

PSYCHOLOGICAL AND BEHAVIOURAL IMPACTS OF ONLINE EXPLICIT CONTENT ON AE-FUNAI STUDENTS

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ABSTRACT: The study examined the effects of exposure to online explicit content among undergraduate students in Nigeria, using students of AE-FUNAI as a proxy. The objectives were to: assess the perception and attitudes of AE-FUNAI students towards online explicit contents; examine the psychological effects of exposure to online explicit contents on the behaviour and well-being of AE-FUNAI students; and to investigate the extent of peer influence and social media in shaping the consumption of online explicit contents on AE-FUNAI students. The study, which adopted a survey research design, was anchored on Albert Bandura's social learning theory. The sample size was 389, obtained through the Taro Yamane method. Three hypotheses were raised and tested using the Chi-square goodness of fit method. Data was analysed using the percentage and 4-point Likert scale with the decision point of 2.5. The study found a significant correlation between AE-FUNAI students' perceptions of online explicit content and their sexual behaviours; exposure to explicit content has a significant impact on the behaviour and well-being of AE-FUNAI students; and peer influence and social media have significantly aided in shaping the consumption of online explicit content by AE-FUNAI students. The study recommended the implementation of comprehensive sexuality education programs in secondary schools and universities, the establishment of counselling centres on university campuses that specifically address issues related to pornography addiction, and the promotion of media literacy to curb underage access to explicit sites.

Keywords: Pornography, Explicit Content, Perception, Attitude, Exposure

INTRODUCTION

Over the past few years, the accessibility of online explicit content has considerably increased as a result of technological innovations and ubiquitous internet access. This rise in attainability has raised concerns about the likely consequence of pornography on people, especially the young, who are more vulnerable to its effects. Several developing economies, including Nigeria, are witnessing this phenomenon. Online explicit content or pornography can be defined as "any printed or visual materials containing explicit descriptions or displays of sexual organs or activities, intended to stimulate erotic rather than aesthetic or emotional feelings" (Merriam-Webster, 2020). Granted that to some, pornography serves as a source of entertainment and even enlightenment,

apprehension has heightened considering its impact, especially on our youths and students. As technological advancements boost internet penetration and media consumption, exposure to online explicit content is gaining traction even for children (McKee & Cooke, 2017). Such exposure raises significant concerns regarding premature sexual engagement, unrealistic expectations, and behavioural conditioning.

Studies on the impact of these online explicit contents on the youths have gained substantial interest in the past few years, and possible benefits and drawbacks have been highlighted. While some are of the opinion that heightened exposure to pornography can contribute to sexual knowledge and curiosity, others express concerns about possible consequences, which may involve distorted perceptions of sexuality, impractical suppositions, and the fetishization of women (Peter & Valkenburg, 2016).

The rate of obscenity has skyrocketed globally, not excluding our country Nigeria. The emergence of the internet and the proliferation of mobile devices have made explicit sexual content more accessible to everyone. Nigeria was ranked eighth in terms of online traffic on pornographic platforms by country in 2020 (Pornhub, 2020). This disturbing data emphasizes the need to examine the consequences of online explicit content on Nigerian students.

Therefore, the objectives are to assess the perception and attitudes of AE-FUNAI students towards online explicit contents; examine the psychological effects of exposure to online explicit contents on the behaviour and well-being of AE-FUNAI students; and to investigate the extent of peer influence and social media in shaping the consumption of online explicit contents on AE-FUNAI students.

Statement of Problem

The widespread of online explicit content in today's society has become worrisome as its impact on the well-being of individuals, especially young people, is noticeable. Rapid technological innovations and heightened internet penetration have boosted this proliferation of pornographic content. The prevalence and accessibility of online explicit content have significantly increased over the years due to digital expansion (Jones et al., 2020). While extensive investigations have been carried out on the consequences of online explicit content, there is a scarcity of research concentrating on the young people of Nigeria, particularly among tertiary undergraduate students.

In our country, Nigeria, the abundance of online explicit content has become an increasing concern due to its potential negative consequences on the psychological, social, and academic development of young individuals (Ogunwale & Akinbode, 2021). The paucity of studies specifically focusing on Nigerian students and the possible repercussions of these online explicit contents have created a significant gap in knowledge, hindering effective policy formulation and adequate interventions to tackle this problem. Investigating the mental and social consequences linked with exposure to explicit content, the study sought to elucidate the likely adverse effects and provide insightful analysis for policymakers, instructors, and parents.

Research Questions

1. What are the perceptions and attitudes of AE-FUNAI students towards online explicit content?
2. How does exposure to online explicit content impact the behaviour and well-being of AE-FUNAI students?
3. To what extent has peer influence and social media shaped the consumption of online explicit contents on AE-FUNAI students?

Research Hypotheses

1. H_0 : There is no significant relationship between the perception of AE-FUNAI students towards online explicit contents and their sexual inclinations.
2. H_0 : Exposure to explicit content does not have a significant impact on the behaviour and well-being of AE-FUNAI students.
3. H_0 : Peer influence and social media have not significantly aided in shaping the consumption of online explicit contents on AE-FUNAI students.

Conceptual Framework

A brief insight into the concept of pornography

Pornography, sometimes described as "porn" or "adult films," are types of films that display explicit sexual acts and content. These contents are basically intended for sexual arousal and have been a subject of ongoing debate and controversy due to their graphic nature and potential societal implications. Various cultural, technological, and legal factors across the ages have moulded the creation and usage of pornography. Over the years, the upsurge of the internet and digital media has significantly impacted the accessibility and distribution of explicit sexual content, leading to a widespread of online platforms and streaming services devoted to pornography.

While the production and distribution of explicit sexual content are legal in various nations, with some clauses of checks attached, there are lingering discussions concerning the probable manipulation of participants, the objectification of people, and the possible consequences on attitudes and behaviours towards sexuality and relationships. Analysts contend that it fosters false expectations and frequently detrimental portrayals of sexuality, objectifies persons, and could assist in the standardisation of harmful or oppressive sexual acts. Another school of thought, on the contrary, assert that pornography can function as a form of sexual discovery and enlightenment and that mutually agreed adult engagement with explicit sexual content should be one's discretion.

In spite of one's position on the matter, the pervasiveness and availability of pornography in the contemporary world have made it a major cultural trend deserving scrutiny and sustained dialogue. "The ubiquity of pornography in contemporary society has created new challenges and opportunities for individuals and families navigating the complexities of intimacy and sexuality in the digital age" (Bergner & Bridges, 2019).

Jacobsen (2023, p. 55-71) established the types of pornography contents which include Gonzo pornography - films typically lacking a plot and concerns itself basically on explicit sexual acts; Feature pornography - films strive to integrate more of a narrative along with the explicit sexual content; Amateur pornography - films that use amateur actors copulating, usually in a more simplified or natural place. The increase of consumer generated content has resulted in a rise of this kind of pornography; Parody pornography - films of caricature nature infused with, adult explicit content into the plot; BDSM/Fetish pornography - sexual activity involving such practices as the use of physical restraints, the granting and relinquishing of control, and the infliction of pain (www.merriam-webster.com); Gay/Lesbian pornography - films that have same-sex sexual content and are personalised to LGBTQ+ people; and Virtual Reality (VR) pornography – technology induced and simulated sexual activity.

As regards explicit content usage trends, it is vital to point out that some forms of pornography may show or encourage unethical, forceful, or unlawful sexual conduct, which sparks anxieties regarding human violations. "The ethical and societal implications of certain types of pornographic content, particularly those that normalise or eroticize non-consensual or abusive behaviours, remain a significant concern" (Maas et al., 2021). Usage statistics indicate that pornography is broadly available and used worldwide. 64% of men and 18% of women aged 18-30 in 2016 were said to have deliberately accessed explicit sexual content across 27 European nations (Hald et al., 2019). Educated guess asserts that in the United States of America, 68% of men and 33% of women willingly view porn once a month (Regnerus, et al., 2016). Though data as it concerns Nigeria are limited, it is revealed that 96% of boys and 83% of girls aged 15-17 have been exposed to online explicit content (UNICEF, 2020).

Advancements in technology have allowed for more easy-to-use and cautious access to online explicit content. High-bandwidth internet, live transmission ability, and mobile devices mean pornography is just *at one's disposal* (Cooper et al., 2000). An in-school survey of Nigerian youth revealed that many adolescents were exposed to sexually explicit content in the media, and this had a strong association with sexual intention (Adeolu, Owoaje & Olumide, 2016). This rising ease of access through mobile devices is worrisome considering the youths' growing cognitive abilities and lack of stern age-confirmation for web-based pornography.

Effects of explicit contents on Nigerian Youth

Explicit content has become readily available to Nigerian young people with the emergence of the internet and the widespread adoption of mobile appliances. This exposure to explicit sexual content has brought up concerns about its possible consequences on the intellectual, affective, and conduct-based development of young persons. Findings on the widespread impact of explicit sexual contents on Nigerian youth revealed that those who consume pornographic contents tend to exhibit high-risk sexual activity, such as engaging in unprotected sex and having multiple sexual partners (Okorie, et al. (2021); a positive correlation between pornography consumption and sexual permissiveness among Nigerian undergraduates (Adesina & Azuh, 2019); a prolonged exposure to pornographic content can lead to desensitisation, distorted perceptions of healthy relationships, and increased tendencies towards sexual objectification (Ajayi & Olorunleke, 2022). Also, pornographic films could promote unrealistic expectations about sexual performance and body

image, potentially contributing to low self-esteem and body dissatisfaction (Okoro & Nwabueze, 2020).

Exposure and utilisation of online explicit content has been boosted by the widespread multiplication of mobile devices, budget-friendly internet, and the growth of social media platforms. An estimated 79% of Nigerian youth aged 15-24 have access to the internet, and a substantial number engage in the consumption of pornography (Oladapo, 2019). The readily availability of online explicit contents has brought with it numerous challenges for the growing Nigerian population as it has been revealed that prolonged exposure to explicit content could lead to distorted perceptions of sex, unrealistic expectations, and potential addiction, as well as feelings of guilt, shame, and confusion, impacting their self-esteem and overall mental health (Adefuye et al., 2020). Also, the use of explicit online content has been associated with sour dispositions towards the female gender, objectification, and reinforcement of gender stereotypes, which can hinder the development of healthy relationships and contribute to gender-based violence (Oladapo, 2019). It is necessary to highlight that while these studies provide invaluable understanding, extensive research is required to comprehend the diverse consequences of online sexual explicit content on young Nigerian people.

Theoretical Framework

This study was anchored on Albert Bandura's Social learning theory. This theory posits that individuals can acquire new behaviours, values, and attitudes through observational learning (Bandura, 1977). People learn by observing the behaviours of others and the consequences of those behaviours. This theory suggests that exposure to media portrayals, such as those found in pornographic films, can influence viewers' attitudes, beliefs, and behaviours related to sexual matters (Peter & Valkenburg, 2016). Pornographic films often present distorted and unrealistic depictions of sexual relationships, promoting attitudes and beliefs that may be harmful to Nigerian youth.

Social learning theory suggests that observing certain behaviours in pornographic films may lead to the acquisition and enactment of those behaviours. Adolescents who viewed pornography were more likely to engage in risky sexual behaviours later in life, and consumption was linked to body image issues and sexual dysfunction (Dwulit & Rzymiski, 2019). People who consume pornographic content may be more likely to engage in risky sexual behaviours, such as unprotected sex or the enactment of aggressive or degrading acts.

In the view of social learning theory, exposure to pornographic films has the potential to shape Nigerian youth's attitudes, beliefs, and behaviours related to sexual matters in problematic ways (Akindele et al., 2020; Olutunji et al., 2022). However, the extent of these effects may vary based on individual and contextual factors (Arulogun et al., 2021; Ngidi et al., 2019).

Review of related empirical studies

Olaseinde et al. (2024) investigated the influence of early exposure to pornographic content on the emotional health of undergraduates of Adeleke and Redeemer's Universities, Ede Osun State.

Findings revealed that Adeleke and Redeemer's University students' exposure to pornographic films is frequently on a monthly basis, and their monthly exposure has led to an unending chain of addiction that becomes difficult to break free from. This also has led to a negative influence on their emotional health.

Magaji-Yusuf and Esere (2022) examined undergraduates from the University of Ilorin's exposure to pornography as a correlate of sexual behaviour. Findings showed that University of Ilorin undergraduates had a low amount of exposure to pornography and had positive sexual behaviour. Also, the results revealed a strong correlation between undergraduates' exposure to pornography and their sexual behaviour.

Audu et al. (2017) sought to determine the prevalence of exposure/access to internet pornography and its influence on the sexual behaviour of undergraduate students of the Benue State University, Makurdi, Nigeria. Findings showed that exposure to pornography amongst the respondents started as early as 10 years and that access to pornography and negative health behaviour among the undergraduate students will presumably remain unrestrained if not promptly addressed.

Ogunode, Jegede, and Olumide (2019) investigated the influence of pornography on Senior Secondary School students in Federal Capital Territories, using some selected senior secondary schools in the Gwagwalada area council. Findings indicate that sources of internet to Senior High School Students include internet and social media; aside watching pornography films and video it is not good for students; and that majority of secondary school source the pornography materials on the internet and social media. Pornography also influences the academic performance of students and makes them perform poorly.

Ohuakanwa, Omeje and Eskay (2012) sought to investigate the relationship between pornography addiction and psychosocial and academic adjustment of students in universities in Lagos State. Findings showed that university students in Lagos State experienced a high level of pornography addiction and a moderate level of psychosocial and academic adjustment; there is a significant but negative relationship between pornography addiction and psychosocial adjustment, as well as a slight positive relationship between pornography addiction and academic adjustment.

Moyosore and Oluwafemi (2023) investigated the influence of social media use on the sexual behaviour of undergraduates of the Federal University of Technology, Akure. Results indicated that respondents were exposed to sexually explicit material on social media, which also impacted their sexual behaviour. Respondents' sexual behaviours included sexting and having explicit conversations with their partners, sharing sexual jokes and memes, and primarily using social media sites for pornographic videos and photo content. The study finds that young people, in general, and undergraduates, in particular, are engaging in sexual behaviours inconsistent with societal norms at an alarming rate.

Jacob (2024) examined Bisexual and transgender potentialities in explicit content viewership. The study revealed that although personal perceptions of pornographic viewership are uncertain, it persists nevertheless as a process that is affirming of transformational sexual potentialities, wherein bisexual and transgender possibilities might be forged.

Todorovic, Huisman, and Ostafin (2024) targeted mechanisms for problematic pornography use interventions, sexual health and compulsivity and found that life meaning could be effective in reducing craving for pornography. Future research should investigate the potential of similar interventions with clinical samples.

von Andrian-Werburg, Klopp, and Schwab (2024) examined the reciprocal relationship between sexual fantasies, pornography usage, and sexual behaviour. The study highlighted the interaction between sexual fantasies, sexual behaviour, and parts of pornography use. It advocated for a more interactionist view of human sexuality and media use.

Willis, Bridges, and Sun (2022) studied associations between the use of pornography and the sexual objectification of women. The results suggest that greater pornography use is associated with greater sexual objectification of others across a variety of content categories.

Fibrila et al. (2021) examined the effect of pornography exposure in social media on pre-marital sexual behaviour. Results showed that there was a significant effect between exposure to pornography on social media and premarital sexual behaviour in adolescents.

Carter (2023) reflects on the 50th anniversary of the Longford Report. Through a comprehensive ethnohistorical examination conducted over six years, which encompasses an engagement with archival documents, media reportage, and the published report, he elucidates the implications of the Longford effort. The findings inadvertently had a significant impact on Britain's hardcore pornography trade and suggest that the activities of moral entrepreneurs like Longford can have a lasting effect on how pornography is controlled.

Crespo-Fernández (2023) explored the role of euphemistic language in pornographic films designed for heterosexual male consumption from 2015 to 2020. The analysis demonstrates that provocative euphemism contributes to the discursive representation of gender and sexual stereotypes that fall under a dominant heteronormative discourse in which female characters are represented both as victims of male dominance and as perverted, sex-crazed animals.

Ramírez, Azucena & Villanueva-Moya, Laura & Sánchez-Hernández, M. Dolores & Herrera et al. (2022) examined social perceptions of porn actresses and porn actors, based on the stereotypes attributed to them, putting into consideration viewer's sexist ideology. Results showed that pornography contributes to stereotyping women, with the discrimination that this entails. This research contributes to a better understanding of how discrimination against women is perpetuated in the realm of pornography.

Rasul et al. (2022) examined the potential skin-related effects of pornography addiction. Findings showed that male adults constitute the majority of cases of engaging in risky and violent sexual behaviours with an unclear association with pornography consumption, and adolescents regularly exposed to pornography have been found to replicate sexual activity seen in pornographic material and have earlier sexual activity.

Nwankwo (2021) examined the moral implications of pornography among youths in Africa. They argued that the influx of western cultures and technology has dealt a dead blow on the African culture and morality; and the youths are the worse hit. Through descriptive phenomenology and sociological methods and the use of secondary sources of data collection, the research found that pornography has destroyed the morality of the youths in Africa. It has equally estranged them from understanding the real purpose of sex and the appropriate time to engage in it, and it has called on stakeholders to rise to the occasion in arresting the menace of pornography before it destroys the future of the youths and African culture.

Evans (2022) studied virtual reality pornography, such as two-dimensional (2D) displays, juxtaposing it with traditional modes of experiencing pornography. Findings demonstrated some increases in arousal and empathy in using VR pornography, although further empirical evidence for these findings is still needed. The results underscore the notion that VR improves immersion and presence for subjects, and this can translate to increased sexual desire, empathy for performers in pornography, and sexual anxiety in watching pornography.

RESEARCH METHODOLOGY

The survey was adopted for this study. According to Berger (2000), “survey is a research method researchers use to get information about certain groups of people who are representative of some larger group of people of interest to them”. The population of the study was 13,200, made up of 12,000 students and 1,200 academic staff of AE-FUNAI; data was obtained from the Office of the Dean, Students Affairs and the Academic Staff Personnel department of the AE-FUNAI. Taro Yamane's formula was used to get the sample size of 389. The Multistage sampling technique was adopted. However, the multistage cluster sampling type of multistage sampling technique was at the first instance adopted to get samples of 44 academic staff and 345 students. For the final sampling of the respondents, purposive sampling was adopted. Four academic staff members were chosen from each of the eleven faculties. For the students, all faculties got 31 questionnaires, except for the Social Sciences, which got 35. Three hundred questionnaires were returned.

The analysis was done using a 4-point Likert scale with a decision point of 2.5. A 4-point Likert scale was used instead of a 5-point scale because it compels respondents to choose a more definitive position on the topic, thereby eliminating the option for a neutral answer. The chi-square goodness of fit was used to test the validity of the three hypotheses in this study at the 0.05% level of significance. The Chi-square goodness of fit test was preferred over other statistical tests when there is a need to analyse categorical data and assess whether observed frequencies align with expected frequencies from a specific distribution,

Data Presentation, Analysis and Discussion

1. The perception and attitudes of AE-FUNAI students towards online explicit contents

The first objective was to assess the perception and attitudes of AE-FUNAI students towards

| SN | Table 1: Variables | Frequency | | | | Mean | Position |
|----|---|-----------------------|---------------|----------------|--------------------------|-------------|----------|
| | | Strongly Agree (SA):4 | Agree (A):3 | Disagree (D):2 | Strongly disagree (SD):1 | | |
| 1 | Pornographic films tend to be exciting | 120 (40%) | 80 (26.7%) | 60 (20%) | 40 (13.3%) | 2.93 | Accepted |
| 2 | Drawn to watching explicit content | 130 (43.3%) | 65 (21.7%) | 55 (18.3%) | 50 (16.7%) | 2.92 | Accepted |
| 3 | Watching explicit content is harmful to relationships | 100 (33.3%) | 70 (23.3%) | 70 (23.3%) | 60 (20.1%) | 2.7 | Accepted |
| 4 | Feeling guilty or ashamed after watching explicit content | 140 (46.7%) | 70 (23.3%) | 50 (16.7%) | 40 (13.3%) | 3 | Accepted |
| | | | | | Grand mean | 2.89 | |

online explicit contents. From the data analysed, entire variables were accepted since their mean values are greater than the decision point (2.5), hence positive. When the hypothesis one was tested with the chi square goodness of test at 95% level of confidence and degree of freedom of 3 at 5% margin of error, the chi-square calculated (X^2_{cal}) was 44.6, while the chi-square tabulated $X^2_{tab(0.05)}$ was 7.815. since (X^2_{cal}) is greater than $X^2_{tab(0.05)}$, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). Thus, there is a significant relationship between the perception of AE-FUNAI students towards online explicit contents and their sexual inclinations.

This finding is supported by Engelberg (2024) which examined bisexual and transgender potentialities in pornographic viewership and found that it has meaningful connections to bisexuality and transgender; by Adeolu, Owoaje and Olumide (2016) who revealed that many adolescents were exposed to sexually explicit content in the media and this had a strong association with sexual intention; by Mosenzon (2024) which analysed rhetorical devices in gay porn films featuring heterosexual men characters and asserted that perception and attitudes can differ based on the content of pornographic films. However, some studies like Azucena (2022) found a different result on the association between pornography use and attitudes/beliefs.

2. Impact of exposure to explicit online content on the behaviour and well-being of AE-FUNAI students.

| SN | Table 2: Variables | Frequency | | | | Mean | Position |
|----|--|-----------------------|-------------|----------------|--------------------------|-------------|----------|
| | | Strongly Agree (SA):4 | Agree (A):3 | Disagree (D):2 | Strongly disagree (SD):1 | | |
| 1 | You can comfortably discuss online explicit contents with your friends | 140 (46.7%) | 70 (23.3%) | 55 (18.3%) | 35 (11.7%) | 3.05 | Accepted |
| 2 | Exposure to online explicit content can lead to unrealistic expectations of sexual relationships | 100 (33.3%) | 80 (26.7%) | 60 (20%) | 60 (20%) | 2.73 | Accepted |
| 3 | You experience changes in your sexual behaviour or preferences after watching explicit content | 140 (46.6%) | 50 (16.7%) | 60 (20%) | 50 (16.7%) | 2.93 | Accepted |
| 4 | Watching online explicit contents has affected your overall well-being | 90 (30.1%) | 89 (29.6%) | 71 (23.6%) | 50 (16.7%) | 2.73 | Accepted |
| | | | | | Grand mean | 2.86 | |

The second objective was to examine the psychological effects of exposure to online explicit content on the behaviour and well-being of AE-FUNAI students. From the data analysed, entire variables were accepted since their mean values are greater than the decision point (2.5), hence positive. When hypothesis two was tested at a 95% level of confidence and degree of freedom of 3 at a 5% margin of error, the chi-square calculated (X^2_{cal}) was 83.32, while the chi-square tabulated $X^2_{tab(0.05)}$ was 7.815. since (X^2_{cal}) is greater than $X^2_{tab(0.05)}$, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). Thus, exposure to explicit content has a significant impact on the behaviour and well-being of AE-FUNAI students.

The findings are supported by Todorovic, Huisman, and Ostafin (2024), which found that interventions targeting mechanisms for problematic pornography use can be effective in reducing cravings for pornography use. It suggests pornography use can negatively impact behaviour; Shweta and Namita (2022) who found that there is a relationship between pornography use and increased criminal behaviour, conduct problems, depression and less emotional attachment. However, Mestre-Bach, Villena-Moya and Chiclana-Actis (2024) found a different result on the relationship between pornography use and different types of violence.

3. The extent of peer influence and social media in shaping the consumption of explicit online content on AE-FUNAI students.

| S N | Table 3: Variables | Frequency | | | | Mean | Position |
|--------|---|-----------------------|---------------|----------------|--------------------------|------|----------|
| | | Strongly Agree (SA):4 | Agree (A):3 | Disagree (D):2 | Strongly disagree (SD):1 | | |
| 1 | Your friends influence your decision to watch online explicit content. | 90 (30%) | 85 (28.3%) | 70 (23.3%) | 55 (18.4%) | 2.7 | Accepted |
| 2 | You frequently encounter online explicit content on social media platforms | 140 (46.6%) | 50 (16.7%) | 60 (20%) | 50 (16.7%) | 2.93 | Accepted |
| 3 | Exposure to online explicit content on social media has increased your curiosity to watch them. | 150 (50%) | 70 (23.3%) | 55 (18.3%) | 25 (8.4%) | 3.15 | Accepted |
| 4 | Sharing or discussing explicit contents with your friends on social media | 100 (36.6%) | 80 (26.7%) | 50 (16.7%) | 60 (20%) | 2.86 | Accepted |
| | | | | | Grand Mean | 2.86 | |

The third objective was to investigate the extent of peer influence and social media in shaping the consumption of online explicit contents on AE-FUNAI students. From the data analysed, all variables were accepted since their mean values were greater than the decision point (2.5), which is positive. When hypothesis three was tested at a 95% level of confidence and degree of freedom of 3 at a 5% margin of error, the chi-square calculated (X^2_{cal}) was 114, while the chi-square tabulated $X^2_{tab(0.05)}$ was 7.815. since (X^2_{cal}) is greater than $X^2_{tab(0.05)}$, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). Thus, peer influence and social media have significantly aided in shaping the consumption and impact of online explicit content on AE-FUNAI students.

The finding is supported by the study by Fibrila et al. (2021), which found a significant relationship between exposure to pornography on social media and premarital sexual behaviour in adolescents. Nwankwo (2022) also found that pornography has destroyed the morality of African youths and estranged them from appropriate sexual behaviour. This suggests that social influence can shape the impacts of pornography.

Summary and Conclusion

Findings showed that there is a significant relationship between the perception of AE-FUNAI students towards online explicit contents and their sexual inclinations, and exposure to explicit contents has a significant impact on the behaviour and well-being of AE-FUNAI students. Results also suggest that peer influence and social media serve as primary drivers of explicit content consumption, reinforcing Bandura's Social Learning Theory.

Based on these findings we conclude that the student's sexual inclination is usually influenced by what they view online; their life-style is hugely affected by these explicit online contents that have flooded the social media space; and that pressures from friends and mates contribute largely the extent to which the students indulge in viewing online explicit contents.

Therefore, without intervention, students may experience long-term psychological distress and distorted social perceptions, necessitating immediate educational reforms and media literacy programmes.

Recommendations

Based on the findings and conclusions, the study recommends the implementation of a comprehensive sexuality education programs in secondary schools and universities, as these mandatory programmes would provide students with accurate information about healthy relationships, consent, sexual well-being and the potential risks of explicit contents use; establish counselling centres on university campuses that specifically address issues relating to pornography addiction, mental health, body image and relationship; and there should be promotion of media literacy to curb underage access to explicit sites.

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