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Social Media Child in the Age of Endemic Sexuality: A Study of Secondary School Students in Kogi State

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Abstract

This paper entitled “Social Media Child in the Age of Endemic Sexuality: A Study of Secondary School Students in Kogi State” sought to ascertain the social media usage pattern of secondary school students in Kogi state; the influence of social media on

their sexual attitude; and how the social media influence their sexual attitude. The study was anchored on Media Practice Model, employed survey and interview research methods using questionnaire and interview guide to generate data from 232 respondents selected from a population of 3,448 students in the four selected secondary schools in the state via a multi-stage sampling techniques. The data gathered were analyzed using both quantitative (frequency and percentage tables) and descriptive method of data analysis. Findings revealed that the students use and adopt social media sites in diverse ways; admitted that social media portend both positive and negative influence on their sexual behaviour including positive mental attitude, addiction to sex, increased desire for sex, enhanced sex education among others. The study therefore concluded that the influence of social media on sexual behaviour of the students remains undeniable considering the level of exposure and consumption of these contents by children who are usually vulnerable with a sharp retentive memory coupled with the added constructive and destructive tool of curiosity to experiment new findings. The paper therefore recommended inclusion of social media education in the academic curriculum of secondary schools in the state to enable students learn how best to put the facility to positive use; called on parents, religion leaders, and care givers to learn social media usage so as to be able to monitor the activities of their wards on social media; while all hands must be on deck for the campaign on sex education at the family level.

Key Words: social media, sexuality, secondary school students, social media child, sexual attitude.

Introduction/Rationale for the Study

Since creation, human being has always craved for socialization and to be seen relevant in the scheme of things in his/her social environment. This was done through communication using any available channel per epoch. As such, humanity, especially as it concerned Africa and Nigeria in particular, moved from the crude traditional communication to modern mass communication and currently, the social media that was made possible with the help of the internet. The speed at which the social media are defining and redefining cultures and softly influencing internalization and 'habitualization' of certain lifestyles has been a source of worry for many. Children seems to be the worst hit of this 'socio-techno' ideological collision since their capacity to retain images and imitate prevailing and dominant culture (based on repeated exposure) in their teen age is adjudged to be distinctively high.

Social media enabled devices allow people of all climes to encounter, consume, generate, and dispense contents of sorts including sexually explicit and/or implicit content. Growing bodies of scholarship have revealed that this phenomenon is increasingly common for adolescents worldwide, for example, Owens, Behun,

Manning and Reid (2012, p. 100) contended that relative to other media, the Internet is considered a highly sexualized environment and that research has shown significant increases in the number of children who are intentionally or accidentally encountering pornographic materials online. It may not be unusual to see sexual and/or sexual related exhibitions, programmes, gestures; hear sexual talks, jokes, etc. among netizens. The interactive atmosphere encompassing the ability to exchange pictures, videos, live-feeds such as video calls, etc., confers an extraordinary popularity and power on the social media.

Earlier research efforts have also demonstrated that aside interactivity that the social media enables, the privacy and freedom it guarantees are enough motivations for children to go to any extent to 'belong', sometimes altering the traditionally (off-line) accepted behaviour. For instance, Asogwa, Onoja & Ojih (2012) reported that students use SNSs to organize and/or attend social gatherings and activities that off-line environment sometimes deny them of or even at times, attend same on SNSs when they are denied physical presence by their care givers for any reason whatsoever. Also, Weiser (2001), in Ijeoma and Burke (2013, p. 3) conducted studies to ascertain children, adolescents and different people's motive for using the internet; and concludes that people's interaction online shaped their offline way of living.

An average child is curious and intuitively inventive especially in the handling of digital components. Therefore, replicating and/or experimenting things or values that forms their spectacle from the on-line world in the off-line world is very more likely than unlikely. With the increasingly transformative social media sites (like hi5, Whatsapp, Skype, Snapchat, LINE, Badoo, Vine, Imo, Facebook, Instagram, etc) enabling the distribution and thrust of sexually explicit/implicit items and sexting, one can only imagine the social implications. For example, findings by Jeckoniah (2015, p. 7) revealed that half of the respondents which were secondary school student were sexually active and more male respondents reported to have been involved in sexual intercourse as a result of the content they were exposed to on the social network. The self-reported age for the first sexual intercourse was found to be seven years; it was further revealed that age at first sexual intercourse was lower for male respondent than their female counterparts.

Before now in Nigeria, children at the secondary school age find it hard to access the internet because of the high cost involved in acquiring a phone not to talk of data bundle. Today however, the inclination is extremely different as competition by service providers has forced down prices to the extent that, for any small amount, one can go online! As such, coupled with other social factors anyways, 'majority of the students have become major in sexual immorality but minor in academics' (Dotonu, 2011). Meanwhile, Olufemi & Olu (2012, p.361) believed 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' This concern therefore shows that research in this area cannot be seen to be exhaustive.

Even though research evidence on social media effects on the sexual behaviour of children continue to grow (Dotonu, 2011; Olufemi & Olu, 2012; Jeckoniah, 2015; Weiser, 2001; Asogwa, Onoja & Ojih, 2012; Owens, Behun, Manning and Reid, 2012; Dunu, Onoja, & Bebebinibo, 2015), a micro study on the effect of social media on children's sexual behaviour with a limited and specific area is necessary as studies done elsewhere may not necessarily reflect the situations of this study area as a result of individual/situational differences, environmental/cultural factors and so on.

As such, this study is guided by the following research questions:

- 1 What is the social media usage pattern among secondary school students in Kogi state?
- 2 What is the influence of social media on the sexual attitude of the secondary school students in Kogi state?
- 3 How do social media influence the sexual attitude of the secondary school students in Kogi state?

Theoretical Leaning

This work is anchored on the Media Practice Model. The Media Practice Model (MPM) was developed by Jeanne R. Steele and Jane Brown in 1995. This theoretical framework was developed to better understand what drives teenagers to pick one media source over another. According to Rich, (2008, P. 20), the MPM proposes that young people's media use evolves from general to specific through their adolescent development, as they seek out from media necessary information, clarification, and finally, validation on who they are and how they want to live. The model is relevant to this study since it contends that the portrayal of sex contents on the social media may influence teenagers to believe and adopt what they see as a normative way of life.

Literature/Empirical Review

Today's social media brings to actualization the submission of Marshall McLuhan in 1964 that the world could someday become a "global village" where what happens in one part would have corresponding effect on the others, for instance, the past few years has witnessed cases of assorted sexual crimes with corresponding attention from the mass media. According to Ojih, (2013, p. xxxvii), headlines of immoralities such as; "teacher sleeping with/raping his/her student", "pastor raping a church member", "security man sleeping with his master's daughter or wife", "father sleeping with his daughter", "teenagers sleeping with themselves", "students gang raping fellow students, etc., are common sights; and that the society is overcharged

with sexual immorality and men, women, the young and old are helplessly falling victims.

It is the contention of Chukwuebuka (2013, p. 34) that prior to the emergence of the digital revolution, many people had a number of negative thoughts, values and desires suppressed in the subconscious. However, social media appears to be a viable tool to be used by *Technology Masturbators* to release subconscious values, thoughts and desires into their conscious world. As a result, previously unimaginable in the society has now become a daily occurrence due to availability of social media among Nigerian Youth.

Gachutha, (2011, p. 2-3) submits that “internet addiction by teenagers in Kenya is worse than substance abuse”. She adds that ‘the number of youth addicted to various internet sites surpasses that of those addicted to drugs and alcohol. This is because most of them are idle and the cost of accessing the Internet is much lower than drugs and alcohol. The problem is apparently multi-faceted because aside from pornography, the ‘patients’ often find themselves addicted to online relationships. The end result is that some derive satisfaction from just watching porn and end up sacrificing their marriages and relationships.

In a study titled *Social Networking Sites as Tools for Sexual Perversion among Students of University of Nigeria, Nsukka (UNN)*; Asogwa and Ojih (2013) found out that social networking tools actually contributes to UNN students’ sexual perversion and that there is an increasing adoption of the use of these tools, especially *black berry messenger*, *2go* and *facebook* in that order. The study also discovered that majority of the students did not consider contents on these sites as offensive.

Tham and Ahmed (2011) did a similar study on *The Usage and Implications of Social Networking Sites: A Survey of college students*; to ascertain: the students’ use of SNSs, perceptions of SNS communications, and awareness of the impacts of SNS on their academic performance and personal development. Results revealed that female college students spent more time on SNSs than male students. In general, for both male and female, the time spent on SNS decreased as the age of the respondent increased. Significant differences (negative) were found in terms of age as it affects respondents’ perception of the influence of SNS usage on their academic performance. Data also revealed that students’ perceptions of the influence of SNS were consistent with the actual effects as revealed by the findings.

Arulogun & Ogbu, (n. d.) did a study on *the Influence of Internet Use on Sexual Behaviour of Young Persons in Ibadan North Local Government Area Oyo State, Nigeria*. Their findings revealed that, internet has great influence on the sexual behaviour of young persons. Furthermore, the study documented that, the frequency of

Internet use was significantly associated with practice of contents of sexually explicit sites. The researchers concluded that sexual behaviour can be acquired through exposure to pornography and sexual models on the internet through imitating and copying of such acts and as such the internet should be monitored and censored to ensure that the rate of sexually explicit material on the net will be reduced.

From the above review, one can conclude that there is an increase in the use of social media by adolescents across the globe and there appear to be a consensus on the possibility of the effects of social media usage on their sexual behaviours in those locations studied. However, micro study on the effect of social media on children's sexual behaviour with a limited and specific area like Kogi state appears to be lacking even though such is necessary to clearly understand the possible influence of social media on the sexual behaviours of secondary school students in Kogi state since studies done elsewhere may not necessarily reflect the situations of this study area as a result of individual/situational differences, environmental/cultural factors and so on.

Methodology

The survey and interview research method were adopted for this study with questionnaire and interview guide serving as instruments of data collection. In the survey, the researchers employed multi-stage sampling technique to sample 232 respondents drawn from four randomly selected government owned secondary schools in Kogi state, with a population totalling 3,448. The four secondary schools so selected were drawn from the three senatorial districts in the state as well as Lokoja metropolis, the state capital. To this end, 58 respondents were sampled from each of the three senatorial districts and Lokoja, the state capital.

In each of the secondary schools, the researchers purposively selected students in the senior classes (SS1-SS3) owing to their maturity and experience so as to be able to generate reliable data.

Furthermore, the researchers used pick-and-drop method of simple random sampling to select the actual classes from which the respondents were picked from during the administration of questionnaire. This method gave equal chance of being selected to all the respondents within the sample frame (see Lawrence & John, 2010, p. 84).

The researchers then used simple random sampling in form of a raffle draw by giving out numbers to the selected respondents written on a sheet of paper containing YES/NO options. This was carried out in the selected classes and the students who picked YES were administered the questionnaire. The same process was repeated in all the schools.

For the interview, the researchers purposively selected 8 students from the schools (two from each of the schools). Those selected were the Head Prefect Boy and Girl of the schools. This choice was based on the researchers' beliefs that they will be able to answer the interview questions without fear and provide useful responses.

Data Presentation and Analysis

A total of 232 copies of questionnaire were distributed out of which 224 were retrieved and/or found useful thereby given the return rate of 96.6% which is significant enough to represent the population.

Table 1: Age of respondents

Age	Frequency	Percentage
15 and below	89	39.73
16-18	117	52.23
19 and above	18	8.04
Total	224	100%

Source: Field survey, 2015.

The table indicates that 89 respondents representing 39.73% are within the age of 15 and below, 117 respondents representing 52.23% are within the age of 16-18 while 18 respondents representing 8.04% are within the age of 19 and above.

Table 2: Social Media Platform(s) Most Visited

Alternative	Frequency	Percentage
Facebook	192	31.02
WhatsApp	153	24.72
2go	197	31.82
Badoo	77	12.44
Others	Nil	0
Total	619	100%

Source: Field survey 2015.

The table shows that 192 respondents representing 31.02% frequent facebook, 153 respondents representing 24.72% frequent WhatsApp, 197 respondents representing 31.82% frequents 2go, 77 respondents representing 12.44% frequents Badoo while none of the respondents indicated others.

Table 3: Hours spent online on a normal day

Alternative	Frequency	Percentage
One –two hours	57	25.45
Two -three hours	92	41.07
Three –four hours	44	19.64
Five hours and above	31	13.84
Total	224	100%

Source: Field survey 2015

The data shows that 57 respondents representing 25.45% spend one hour on social media sites every normal day, 92 respondents representing 41.07% spend two-three hours on the social media every day, 44 respondents representing 19.64% spend three-four hours on the social media every normal day while 31 respondents representing 13.84% spend about five hours and above on the social media.

Table 4: Extent of Social Media Usage

Alternative	Frequency	Percentage
To a very great extent	83	37.05
To a great extent	128	57.14
To a low extent	13	5.80
To a very low extent	Nil	0
Total	224	100%

Source Field survey 2015

The table above indicates that 83 respondents representing 37.05% uses the social media to a very great extent, 128 respondents representing 57.14% use the social media to a great extent, 13 respondents representing 5.80% use the social media to a low extent while none of the respondents indicated that they use the social media to a very low extent.

Table 5: Whether sexually explicit materials on the social media influence children sexual behaviour

Alternative	Frequency	Percentage
Yes	203	90.6
No	21	9.4
Total	224	100%

Source: Field survey, 2015

The table shows that all 203 respondents representing 90.6% agreed that, sexually explicit materials on the social media influence their sexual behaviour while only 21 representing 9.4% of the respondents indicated otherwise. However, in order to know the nature of influence of social media on the sexual behaviour of the respondents, data in table 6 were generated.

Table 6: How sexual content online influence children's sexual behaviour

Alternatives	frequency	Percentage
To have a positive mental attitude toward sex	101	20.08
Make me seek for boys/girls	157	31.21
Addicted to sex	47	9.34
Increase my desire for sex	197	39.17
Sexual experimentation	Nil	0
Enhance sex education	59	26.3
Others	1	0.20
No influence	19	8.5

Source: Field survey 2015

The table shows that 101 respondents representing 20.08% believe sexually explicit contents on the social media influence them in the view of having a positive mental attitude toward sex; 157 respondents representing 31.21% believe it influence them by making them to seek after girls/boys; 47 respondents representing 9.34% believe it makes them to be addicted to sex; 197 respondents representing 39.17% believe it increase their desire for sex; 26.3% said it enhances their sex education; none of the respondents indicated it make them to perform sexual experimentation; whereas only 1 respondent representing 0.20% ticked others on the questionnaire indicating that "I don't do such." In the same vein, 19, meaning 8.5% of the respondents consistently denied any influence of social media on their sexual behaviour.

Table 7: If effect of social media on sexual behaviour was applicable to the respondents

Alternative	Frequency	Percentage
Positive	24	10.71
Negative	177	79.01
Neutral	23	10.28
Others	Nil	0
Total	224	100%

Source: Field survey 2015

The table above shows that 24 respondents representing 10.71% believe the effect of social media on their sexual behaviour is positive, 177 respondents representing 79.01% believe the effect of social media on their sexual behaviour is negative, 23 respondents representing 10.28% believes the effect is neutral while none of the respondents indicated for others.

Qualitative Analysis of Data Generated from Interview

Eight (8) students from the schools participated in this section. Those selected were the Head Prefect Boy and Girl of the schools.

Interview Theme 1: Social Media Site(S) Visited Most

Under this theme, majority of the interviewees could not exactly pinpoint the social media site they frequent most. A significant number of them (7) say they are hardly on just a single social media site but on a combination of them at a time, noting that, in most cases, the choice of the one to use is determined by the one their friends choose to text them on. They equally affirmed that they do different things at the same time depending on the friends' online, privacy and desire. However, majority (6) of them indicated that they frequent whatsapp, facebook and 2go more than others. Two (2) however said they visit Imo in addition to the above. Nonetheless, the kind of data package they subscribe to also influence their choice. Some plans are not multipurpose but for specific social site like 'WhatsApp only' or 'Facebook only'. On a general note however, they agree that Facebook, 2go and WhatsApp remains their most preferred social networking site.

Interview Theme 2: Extent of Usage of Social Media Sites

Regarding the extent of usage of this sites, Majority of them (7) differently affirmed they are online at irregular intervals but predominantly while on break, when a teacher is not in class and at home in the nights. In various ways, they confirmed that their usage level is quite high even though they are unable to measure it. Two of the interviewees say they are addicted to it while when asked if they could do without it a day, all (8) of them said in varying forms that it is not possible. One however stated that he doesn't think he is a heavy user because he 'spends only few minutes there reading updates and so on'.

Interview Theme 3: Influence of Sexual Contents on their Sexual Behaviour

The interviewees' variously consented that sexual contents on the social media have a negative influence on their sexual behaviour. They also explained that exposure to such contents at such an early stage of life is capable of making children get aroused sexually. They added that it is very common to hear of sex related discussions from their peers these days which according to them 'can ruin one's life'; 'they now even do

adult things when they should be reading their books'. Some were of the opinion that when exposed to such contents, it increases their appetite to have a girl/boyfriend at such immature ages and experimenting what one has seen on the social media. One of the interviewees added that it is causing academic failure.

Interview Theme 4: What Students Do On Social Media Sites

From this interview question, the interviewees variously reported that they seek for new friends, to catch fun, for information, for chatting, to post or comment on photos, keeping friends and checking profile updates and for research.

Interview Theme 5: Examples of Sexual Contents Encountered Online

Here, even though the interviewees were a bit reluctant to talk on this, the interviewer had to endure a long conversation on this to make them feel free to talk. Afterwards however, they variously stated that they see people naked, those that are almost naked, sex images and in the words of one of the interviewees, 'sex actions' and what they referred to as 'raw words'.

Discussion and Interpretation of Findings

Table one showed that majority of the respondents (91.96) are between the ages of 12 and 18 while only 8.04% are 19 and above. This significant majority is in tandem with the age bracket targeted for this study. Since research questions are derived from the objectives, the researchers set out discussing and interpreting the findings under each research question for clearer and specific understanding of the findings of the study.

Research Question One: Which social media platform(s) is visited most and what is their extent of usage by secondary school students in Kogi state?

Data generated from the study (see table 2, and interview theme 1) indicated that though secondary school students in the selected schools frequent Facebook, WhatsApp, 2go, Badoo, Imo; most of them visit the first three compared to others .

Evidence in respect to frequency of use suggests that majority of the students' visits social media platforms to a great extent. This can be seen in tables 3, 4 and interview theme 2 where majority of the respondents indicated that they use the social media to a great extent. Table 4 showed that 57.14% of the respondents agreed they use the social media to a great extent while 37.05% agreed that they use it to a very great extent. Table 3 also comes handy as it shows that majority of respondents (75%) spend more than two hours online daily.

The interviewees all contend that most children are heavy consumers of social media contents. According to them, the rate at which they hide to do these things

without the knowledge of their parents/guardians is alarming. One of the interviewees revealed that he can be online for as much as eight hours a day. A few others opined that the duration they stay is determined by the number of friends online and the number of people they are chatting with, meaning it is indefinite. One thing they all agreed on however is that they frequent the social media sites very well. As one of them echoed, 'if a child who is active is not on social media, it is likely he/she doesn't have data or the battery is dead'.

Students use and adopt social media sites in diverse ways. Children at secondary school age concentrate more time and attention to using the social media than they do to their studies or any other physical activity for that matter. What is observed from this study is that students throw a lot of passion, devotion, attachment, fondness, satisfaction and pleasure into flirting with the social media. Hence, because of the quality and quantity of time spent on social media sites, they learn more about the society, themselves, their culture, their sexuality, their fashion and their nature of relationships from here than they do from traditionally recognized institutions of learning, such as; the family, the church, the school or any other. This is particularly so in families or communities where sex education is abysmally low or even prohibited.

Part of the findings of this study is that most secondary school students within the study area frequent 2go, whatsapp and Facebook in that order. Though, the interviewees revealed that the visit to the sites (specific sites) is not really in any particular order but according to existing environmental, situational or personal idiosyncrasies at a time. Therefore, it is only logical in a study of this nature to also look at the capabilities or potentials of these networking sites as they often than not create a connection (if any) with children's sexual behaviour or even the extent of usage of social media sites. All the social media sites that the students stated they frequent most in this study have the potentials of privacy; watching, downloading (saving) and exchanging of pictures and videos. They also enable the posting and sometimes downloading (saving) of pictures etc. All these inadvertently have the potential of impacting on the choice of social media site, extent of usage and even sexual influences.

This is even more so when viewed against the backdrop of the fact that previous studies have revealed that students go online to update their status, make new friends, escape boredom, chatting, posting or commenting on photos (Asogwa, Ojih & Onoja, 2015), for dating and finding new or maintaining existing relationships (Asogwa & Ojih, 2013, P. 33). Findings from this study also agree with the above earlier findings even though the current data did not allude to the use of social media for dating and maintaining existing relationships. While the interview lasted however, one of the interviewees inferred to also keeping relationships online and agreed that a

lot of them do experience sexual contents while online, while some (the experience) at times, defines their motives for going there.

Research Question Two: Does the social media actually influence the sexual attitude of secondary school students in Kogi state?

From the findings, it was observed that majority of the respondents believe the social media influence their sexual life and this can be seen in table 5. Surprisingly, here, all the respondents agreed that it influence their sexual behavior, even though for different reasons as seen in table 6.

The interview result (interview theme 3) corroborates the findings further. Some of the interviewees consented that sexual contents on the social media have, mostly negative, influence on their sexual behaviour. They also submitted that exposure to such contents at such an early stage of life is capable of having overall effect on their growth, one of which could be inducing children to have sex at premature ages because they are tempted to try what they see. Nonetheless, they added that students have unlimited access to social networks and the unlimited nature of the access is associated with their sexual behaviour because of the type of contents exposed to on social media.

Ascertaining the influence of social media on children also has to do with what they are exposed to. Studies such as that of Ojih, (2013, P. lxxix) have also shown the aspects of sexuality portrayed on social media sites to include; nude/semi-nude pictures of self/others, pornographic scenes/sites and sexually suggestive languages. This is also in tandem with the findings of this study where the interviewees stated that they see people naked or almost naked, use of what they described as 'raw words', sex images and in the words of one of the interviewees, 'sex actions'. They additionally implied that one does not necessarily have to search too far to find a sex content and when probed further if they do intentionally search for it, most of them answered in the affirmative even though not referring directly to themselves. They stated that at times, 'some children go there just to see them'.

From the illustrations above, it is clear that secondary students in Kogi state are exposed to sexual contents and there is no clear difference between what adults do online and what they also do in same environment. For example, while this study is primarily concentrated on teenagers of secondary school ages of 18 and below in Kogi state, past research referenced above was predominantly on adults in different locations. A striking finding however was that the age difference notwithstanding, they (children) are exposed to and do almost all the things adults do on social media sites, even though not yet mentally developed and matured to handle sexual contents they produce and or consume on social media like the adult minds. Based on these exposures

and what they do there, it is the position of this study therefore that social media sites actually influence the sexual attitude of secondary school students in Kogi state, but usually in both positive and negative ways even though the negatives is predominant.

Research Question Three: What are the ways by which social media influences the sexual attitude of secondary school students in Kogi state?

Based on the data generated from the study and as noted earlier, it was observed that social media content have influences on the sexual behaviour of the respondents. Evidence to this finding can be seen in table 7 of this study where 79% of the respondents attested to its negativity. The interview presentation confirms the same thing. On the ways it influences their behaviour, table 6 reveals that it influences them to have a positive mental attitude (20.08%); makes them to begin to seek for boys/girls (31.21%); get some addicted to sex (9.34%) Increase their desire for sex (39.17%) and enhance their sex education (26.3%).

Similarly, the interview (theme 3), in addition to the above, revealed that social media makes the students 'think about sex, act it and do it'. It also shows that the level of experimentation is high and sex talks are now common among them. Social media not only 'exposes them to sexual contents but subtly forces them to think about it'.

Beyond providing first exposures to sexual contents, social media platforms for many secondary students provide models for behaviour which readily approves sexual activity by implying that it is the 'in thing', 'it is what is in vogue', 'that's what is trendy', or 'everybody is doing it'. Not doing what everybody is doing could as well mean the student is 'old school' or 'no open eyes', the common words for uncivilized. This means the students are subjected to a lot of pressure and at times influences to follow the model of behaviour on the social media in real life. This of course, may be directly connected to the findings of this study which showed that children of secondary school age are now initiating inordinate relationships with their opposite sex, engaging in sex talks and sex activities.

Addiction and sexual experimentation was also mentioned in the findings of this study--a situation where the students cannot do without the social media (or sex) and where the same paints for them a picture of life that they either freely or forcibly imitate or test just 'to belong', 'not to be left behind' or to 'be part of the groove!' It is therefore not uncommon to hear and/or see leaked videos or pictures of children-- both primary and secondary school ages-- kissing, romancing, and engaging in sex or other sex related stuff. To further buttress this, one of the male interviewees was of the opinion that going by what one sees on the social media, 'not having a girlfriend and or practicing something similar... make one looks odd among his peers and subject of teas'.

Interview theme 5 also refreshes the mind as to the other ways by which the social media influences the sexual attitude of secondary school students. No doubt, repeated exposure to something is a very fast way of being influenced by the same thing, especially in the case of children. This theme provided answers to examples of sexual contents they encounter online. Separately, they revealed that they see people naked, those that are almost naked, sex images/scenes and in the words of one of the interviewees, 'sex actions' and what they referred to as 'raw words'. Hence, since repeated exposure has a significant relationship with influence, then, it is the researchers' conclusion that these contents they are exposed to, as revealed above (in interview theme 5), also serve as one of the ways social media influences the sexual attitude of secondary school students in Kogi state.

Conclusion and Recommendations

The rate at which sexually explicit contents are being flooded on the social media is enough to elicit concern (Dotonu, 2011; Owens, Behun, Manning & Reid, 2012; Olufemi & Olu, 2012; Ijeoma & Burke, 2013; Ojih, 2013; Asogwa & Ojih, 2013; Arulogun & Ogbu, n.d; Dunu, Onoja & Bebebinibo, 2015). Even more disturbing is the level of exposure and consumption of these contents by children who are vulnerable and have a very sharp retentive memory and the added constructive and destructive tool of curiosity to experiment new findings.

It is therefore the recommendation of this study that schools should include in their curriculum courses bordering on technology that will address social media education. This will help students to learn its best and positive uses especially as it would help in changing their world view of right and wrong in line with acceptable existing cultures and recognize social media as a false world.

Religious leaders, parents/guardians and caregivers should learn to be abreast with online social media tools or measures so as to know how to use them to monitor their children's activities online. They must be ready to know what children under their care are doing.

It is hence, the position of this study that the way out is massive orientation/re-orientation using integrated media approach. This means the traditional media especially should be at the forefront of this campaign by being a living model, while sex education must also be vigorously pursued for children. The target here should be that they (parents/guardians) are the first source from which their children learn about sex.

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