

EFFECT OF PORNOGRAPHY FILM ON MORAL BEHAVIOUR OF
STUDENT OF KWARA STATE POLYTECHNIC, ILORIN

By

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CERTIFICATION

This is to certify that this research work has been read and approved by
DEPARTMENT OF MASS COMMUNICATION, KWARA STATE POLYTECHNIC, ILORIN
as having satisfied part of the requirement for the award of Higher National
Diploma (HND) in Mass Communication.

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DEDICATION

This project is dedicated to Almighty (SWT) for granting me the great opportunity to be among the living soul right from the time I was born till this moment ALHAMDULILLAH. The owner of heaven and Earth, the creator of all creativity whom none deserved to be worshipped except HIM, the owner of knowledge (Al-Iman), who has been with me throughout the length of my study in this great citadel of learning and His prophet Muhammad (SAW) may peace be upon him and his household.

I also dedicated this project to those who have contribute to my education most especially my parent for their parental roles, duties and support both financially and morally. May Almighty Allah (SWT) be with them till the end of life (Ameen).

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CHAPTER ONE

INTRODUCTION

Background of the Study

Sexuality is a central, internal force that is a common factor of human existence (LeVay, Baldwin, & Baldwin 2015). Being such a central force, the actions we take to express or experience this sexuality are incredibly important. One of such forms being the use of pornography, especially in the modern times, when pornography has become so easily accessible.

Since the rise of internet pornography in the 90's and the continued expansion of online pornography since then, the importance to understand how pornography affect us and what personal traits correlate to pornography usage increases. Pornhub.com, (2016) annual report, had an average of 99 gigabytes of pornography streamed per second from their website alone, with an average of 64 million visits a day. The vastness of internet pornography has become so infinite that the term "Rule 34" has been coined to mean there is non-pornographic idea without its version on the internet. To make this rule more accurate, "Rule 35" was later added to state "if no porn is found in content on internet, it will be made available for users".

The internet has allowed not only unprecedented access but an unprecedented variety of pornography, which gives everyone the ability to express or experience whatever sexual desires they may have (Paasonen, 2011). Pornography tends to be powerful enough even to overwhelm individuals, couples, and families despite earlier affectionate relationships.

Before digital era sparked higher availability of pornography in 1989, pornography was a topic of research and controversy. In the United States Supreme Court ruling the court system essentially normalized pornographic use in the home, allowing the “right to privacy” for anyone who wished to own or possess “obscene material.” This ruling sparked the creation of the President's Commission on Obscenity and Pornography of 1970 aimed to examine and study the facets and possible effects of pornography use (Linz, 1989). Deczrlo (2009) pointed out that sexually explicit movies expose young people to adult issues at an impressionable age. Pornography is considered to be a significant and popular educator of sex for young people (Ryan, 2012). This is particularly true for males, who have previously reported that they learned about bodies and sexual techniques from pornography (Flood, 2010).

Strasburger and Wilson (2002) state that sexual content in the media has increased over time, now appearing more often and becoming more candid (Flood, 2009b). This has been paired with a new tendency for images and quotations to have a greater influence on society than ever before as the world has become more connected (Flood & Hamilton, 2003b). Also, possibly adding to the ‘mainstreaming’, is the development of pornography and it’s adaptation to modern technologies, creating new forms of material (Flood, 2009b).

For pornography researchers, aggression, which often is a focus of male pornography use (Vega & Malamuth, 2007; Foubert, Brosi, & Bannon, 2011; Baer, Kohut, & Fisher, 2015) has become a concern given the danger of increased aggression to third party

individuals and has been examined both as a character trait and an emotional reaction to pornography (Linz, 1989; Mulac, Jansma, & Linz, 2002; Foubert, Brosi, & Bannon, 2011; Baer, Kohut, & Fisher, 2015).

However, different studies have been carried out on male aggressive behaviours and sexual abuse but this study is set to examine the rate of male and female students' exposure to pornographic films and also, investigate the factors why students watch pornographic films. By doing this, factors that are responsible for sexual abuse will be determined which will unleash the effect of pornography film on students of Kwara State Polytechnic Ilorin

Statement of the Problem

The concern over behaviors fueled by pornography use is especially magnified when one considers the current ease with which pornography can be obtained and the speed with which it can be produced (Andrews, 2007). Our society has become more accepting of pornographic materials, even allowing television networks to air what can be considered soft-core pornography on cable access television (Andrews, 2007).

Pornography consumption may increase what is known as attitude supporting violence (ASV) and related attitudes (Malamuth, Hald, & Koss, 2012; Peter & Valkenburg, 2009). In confluence with other factors, ASV and related attitudes have also been shown to be risk factors for sexually aggressive behaviors (Malamuth, Addison, & Koss, 2000; Seto, Maric, & Barbaree, 2001). Importantly, though, when such studies have examined individual differences, they consistently indicate that the effects of exposure to pornography on

sexual aggression and ASV are evident only for a subgroup of male users, namely those already predisposed to sexual aggression (Kingston, Malamuth, Fedoroff, & Marshall, 2009; Malamuth et al., 2012; Seto et al., 2001; Vega & Malamuth, 2007).

The consensus of research on the differences in pornography exposure between males and females is that males are more likely to access pornography than females (DeAngelis, 2007; Flood, 2009b; Harris & Barlett, 2009). A study reported by DeAngelis (2007) found that in the 16 to 17-year-old age group, 38% of males as opposed to 8% of females had intentionally viewed pornography throughout one year. It is more common for males to endorse a more favourable attitude toward pornography and for them to become aroused by the material they view (Bryant, 2009; Flood, 2009b).

Regarding the most likely contexts for viewing pornography to occur, Bryant (2009) reported that males generally view pornography with friends whilst females are more likely to view pornography with an intimate partner. Out of 200 Australians between the ages of 16 and 17, a large number of both males (84%) and females (60%) had experienced unwanted exposure to pornography whilst online (Bryant, 2009).

Similarly, young people can begin to approve of prostitution, endorse loveless and affectionless sexual relations, and can begin to be more contemptuous toward love (Flood, 2010; Flood & Hamilton, 2003; Zillmann, 2000). DeAngelis (2007) adds that males are the likely endorsers of the previously mentioned attitudes, especially when they perceive the pornography as more realistic. Endorsing the view of women as sexual beings is a problematic outcome of frequently viewing pornography (Bryant, 2009; DeAngelis, 2007;

Eberstadt & Layden, 2010).

The objectification of women can affect both males and females, with both having previously supported the belief that an incident of rape was brought on by the female victim in a study (Thornburgh & Lin, 2002). Ryan (2012) reported a quote from a woman, describing the expectation that men have of women regarding sex. She said, "I think that men think that they'll test, that they'll see if they can do whatever they see in a porno...a past person that I've been with assumed that I'd enjoy something that he'd seen and it almost feels hard to say no" (Ryan, 2012, para. 21).

Female exposure to pornography content is of low degree to male counterpart though there can be similar attitude towards sexual behaviour if there is too much of exposure to pornography contents by the female.

Besides, Adebayo Udegbe & Sunmola, (2006) found that among university students attitude towards seeking sex information and sexual entertainment varied based on the frequency of their Internet usage. Base on this premise the rising level of Internet usage among young people this study is geared to uncover the influence of exposure to pornographic films on sexual abuse among students of Kwara State Polytechnic Ilorin

1.3 Objectives of the Study

The main object of this study is to investigate the influence of exposure to pornographic films on sexual abuse. Specifically, the study:

To examine the rate of male and female students' exposure to pornographic films.

To investigate the factors why students watch pornographic films.

To determine the factors responsible for sexual abuse.

To determine the effect of pornographic film on sexual abuse among student.

1.4 Research Questions

The study is guided by the following research questions:

What is the rate of male and female students' exposure to pornographic films?

What are the factors why students watch pornographic films?

What are the factors responsible for sexual abuse?

What are the effects of pornographic film on sexual abuse among student?

1.5 Significance of the Study

The study will be of benefit to the followings:

The Society: This study will be essential to the entire society in knowing the hazard of pornographic film in shaping sexual behavior individuals which can however leads to sexual abuse. People to benefit are like the local community leader, father, mother, peer group and religion groups.

The Government: This study will severs as an open eye for government at all levels to design measure toward the rate at which people consume pornography film in the country. People to benefit are like the presidents, the governors, the local government chairmen, the councilors and other stakeholders of the state.

Individual: This study will help to reshape the ideology of individual, both male and female on female objectification as

perceived from the pornography content. People to benefit are like students both male and female, the lectures, artisan, entrepreneurs and guardians.

Researcher: this study will be of great benefit to researchers and other seekers of knowledge in the academia, as it will contribute to the existing literature on the influence of exposure to pornographic film on sexual abuse and also widen the current expansive knowledge in it.

1.6 Scope of the Study

This study is centered on the influence of the exposure to pornographic film and sexual abuse among the students of the Kwara State Polytechnic Ilorin. It is also designed to understand the impact of pornography in student of higher institution. Therefore, the intent of this study is to curb the effect of pornography film on moral behavior among students of Kwara State Polytechnic , Nigeria.

1.7 Operational Definition of Terms

Key terms used in this study are explained as follows:

Pornographic Films

Pornographic films are “sexually explicit content including the videos or chat rooms”, and erotic display of sexual scenes.

Sexual Abuse

According to Frederick, (2010), sexual abuse refers to the act of engaging in sexual activities with a child who, according to the relevant provisions of national law, has not reached the legal age for sexual activities; Therefore, sexual abuse in this context is when a youth especially student forces someone or another student to engage in sexual activities without his or her consent.

Moral behavior

Moral behavior is the result of efforts to minimize conflicts through a conscious reflection of one's own feelings and needs as well as those of others

Student

A student is an individual who is enrolled in an educational institution, such as a school, college, or university, and is actively engaged in learning and academic pursuits

CHAPTER TWO LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.0 Introduction

This chapter reviewed related literatures on relevant concepts, reviews on exposure to pornographic film on sexual abuse. In

addition, the chapter focuses on empirical review as well as theoretical framework.

2.1 Conceptual Review

Concept of Pornography Film

Pornographic films are films that present sexually explicit subject matter in order to arouse and satisfy the viewer.

Pornographic films present sexual fantasies and usually include erotically stimulating materials such as nudity (softcore) and sexual intercourse (hardcore) (Chris, 2006). A distinction is sometimes made between erotic and pornographic films on the basis that the latter category contains more explicit sexuality, and focuses more on arousal than storytelling, but the distinction is highly subjective (Chris, 2006).

Pornographic films are produced and distributed on a variety of media, depending on the demand and technology available, including traditional film stock in various formats, Home video, DVDs, Internet download, cable TV, in addition to other media. Today, pornographic films are sold or rented on DVD; shown through Internet streaming, special channels and pay-per-view on cable and satellite; and viewed in rapidly disappearing adult theaters. By law, they are generally not permitted to be shown in mainstream cinemas, or on free-to-air television (Kate, 2006).

Films with obscene content have been produced since the invention of motion picture in the 1880s. Production of such films was profitable, and a number of producers began to specialize in their production (Rolf, 2006). However, various groups within society considered such depictions immoral, labeled them pornographic, and attempted to have them suppressed under obscenity laws, with varying degrees of success. Such films continued to be produced,

but could only be distributed by underground channels. Because the viewing of such films carried a social stigma, they were viewed at brothels, adult movie theaters, stag parties, at home, in private clubs, and also at night cinemas (Rolf, 2006). Only in the 1970s, during the Golden Age of Porn, were pornographic films semi-legitimized; and by the 1980s, pornography on home video achieved wider distribution (Rolf, 2006). The rise of the Internet in the late 1990s and early 2000s similarly changed the way pornographic films were distributed, complicating censorship regimes around the world and legal prosecutions of obscenity (Rolf, 2006).

Pornographic films are typically categorized as either softcore or hardcore pornography. In general, softcore pornography is pornography that does not depict explicit sexual activity, sexual penetration or extreme fetishism (Martin, 2012). It generally contains nudity or partial nudity in sexually suggestive situations. Hardcore pornography is pornography that depicts penetration or extreme fetish acts, or both. It contains graphic sexual activity and visible penetration (Martin, 2012). A pornographic work is characterized as hardcore if it has any hardcore content.

With the above aforementioned, pornography is any content that depict sexual activity of man or woman with the aim to pass sexual stimulus in the viewer. It can be in form of picture, video or audio-visual element which is erotic in nature. Though, some societies frown at it and posed the showing or promoting of such content illegal because it could lead to woman objectification and increase sexual abuse.

2.1.2 Sexual Abuse

Sexual abuse is generally seen as any illegal, nonconsensual, or inappropriate contact or exposure of genitalia, including sexual

humiliation. However, legal definitions of sexual abuse vary considerably (Yeater & O'Donohue, 1999). Federal Bureau of Investigation have defined rape as attempted or completed vaginal intercourse with a female by force and against her will, whereas states have adopted unique qualifiers for this term, such as gender neutrality; anal or oral penetration; insertion of objects; and being unable to give sexual consent because of mental illness, mental retardation, or intoxication.

According to Frederick, (2010), sexual abuse refers to the act of engaging in sexual activities with a child who, according to the relevant provisions of national law, has not reached the legal age for sexual activities.

Sexual abuse is defined as when any person commits any of the following acts. Unless otherwise specified, a child is defined as someone under the age of 18. It's a pretty long definition. Take a few moments to read it and then we will break it down to examine the different parts. The various phrases included in the definition have very specific meanings.

Sexual intercourse refers to sexual contact without consent.

- With a child 15 years of age or younger (consent is not a consideration)

- With a child 16 or 17 years old, when he or she does not consent

- With a child by the child's foster parent (consent is not a consideration)

- With a child placed in substitute care, by a person who works at, or

- volunteers at or has a responsibility to manage the facility where the child is placed (consent is not a consideration)

- With a child who receives direct care or treatment services from certain organizations or facilities (child welfare agency,

shelter care, child care center, etc.), by an employee, licensee or non-client resident of the organization or facility (consent is not a consideration)

Sexual abuse also refers to any action that pressures or coerces someone to do something sexually they don't want to do. It can also refer to behavior that impacts a person's ability to control their sexual activity or the circumstances in which sexual activity occurs, including oral sex, rape or restricting access to birth control and condoms. Some examples of sexual assault and abuse are:

- Unwanted kissing or touching.
- Unwanted rough or violent sexual activity.
- Rape or attempted rape.
- Refusing to use condoms or restricting someone's access to birth control.
- Keeping someone from protecting themselves from sexually transmitted infections (STIs).
- Sexual contact with someone who is very drunk, drugged, unconscious or otherwise unable to give a clear and informed yes" or "no."
- Threatening or pressuring someone into unwanted sexual activity.

Sexual abuse of people with mental retardation is widespread with one study finding up to 80% of women with mild mental retardation having experienced sexual abuse, at least once (Lumley, Miltenberger & Long, 1998). It has also been suggested that deficits in judgment and social skills may result in an increased vulnerability to sexual abuse in this group of people. Additional factors may include deficits in communication, an inability to seek help or report abuse, lack of knowledge on how to defend against abuse, and lack of education regarding appropriate sexual behaviour. Often they are

dependent on others in scenarios where compliance is typically encouraged and reinforced such as in institutions which unfortunately might generalize to sexually abusive requests (Aylott, 1999).

Every responsible society must pay special attention to the very vulnerable. Studies have shown that behavioural skills training programme resulted in the acquisition of sexual abuse prevention skills in these individuals (Aylott, 1999; Miltenberger, Roberts and Ellingson, 1999). Eastgate, (2005) discovered in her study on this subject, concluded that women (and men) with intellectual disabilities need education to assist them to resist sexual abuse.

Moreover, they may also need advocacy to ensure their environment (e.g. living situation, level of support) protects them from abuse as much as possible (Eastgate, 2005). Such training programmes could be replicated in various communities taking into consideration their peculiar demographic and socio-cultural factors. Other common patterns of sexual abuse include, but are not limited to, being forced to observe or perform pornography and fondling or kissing the genitalia of a child or non consenting adult (Eastgate, 2005).

In addition to this, approximately 10% of marriages have involved sexual abuse without physical violence, and estimates from the National Clearinghouse on Child Abuse and Neglect have indicated that as much as 10% of reported abuse cases in the United States involved inappropriate sexual contact or exposure. Sexual abuse victimization may occur as early as infancy, and it is characteristically progressive; approximately half of sexually abused children will continue to be abused until they leave the abusive home

(Donohue and Maier-Paarlberg, 2007). The majority of perpetrators of sexual abuse are male. However, female perpetrators may be more common than studies suggest, perhaps because their abuse is not reported more often than that of males (Donohue and Maier-Paarlberg, 2007).

In this regards, the researcher sees sexual abuse as the act of taking the advantage of the vulnerable over illicit sexual behaviour. This behaviour can be influenced by external exposure such as pornography and environmental settings whereby the perpetrator repress his or her victim to sexual satisfaction. Sexual abuse, sexual assault and sexual violence are regarded as one by the researcher because they all center round stereotype sexual behaviour.

2.1.3 Exposure to Pornography and its Effect on Sexual Abuse

Sexual abuse has been shown to have long-lasting emotional and physical effects on women regardless of the age when the trauma occurred. Survivors of sexual abuse often internalize their symptoms that may lead to depression. In addition, studies have shown that following sexual abuse, women have difficulty trusting in relationships, poor self-esteem, sexual problems, and higher rates of substance abuse. Due to the physical and emotional violation that occurs in sexual abuse, it would seem likely that there would be dramatic impact on body image (Lowder and Oliphant, 2012).

According to Jensen, 1998; Fisher and Barak, (2001) the effect of viewing pornography is influenced by the viewers' sexual, emotional and cognitive responses to the material. Not a great deal is known about adolescent or adult observers of pornography, their preferences for different types of sexual content or the forms of consumption they practice (Boyle, 2000, but the effects of exposure

are likely to be mediated by viewers' interpretations and evaluations of the material (Malamuth & Impett, 2001). People are active and agnatic consumers of media, using critical skills and perspectives in interpreting sexual content (Buckingham and Bragg, 2003). For example, there is evidence among Swedish youth of a convergence in critical responses to pornography over the life course, as boys become more critical and girls less so (Löfgren-Mårtenson & Månsson, 2006).

More so, the character and circumstances of exposure are important. The type of material involved, the duration and intensity of viewing, and the context (whether voluntary or involuntary, and whether solitary or collective) (Thornburgh and Lin, 2002). Little is known about how particular forms of pornography shape the significance of their use, other than in terms of homogenizing categorizations of violent and non-violent content. In relation to the contexts for use, there is some suggestion that masturbating alone while watching pornography may lend greater intensity to the sexual images viewed while watching pornography in groups may enhance collective acceptance of its value systems (Jensen, 1998). Thus, there are complex interactions between the viewer or reader, pornographic texts and the context of consumption (Brown, 2000; Attwood, 2002). More widely, the shifting cultural and collective dynamics of people's social, sexual, and gender relations are likely to have a profound influence on the use, meaning, and impact of pornography (Jensen, 1998).

The most troubling impact of pornography on children and young people is its influence on sexual violence (Flood, 2009). A wide range of studies on the effects of pornography have been conducted

among young people aged 18 to 25, as well as older populations. Across these, there is consistent and reliable evidence that exposure to pornography is related to male sexual aggression against women (Flood and Hamilton, 2003a). This association is strongest for violent pornography and still reliable for nonviolent pornography, particularly by frequent users (Malamuth, Addison & Koss 2000).

In addition to this, experimental studies, adult show significant strengthening of attitudes supportive of sexual aggression following exposure to pornography. The association between pornography and rape supportive attitudes is evident as a result of exposure to both nonviolent pornography (showing consenting sexual activity) and violent pornography, while the latter results in significantly greater increases in violence-supportive attitudes. Exposure to sexually violent material increases male viewers' acceptance of rape myths and erodes their empathy for victims of violence (Allen, D'Alessio & Brezgel, 1995a). Adults also show an increase in behavioural aggression following exposure to pornography, including nonviolent or violent depictions of sexual activity (but not nudity), with stronger effects for violent pornography (Allen, Emmers, Gebhardt & Glery, 1995b).

Finally, sexual assault is preventable but it requires more than just a causal effort because of the complexity of its nature as alluded to in the foregoing discussion (Eze, 2013). It is important the developed societies maintain alertness and consolidate on preventive measures in place whilst the developing world could learn from the successes and failures of preventive measures that have been implemented in certain places. A global collaboration is a critical

requirement so as to create a hostile environment for sexual assault perpetrators in all climes (Eze, 2013).

To this end, a purpose driven framework developed in Australia is worth considering in confronting the challenges of sexual assault prevention (National Framework for Sexual Assault Prevention, 2008). The principles reflect the magnitude of the challenge in issues of sexual assault prevention, and also highlight the level of commitment and leadership required thus:

1. Responsibility for the eradication of sexual assault rests with the whole community.
 2. Prevention begins with addressing the cultural values and norms that support and tolerate sexual assault. This is a long-term undertaking requiring sustained leadership and effort.
 3. Any ongoing development of an evidence based modality should be anchored in the context of each environment as this is fundamental to sexual assault prevention.
 4. No single agency of government can address sexual assault prevention alone. Portfolios across all levels of government, including education, health, justice, and crime prevention, as well as the non-government sector and community stakeholders, each have a significant contribution to make.
 5. The generation and dissemination of research, practice and policy information to all stakeholders is central to sexual assault prevention.
- Challenges that will be encountered in addressing the issue of sexual assault only reflect the complexity of the behaviours to be addressed in eliminating sexual violence. Although sexual violence is primarily instigated by males, it is the whole community that allows for the acceptance, maintenance, and reinforcement of such behaviour (Xenos & Smith, 2001; Campbell & Wasco, 2005).

2.2 Theoretical framework

2.2.1 Aggression Cue Theory

The Aggression cue theory was proposed by Leonard Berkowitz in 1964 to explain that acts of aggression are influenced by the presence of socially learnt cues or environmental situations, which make committing aggression acceptable. The basic assumption of the theory is that television violence provides cues that put individuals in touch with angry thoughts and feelings they previously experienced, calling up angry associations and making it more likely that individuals will translate into aggressive behaviour.

The theory posits that the aggression displayed by angry individuals has a strong impulsive component and is most likely to occur when cognitively based inhibitory restraints are minimal. An environmental cue, such as the incidental presence of a revolver, may act in an automatic manner to stimulate aggressive thoughts and actions and thereby enhance the level of impulsively expressed aggression. Although Berkowitz (1973) originally proposed that environmental cues were a necessary component of impulsive aggression, he more recently maintained that cues merely facilitate the expression of such aggressiveness. To account for the effects of aggression cues, Berkowitz proposed at least three hypotheses explanations.

First, such cues may function as conditioned stimuli that, having been previously associated with aggression, are capable of evoking a conditioned aggressive response.

Secondly, negative emotions such as anger include a schematic component that in part defines the emotion and guides behavior. Situational cues that stimulate images of unpleasantness or violence

may prime or further strengthen the effects of such schemata and thereby facilitate the experience of negative emotion and the subsequent expression of aggression.

Thirdly that cues may function as discriminative stimuli. As such, they may signal to an individual that acting aggressively will provide reinforcement.

This theory is relevant to this study because it explained how exposure or environmental situation can affect our behaviour. Sexual abuse is caused by negative feelings and aggressive action experienced in the past. Therefore, sexual abuse by KWARA POLY students is borne from indecent exposure to pornographic content which could lead to negative sexual perception.

2.2.2 THE SOCIAL LEARNING THEORY

The social learning model of substance abuse was first proposed by psychologist Albert Bandura (1977), and it is based on his broader theory of social learning. According to this theory, people learn new behaviors through observation and imitation, and this learning process can occur both directly and vicariously. In the case of watching pornography, people may learn habit of watching pornography through observing others in their social environment, or through exposure to media depictions of pornography. In addition, the theory suggests that reinforcement and punishment can also play a role in the development of pornography. One of the most important aspect of the social learning model is the concept of vicarious reinforcement. This refers to the idea that people can learn new behaviors by observing how others are rewarded or punished for engaging in those behaviors. For example, if someone sees someone else being rewarded for acting/watching

pornography, they may be more likely to engage in acting porn themselves. Likewise, if they see someone else being punished for acting porn, there may be less likely to engage in this behavior. In addition, the theory also suggests that people can learn to associate in watching/acting pornography with certain cues or triggers in their environment, and this can make it difficult to resist cravings.

2.3 Empirical Frameworks

In order to have solid reference to support this research, few empirical studies by different scholars were reviewed. First, Adegboyega, (2019) did a study on influence of social media on the sexual behaviour of youth in Kwara State. Descriptive research design was adopted for the study and a total of 395 youth participated in the study. The key objective was to discover whether social media influence the sexual behaviour of youth in Kwara State. The findings from the study however revealed that social media has considerable influence on the sexual behaviour of youth in Kwara State. The study found out that social media leads students to the act of sending erotic messages, watching pornographic films and movies, and also increases risky sexual behaviour such as masturbation.

Results from the analysis further showed that Items the use of social media leads students to send erotic messages and watching of pornographic films and movies ranked 1st with a mean score of 3.29 (32.9%). The study concluded that social media have contributed to sexual abuse bahviour in students in Kwara state. It was therefore recommended in the study that guardian or councilors should educate individual on the negative impact of using social media and also the positive effects.

The study by Adegboyega (2019) is relevant to the present study in

that it's centered on sexual abuse. However, the research focused on social media though film can be watched on smart phones via internet. This study, therefore, covers the influence of pornography film on sexual abuse.

Another study was conducted by Yang & Youn, (2012) on effects of exposure to pornography on male aggressive behavioral tendencies. Simple random technique was used to select the participants. The researchers utilized pornographic video excerpts and measuring participants' aggression by the number of human faces chosen as targets during a dart-throwing decision task. Male college students were randomly assigned into one of three experimental groups who viewed the sexually explicit material and to a control group who viewed nonsexual and nonviolent material. Each participant could then behave aggressively, or not, in a dart-throwing decision as offering pictures of human faces as possible targets. The study found that the facilitative effect of aggression was significant for all three groups exposed to pornography. The effect was especially conspicuous for those groups exposed to violent pornography.

This study by Yang & Youn, (2012) is essential to this study because it analyzed how exposure to pornography can lead to sexual aggression in human. This means, sexual aggression could be caused by viewing violent pornography, thus, it's relevant to this work.

Hald & Malamuth (2015) also conducted a study on experimental effects of exposure to pornography. They randomly selected community sample of 200 Danish young adult men and women in a randomized experimental design, the study investigated

the effects of a personality trait (agreeableness), past pornography consumption, and experimental exposure to non-violent pornography on attitudes supporting violence (ASV). It was discovered from the study that too much exposure to pornography consumption significantly predicted sexual abuse and attitudes supporting violence. In addition, experimental exposure to pornography increased attitudes supporting violence but only among men low in agreeableness. This relationship was found to be significantly mediated by sexual arousal with sexual arousal referring to the subjective assessment of feeling sexually excited, ready for sexual activities, and/or bodily sensations associated with being sexually aroused. In underscoring the importance of individual differences, the results supported the hierarchical confluence model of sexual aggression and the media literature on affective engagement and priming effects.

This study is relevant because exposure to pornography content has connection with attitude and behaviour change of the viewer. There is what we can call expected behaviour in those that watch pornography film which will be totally different from their existing and current behaviour. If someone hasn't been exposed to an erotic content but later watched one and such person doesn't stop from watching it, there is tendency that such person will engage in sexual abuse. The stimulus will influence the person to practice what his or her brain has recorded from the excessive pornographic content.

However, a study by Shek & Ma, (2016) gave similar result on pornography, when they conducted a research on consumption of pornographic materials in Chinese among the adolescents in Hong

Kong. The researchers used longitudinal method to gather over 6 years consumption of pornographic materials in adolescents in Hong Kong and the related demographic and psychosocial correlates were examined in this study. A total of 3291 high school students from 28 schools responded to the questionnaire. It was gathered from the study that consumption of online pornography was higher than traditional pornography. There was an increase in consumption of pornographic materials in the high school years. Gender, family functioning, and positive youth development were related to the initial status of pornography consumption. Besides, gender, family intactness and positive youth development predicted rates of change in consumption of pornographic material over time. The study concluded that gender, family functioning, and positive youth development are significant predictors for pornography consumption in Chinese adolescents.

This study found out that there are different dimensions to effect of pornography on individual which can be the family, gender, peers and relations. These various groups could determine changes in pornography consumptions among the youths; hence, the study is relevant.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter explains the research design, description of population of study, sample size, study area, sampling technique, research instrument, methods of data collection and analysis. It also deals with detail and the sources of data collection. To achieve the aim and objective of this

project data has to be collected to provide the basic information for the analysis and interpretation data

3.1 Research Design

The research design adopted for this study is the survey design. The survey method is use to investigates beliefs, opinions, attitude, preferences or disposition of the population element without subjecting them to any form of manipulation and control.

3.2 Population of Study

The universe of this study would students of Kwara State Polytechnic. The population consist of all ND and HND students in the institution. According to the World of Learning, the Kwara State Polytechnic was founded in 1972 and currently has total population of 17,946 students. Therefore, 17,946 will constitute the total population for the study.

3.3 Sample Size

The sample of this research is calculated by using Taro Yamane formula with 95% confidence. The sample size will therefore be drawn from their population.

The calculation of Taro Yamane formula is presented as follows:

n = Sample size required

N = Number of people in the population

e = Allowable error (%)

Substitute numbers in formula;

$$\frac{N}{1 + N \times 0.05^2}$$
$$\frac{17,946}{1 + 17,946 \times 0.0025}$$

$$\begin{aligned}
 &= \frac{17,946}{1 + 44.865} \\
 &= \frac{17,946}{45.865} \\
 &= 391.2 \text{ Therefore 391 respondents will be sampled.}
 \end{aligned}$$

3.4 Sample Techniques

The study employed a simple random sampling technic to select the respondents from both ND and HND students in the institution.

Sampling is also a technique which involves taking a representative portion of the population and using the data collected from this portion as research information, which result can be generalized on the entire population at the end of the study. In other words, the sample represents the entire population of the study (Sabowale, 2008).

This study adopts purposive sampling techniques. A purposive/ judgmental sampling method is a non-probability means of sampling in which the researcher uses pre-determined criteria as the basics for selecting the actual sample for investigation or examination (Seman and Akpan, 2014). In purposive sampling, all subjects that do not meet the predetermined criteria, quantities or characteristics would not be selected as part of the sample.

3.5 Research Instrument

Questionnaire was used for the collection of data. The questionnaire was designed in a close ended type of question format in two sections, section A and B. Section A sought the demographic data of respondent, and Section B as framed to answers the research questions. The questionnaire was designed in Five point Likert scale series of SA= Strongly Agreed, A= Agreed, U= Undecided, D= Disagreed and SD= Strongly Disagreed.

3.7 Method of Data Collection

This study used both primary and secondary sources of data collection. A primary source of data collection was done through the use of questionnaire to gather necessary information from the participants. A Secondary source of data collection was done through information retrieved through books, journals and internet were used for the literature review.

3.8 Method of Data Analysis

To analyze the data gathered through questionnaire, descriptive statistics analysis was used using percentages, tables, frequency count and pie charts. The results were further explained and interpreted for clarity.

3.9 Method of Interpretation of Data

Inferential Interpretation: Making inferences about a larger population based on a sample of the data. This [also Involves analyzing and making sense of data to extract valuable insights and draw meaningful conclusions.](#)

CHAPTER FOUR DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents, analyzes, and interprets the data collected from respondents through the administration of the questionnaire. It provides statistical analysis using frequency tables, percentages, and charts to make sense of the data. The purpose is to give insight into how exposure to pornographic films might influence sexual abuse among students at Kwara State Polytechnic, Ilorin.

4.1 Demographic Characteristics of Respondents

This section outlines the basic background information of the respondents, such as gender, age, level of study, and department.

Table 4.1: Gender Distribution of Respondents

Gender	Frequency	Percentage (%)
Male	216	55.2%
Female	175	44.8%
Total	391	100%

Table 4.2: Age Distribution of Respondents

Age Range	Frequency	Percentage (%)
16 – 20	98	25.1%
21 – 25	203	51.9%
26 – 30	72	18.4%
31 and above	18	4.6%
Total	391	100%

Table 4.3: Academic Level of Respondents

Level of	Frequency	Percentage
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Study	cy	(%)
ND 1	110	28.1%
ND 2	90	23.0%
HND 1	96	24.6%
HND 2	95	24.3%
Total	391	100%

4.2 Analysis of Respondents' Responses to Research Questions

Research Question 1: Are students of Kwara State Polytechnic exposed to pornographic films?

Statement: "I often watch pornographic films."	Frequen cy	Percentage (%)
Strongly Agree (SA)	142	36.3%
Agree (A)	108	27.6%
Undecided (U)	41	10.5%
Disagree (D)	55	14.1%
Strongly Disagree (SD)	45	11.5%
Total	391	100%

Interpretation:

A majority (63.9%) of the respondents either strongly agreed or agreed that they watch pornographic films, indicating a high level of exposure among students.

Research Question 2: What are the sources of students' exposure to pornographic materials?

Source of Exposure	Frequen cy	Percentage (%)
Social media (Twitter, Instagram)	120	30.7%
Pornographic websites	98	25.1%
Mobile phones from peers	86	22.0%

Magazines and DVDs	44	11.3%
Others (e.g., unsolicited ads)	43	11.0%
Total	391	100%

Interpretation:

Social media is the most common medium of exposure to pornographic content among students, followed by direct visits to adult websites.

Research Question 3: What influence does exposure to pornography have on students' behavior toward sexual abuse?

Statement: "Watching pornography influences my thoughts and actions sexually."	Frequency	Percentage (%)
Strongly Agree (SA)	127	32.5%
Agree (A)	112	28.6%
Undecided (U)	61	15.6%
Disagree (D)	51	13.0%
Strongly Disagree (SD)	40	10.2%
Total	391	100%

Interpretation:

The majority of the students (61.1%) acknowledged that pornography influences their sexual thoughts and actions, which may increase tendencies toward sexual misconduct or abuse.

Research Question 4: Can exposure to pornographic materials lead to increased sexual abuse cases among students?

Statement: "Pornography can influence a student to commit sexual abuse."	Frequency	Percentage (%)
Strongly Agree (SA)	136	34.8%
Agree (A)	115	29.4%
Undecided (U)	58	14.8%

Disagree (D)	48	12.3%
Strongly Disagree (SD)	34	8.7%
Total	391	100%

Interpretation:

A significant proportion of respondents (64.2%) believe that exposure to pornographic content can lead to sexual abuse, supporting the research hypothesis.

4.3 Summary of Findings

1. High Exposure Rate: More than 60% of the respondents reported frequent exposure to pornographic content.
2. Social Media and Internet: The primary sources of exposure are social media platforms and pornographic websites.
3. Behavioral Influence: A majority believe that pornography influences their sexual behavior and may lead to misconduct.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a concise summary of the research findings,

draws conclusions based on the data presented in Chapter Four, and offers recommendations that could help reduce the influence of pornographic films on sexual abuse among students in tertiary institutions, particularly at Kwara State Polytechnic, Ilorin.

5.1 Summary of the Study

This research investigated the influence of exposure to pornographic films on sexual abuse among students of Kwara State Polytechnic, Ilorin. The study was guided by four research questions focusing on the extent of students' exposure to pornography, the sources of exposure, the influence of pornography on behavior, and its potential link to sexual abuse.

A total of 391 respondents participated in the study through the use of a structured questionnaire. The analysis revealed that:

- A majority of students are exposed to pornographic content.
- Social media and pornographic websites are the most common sources of exposure.
- Many respondents believe pornography influences their sexual thoughts and behavior.
- A significant number associate pornography with the likelihood of sexual abuse.

5.2 Conclusion

From the findings, it is evident that exposure to pornographic content is prevalent among students of Kwara State Polytechnic. This exposure, mostly through social media and the internet, has a

tangible influence on the sexual attitudes and behaviors of the students. More concerning is the correlation between pornography consumption and an increased likelihood of engaging in or being victims of sexual abuse.

The study concludes that to tackle sexual abuse among students, efforts must also be directed at reducing exposure to sexually explicit materials and educating students on healthy sexual behavior.

5.3 Recommendations

Based on the findings, the following recommendations are made:

1. **Awareness Campaigns:** School authorities and student affairs units should organize regular sensitization and awareness programs on the dangers of pornography and its link to sexual abuse.
2. **Sex Education:** Comprehensive sex education should be incorporated into the institution's curriculum to guide students on responsible sexual behavior.
3. **Monitoring and Control:** The management should ensure internet filters are in place within school networks to limit access to pornographic sites.
4. **Counseling Services:** The polytechnic should strengthen its counseling unit to offer help to students struggling with addiction to pornography.
5. **Parental Involvement:** Parents and guardians should monitor and guide their children's media consumption, even while in tertiary institutions.
6. **Peer Support Groups:** Encourage the formation of peer-led groups that educate and support students in managing exposure to harmful content.

QUESTIONNAIRE

7. Topic: The Influence of Exposure to Pornographic Films on Sexual Abuse Among Students of Kwara State Polytechnic, Ilorin

8. Dear Respondent,

This questionnaire is designed for academic research purposes. Your responses will be treated with strict confidentiality and used solely for research. Please answer honestly and do not write your name on the questionnaire.

9. SECTION A: Demographic Information

10. Please tick () the appropriate box.

11. 1. Gender: Male () Female ()

12. 2. Age: 16 – 20 () 21 – 25() 26 – 30() 31 and above

13. 3. Level of Study: ND 1() ND 2() HND 1() HND 2

14. 4. Faculty/Department:

15. SECTION B: Research Questions

16. Please tick () the option that best reflects your opinion for each statement.

Key: SA = Strongly Agree | A = Agree | U = Undecided | D = Disagree | SD = Strongly Disagree

S/N	Statemen ts	SA	A	U	D SD
1	I often watch pornogra				

	phic films.				
2	Most students in my departme nt have watched pornogra phy.				
3	Watching pornogra phy is common among students.				
4	I was introduce d to pornogra phy through social media.				
5	I access pornogra phy via websites and mobile				

	apps.				
6	Friends and peers have shared pornographic content with me.				
7	Watching pornography influences my thoughts and fantasies.				
8	Pornography makes me more likely to engage in risky sexual behavior.				
9	I have felt a desire to				

	act out things I saw in pornographic content.				
10	Exposure to pornography may lead students to commit sexual abuse.				
11	Watching pornography can reduce respect for sexual boundaries.				
12	I believe pornography increases the rate				

	of sexual abuse in schools.				
13	There should be school campaigns to discourage pornography.				
14	Internet access should be regulated on campus to block pornographic content.				
15	Counseling should be made available for students				

17.

Thank you for your participation!