

**INFLUENCE OF SOCIAL MEDIA ON SEXUAL ORIENTATION AND
BEHAVIOUR ON CALEB UNIVERSITY STUDENTS**

BY

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APPROVAL PAGE

This is to certify that this project titled, **“Influence of social media on sexual orientation and behaviour on Caleb university students”** was written and carried out by Esusu Tobiloba David with matriculation number 16/3291 of department of Mass Communication, College of Art, Social and Management Sciences, Caleb University, Imota, Lagos, for the award of Bachelors of Sciences (B.Sc.) degree in Mass Communication.

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I, Esusu Tobiloba David hereby declare that this research work was written by me for the purpose of acquiring a B.Sc. in Mass Communication and has not been submitted or accepted for any other degree anywhere. This research work is a product of my intellectual investigation and is not copied from any past research work. I also declare that both published and unpublished materials directly used in the research are appropriately attributed.

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ABSTRACT

*The study examines Influence of social media on sexual orientation and behaviour on Caleb university students. The study is aimed at determining the perception of Caleb university students about social media and sexual orientation/behaviour, to determine if Caleb university students use social media for productive output which enhance their knowledge, to find out the extent to which social media exposes Caleb university students to sexual contents, and finally to find out how Caleb university students' behaviour and ideology is affected as a result of the sexual contents that they indulge in on social media. Also, the **concept of Morality and social media and sexual behaviour**, and of course the Social learning theory and uses and gratification theory were adopted. The survey method was used to gather data for the research project,*

*The key words in the work are: **MORALITY, SEXUAL BEHAVIOUR AND SO***

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Sexuality is the quality or state of being sexual. Sexuality is not merely the absence of disease, dysfunction, or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence (WHO, 2012). The key markers and indicators of sexual risk behaviour (SRB) include an early age of sexual initiation, inadequate contraception use, promiscuous behavior, and sexual contact with an unknown partner (Kirby, Raine, Thrush, Yuen, Sokoloff & Potter, 2010). According to Onwuasoaya (2008), sex is the action of a man inserting his penis into a woman's vagina, usually leading to the release of semen from the penis, as a result of which the woman may become pregnant. In the same vein, Onwuasoaya (2008), defined behaviour as the way that someone conducts himself. Behaviour can either be good or bad, desirable or undesirable. Deczrlo (2009) pointed out that sexually explicit movies expose young people to adult issues at an impressionable age. Others opined that the use of pornographic materials as well as knowledge and use of contraceptives, especially the condom that has been excessively advertised, has contributed immensely to the involvement of youth in sexual practices. A study was carried out by Emma, Walker, Zaba and Collumbian (2009). The study was undertaken amongst students in a tertiary institution to ascertain the risky sexual behaviours amongst them so as to suggest solutions on how to remedy the problem. The National Population Commission (NPC) (2015) reported that 68.8% sexually active respondents is higher than that of the report of the 2013 Nigeria National Demographic and Health Survey (NDHS) which shows that 48.9% of youth are sexually active. This may probably be due to the fact that the NDHS data is on youth (i.e. a group of individuals who

were between the age bracket of 15 and 18) while the respondents in the NPC study were a group of individuals between the age bracket of 18 and 24. It is worthy to note that only 35 (36.8%) of the sexually active respondents in the study had only one sexual partner in the past one year. The remaining 63.2% majority were having sex with multiple partners, with as high as 27.4% having sexual intercourse with as many as six or more partners. This finding is comparable to the report from a study conducted at Ilorin, Nigeria which showed that 62.3% of tertiary students studied, had more than one sex partner (Fawole, Ogunkan & Adegoke, 2011). The reason for multiple sexual partners may be connected to the fact that youth often engage in sexual experimentation and are often times ignorant of the associated negative consequences. Due to a lack of accurate information on sexuality and reproductive health and lack of access to reproductive health care, students are exposed to risks associated with their sexual activity. From the submissions of Braun-Courville and Rojas (2009) and Deczrlo (2009) there seems to be factors that influence youth sexual behaviour but only social media and peer pressure will be examined in this study.

Social media is a form of electronic communication which facilitates interaction based on certain interests and characteristics. Social media are platforms for social interaction, using highly accessible and scalable publishing techniques. Social media use web-based technologies to transform and broadcast media monologues into social dialogues. They support the democratization of knowledge and information and transform people from content consumers to content producers. Social media are elements of the new media and, according to Danny (2011), they have become the highest activity on the internet.

Social media is a group of internet-based applications that allow the creation and exchange of user generated content (Kaplan & Haenlein, 2010). It allows users to meet old and new friends, exchange ideas, images, videos and audios. Examples of social media websites are Facebook, 2go, Tweeter, BBM, Skype, WhatsApp among others. However, social media have evolved to

include other tools and practices that were not conceived of only a few years or even a few months ago. Students use social media tools for many purposes such as access to information, group discussion, resource sharing and entertainment (Wang, Chen & Liang, 2011). This has generated speculation on their use and related positive and negative implications, in both the short and long terms. Kaplan and Haenlein (2010) opined that the roots of social media are nothing more than the internet, whereby the World Wide Web (www) served as a platform meant to facilitate exchange of information between users.

Social media (Facebook, LinkedIn or Twitter) received a lot of attention due to the high take-up rate across the world. Social media have made communication, collaboration and interaction possible and more efficiently. Consequently, they have been introduced to support educational activities (Greenhow, Robelia, & Hughes, 2009). Social media have been able to create a revolution in the communication fields for information and knowledge sharing (Greenhow, Robelia, & Hughes, 2009). This revolution has changed the manner of how people interact and communicate with each other, including how they exchange, access and share knowledge (Redecker, Ala-Mutka, Bacigalupo, Ferrari, & Punie, 2009). Social media technologies have several advantages such as to create new methods of interaction, collaboration, and the ability to share and create content (Harris, & Rea, 2009). With these characteristics, social media are recognized as important tools for reshaping the learning and educational environment. By implementing e-learning tools according to the advantages of the social networking media, it can be used to provide an interactive and collaborative learning environment (Fischer & Mandl, 2005). Social media which were introduced more than a decade ago have drawn large numbers of users. Boyd (2009) confirmed that the involvement of students in social media has increased considerably since 2004. Boyd (2007) reported that teenagers and students embraced social media so as to interact with peers for information sharing and to re-formulate their personalities

thereby getting their social lives off the ground. It is on this premise that this study investigated the influence of social media on sexual behaviour of Caleb university students.

1.2 Statement of the problem

Several studies have been carried out in Nigeria to examine the effect of social media on Nigerian youths' sexuality. Many of these studies, for instance, Ajayi (2010), Idakwo (2010) and Ilevbare (2011), focus on the general use of technologies. However, early in the development of social networking, Adebayo et al. (2006) examined the relationship among gender, internet use and sexual behavior orientation among young Nigerians. Their study provided support for the influence of gender and internet use on sexual behaviour. They demonstrated that as the use of the internet increased, male participants reported a greater extent of risky sexual behavior orientation than their female counterparts. Kujuni's (2012) study is most related to this present study. The results of the study showed that when young persons are exposed to sexuality-related information on the internet and /or involved in online sexual activities, their sexual mores are shaped by the information to which they have been exposed. Beyond the relationship between the electronic media and sexual behaviour, these studies demonstrate that social networking among youth in Nigeria is an issue of current interest to scholars.

However, there is no study, either in Nigeria or elsewhere, that has investigated the relationship among identity, social networking and sexual behaviour, a contribution that makes this study important. Much of the research on influencers of adolescent sexual behaviour has focused on parent and peer influences (Huebner and Howell, 2003; Sieving et al., 2006). There is also evidence that adolescents are influenced by interaction and communication with in social domains. These technologies notwithstanding, it is a fact that adolescents will eventually

develop their own ways of relating to people, including sex partners, and making decisions about potential partners, as well as actually participating in romantic and sexual liaisons (Giordano et al., 2009; Major and Mancini, 1992).

1.3 Objectives of the Study

- I. To determine the perception of Caleb university students about social media and sexual orientation/behaviour
- II. To determine if Caleb university students use social media for productive output which enhance their knowledge.
- III. To find out the extent to which social media exposes Caleb university students to sexual contents
- IV. To find out how Caleb university students' behaviour and ideology is affected as a result of the sexual contents that they indulge in on social media.

1.4 Statement of Research Questions

- I. To what extent do Caleb university students perceive social media and sexual orientation/behaviour?
- II. To what extent do Caleb students use social media for productive output which enhance their knowledge?
- III. Does social media exposes Caleb university students to sexual contents?
- IV. To what extent do Caleb university student's behaviour and ideology affected as a result of sexual contents that they indulge in on social media?

1.5 Scope of the Study

This topic intends to determine the influence of social media on sexual orientation and behavior among Caleb university students. My intentions were to sample the opinions of the students in

Caleb university about how social media influences their sexual orientation and behaviour and also compare and contrast their view.

1.6 Significance of the Study

The government and parents need to however veer the opportunity of this research to properly provide adequate schemes to censor and reprobate any form of immoral activities on the social media. The importance of the study to Caleb university students, all social media users cannot be over emphasized. The students ought to understand the effect of exposing themselves to sexual contents especially on the social media where lots of sexual materials are rampant, because these contents are highly influential to students in terms of their behavior towards the opposite sex and also their sexual orientation.

1.7 Definition of Terms

- **SEXUAL ORIENTATION:** This means the ideology people have about sex, sexual contents and sexual related issues.
- **SEXUAL BEHAVIOUR:** This refers to the attitude people give when it comes to sexual related matters.
- **PERCEIVED ROLE:** This means the way a situation is viewed by people, the motif and understanding they have of the situation.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of the past studies in the same area. The purpose of the review was to examine the available studies from other Scholars and Researchers who have undertaken studies on the same subject under investigation. The literature available provided a guideline to this study and offered a critical analysis of the past studies in order to avoid duplication of previous work.

2.2 Theoretical Framework

SOCIAL LEARNING THEORY (SLT)

Social learning theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioural change. (Muro & Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. According to Bandura, imitation involves the actual reproduction of observed motor activities. (Bandura 1977). SLT has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behaviorist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation. (Muro & Jeffrey 2008). However, on this regards, Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviors by watching other people.

According to the elements of this theory there are three general principles for learning from each other.

USES AND GRATIFICATIONS THEORY

The uses and gratifications theory (U&G) is one of the oldest and influential theories in the field of communication and media research (Roy, 2008). The theory dates back to the mid of last century when the attention of researchers was drawn toward what do people do with media. Wimmer & Dominick (1994) say that U&G started in the beginnings of 1940s, when the researchers initiated the investigation of why the people involve a certain media activity, while others attribute it to Katz' (1959) argument about the dearth of communication research. He says that the field of communication as persuasion was dying, but not all communication fields. (Severin & Tankard, 2001).

Katz (1959) says that the study of campaigns and persuasion are not varied today, as more mass communication researches are rapidly emerging. He points out that the focus of field of communication studies in that time had converted from studying “what do media do with the people” to the opposite direction “what do people do with the media” in order to save itself.

Discussing Berelson's (1959) claim “the field of communication research seems to be withering”, Katz (1959) argues that the pioneers of communication field had confined themselves to “measurements of the relative power of various kinds of communication to change opinions, attitudes, and action in the very short run”. (p.1). He points out that this has been called in other places as “the study of campaigns”. With regard to aforementioned discussion about the irrelevance of communication research, other researchers are optimistic as this approach is becoming familiar among scholars in different countries. Katz, Blumler, Gurevitch (1974) argue that the U&G has grown fast and many more direct empirical studies on audience uses and gratifications had emerged in the United States of America, as in other

countries in Europe and Asia. In their evaluation on studies on this perspective conducted in different cultural contexts, they have found to have different starting points; but they are generally concerned with: (1) the social and psychological origins of (2) needs which generate (3) expectations of (4) the mass media, or other sources, which lead to (5) differential patterns of media exposure (or engagement in other activities) resulting in (6) need gratifications and (7) other consequences, perhaps mostly unintended ones.

On the other hand, early studies on U&G identified the needs that audiences sought from the media. Katz, Gurevitch & Haas (1973) identified five basic group needs, namely cognitive needs (e.g., acquiring information, knowledge, and understanding); affective needs (e.g., emotion, pleasure, feelings); personal integrative needs (e.g., credibility, stability, and status); social integrative needs (e.g., interacting with family and friends); and tension release needs (e.g., escape and diversion) (p.166).

However, the basic idea about U&G approach is concerned with the ways people use the media (Katz, et.al, 1974). In other words, at the core of U&G lies the assumption that audience members seek out the mass media to satisfy their needs.

Theory Criticism

Uses and gratification theory has been plagued almost from its inception by criticisms that it does not meet the standards necessary to be a theory. Common criticisms include the fact that gratifications are more dependent on researchers' input than on the subjects', that audiences of different ages will have different motivations for watching the same media, and that much of the information collected in studies is self-reported, and as such, difficult to measure. Despite the criticism, uses and gratification theory may be more relevant and useful today as media users now have hundreds of TV channels, the internet, and a whole array of other media

entertainment options that help solidify the argument that the individual has agency over their media consumption.

2.3 Review of literature

Adolescent is conceptualised as individual (male or female) who is experiencing onset of physical/sexual maturation and reproductive capacity. These populations have numerous needs and their rights to know about their bodies, to be educated and informed about their sexual health must be protected. As expected, they face myriads of social, emotional, psychological and cultural challenges (Amoo & Adeyemi, 2010; Llord and Young, 2009; Schmied & Tully, 2009) especially in receiving and gaining access to the right information about sexuality. Their needs also include desire to be independence, starting employment, advancing cognitive abilities, negotiating and changing relationships including family and peers and broader social connections (Schmied, & Tully, 2009). In the Africa traditional setting, sex is not a subject of open discussion like other countries of the world. Specifically, girls are seemingly prevented from discussing or confiding in their parents over sensitive matters especially the sexual issues which were tagged as taboos. They are restrained from making decision regarding sexuality coupled with the fact that most of them are not empowered socially or economically to refuse sex especially from the older male. However, at this period of transition from childhood into adulthood, they face innumerable challenges and most often desperate to be informed on a number of issues especially the reproductive health matters (Anderson, Berkowitz, Donnerstein, Huesmann, Johnson, Linz, Malamuth & Wartella, 2003). Wherever and whenever their quests are not satisfied, adolescents can resort into any available means to satisfy their quest and access the perceived needed information. For examples, they could learn from other siblings, friends, school mates, etc. In addition, it has been discovered that greatest influence can come from the media such as television, song lyrics, magazines, movies/videos, games and most recently from the internet, facebook,

‘whatsapp’, ‘instagram’ and skype, to mention but few (Coleman & Shane, 2011; L’ Engle, Brown & Kenneavy, 2006; Loader & Mercea, 2012; Homero & Coddington, 2013).

Media influences on risk behaviour (including sexual behaviour) have been noticed from the time immemorial (Anderson, Berkowitz, Donnerstein, Huesmann, Johnson, Linz, Malamuth & Wartella, 2003; Rich, Gurman, Underwood & Keller, 2008). New and social media have added another dimension into adolescents particularly in terms of risky sexual behavior. Social Media is conjectured in this context as systems of social interactions using modern technologies for creation of content and collaboratively connection with online information. It provides opportunity for people or group to create, organize, edit, share, comment on content of interest with corresponding responses from other people or group (Federal Web Managers Council, 2013; Jan & Hermkens, 2011; Tang, Gu & Whinston, 2012; Kaplan & Haenlein, 2010). Its use cuts across both sexes, assumes to have no regional divide but common where there is internet facility. In other word, it could be viewed as interaction means among people who have access to social media technologies to create, share or exchange information and ideas in interactive platforms through virtual network environment. Succinctly put, the virtual network application is exclusively internet-based application that is built on the ideological and technological foundations of Web 2.0 (Wikipedia, 2013; Jan & Hermkens, 2011; Tang et al, 2012; Kaplan & Haenlein, 2010). Social media falls into several types. Few of them are social networks (e.g. facebook and LinkedIn), media sharing (e.g. YouTube, Instagram and Flickr), microblogging (such as Twitter), Wikis (Wikipedia) and Bookmarking sites (such as Delicious and Stumbleupon) that allow tagging of desired links for easy reach and share (Ahlqvist, Bäck, Halonen & Heinonen, 2008; Kaplan & Haenlein, 2010; Wikipedia, 2013).

Different operations and activities are performed with each category though there are overlaps in these functions. Notwithstanding, types and operations of social media differ distinctively from the traditional media in terms of the coverage, frequency, quality and response time. Among its other peculiar characteristics are that it is common among the literates and individuals who have flairs for modern techs of which adolescents or most young people are not exempted. While its importance as information transmitter could be indispensable to development, the fear is that much of the contents the adolescents are exposed like sexual imageries might not be benign to sustainable development (Anderson et al, 2003; Coleman & Shane, 2011; Loader & Mercea, 2012; L' Engle, Brown & Kenneavy, 2006). Besides, the emergence of social media has made it possible to use media in a variety of ways and invariable has turned to common companion of most adolescents nowadays. The rate at which the adolescents are immersing themselves in newer media gargets with social networking sites, microbloggings, media sharing, wikis, bookmarking sites and so on coupled with their consumption of various activities on social media are appalling and it is not undoubted that these will have far-reaching effects on their daily lives (Anderson et al, 2003; Collins, Martino & Shaw, 2011; Homero & Coddington, 2013).

THE CONCEPT OF MORALITY

Morality refers to the principle of right or wrong behaviour. It has its etymological origin from the Latin word “mores” which means “conduct or custom”. Ezekwu (2008:16) has therefore noted that “morality is used to denote a generally accepted code of conduct in a society or within a subgroup of society that comes to be regarded as essential to its survival and welfare”. These accepted norms or codes of conduct in any society often appeal to the moral nature of man “for the human nature is a moral nature, and the moral sphere is exclusively the human sphere” (Omoregbe, 1993: 102). They appeal to the sense of humanity and relevant for the welfare of the entire members of any society including Nigeria. Some of the common moral

codes of conduct, in Nigeria, for instance, include respect or sacredness of human life, respect for elders, hard work and industry, avoidance of premarital sex, and so on. To this end, any conduct that is not in tandem with these and more accepted norms or laid down principles of behaviour in the country is declared as immoral and unacceptable. Also, a consistent and unchallenged abandonment and overlook of the moral principles of conduct in a society by members of the society, is what often leads to moral decadence or degeneration in such society, which seems to be the case in Nigeria.

SOCIAL MEDIA (SOCIAL NETWORKS SITES)

Social Network Sites (SNS) are online spaces that provides the user with a wide arrange of services that cater to customized interests (Boyd and Ellison, 2007). The user has the ability to generate an online identity, build relationships as well as create and share content (Kietzmann ,2011). This technologically mediated world has changed how communities interact with one another, how companies and corporations interact with the public and finally how the public interacts with major companies and corporations (Kietzmann, 2011). The mediation of images and ideology has seen a progressive incline throughout history. Beginning with the newspaper, television and now the most popular source for information is social network sites. Social media has officially been dubbed the new television making it the primary provider of media consumption and exposure (Abrahamson, 2017). Just like the how the invention of television revolutionized daily life in the early 1920s (,), the introduction of social media has had a similar revolutionizing effect on contemporary culture. The allure of social media platforms like Facebook, Twitter and INSTAGRAMS has garnered billions of daily active users (Boyd & Ellison, 2007). The induction of social media to human life is fairly new. It earliest forms can be traced back to only 20 years ago with Six Degrees websites in 1997 (Hale, 2915). It most notably took rise with the popularization of Facebook in 2004 (Nicholas, 2010). Seeing as it

how fairly recent this innovation is, in depth research concerning its effects on human mannerisms and interaction is still underworks.

SOCIAL MEDIA AND SEXUAL BEHAVIOUR

The youths represent majority of the population (Omolo, 2014). This young population is often a good target in social media sites. According to Todd (2009) the young are bombarded with videos, shows, advertisements, and movies with sexual messages. In terms of body image, the social media floods the young girls' minds with images of skinny models. This makes them feel that if they are a few pounds heavier than these images on the websites, then they are unacceptable to the society. This leads to the young girls going into far lengths in order to have better fitting bodies. With regard to sex, three out of four teenagers say that the social media content make it seem normal for youngsters their age to engage in sexual relations. Being open about sex and how they talk to their girlfriends or boyfriends about it is largely because of what they see and hear (M.,Imaita, 2011). Thus, the study by Todd (200) concluded that mass media targeted adolescents in general in turn making them vulnerable to sexual involvement. This study therefore will be focusing on social media and how it has impacted on sexual behaviour among secondary school students. A recently study by Kiragu (2015) on the negative influence of social media on our communities asserted that, the increasing access to smart devices by young teenagers has enhanced their capacity to access sexual materials from the internet and share it with their peers through the widely available social network channels. He further, highlights that the privacy accorded by these social media accounts contributes to their popularity among teenagers as avenues of sharing explicit content. This, study however, did not establish the association between the social media usage and sexual behavioural practices on secondary students specifically. Earlier King and Stones (2013) posited that the nudity and sharing of pornographic material has been on the rise in Australian schools as a result of the availability of social media channels that young adults are exposed to. The authors further note

that sexual orgies are arranged among friends in the social media hence the rise in immorality among college and middle school students. This study adopted an ethnographic survey, unlike the current study which will be descriptive in nature. A study by Kabiru and Orpinas (2009) found out that, most secondary school students within the largest Nairobi informal settlement, Kibra which is within Langata Sub County have had sexual intercourse at an early age with many confessing of having multiple sexual partners. The study further highlights that most of these young adults also engage in routine sex trade within the sprawling Kibra informal settlement. From the foregoing it is evident that sexual practices are prevalent among secondary school students thus, this study will seek to identify the influence of social media on this behaviour among secondary school students. Similarly, studies by Patricia and Ndung'u (2014) and Omolo (2014) that focussed on immorality among children as young as 15 years old in estates such as Karen and Runda respectively found out that youths are engaged in drug abuse and sexual orgies. The above cited research findings have associated particular anti-social behaviour to social media. As exposed by most of these research findings, children from rich families often communicate with other youths through social media and organize parties without the knowledge of their parents. In these parties the young minors are known to engage in sex orgies and rampant drug abuses. In summary, the reviewed literature suggests that there is some element of all these four factors in social media sites. The fact that these contents are readily available over the internet; it is assumed that it is available for the youths. The 18 youths are likely to observe and emulate it. The majority of the reviewed studies have exhibited a general lack of in-depth analysis of the influence of social media on some of the major factors of deviant behaviour. Hence in general, this study will seek to solve the identified gaps and contribute to the body of knowledge.

Over the last decade the daily experience of adolescents has been transformed by developments in electronic media, including the computer, the Internet, and cell phones. Relative rarities only

a generation ago, they are the daily tools of communication, information, and amusement for a majority of adolescents. Beyond access, content and capabilities have exploded. Even television, long a ubiquitous presence in American households, has seen content change and has grown dramatically. Technology and adolescents seem destined for each other; both are young, fast paced, and ever changing. In previous generations teens readily embraced new technologies, such as record players, TVs, cassette players, computers, and VCRs, but the past two decades have witnessed a virtual explosion in new technology, including cell phones, iPods, MP-3s, DVDs, and PDAs (personal digital assistants). This new technology has been enthusiastically embraced by adolescents and has led to an expanded vocabulary, including instant messaging (“IMing”), blogging, and text messaging. New technology has many social and educational benefits, but caregivers and educators have expressed concern about the dangers young people can be exposed to through these technologies. It came in as a new medium with more power of attraction and seemingly more social. Hence children have access to a lot of information. They are exposed all the time to information meant for adults. They can also access information on drugs or sex in a medium inaccessible to many parents or teachers. This becomes a big problem. The fact that no Government or commercial entity owns the net that there are no rules or regulations that govern it. The effects of the electronic media have also been seen in the early stages of the development of a child, for example, in children between the ages of 2-5 years. They also opined that excessive exposure to the media influences the way children behave. They also believe that action-packed movies have greatly impacted on the behavior of children Electronic media content so affects adolescents by possibly making them Sexually active. Online sexual solicitation of children and adolescents represents a serious threat to the safety and well-being of those who are approached. A recent study indicates that reports of unwanted online solicitation have declined in recent years, perhaps due to factors ranging from better privacy controls, more education, and better law enforcement.

Furthermore; electronic media contents, also influences adolescent Sexual Activity. astonishingly, and despite long-standing concerns over the influence of sexual media content on the behavior of adolescents, there is very little relevant research in this area according to a recent review by Escobar-Chavez. Several analyses have found that disclosure to sexual content in television and videos was related to more positive attitudes towards pre-marital sex, and to being sexually active, but it was not clear if there was a causal connection.

Adolescent sexual behaviour Alubo (2000) described sexuality as the social expressions of one's social and biological being through mannerisms, mode of dress, interaction patterns and physical sexual intercourse. Sexuality is more than just the act of sex or gender. Adolescent sexuality is a complex idea that involves physical make-up, self-image (i.e. how an adolescent think about himself or herself) and their feelings towards others and the society he or she lives in (Benson,2011). It can be influenced by many factors, including gender, sexual orientation, culture and how the body develops. It is also inextricably linked to the development of one's identity and unfolds within specific socio-economic and cultural contexts (UNESCO, 2009). Adolescents and young adults develop a sense of their own sexuality and sexual identity, which will lead to the display of certain sexual behavior (Giles,2008). Sexual behavior includes sexual activities or practices that refer to the manner in which humans experience and express their sexuality (Marcus, 2011). It refers to any activity, whether solitary, between two persons, or in a group, that induces sexual arousal and subsequent indulgence in sexual activities. This does not necessarily imply sexual intercourse, but rather a variety of sexual acts which people engage in from time to time and for different reasons. Sexual activities are usually intended to display one's sexuality and often to gain the sexual attention of others. Strategies to find or attract partners include sending messages, making constant calls to stay in touch, and so on, and are all parts of sexual activities. Apart from the natural sexual response patterns inherited and manifested by every humanbeing, sexual behavior among youths can be determined by

many factors, including the types of influence that the society exerts on the individual (Hayes,1987). This influence results in various levels of sexual activities ranging from mild to high risk and solitary or social sexual indulgences (GPA, 1994). Global Programme on AIDS has listed indicators of risky sexual behaviour as type of sexual partner, condom use, age at first sex, number of partners, commercial sex and age mixing in sexual relationships. Social media expose adolescents to various forms of sexual opportunities, such as creating linkages with possible partners and the availability of sexual content. Media has generally been linked to sexual indulgences (Rideout et al., 2010). Adolescents use a variety of media and increasingly engage with these media on diverse platforms and are, therefore, exposed to encountering various sexual content across these platforms.

Social networking Modern social networking practices in social media available on multitasking electronic platforms, such as cell phones and computers, guarantee private exposure and deny parents and guardians their roles as character influencers (Robertsetal.,2005). Using the portability of media ensures that messages, such as those that promote risky sexual behaviour, may have a greater influence on those youth who use them. Also, one can be using a medium, such as a cellphone, while engaging in other non-media activities, thus compressing activities into a short time period. A growing number of studies link sexual content in media with adolescents' attitudes and sexual activities. In particular, three longitudinal studies Hennessyetal. (2009), Rideoutetal.(2010), and Robertsetal.(2005) demonstrate prospective relationships between prior exposure to sexual content in the media and subsequent changes in sexual behaviours, after controlling for likely confounding variables. Young and Rice (2010) evaluated the association between online social networking and sexual health behaviours among homeless youth in Los Angeles, with survey data from 201 homeless youth accessing home care services. These researchers used logistic models to assess whether the use of online social networking technologies affect HIV knowledge, sexual risk

behaviours and testing for sexually transmitted infections. Their result suggests that online social networking and the topics discussed on these networks can potentially increase or decrease sexual risk behaviours depending on how the networks are used. Chanand Ghose's (2014) study of the relationship between online information resources and HIV transmission is also informative in this regard. Alam et al. (2011) identified the attitudes of young adults towards online social networks and online dating sites usage and also examined the different behaviour between male and female online daters. Their study showed that most young adults have a Facebook ID and just over 10 percent of them date online. One major finding is that females are searching for their long-term partners through online dating sites, while the males are mainly interested in building casual relationships. Moreno et al. (2012) conducted a pilot evaluation of older adolescents' sexual preference displays on public Facebook profiles of undergraduate freshmen identified within a large US university Facebook network. They found that sexual references displayed on Facebook profiles of college freshmen were associated with their intention to become sexually active. However, they did not find a significant association between online display of sexual references and either sexual experience or risky sexual behaviour. Moreno et al. (2012) found an association between display status and likelihood of having engaged in oral sex. The findings from the study suggest that the display of sexual preferences on Facebook is a developmental marker of the emergent adult as a sexual person. Giordano et al. (2009) investigated the social and behavioural characteristics of male adolescents who self-identify as players, focusing the claim that this social role is inextricably linked with poverty and minority status. Their results showed that African-American respondents with liberal peers and young men who initially report a relatively high number of sexual partners are more likely to resonate with this identity label. They posited that the player identity is a significant predictor of later variations in self-reported sexual behaviour.

2.3 Empirical Review

Irudaya Raj (2017) in his study on social media and communication patterns studied 120 students of the Periyar University, Salem, who were social media users selected through convenient sampling from six departments from the Faculty of Arts and Social Sciences. A set of questionnaires was constructed to obtain the needed data that were analysed using SPSS. The findings of study showed that social media users have experienced different kinds of communication patterns and have evolved a new kind of online language using concise, brief, crisp, code words and acronyms for easy communication. He listed the acronyms commonly used on social media as follows: LOL(Lough out loud); ASL(Age, sex, location);OMG(Oh my God);AYL(Are you listening);BFF(Best friend for ever);BZY(Buzy); TTYL(Talk To You later);BF/GF(Boyfriend/Girlfriend);IDK (I don't know). He concluded by saying that Internet has made a big revolution in the field of communication.

Social media may only be one facet of the Internet but through observing behavior on these platforms, one can learn a myriad of information about the dynamics of human behavior. Most people use social media to learn about certain behaviors that may be too uncomfortable to talk about in today's society (Brown and L'engle, 2009).

On the taboo side of human behavior, most people use the Internet to learn about sexual behavior. A prior study had shown that children who accessed sexual material in early adolescence were able to predict sexual behavior approximately two years later (Brown and L'engle, 2009).

In Belgium, adolescent children who consumed pornography and sexual music videos were more likely to engage in receiving and sending sexual text messages (Ouytsel, Ponnet, and Walrave, 2014).

High arousal can create positive experiences for the person experiencing any given situation. There are three things that have been linked with high arousal and/or positive emotional experiences: sex, music, and Facebook (Mauri et. al, 2011; Bushman et. al, 2015; Schafer & Sedlmeier, 2011).

One study found that high levels of sexual content impairs brand memory, brand attitudes, and buying intentions for advertisements, which is consistent with the evolution and emotional arousing framework (Bushman, Lull, & Cruz, 2015).

Vandenbosch and Eggermont (2014) extended the research to support a multidimensional approach of self-objectification, which is one of the first approaches to label a three-step process to specifically analyze how one adjusts to what is attractive sexually and how that effects one's sexual behaviors.

Even so, previous research demonstrates that too much sexual content could lead to reduced memory about a particular brand (Bushman, Lull, & Cruz, 2015).

Prior studies have provided support for this finding by stating that frequent exposure to sexual themes can influence sexual cognition and attribution of sexual characteristics (Brown and L'engle, 2009; Carpentier et al., 2014; Kistler and Lee, 2009).

Nonetheless, they suggest the range of effects that one might expect to observe among adolescents exposed to pornography on the Internet. Such effects include more permissive sexual attitudes, overestimation of various sexual activities engaged in by others, and less satisfaction with one's own sex life (see Zillmann, 2000, Huston et al., 1998 for reviews).

Generally, there is a paucity of literature on social media especially in terms of its potential and plausible effects on the vulnerable people (Anderson et al, 2003; Homero & Coddington, 2013).

Electronic media contents, also influences adolescent Sexual Activity. astonishingly, and despite long-standing concerns over the influence of sexual media content on the behavior of adolescents, there is very little relevant research in this area according to a recent review by Escobar-Chaves MD (2008).

A recent study indicates that reports of unwanted online solicitation have declined in recent years, perhaps due to factors ranging from better privacy controls, more education, and better law enforcement .Brett VB, Pilar M (2009).

They also believe that action-packed movies have greatly impacted on the behavior of children Electronic media content so affects adolescents by possibly making them Sexually active. Online sexual solicitation of children and adolescents represents a serious threat to the safety and well-being of those who are approached. Escobar-Chaves MD (2008).

Previous research has shown that adolescents' access of electronic media influences their sexual behavior. Escobar-Chaves MD (2008).

Review from a previous study shows those electronic media content influences the sexual behaviors of adolescents which this study also agrees to. Escobar-Chaves MD (2008).

Chisholm (1976) suggested that one's identity could be contingent; that is, one may have had a different identity from the one he or she presently has. One can swap identity for a different one altogether or even get by without any identity at all.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study is to assess influence of social media on the sexual behavior and orientation of Caleb university students. Therefore, this chapter presents the research method or design to be used in collecting data, describes the population and sample for the study, the data collection instrument, data collection procedures, and the method of data analysis.

3.2 Research design

This study will employ the use of survey method to gather data for the research project. A scholar defines research to research again and again, the again and again nature of research is an indication that is a series of activities aimed at minimizing and eradicating chances.

According to Olufemi Bamidele (2012), “Survey method etymologically has two origins middle French ‘Sur+veeir’ means ‘to see’ and tabulation “videre” which analyze and report what they said” Olufemi (2012) cited Sobowale (1983) in explaining survey: “the survey techniques are the most commonly used research method by behavioral scientific. He stressed that the method involve drawing up a set of question on various subjects or on various aspects of subject to which a selected member of a population is requested to react”.

Here, behavioural scientist measures sociological variables through designs, i.e. to measure the opinions and attitude of the society. The survey research method was selected to measure how social media influence the sexual behavior and orientation of Caleb university students. This will be aided by posing questions which are relevant to the study.

Survey method will be used by scientists interested in collecting original data for describing a population too large to observe directly. Survey uses tabulation to analyse and report a research with other instruments; it also adopts the use of questionnaire to elicit necessary data from the respondents. The source of data collection for the project is self-administered questionnaire for

valid and reliable account. Sobowale (2008) explains self-administered questionnaire; “The interviewer gives the instrument to the respondent to fill out, probably at his own convenience, or leaves it for him or her if the interviewee is not available at that point in time.

The questionnaire will be given to the selected Nigerian youths, Caleb University students to be précised.

3.2 Population of the Study

For a research work to be successfully carried out, a well-defined population must be clearly surveyed. This is because the outcome or result of the research work will be based on the information provided by the population. The population of this work consist of two thousand, two hundred and ninety-two (2292) Caleb University students.

3.3 Sample size

Sample size measures the number of individual samples measured or observations used in a survey or experiment. The total population of Caleb university with the total number of two thousand, two hundred and ninety-two will be strategically selected with which questionnaires will be distributed to the students in the selected location.

3.3 Sampling Techniques

A sample is a smaller group obtained from the accessible population (Mugenda and Mugenda 1999). It is part of the population that has been picked for the study and contains elements that are representation of the whole population. The Taro Yamane formula with a 95% confidence level has been chosen to calculate the sample size for this study (Saxena, 2015).

$$n = \frac{N}{1+N(e)^2} \text{ Where,}$$

n- the sample size

N- the population size

e- the acceptable sample error

In order to be sure about the result of the study sample error (e) = 0.05 (Godavarti, 2016)

$$n = 2292 \div 1 + 2292(0.05)^2$$

$$n = 2292 \div 1 + 2292(0.05)^2$$

$$n = 2292 \div 1 + 2292(0.0025)$$

$$n = 2292 \div 1 + 5.73$$

$$n = 2292 \div 6.73$$

$$n = 340.56$$

$$n = 341 \text{ approximately}$$

3.4 Sources of Data

The self-administered questions were distributed to the respondents who will be selected in the different areas of Nigeria, and it will be collected back after they have filled.

3.5 Data Collection Instrument

This aspect elicits the tools used to collect data from the area of study. The questionnaire is the instrument used to collect data; it consists of a series of questions. Bamidele (2012) said "Questionnaire gives a good opportunity for the researcher to collect raw data, especially if the questions are well worded and the questionnaire well administered"

The questionnaire contains two sections, section A and section B, the first section is about the demographic questions and the second section shows how social media influences sexual

orientation and behavior of Caleb students. The series of question is aimed at eliciting information and getting answers to questions.

3.6 Validity and Reliability of the Instrument

Merriam Webster's dictionary 1828 describes "VALID" as well-grounded or justifiable: being at once relevant and meaningful, logically correct. Validity is how well an assessment measures what its purposed to measure. It is the credibility and believability of this research work. The validity of the data collection instrument was done with the help of the research's supervisor who reviewed and edited the questionnaire.

Jary & Jary, (1995) said:

"The extent to which a measure, indicator or method of data collection possesses the quality of being sound or true as far as can be judged...in the sciences generally, the relationship between indicators and measures and the underlying concepts they are taken to measure is often contested".

3.7 Reliability of Instrument

Reliability is the degree to which an instrument produces consistent results. It is the extent to which the source can be relied on. Reliability should be trustworthy, dependable, authentic and genuine. The researcher instrument will be pretested with respondents in the appropriate age category in order to ascertain the reliability.

3.7 Method of Data Analysis

After collecting the answered questions, the data will be analysed using percentage tables and frequency. The figures of respondents and the total questionnaire will be added in the column of the table. The figures will be expressed in percentage.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

This section of the research work aims at analysing the research question by interpreting the data collected through the questionnaires administered to the respondents. The data gathering technique from the questionnaire is presented gathered and analysed and interpreted in tabular form using frequencies and percentages. Three hundred and forty (341) questionnaires were administered and 320 were retrieved and filled adequately.

4.1 DEMOGRAPHIC DATA OF THE RESPONDENT

Table 1: Shows Gender of the Respondent

RESPONSE	FREQUENCY	PERCENTAGE
Male	112	35%
Female	208	65%
Total	320	100%

Source: Field Work 2020

Table 1 shows that 112(35%) of the respondents were male, and 208(65%) were females.

This implies that majority of the respondents were Females.

16-18	140	43.7%
19-21	157	49.0%
22-24	18	5.6%
25 and above	5	1.6%
Total	320	100%

Table 2: Shows the Age Group of Respondents

Source: Field Work 2020

Table 2 shows that 140 (43.7%) of the respondents are within the age bracket of 14 to 16 years, 157(49.0%) of the respondents are within the age bracket of 17-19 years, 18 (5.6%) of the respondents are within the age bracket of 20-21, while 5(1.6%) of the respondents are above 21

Table 3: Showing the Religion Status of the Respondents.

RESPONSE	FREQUENCY	PERCENTAGE
CHRISTIANITY	152	47.5%
ISLAM	161	50.3%
TRADITIONALIST	5	1.6%
OTHERS	2	0.6%
TOTAL	320	100%

Source: Field Work 2020

Table 3 shows that 152(47.5%) of the respondents were Christians, 161(50.3%) were Muslims, 5(1.6%) were traditionalist, while 2(0.6%) were of the many various religions. This shows that the highest number of respondents were Muslims.

Table 4: Showing the Level of the Respondents

RESPONSE	FREQUENCY	PERCENTAGE
100	98	30.6%
200	42	13.1%
300	96	30%
400	84	26.3%
TOTAL	320	100%

Source: Field Work 2020

Table 4 shows that 98(30.6%) of the respondents were 100 level students while 42(13.1%) were 200 level students, and 110(34.3%) were 300 level students, while the remaining 84(26.3%) were 400 level students.

4.2 QUESTION ANALYSIS IN RELATION TO THE SUBJECT MATTER OF THE STUDY

Table 5: Perceived relevance of social media to respondents everyday life.

RESPONSE	FREQUENCY	PERCENTAGE
VERY RELEVANT	91	28.4%
QUITE RELEVANT	200	62.5%
A BIT RELEVANT	24	7.5%
NOT RELEVANT	5	1.6%
TOTAL	320	100%

Source: Field Work 2020

Table 5 shows that 91(28.4%) of the respondents believe that social media is very relevant to their everyday life while 200(62.5%) believe that social media is quite relevant to their

everyday life and 24(7.5%) believe that social media is a bit relevant to their everyday life, while 5(1.6%) believe that social media is not relevant to their everyday life.

Table 6: Perceived awareness on social media contents on sexual orientation or behaviour.

RESPONSE	FREQUENCY	PERCENTAGE
YES	277	86.6%
NO	43	13.4%
TOTAL	320	100%

Source: Field Work 2020

Table 6 shows that 277(86.6%) of the respondents are aware of social media contents on sexual orientation or behaviour, while 43(13.4%) have never come across any social media content on sexual orientation or behaviour.

Table 7: As to whether there are any contents on the social media that could give positive knowledge on sexuality and sexual behaviour.

RESPONSE	FREQUENCY	PERCENTAGE
YES	156	48.7%
NO	96	30%
I DON'T KNOW	68	21.3%
TOTAL	320	100%

Source: Field Work 2020

Table 7 shows that 156(48.7%) of the respondents believe that there are social media content that could provide positive knowledge on sexual behaviour while 98(30%) of the respondents have cause to disagree that there are social media content that could provide positive

knowledge on sexual behaviour 68(21.3%) of the respondents do not know if there are social media content that could provide positive knowledge on sexual behaviour.

Table 8: Perceived frequency of social media usage having any relationship with sexual behaviour.

RESPONSE	FREQUENCY	PERCENTAGE
YES	186	58.1%
NO	116	36.3%
I DON'T KNOW	18	5.6%
TOTAL	320	100%

Source: Field Work 2020

Table 8 shows that 186(58.1%) respondents perceive the frequent use of social media to having a relationship with sexual behaviour while 116(36.3%) respondents do not perceive the frequent use of social media to having any relationship with sexual behaviour and 18(5.6%) respondent do not know if the frequent use of social media may have any relationship with sexual behaviour.

Table 9: As to whether students re-assimilate the contents of social media after accessing it.

RESPONSE	FREQUENCY	PERCENTAGE
YES	181	56.6%
NO	91	28.4%
I DON'T KNOW	48	15%
TOTAL	320	100%

Source: Field Work 2020

Table 9 shows that 181(56.6%) respondents believe that students re-assimilate the contents of social media after accessing it. 91(28.4%) respondents believe that students do not re-assimilate the contents of social media after accessing it. 48(15%) respondents do not know if students re-assimilate the contents of social media after accessing it.

Table 10: Perceived extent as to which the media influence people’s perceptions, attitudes and beliefs on sexual orientation and behaviour.

RESPONSE	FREQUENCY	PERCENTAGE
A LARGE EXTENT	202	63.1%
A LITTLE EXTENT	69	21.6%
NO EFFECT	13	4 %
I DON’T KNOW	36	11.3%
TOTAL	320	100%

Source: Field Work 2020

Table 10 shows that 202(63.1%) of the respondents believe that the media influence to a large extent people’s perceptions, attitudes and beliefs on sexual orientation and behaviour while 69(21.6%) of the respondents believe that the media influence to a little extent people’s perceptions, attitudes and beliefs on sexual orientation and behaviour, 13(4%) of the respondents believe that the media has no influence on people’s perceptions, attitudes and beliefs on sexual orientation and behaviour, while 36(11.3%) of the respondents do not know if the media influences people’s perceptions, attitudes and beliefs on sexual orientation and behaviour.

RESPONSE	FREQUENCY	PERCENTAGE
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YES	176	55%
NO	121	37.8 %
I DON'T KNOW	23	7.2%
TOTAL	320	100%

Table 11: As to whether students depict some certain behaviors found in the content of social media.

Source: Field Work 2020

Table 11 shows that 176(55%) of the respondents believe that students depict some certain behaviors found in the content of social media while 121(37.8%) disagree with that fact that students depict some certain behaviors found in the content of social media, the remaining respondents 23(7.2%) do not know if students depict some certain behaviors found in the content of social media.

Table 12: Showing as to whether respondents believe that the contents of social media may negatively affect Caleb university students?

RESPONSE	FREQUENCY	PERCENTAGE
YES	191	59.6%
NO	68	21.3%
I DON'T KNOW	61	19.1%
TOTAL	320	100%

Source: Field Work 2020

Table 12 shows that 77(24%) of the respondents believe that the contents of social media may negatively affect Caleb university students. while 68(21.3%) respondents believe that the contents of social media may not negatively affect Caleb university students. and 61(19.1%) do not know if the contents of social media may negatively affect Caleb university students.

Table 13: Perceived extent to which the media expose students to sexual contents.

RESPONSE	FREQUENCY	PERCENTAGE
A LARGE EXTENT	174	54.4%
A LITTLE EXTENT	67	20.9%
NO EXTENT	35	10.9%
I DON'T KNOW	44	13.8%
TOTAL	320	100%

Source: Field Work 2020

Table 13 shows that 174(54.4%) of the respondents believe that the media exposes students to sexual contents to a large extent while 67(20.9%) respondents believe the media exposes students to sexual contents to a little extent and 35(10.9%) respondents believe the media does not expose students to sexual contents, while 44(13.8%) respondents do not know if the media exposes students to sexual contents.

Table 14: Perceived importance of religion being a factor in determining behavioural change after accessing social media content on sexual orientation and behaviour.

RESPONSE	FREQUENCY	PERCENTAGE
IMPORTANT	185	57.8%
NOT IMPORTANT	95	29.7%
NO EFFECT	5	1.6%
I DON'T KNOW	35	10.9%
TOTAL	320	100%

Source: Field Work 2020

Table 14 shows that 185(57.8%) of the respondents believe religion is an important factor in determining behavioural change after accessing social media content on sexual orientation and behaviour while 95(29.7%) of the respondents believe religion is not an important factor in determining behavioural change after accessing social media content on sexual orientation

and behaviour while 5(1.6%) of the respondents believe religion has no effect in determining behavioural change after accessing social media content on sexual orientation and behaviour, the remaining 35(10.9%) respondents do not know if religion is a factor in determining behavioural change after accessing social media content on sexual orientation and behaviour.

Table 15: As to whether respondents perceive social media contents to promote sexual behaviours.

RESPONSE	FREQUENCY	PERCENTAGE
YES	176	55%
NO	121	37.8 %
I DON'T KNOW	23	7.2%
TOTAL	320	100%

Source: Field Work 2020

Table 15 shows that 176(55%) of the respondents believe that social media contents to promote sexual behaviours while 121(37.8%) disagree with that fact that social media contents to promote sexual behaviours, the remaining respondents 23(7.2%) do not know if social media contents to promote sexual behaviours.

RESPONSE	FREQUENCY	PERCENTAGE
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YES	184	57.5%
NO	120	37.5%
I DON'T KNOW	16	5%
TOTAL	320	100%

Table 16: As to whether students still use social media for productive output which enhance their knowledge rather than a study guide to increase sexual drive.

Source: Field Work 2020

Table 16 shows that 184(57.5%) of the respondents believe students still use social media for productive output which enhance their knowledge rather than a study guide to increase sexual drive, while 120(37.5%) respondents believe that students do not use social media for productive output which enhance their knowledge rather they use it as a study guide to increase sexual drive. 16(5%) respondents do not know if students use social media for productive output which enhance their knowledge rather than a study guide to increase sexual drive

Table 17: As to whether the negative effect of social media contents should be addressed by the Nigerian government.

RESPONSE	FREQUENCY	PERCENTAGE
YES	211	66%
NO	43	13.4%
I DON'T KNOW	66	20.6%
TOTAL	320	100%

Source: Field Work 2020

Table 17 shows that 211(66%) of the respondents believe that the negative effect of social media contents should be addressed by the Nigerian government, while 43(13.4%) believe

that the negative effect of social media contents should not be addressed by the Nigerian government by rather other bodies in charge of the media and 66(20.6%) do not know if the negative effect of social media contents should be addressed by the Nigerian government.

4.3 Discussion of findings

RESTATEMENT OF RESEARCH QUESTIONS

- How do Caleb university students perceive social media and sexual orientation/behaviour?
- Does Caleb students use social media for productive output which enhance their knowledge?
- Does social media exposes Caleb university students to sexual contents?
- Are Caleb university student's behaviour and ideology affected as a result of sexual contents that they indulge in on social media?

- **How do Caleb university students perceive social media and sexual orientation/behaviour?**

Table 6 shows that 277(86.6%) of the respondents are aware of social media contents on sexual orientation or behaviour, while 43(13.4%) have never come across any social media content on sexual orientation or behaviour. Table 7 shows that 156(48.7%) of the respondents believe that there are social media content that could provide positive knowledge on sexual behaviour while 98(30%) of the respondents have cause to disagree that there are social media content that could provide positive knowledge on sexual behaviour 68(21.3%) of the respondents do not know if there are

social media content that could provide positive knowledge on sexual behaviour.

While Table 8 shows that 186(58.1%) respondents perceive the frequent use of social media to having a relationship with sexual behaviour while 116(36.3%) respondents do not perceive the frequent use of social media to having any relationship with sexual behaviour and 18(5.6%) respondent do not know if the frequent use of social media may have any relationship with sexual behaviour. A far- reaching implication of this discovery is that due to frequent use of social media by caleb university students, there is a possibility that there is a relationship with social media and sexual behaviour. Although some students still use social media for productive output which enhance their knowledge rather than a study guide to increase sexual drive but there is still the existence of a multitude of students who are influenced negatively by social media contents on sexual orientation and behaviour.

- **Does Caleb students use social media for productive output which enhance their knowledge?**

Table 14 shows that 185(57.8%) of the respondents believe religion is an important factor in determining behavioural change after accessing social media content on sexual orientation and behaviour while 95(29.7%) of the respondents believe religion is not an important factor in determining behavioural change after accessing social media content on sexual orientation and behaviour while 5(1.6%) of the respondents believe religion has no effect in determining behavioural change after accessing social media content on sexual orientation and behaviour, the remaining 35(10.9%) respondents do not know if religion is a factor in determining behavioural change after accessing social media content on sexual orientation and behaviour.

Table 16 shows that 184(57.5%) of the respondents believe students still use social media for productive output which enhance their knowledge rather than a study guide

to increase sexual drive, while 120(37.5%) respondents believe that students do not use social media for productive output which enhance their knowledge rather they use it as a study guide to increase sexual drive. 16(5%) respondents do not know if students use social media for productive output which enhance their knowledge rather than a study guide to increase sexual drive. Therefore, this research discovered that religion important factor in determining behavioural change after accessing social media content on sexual orientation and behaviour so students who use social media for productive output which enhance their knowledge rather than a study guide to increase sexual drive may be doing so based on their religious beliefs and morals.

- **Does social media exposes Caleb university students to sexual contents?**

Table 5 shows that 91(28.4%) of the respondents believe that social media is very relevant to their everyday life while 200(62.5%) believe that social media is quite relevant to their everyday life and 24(7.5%) believe that social media is a bit relevant to their everyday life, while 5(1.6%) believe that social media is not relevant to their everyday life. Table 15 shows that 176(55%) of the respondents believe that social media contents to promote sexual behaviours while 121(37.8%) disagree with that fact that social media contents to promote sexual behaviours, the remaining respondents 23(7.2%) do not know if social media contents to promote sexual behaviours .

Therefore, in order to forestall the use of media content for sexual purposes, it is suggested that proper orientation on sexual behaviour and consequences of negative sexual conduct should be clear stated out by the governments which would be in the

constitution, institutions which would be in form as courses for study and media houses in form of jingles, public service advertisement and other information dissemination platforms. The media should also make sure that there is a censoring of sexual content which may negatively affect students.

- **Are Caleb university student's behaviour and ideology affected as a result of sexual contents that they indulge in on social media?**

Table 10 shows that 202(63.1%) of the respondents believe that the media influence to a large extent people's perceptions, attitudes and beliefs on sexual orientation and behaviour while 69(21.6%) of the respondents believe that the media influence to a little extent people's perceptions, attitudes and beliefs on sexual orientation and behaviour, 13(4%) of the respondents believe that the media has no influence on people's perceptions, attitudes and beliefs on sexual orientation and behaviour, while 36(11.3%) of the respondents do not know if the media influences people's perceptions, attitudes and beliefs on sexual orientation and behaviour. This result implies that large a percentage of the respondents believe that the excessive use of media would have a psychological influence on people's perceptions, attitudes and beliefs on homosexuality.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

The purpose of this study is to determine the **“Influence of social media on sexual orientation and behaviour on Caleb university students”**. Therefore, this chapter ends the whole research work; it includes the summary, conclusion and recommendation of this work.

5.1 SUMMARY

To efficiently carry out and achieve the goal of this study, the survey method was employed with the use of questionnaire as search instruments. The random sampling techniques was used to select respondents for the questionnaires among students of Caleb university. The analysis of the questionnaire was done using the frequency basis and the simple percentage method as contained in Chapter Four of this study. In addition, chapter three discussed the survey method used to gather data for the study through questionnaire. Copies of the questionnaire were distributed among some selected Student of Caleb University, Lagos state. Out of 341 questionnaires, 320 questionnaires were successfully returned, collated and analysed.

- A large percentage of respondents are aware of social media contents on sexual orientation or behaviour .and it has an impact on its audience, it is then imperative that steps be taken by the government to sanction all media content that would leave a negative effect on the minds of Nigerian youths.
- This research has also proven that a number of respondents make use of social media frequently so it is possible that they may be influenced by the negative effects of social media content, there should be censoring of media content that could create a sense of wanting to depict any immoral acts that could affect negatively the behavioural pattern of youths.

- Majority of the youths would be affected by the content of the social media just by viewing sexual related content or sexual oriented content, therefore if social media content contains negativity, therefore, it should be sanctioned by the Nigerian music industry.
- This research also found that the contents of media can be carefully and thoroughly broken down, understood and absorbed in other to negate any negative effect that may influence Nigerian youths, since youths still have to re-assimilate the contents of the media. Therefore, the research made know that students still make use of the media for productive output which enhance their knowledge.
- Findings of the study show that the media influence people's perceptions, attitudes and beliefs on sexual orientation and behaviour also it improves the public self-concept of women and perception of feminine identity among Nigerian female youths. These perceptions influence these youth's world views about women vis-à-vis how they manage their homes and the development of interpersonal relationships by male respondents with young ladies. To reverse this stereotypical perception of feminine identity, this study recommends gender education for music producers in Nigeria. Also, the negative effects of social media should be addressed by the Nigerian government to curb quickly other cases similar to this as well as the case in discussion.

5.2 CONCLUSION

According to the outcome of the analysis obtained, the study thus concludes that social media has a great influence on sexual orientation and behavioural perception of Caleb University student which could basically affect the way they perceive and interpret the concept of sexual orientation and behaviour, how they depict and re-assimilate social media contents. It can also be believed that majority of the respondents point out that the excessive use of media would

have a psychological influence on people's perceptions, attitudes and beliefs on sexual behaviour. However, the respondents did not forget that social media content promotes sexual contents.

5.3 RECOMMENDATION

Since Social media are computer tools that allows people to share or exchange information's, ideas, images, videos and even more with each other through a network. In other words. Social media is a medium, channel or modus in which people interact with one another where two ways communication is no sin i.e. it is the culture they adopt then it should be used to positively influence the youths who are its daily users, and also there should be subsequent sensitization of the youths on social media usage.

From all the findings, it is evident that a higher number of respondents are aware of social media contents on sexual orientation or behaviour and a large percent of them are of the belief that the social media content has an impact on the sexual behavioural pattern of youths. This research has made an attempt to reveal the perceived Influence of social media on sexual orientation and behaviour on Caleb university students and also ascertain the extent at which they were affected, ways in which they were affected and how the media regulatory bodies and the Nigerian government can amend the mistake.

5.4 AREAS FOR FUTHER STUDY.

- Further study can be carried out by analysizing the audience Perceived influnce of social media on sexual behavioral conduct and its effects on African youths a case study of Ghana and Gambia adolescents.
- Another case study of a different group of other tertiary institutions can be analyzed.
- Also, another research method can be used for further understanding of the research topic.

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APPENDIX

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Department of Mass Communication,
Caleb University,
Imota Ikorodu

QUESTIONNAIRE

Dear Respondent,

I am, a final year student of the Department of Mass-Communication, Caleb University Imota Ikorodu. This questionnaire is designed to gather needed data for my research on **“Influence of social media on sexual orientation and behaviour on Caleb university students”** in partial fulfillment of the requirement for the bachelor’s degree in Mass-Communication. Your responses will be treated with strict confidence and no identity will be revealed whatsoever as you will remain anonymous.

INSTRUCTIONS: please tick (✓) the response that is appropriate to you in the box provided and where there are no boxes kindly write out your response on the dotted lines.

SECTION A

(1) **GENDER:** -(a) Male () (b) Female()

(2) **AGE:** - (a) 16-18 years () (b) 19-21 years () (c) 22 – 24 years () (d) 25 and above ()

(3) **Level:** - (a) 100 () (b) 200 () (c) 300 () (d) 400()

(4) **Religion:** a). Christianity [] b).Islam [] c).traditionalist [] d). others, please specify.....

SECTION B

(1) How relevant is social media to your everyday life?

(a) Very relevant () (b) Quite relevant () (c) A bit relevant () (d) Not relevant ()

(2) Are you aware of social media contents on sexual orientation or behaviour?

(a) Yes () (b) No ()

(3) Are there any contents on the social media that could give positive knowledge on sexuality and sexual behaviour?

(a) Yes () (b) No () (c) I don't know ()

(4) Do you perceive the frequent use of social media may have any relationship with sexual behaviour?

(a) Yes () (b) No () (c) I don't know ()

Why, if yes?

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(5) Do students re-assimilate the contents of social media after accessing it?

(a) Yes () (b) No () (c) I don't know ()

(6) To what extent do media influence people's perceptions, attitudes and beliefs on sexual orientation and behaviour?

(a) a large extent (b) a little extent () (c) No effect () (d) don't know ()

(7) Do students depict some certain behaviors found in the content of social media?

(a) Yes () (b) No () (c) I don't know ()

(8) Do you believe that the contents of social media may negatively affect Caleb university students?

(a) Yes () (b) No () (c) I don't know ()

(9) To what extent does media expose students to sexual contents?

(a) a large extent (b) a little extent () (c) No effect () (d) don't know ()

(10) How important a factor is religion in determining behavioural change after accessing social media content on sexual orientation and behaviour?

(a) Important () (b) Not Important () (c) No effect () (d) I don't know ()

(11) Do you perceive social media contents to promote sexual behaviours?

(a) Yes () (b) No () (c) I don't know ()

(12) Do students still use social media for productive output which enhance their knowledge rather than a study guide to increase sexual drive?

(a) Yes () (b) No () (c) I don't know ()

(13) Do you think the negative effect of social media contents should be addressed by the Nigerian government?

a. Yes () b. No () c. I don't know

Why, if yes or no ?

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