to student's formative sexual behavior via their exposure to nude/semi-nude, pornographic and other sexual innuendos on social media platforms and that they are influenced by their experiences on these platforms. The study concludes that SNSs utilization exerts both positive and negative effects on the sexual behaviour of students but with the debilitating effects more conspicuous; meaning they may promote sex education and pleasure, but indiscriminate sexual activities are also promoted thereby polluting the traditional sacredness of sex among young people, thus undermining the moral values in the state and country at large. Hence, the study recommends that the use and contents of SNSs should be regulated among students, and stressed the need for awareness and re-orientation of students on the safest way of using the social platforms.

Introduction

Earlier studies have demonstrated that Social Networking Sites are widely embraced by the younger generation, variously labeled 'Generation Y (Digital Natives and the Net Generation),' (Oblinger and Oblinger 2005, p. 2) or 'Millennia Generation.' This, McLoughlin and Burgess (n.d) noted, could be as a result of the fact that "SNSs break down barriers at different levels, such as private and public space, learning spaces and social spaces, and informal and

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formal communication modes." Youths face social risks on these sites just as they do in any other public space in which people congregate. For instance, Dowdell, Burgess & Flores (2011), observed that "social networking sites, aided by technology-induced anonymity have popularized sex." This buttresses Cyber Atlas (2001) assertion as cited in Brown (2002) that the "social media have increased dramatically the availability of sexually explicit/implicit content".

Sexual talk and displays are increasingly frequent and explicit in this mediated world so much so that people are using the internet to form friendships and romances and to initiate inordinate affairs (Katherine, 2006 as cited in Longe, Chiemeké, Onifade and Balogun 2007, p. 196). Therefore, 'sex' minded people are smarting on opportunities provided by SNSs to lure, solicit, and sexually exploit people. As such, "sexuality behaviour among students in Nigeria and sub-Saharan Africa is seriously going through transformation from what it used to be in the past," (Ojo and Fasuba, 2005, p. 112).

Problem Statement

The prevalence of negative behaviours among students of tertiary institutions in Nigeria has witnessed a steady rise over the past few years, as youths take advantage of the anonymity in cyberspace to exploit themselves/their victims. Although, research on young people's use of social networking sites is beginning to accumulate, questions still remain unanswered regarding what exactly students of tertiary institutions in Kogi state, Nigeria are exposed to on these sites and its influence on their sexual behaviours. Therefore, this study is an attempt to bridge the research gap identified above using an empirical method.

Objectives

To this end, the study is set out to achieve the following objectives:

1. To ascertain the aspects of sexuality portrayed on social networking sites among students of tertiary institutions in Kogi State
2. To find out the perception of digital natives on influences of sexual contents on SNSs on the sexual behaviour of students of tertiary institutions in Kogi State.

Review of Literature

Social networking is as old as humans have been in existence. Just as in nearly every other species, humans have an instinctual need to communicate and share thoughts, ideas, and feelings about their daily lives. But according to Safko (2010, p. 5) "only the tools with which we communicate have changed over the Millennia". Social media make it possible to share such information like photos, videos, audio files, and comments. These sites seem to be gaining such high popularity among users. This point was aptly emphasized by Stefanone,

Lackaff, and Rosen (2010) when they affirmed that explosion in popularity of social networking sites (SNSs) represents one of the fastest uptakes of communication technology since the web was developed in the early 1990s.

The popularity and prevalence of sexual immorality among youths, especially students at various levels of education in Nigeria today is generally alarming. This, sexual decadence according to Olufemi and Olu (2012, p. 361) "has grown to a level that creates fear and tension in the heart of anyone who has concern for the future of Nigeria as a nation and the teeming youths that populates it." They add further that "One of the outstanding remarkable virtues of a good society should be sexual purity which has received little or no attention from the society today". But instead, in the words of Dotonu, (2011), "majority of the students have become major in sexual immorality but minor in academics."

Globally, young people, powered by the instrumentality of Social Networking Sites (SNSs) that enables all manner of infectious interactions, now embrace modern principles of living that largely promotes promiscuity and perversions of sorts, thereby compromising their core cultural ideals that promote sexual purity without looking back. In an attempt to localize this effect, Ajayi (2006) and Adebule (2012) were quick to add that "the incidence of sexual immorality among Nigerian youths has become sporadic". This they attributed to "the negative influence of mass media/internet especially the pornographic films and videos often freely displayed on these sites". These have propagated all forms of 'unfamiliar' and debasing sex cultures among this generation of the digital natives, where even worse, adults are no pushovers!

In the past few years, cases of assorted sexual crimes had received greater attention from the media. There are cases of immorality that are in the news like; "teacher sleeping with/raping his/her student" (Lawal, 2015; Dokunola 2016), "pastor raping a church member" (Dacheen 2016; Ogunlami 2016), "driver/security man sleeping with his master's wife" (Inyang 2012; Dacheen 2017), "father sleeping with his daughter" (Usman 2017; Banjo n.d) "teenagers sleeping with themselves" (Punch 2016), "students gang-raping fellow students" (Akingboye 2017; Odunsi 2017) etc. The society is overcharged with sexual immorality and a lot of people especially the youths are falling victim. Little wonder why Olufemi et'al(2012, p. 362) put the blame on the society because "it has completely failed to address the issue of immorality among its youth, which is escalating everyday."

Most forms of sexual deviances are accompanied by a number of other psychological disorders. Today, psychologists generally refer to non-traditional sexual behaviours as sexual deviation especially where the specific object of arousal is unusual (Lee, 2011, p. 6).

Theoretical Framework

This theory which was introduced by Elihu Katz, Jay Blumler and Michael

Gurevitch in 1974 'explains how people use media to fulfil their needs; and stress on how the media users play an active role in choosing and using the media' (Amobi 2015). In recent years, a number of researchers have called for the application of uses and gratifications theory in the context of new media, such as the internet and mobile phones (Grant 2005, p. 112; Grant and O'Donohoe 2007, p. 225). This theory rather than place emphasis on the media puts more emphasis on the consumers whose choices of the media to use is determined by the gratifications they derive from it. The power of choice of exposure lies with the user especially in this age of multiplicity of voices with every media of communication/interaction offering something that is somewhat unique.

Uses and gratifications theory is very relevant to this work because, in addition to the above reasons; it offers explanations to suggest that students use social networking sites for varying reasons which may also include conscious exposure to sexual contents or even the exchange of same. In other words, users select media based on how well each one helps them meet specific needs or goals.

Methodology

Survey research method was employed for this study. Using questionnaire and interview as instruments of primary data collection, the researcher relied on Fisher's sample size determination formula as cited in Ibrahim (2009) to arrive at a sample of 384 from a total population of 23,474. To ensure a close representation of the population characteristics, multi-stage (proportionate quota, purposive and simple random) sampling technique was adopted.

Purposive sampling was used to determine the schools used for the study based on their year of establishment and population density. Kogi State University, Anyigba, Federal Polytechnic, Idah, and Federal College of Education, Okene all of Kogi State, Nigeria were selected as study areas. Because of the variation in the population proportion of the three selected tertiary institutions in Kogi state, proportionate quota sampling technique was used for the distribution of the questionnaire among the institutions and selected departments. Therefore, 222 respondents were taken from KSU Anyigba, 99 respondents from FPI Idah and 63 respondents from FCE Okene.

The proportion of the instruments that went to Kogi State University was distributed to four faculties out of six which was selected using simple random sampling. Also, the selected faculties automatically produced the levels that were sampled in the order in which they emerged. That is, the first faculty picked through balloting produced 100 level; and the others followed in similar fashion. The researcher decided to use only four faculties to avoid complexities that would have arisen in the process of selecting the levels adopted for the study. However, the four faculties that were picked were still subjected to another round of balloting to determine the department to represent each of the

faculties.

The same process was repeated at the Federal Polytechnic, Idah and the Federal College of Education, Okene. However, the four major schools in FPI were purposively selected (the fifth school, General Studies, was exempted because all the members of the selected four schools were sub-sets of the school). Nonetheless, while only three schools were randomly selected in FCE, Okene, the first school chosen produced NCE I, followed by the second and the third, meaning NCE II and III respectively. At the point of the field work, the researcher administered the questionnaire randomly on the departments and respondents that emerged from the process.

On the personal interview, purposive sampling technique was used to ensure that only nine volunteers from the final levels (three interviewees from each of the institutions) were chosen for the interview. This is because of their level of experience which places them in a better position to make informed comments/contributions to the discussion. Besides, a pilot study was conducted to pre-test the instruments to afford the researcher the opportunity of studying and restructuring some of the items in the instruments that appeared confusing to the respondents/participants. The researcher adopted both qualitative and quantitative methods in presenting and analyzing the data collected from the field.

Results

Out of the 384 respondents sampled, there were 376 returned copies of questionnaire, (or 97.9% return rate).As such, the data is presented in the tables below based on the valid copies of the questionnaire returned.

Table 1: Respondents Demography (n=376)

| Institutions | KSU (n=218) | | FCE (n=62) | | FPI (n=96) | | Sub Total | |
|------------------------------|------------------------|------------|-------------------|------------|-------------------|------------|------------------|------------|
| | F | % | F | % | F | % | F | % |
| Sex | | | | | | | | |
| Male | 101 | 46 | 34 | 55 | 44 | 46 | 179 | 48 |
| Female | 117 | 54 | 28 | 45 | 52 | 54 | 197 | 52 |
| Total | 218 | 100 | 62 | 100 | 96 | 100 | 376 | 100 |
| Age | | | | | | | | |
| Below 20 | 84 | 39 | 17 | 27 | 22 | 23 | 123 | 33 |
| 20-25 | 111 | 50 | 41 | 66 | 64 | 67 | 216 | 57 |
| 26-30 | 21 | 10 | 4 | 7 | 7 | 7 | 32 | 9 |
| 31-35 | 2 | 1 | 0 | 0 | 3 | 3 | 5 | 1 |
| 36 & above | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 218 | 100 | 62 | 100 | 96 | 100 | 376 | 100 |
| Educational Programme | | | | | | | | |
| Degree | 218 | 58 | 0 | 0 | 0 | 0 | 222 | 58 |
| ND/HND | 0 | 0 | 0 | 0 | 96 | 26 | 96 | 26 |
| NCE | 0 | 0 | 62 | 16 | 0 | 0 | 62 | 16 |
| Total | 218 | 58 | 62 | 16 | 96 | 26 | 376 | 100 |

Source: Field Work, 2014

Table 1 shows that 179 (48%) were males while 197 (52%) were females. The data in item two indicated the age category of the respondents and reveal that majority of the respondents, meaning 216 (57%), fall within the 20-25 years age bracket followed by those below 20 years, 123 (33%); 26-30 years had 32 (9%); and 31-35 years, 5 (1%); while none of the respondent is 36 years old and above. Specifically, respondents within 20-25 years age bracket dominated the result from the three selected schools. The last item on table 1 (Educational programme in view) shows that 218 respondents representing 58% are degree students; 96 representing 26% are ND/HND students while 62 representing 16% are pursuing NCE. The variation is due to the differences in the sample size drawn from each of the schools based on their population contributed to the total population.

Table 2: Respondent's Frequency of visit to SNSs (n=376)

| Institutions | KSU (n=218) | | FCE (n=62) | | FPI (n=96) | | Sub Total | |
|----------------|----------------|------------|------------|------------|------------|------------|------------|------------|
| | F | % | F | % | F | % | F | % |
| Very regularly | 53 | 24 | 11 | 18 | 15 | 16 | 79 | 21 |
| Regularly | 103 | 48 | 12 | 19 | 26 | 27 | 141 | 37 |
| Not regularly | 48 | 22 | 30 | 48 | 37 | 38 | 115 | 31 |
| Hardly | 14 | 6 | 9 | 15 | 18 | 19 | 41 | 11 |
| Never | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 218 | 100 | 62 | 100 | 96 | 100 | 376 | 100 |

Source: *Field Work, 2014*

The table shows that all of the 376 respondents said they visited the sites frequently but at different levels. While a majority of them, 37% (141) visits the sites regularly; 31% (115) do not use it regularly; 27% (79) use same very regularly, only 11% (41) hardly use it and none went for Never meaning all of them use at least, a social networking site.

Table 3: Sexual materials often portrayed/exchanged on SNSs (n=376)

| Institutions | KSU(n=218) | | FCE (n=62) | | FPI (n=96) | | Sub Total | |
|------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | F | % | F | % | F | % | F | % |
| Nude/Semi Nude Pictures | 61 | 28 | 18 | 29 | 31 | 32 | 110 | 29 |
| Pornographic Scenes | 28 | 13 | 10 | 16 | 17 | 18 | 55 | 15 |
| Pornographic Sites | 42 | 19 | 6 | 10 | 16 | 17 | 64 | 17 |
| Sexually Suggestive Language | 79 | 36 | 28 | 45 | 29 | 30 | 136 | 36 |
| Others | 8 | 4 | 0 | 0 | 3 | 3 | 11 | 3 |
| Total | 218 | 100 | 62 | 100 | 96 | 100 | 376 | 100 |

Source: *Field Work, 2014*

The data in table 3 shows that exchange of sexually suggestive language had greater percentage of the respondents as pointed out by 36% (136); followed by Nude/Semi Nude Picture, 29% (110); Pornographic Sites, 17% (64); and Pornographic scenes, 15% (55); while only 3% (11) went for others (vulgar words) which can also be taken to mean sexually suggestive language.

Table 4: If exchange of Sex related materials on SNSs influences students' Sexual behaviour offline (n=376)

| Institutions | KSU (n=218) | | FCE (n=62) | | FPI (n=96) | | Sub Total | |
|--------------|-------------|------------|------------|------------|------------|------------|------------|------------|
| | F | % | F | % | F | % | F | % |
| Yes | 146 | 67 | 29 | 47 | 32 | 33 | 207 | 55 |
| No | 52 | 24 | 29 | 47 | 53 | 56 | 134 | 36 |
| Not Sure | 20 | 9 | 4 | 6 | 11 | 11 | 35 | 9 |
| Total | 218 | 100 | 62 | 100 | 96 | 100 | 376 | 100 |

Source: *Field Work, 2014*

In table 4 above, 55% (207) of the respondents agreed (Yes) that sex related materials exchanged online affects students behaviour offline. 36% (134) said it does not (No); while 9% (35) said they are Not Sure if it does.

Data on open ended Questions

Q1: Respondents were asked to give their views on what they think forms the positive influence of romantic/sex related materials exchanged on SNS on students' behaviours. The responses to this open-ended question because of the volume, were first of all coded into various themes and sub- themes based on their similarity to allow for easy collation and analysis. The five major themes and their sub-themes as identified by the respondents and coded by the researcher is as seen below. The first major theme identified by the respondents is Relationship which was coded R and the five sub-themes suggesting relationship were coded as R1, R2, R3, R4, and R5; others are Sex Education (S) and the points that fell under it came as S1, S2, S3, S4, and S5; Freedom (F) and its points are F1 and F2; Pleasure (P) and the sub-themes are P1, P2 and P3. Leisure (L) was coded as L1 and None (N) with N1. It should also be noted that not all the respondents answered the open-ended question. A total of 137 of the respondents did not fill this part of the questionnaire.

Respondents have somewhat common and different opinions about the positive effects of SNSs on their sexual behaviour. According to the results, most of the respondents opined that relationship wise, it affords people the

opportunity to get their life partners; making of new friends; helping to maintain already existing friends while a significant proportional so strongly stated that it makes dating a lot easier and faster.

Another issue identified by the respondents is in the aspect of Sex Education. A good number of the respondents believe that sexual contents online gives them information on vital sex issues because, according to a couple of the respondents' 'it makes one a sex expert and gives current unique sex styles available.' A few others said that SNSs provide a more special platform to "experience sex in unrestricted and uncommon ways." On issues revolving around Freedom, some of the respondents noted that "it creates an unrivaled, unrestrictable and express opportunity to express their emotional feelings" like love, sex, relationships/marital issues and/or sharing experiences. Similarly, some equally stated that it gives 'uninhabitable' access to "all colours of people you can think of whether white, black or yellow" and also "belong to any group or ideological wave and be part of the in-thing." According to them, "the freedom to communicate their repressed sexual/sexually related desires/feelings/habits is what the SNSs offer them on a platter of gold.'

Meanwhile, some respondents also cited 'Deriving Pleasure' as one of the positive effects. Here, they say that "it creates an active sex life and good for relaxation and enjoyment. A couple of them identified 'leisure' stating that "it helps to while away time.'

Q2: Respondents were asked to give their views on what they think constitute the Negative influence of Romantic/sex related materials exchanged on SNSs on students. Like the open-ended question above, in a bid to allow for a more concrete analysis, responses to this open-ended question were also initially all coded into separate themes and sub-themes hinged around their differing responses. The spotted negative themes/sub-themes and their codes include: Abnormal sexual behaviour (A) and the subsumed points came as A1, A2, A3, A4, A5, A6, A7, A8 and A9; Academic under-performance (U) and the points that fell under it were labeled U1, U2, U3, and U4; Emotional cheating (E) and its points are E1, E2, E3 and E4; Poor Communication (P) and the sub-themes are P1 and P2. It should equally be noted that 68 of the respondents did not fill this part of the questionnaire.

Responses showed that academic under-performance, emotional cheating and poor communication describe the negative influence of romantic/sex related materials exchanged on SNSs on students' sexual behaviour. A good number say 'it could induce masturbation'; 'leads to the surge in homosexuality'; 'brings about rape' or that it could make one 'sexually addicted'. Quoting one of them, but an opinion shared by many; "it is responsible for the increasing level of

pre-marital sex.'

It is observable that in all the sampled schools, the act of masturbation was identified by majority as a negative consequence. Also, in the words of one of the respondents which is equally a reflection of the views of many, "homosexuality, lesbianism and 'gayism' has been on the increase in recent times as one of the core effects arising from 'sharing' on the SNSs.

Additionally, respondents observed that the trend as well "leads to poor academic performance, absence from/lateness to classes and distraction during classes" .Talking on emotional cheating, a reasonable number of respondents variedly say that the trend leads to 'double dating, cross-carpeting in relationships, and a negative sex culture'. Likewise, a significant number say 'it corrupts language and people are increasingly becoming used to offensive communication'. According to a respondent, "the trend should be blamed for ambiguous expressions common among youths, as it is a common sight to see connotatively implied or wrongly spelt words.'

Presentation of Interview-Generated Data

Nine interviewees purposively selected made up the interview schedule. Asked on what they think is the aspects of sexuality portrayed on SNS, majority mentioned sexual solicitation in the form of asking someone out for a date, exchange of pornographic pictures, sexual enlightenment, and Sex sites. They also opined that students infrequently exchanged the above contents online. According to one of them "though, I have never shared pornographic contents on social media before but we know a lot that do it". Another said "these nudes are everywhere; you don't have to be a bad boy to know this because even religious leaders see them as long as they access the social media."

Similarly, having known the aspects of sexuality portrayed on the SNSs, the researchers probed further to ascertain the possible effects of such sexual related contents on their sexual behaviour. According to them, such contents enhance their sexual knowledge and help them to build better and stronger relationship. Quoting one of them, "you know that no one will sit you down to teach you how to make love." Nevertheless, they all agreed that it also influences them negatively. Majority of the interviewees stated that regular exposure to SNSs and its sexual contents could lead to increase in infidelity among partners in the form of double/multiple dating, sexual adventurism, cheating amongst others. Also, some said it increases their sexual urge, since according to one of them "body no be firewood at all." Equally, a significant number as well say sexual atrocities and corruption of good morals are on the increase.

Discussion of Findings

Findings connected to the demographic variables (table 1) of the respondents show that majority of the students were below 25 years old with females slightly dominating the distribution.

RO 1: The aspects of sexuality portrayed on social networking sites among students of tertiary institutions in Kogi State, Nigeria.

As a prelude to specific findings on the above objective, the researcher sought (in table 1) to know the frequency at which respondents visits these sites and it was established that they do so frequently. Specific findings as to the aspects of sexuality portrayed on the SNSs (tables 3 & interview) show that nude/semi nude pictures, pornographic scenes, pornographic sites, and sexually suggestive expressions are more common sexual/sexually related contents often exchanged on SNSs among students of Tertiary Institutions in Kogi State, Nigeria. The finding also indicates that sexually suggestive language and nude/semi nude pictures respectively, dominate the sexual content often exchanged on SNSs. It was also gathered that an overwhelming majority of the students (97%) separately confirmed the items listed above at different degrees. This perhaps, conforms to the type of sexual content they would have at one time or the other been exposed to on SNSs. Additionally, the interviewees variously agreed on the above and added sexual solicitation and sexual enlightenment as part of the sexual contents portrayed/exchanged on the SNSs.

This is in consonance with the findings by Asogwa and Ojih (2013, p. 34) who noted that students "are not only aware that there are sexually related practices undertaken in SNS, but they also have good knowledge of how it is done". Therefore, these findings show that students of Tertiary Institutions in Kogi State, Nigeria, are exposed to sexual/sexually related contents on SNSs and do same frequently. This unmistakably also echoes the words of Katherine, (2006) as cited in Longe, et'al (2007, p. 196) that "sexual talk and displays are increasingly frequent and explicit in this mediated world...".

RO 2: Perception of digital natives on Influences of sexual contents on SNSs on the sexual behaviour of students of tertiary institutions in Kogi State, Nigeria.

Findings in this study have shown that sexual contents of sorts are actually seen on SNSs by students of Tertiary Institutions in Kogi State, Nigeria. With the accessibility (table 2) and exposure level (table 3) of students to sexual contents on the SNSs established, findings on the influence of sexual contents on SNSs on

the sexual behaviour of students of tertiary institutions in Kogi State reveal that exposure to these contents influences the students (see table 4) and that the influence is both way- negative and positive. Majority however agreed that the exchange of/exposure to sex related materials on SNSs affects students' sexual behaviour offline as they try to experiment or replicate same in real life. This implies that the nature of students' activities online have a tremendous possibility of generating offline encounters. For example, some of the interviewees say it increases their sexual urge and infidelity in relationships, results in sexual atrocities and corrupt morals. One of the interviewees said, "I know a couple of people who are generating dates online nearly on a daily basis and they meet offline o, as a matter of fact, it is their hobby". In responding to the open ended questions, one of the respondents wrote; "there can never be a sextized society than the one the social media have created."

From the above premise, it can be inferred that the influence of exposure to and/or sharing sexual related contents on the SNSs on students of Tertiary Institutions in Kogi State, Nigeria is both positive and negative. However, findings indicate that its negative impact is more pronounced, more debilitating and far-reaching on their psyche. This finding however contradicts the submission of Tynes (2007) who stated that online socialization through networks like Facebook is more beneficial to the development of young people than they are harmful or dangerous. Regrettably, a direct consequence of this exposure may also include the current spate of flooding the social media with stories, photos and/or video clips of students' sexual activities on campuses or even outside it. They sometimes video themselves committing the act (sex, romance, rape, etc) where in at times, the video/photo go viral accidentally or even intentionally as the case may be. In furtherance of this, it was stated in the open-ended question that "the social media has popularized nude scenes and people no longer see it as a big deal". The interviewees especially were also categorical in these wise which only go a long way to show how far this have permeated the students uses and gratifications of SNSs.

The findings further indicate the fact that most of the interviewees see 'exposure to sexual related contents on SNSs in this generation as a normal thing and therefore, see nothing wrong with it'. This implies that there is a serious level of cultural laxity and moral degeneration among youth so much so that what is negative and seen as such in time past is gradually melting into the sub-consciousness of the 'digital children' as positive or at best, normal.

Conclusion and Recommendations

A significant finding of this study is that SNSs utilization exerts both positive

and negative effects on the sexual behaviour of students though with the negative aspects of it more conspicuous and dominantly influential. They may promote sex education, leisure and pleasure, but varying immoral sexual activities are also promoted thereby polluting the traditional sacredness of sex among the younger generation. The study additionally found out that there are many especially latent influences that shape students' uses and gratifications of SNSs which has a heavy impact on their world-view of sex and other related issues. Today, the easiest way for someone to meet and engage the other for the purpose of sexual abuse, pornography, or prostitution is through Social Networking Sites. This is the complications of the 'digital age,' the confusion of the 'digital natives,' and the concern of the 'uninitiated analogue generation.' Nonetheless, if positively utilized, SNSs could be a veritable tool for positive sex education and socialization in the ever changing world. Therefore, the study recommends that:

1. The traditional mass media like television, radio, newspaper, film, etc should endeavor to cultivate programmes that will create awareness on the danger of wayward use of social networking tools and discourage same. The belief in the mass media could eventually trigger a transformation. This therefore implies that they must themselves first be a living model.
2. The Nigerian Cyber-Crime Working Group (NCWG) should also implement laws rather than mere passing of bills and erecting warning posters.
3. Religious leaders/bodies as well as parents should also be actively involved in the re-orientation of the members/wards. This they should do regularly and holistically.
4. Researchers should keep up to date with students and young people's social practices, especially as it affects their handling of social platforms in relation to their sexual behaviours. This is necessary to explore the link/boundary between online-offline and offline-online contacts and its sexual propensities/ influences. Rather than mere publication of findings, efforts should be concentrated on effective communication of same targeted at achieving behavioral change.

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