

**INFLUENCE OF HIP-HOP MUSICAL LYRICS ON MORAL
BEHAVIOR AMONG TERTIARY INSTITUTION STUDENTS
(A CASE STUDY OF KWARA STATE POLYTECHNIC, STUDENTS)**

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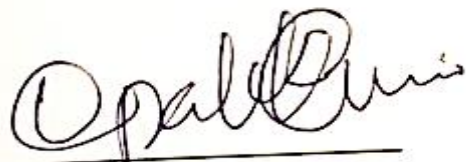
**BEING A RESEARCH WORK SUBMITTED TO THE DEPARTMENT
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CERTIFICATION

This is to certify that this project has been read and approved as meeting part of the requirements for the award of Higher National Diploma in Mass Communication, Institute of Information and Communication Technology (IICT), Kwara State Polytechnic, Ilorin.



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DEDICATION

This project is dedicated to Almighty God for his infinite mercy towards us for the successful completion of this work. And also to my parents, (Late)Mr. & Mrs. Abubakar, friends and loved ones.

ACKNOWLEDGMENTS

All praises and adoration goes to Almighty God, for his mercy, protection and guidance over my life throughout my Higher National Diploma in Kwara State Polytechnic, Ilorin

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ABSTRACT

The impact of hip-hop music on the moral behavior of students in tertiary institutions has sparked significant scholarly discussion. Originating in the Bronx, New York, hip-hop has grown into a global cultural and musical phenomenon known for its rhythmic beats and lyrical storytelling that often reflect personal, social, and political issues. This study aims to examine the extent to which these lyrical themes affect the moral values of students at Kwara State Polytechnic, a demographic exposed to diverse media content. This study aims to investigate how hip-hop music lyrics influence the moral behavior of students at Kwara State Polytechnic, specifically examining how the themes and messages within hip-hop songs may shape or reflect the students' moral attitudes and actions. By analyzing the content of hip-hop music and its potential impact on students' views of social norms, values, and ethical decision-making, the research seeks to determine whether the genre encourages positive or negative moral behavior. The study will gather data through surveys, analyzing the responses of students to different hip-hop lyrics to assess their effects on personal conduct, social interactions, and ethical perspectives. This study explores the impact of hip-hop musical lyrics on the moral behavior of tertiary institution students, with a particular focus on those at Kwara State Polytechnic. The significance of the research lies in its potential to shed light on the influence of music, especially hip-hop, on the values and attitudes of young adults. Based on the findings derived from the descriptive survey design and the data collected through structured questionnaires, it can be concluded that hip-hop musical lyrics exert a considerable influence on the moral behavior and perceptions of students at Kwara State Polytechnic.

CHAPTER ONE

1.0 Introduction

The impact of hip-hop music on the moral behavior of students in tertiary institutions has sparked significant scholarly discussion. Originating in the Bronx, New York, hip-hop has grown into a global cultural and musical phenomenon known for its rhythmic beats and lyrical storytelling that often reflect personal, social, and political issues (Rose, 2008). However, the genre frequently includes explicit themes such as violence, materialism, and sexual exploitation, which can influence the values and actions of young adult listeners, particularly those in academic settings (Travis & Bowman, 2011). As tertiary institution students are in a crucial phase of moral development, they may either embrace or reject the moral messages conveyed through the lyrics they encounter.

Research has shown that hip-hop lyrics can serve as both a form of artistic expression and a potential influence on behavior. Some scholars view hip-hop as a platform for amplifying marginalized voices and fostering resilience (Pinn, 2007). Conversely, others argue that its explicit content may negatively impact listeners' ethical judgment and social interactions (Clay, 2003). For instance, consistent exposure to lyrics that glorify aggression or substance use could normalize these behaviors among impressionable audiences. Students at Kwara State Polytechnic, like their counterparts globally, are exposed to these contrasting influences, making them a valuable demographic for exploring the genre's effect on moral behavior.

Examining this influence is essential for educators, parents, and policymakers striving to cultivate a positive moral atmosphere in academic environments. By investigating how Kwara State

Polytechnic students interpret and respond to hip-hop lyrics, this study aims to bridge the gap between cultural expression and moral behavior. The findings will provide valuable insights into whether hip-hop challenges or reinforces moral standards among students, offering a foundation for developing culturally sensitive and effective educational strategies (Morgan & Bennett, 2011).

1.1 Background to the Study

Hip-hop music, originating from the Bronx, New York, in the 1970s, has evolved into a global cultural phenomenon, significantly influencing youth attitudes, values, and lifestyles. Renowned for its themes of social justice, identity, and personal struggles, hip-hop serves as a powerful medium for self-expression. However, concerns have emerged about its moral implications, as certain lyrics often promote violence, materialism, and misogyny (Travis & Bowman, 2015; Adams & Fuller, 2006). This raises questions about its potential influence on the moral behavior of tertiary institution students, including those at Kwara State Polytechnic.

Tertiary students, at a critical stage of identity formation, are particularly vulnerable to external influences such as music. The Uses and Gratifications Theory (UGT) posits that individuals actively choose media that resonate with their needs and aspirations (Katz, Blumler, & Gurevitch, 1974). In this context, hip-hop lyrics may either encourage positive values or promote harmful behaviors, depending on how students interpret and internalize them. Repeated exposure to lyrics that glorify negative stereotypes can potentially desensitize students to social vices (Johnson, Jackson, & Gatto, 2021). Understanding this dynamic is essential for assessing its impact on students' moral decision-making and interpersonal relationships.

In Nigeria, hip-hop music uniquely blends indigenous rhythms with Western influences, making it highly appealing to young people (Omojola, 2019). While this fusion celebrates cultural creativity, the prevalence of explicit lyrics emphasizing wealth, aggression, and hedonism raises concerns about its effects on students' ethical and social values. Kwara State Polytechnic, as an academic institution, offers an ideal setting to explore how these influences shape students' behavior and interactions. With the rise of digital platforms, students are exposed to diverse musical content, both positive and negative. This widespread accessibility necessitates research into whether hip-hop lyrics contribute to moral decline or stimulate critical thinking and self-awareness among students. Such insights could inform efforts to guide students toward consuming music that fosters personal growth and ethical development.

This study aims to examine the complex relationship between hip-hop lyrics and the moral behavior of Kwara State Polytechnic students. By exploring this interaction, the research will contribute to broader discussions on music's role in youth development, providing valuable perspectives for educators, parents, and policymakers in shaping youth culture responsibly.

1.2 Statement of the Problem

The impact of hip-hop musical lyrics on students' moral behavior has become a topic of growing concern for educators, parents, and policymakers. As a global cultural movement, hip-hop reflects the challenges, dreams, and values of its creators. However, some lyrics feature themes of violence, substance abuse, and promiscuity, which may influence the attitudes and behaviors of impressionable audiences, particularly students in tertiary institutions. Alim (2006) highlights that the genre's evocative narratives and repetitive nature make it a significant force in shaping societal

norms. This study aims to examine the extent to which these lyrical themes affect the moral values of students at Kwara State Polytechnic, a demographic exposed to diverse media content.

This issue is particularly pressing because tertiary students, during this formative stage of life, are highly susceptible to external influences. Moral behavior, which includes adherence to societal norms, empathy, and personal integrity, can be positively or negatively affected by media exposure. According to Morgan and Shanahan's (2010) media cultivation theory, prolonged exposure to certain types of media can influence perceptions of reality and social norms. For instance, repeated exposure to lyrics that promote materialism or aggression could lead students to internalize such values, potentially undermining moral standards and fostering deviant behavior.

The urgency of addressing this phenomenon is amplified by the rising influence of hip-hop culture among Nigerian youth. Students at Kwara State Polytechnic, as part of this demographic, regularly engage with hip-hop music through social media, streaming platforms, and peer interactions. This frequent engagement prompts critical questions about the role of hip-hop lyrics in shaping their moral outlook. This study seeks to provide valuable insights into the relationship between media content and student behavior, offering guidance for educators and policymakers in fostering a balanced cultural environment.

1.3 Research Objectives

- i. To analyze the themes and messages commonly portrayed in hip-hop musical lyrics consumed by Kwara State Polytechnic students.
- ii. To examine the relationship between hip-hop musical lyrics and the moral perceptions of students at Kwara State Polytechnic.

- iii. To assess the extent of exposure to hip-hop music among Kwara State Polytechnic students and its impact on their moral decision-making.
- iv. To evaluate students' attitudes toward the moral and social values promoted by hip-hop musical lyrics.

1.4 Research Questions

- i. What are the common themes and messages portrayed in hip-hop musical lyrics consumed by Kwara State Polytechnic students?
- ii. What is the relationship between hip-hop musical lyrics and the moral perceptions of students at Kwara State Polytechnic?
- iii. To what extent does exposure to hip-hop music among Kwara State Polytechnic students impact their moral decision-making?
- iv. How do students at Kwara State Polytechnic perceive the moral and social values promoted by hip-hop musical lyrics?

1.5 Scope of the Study

This study aims to investigate how hip-hop music lyrics influence the moral behavior of students at Kwara State Polytechnic, specifically examining how the themes and messages within hip-hop songs may shape or reflect the students' moral attitudes and actions. By analyzing the content of hip-hop music and its potential impact on students' views of social norms, values, and ethical decision-making, the research seeks to determine whether the genre encourages positive or negative moral behavior. The study will gather data through surveys, analyzing the responses of

students to different hip-hop lyrics to assess their effects on personal conduct, social interactions, and ethical perspectives.

1.6 Significance of the Study

This study explores the impact of hip-hop musical lyrics on the moral behavior of tertiary institution students, with a particular focus on those at Kwara State Polytechnic. The significance of the research lies in its potential to shed light on the influence of music, especially hip-hop, on the values and attitudes of young adults. As a powerful cultural force, hip-hop music is known for shaping youth culture, influencing their perceptions and behaviors. With lyrics covering a wide array of topics such as rebellion, empowerment, violence, love, and social justice, hip-hop can have both positive and negative effects on students' moral development. This study aims to investigate how exposure to these various themes may shape the ethical decision-making, social behavior, and overall moral perspectives of students in a higher education context.

The importance of this research also extends to understanding how the relationship between music and morality influences students' academic and social lives. The findings will add to the existing knowledge on how popular culture impacts youth behavior, offering valuable insights for educators, counselors, and policymakers focused on moral development in higher education settings. By identifying how hip-hop lyrics resonate with students, this study can guide the responsible use of music and media in shaping positive moral frameworks, ultimately helping students navigate their academic and social challenges more effectively.

1.7 Operational Definition of Terms

- i. **Hip-Hop Music:** A genre of music characterized by rhythmic vocal delivery (rapping) and stylistic beats, often involving themes of personal struggle, social issues, and street culture. In this study, it refers to the specific subgenre of hip-hop popular among students at Kwara State Polytechnic.
- ii. **Musical Lyrics:** The words or text of a song that are sung or rapped, particularly those of hip-hop music. For this study, it specifically includes lyrics that address topics such as violence, substance abuse, materialism, or social justice, as perceived by the students.
- iii. **Moral Behavior:** A set of actions or decisions made by an individual that align with established societal norms, ethics, and values. In this study, it refers to the behaviors, attitudes, and ethical decisions of students, as influenced by the hip-hop lyrics they engage with.
- iv. **Tertiary Institution Students:** Individuals enrolled in post-secondary education at Kwara State Polytechnic. These students are typically between the ages of 16 and 30 and are pursuing diploma or degree programs in various academic disciplines.
- v. **Influence:** The effect or impact that hip-hop music and its lyrics have on the attitudes, beliefs, and behaviors of students. This includes both direct and indirect effects on moral decisions, attitudes toward social issues, and behavior patterns.
- vi. **Behavioral Change:** The alteration of a student's actions or reactions due to exposure to hip-hop music lyrics. This may include changes in social behavior, attitudes towards others, or personal values.
- vii. **Social Issues:** Topics covered in hip-hop music that relate to societal challenges, such as poverty, violence, inequality, and discrimination. In this context, it refers to the specific

social issues mentioned in the lyrics and their potential impact on students' perspectives and behaviors.

- viii. **Perception:** The way in which students interpret and understand the content of hip-hop music lyrics. This could include how they relate to the messages in the music, whether they view them as positive, negative, or neutral influences.
- ix. **Moral Decision-Making:** The process by which students determine right from wrong, based on their values and social norms. In this study, it examines whether hip-hop lyrics influence students' decisions on ethical issues like cheating, drug use, or respect for authority.
- x. **Kwara State Polytechnic:** A higher education institution located in Kwara State, Nigeria, where the study will be conducted. It is a polytechnic offering a variety of diploma and certificate programs in fields such as technology, management, and social sciences.

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CHAPTER TWO

2.0 Literature Review

Hip-hop music has established itself as a significant cultural and social force, with its lyrics often touching on issues such as poverty, crime, and social injustice. The effect of these lyrics on the behavior of listeners, particularly among young people, has been extensively studied. Research indicates that hip-hop music can have a substantial impact on the moral development and social attitudes of its audience. For instance, Anderson (2019) suggests that lyrics that promote aggression, materialism, and misogyny may lead young adults to adopt negative behaviors, which undermine positive moral decision-making. However, other researchers, such as Akintoye and Olajide (2020), argue that hip-hop can also serve as a platform for raising social awareness, empowerment, and community unity, especially when the lyrics address themes of racial and social justice.

At Kwara State Polytechnic, students, like their peers elsewhere, are exposed to the diverse and at times contentious messages conveyed through hip-hop music. Numerous studies have examined the relationship between exposure to hip-hop lyrics and changes in behavioral patterns, including moral decision-making. For instance, research by Thompson and Akpoborie (2021) found that the type of hip-hop music students listen to can influence their moral reasoning, with socially aware hip-hop encouraging positive behaviors such as respect for others and academic commitment. On the other hand, students who preferred more explicit or violent lyrics were more likely to engage in risky behaviors, including substance abuse and aggression. These findings underline the nuanced connection between hip-hop lyrics and moral behavior, indicating that the impact of hip-hop is shaped by the content of the lyrics and the context in which it is consumed.

2.1 Conceptual Framework

The relationship between music and behavior has long been a subject of scholarly inquiry in media and communication studies, as music is a pervasive cultural force that shapes the attitudes and behaviors of listeners. Among various musical genres, hip-hop has gained significant attention for its potential to influence young people, particularly those in academic settings. Hip-hop music is known for its distinct cultural elements and powerful lyrical style, addressing issues such as social inequality, violence, substance abuse, and materialism. These themes may impact listeners' perceptions of the world around them and, in turn, influence their moral decisions and behaviors. Given that tertiary institution students are at a critical developmental stage, where their values and worldviews are still being shaped, it is essential to examine the effects that exposure to hip-hop music may have on their moral behavior (Sullivan et al., 2007).

In order to understand how hip-hop lyrics influence moral behavior, it is helpful to frame the discussion within established theoretical frameworks. Social Learning Theory, as proposed by Bandura (1977), suggests that individuals acquire behaviors through observation and imitation of influential figures. In the case of hip-hop, listeners may adopt behaviors depicted in the lyrics, such as aggression, defiance toward authority, or other forms of rebellion. These behaviors, in turn, may lead to shifts in students' moral beliefs and actions. Similarly, the Cultivation Theory, developed by Gerbner et al. (2002), posits that prolonged exposure to media content can shape an individual's perceptions of reality. For students who regularly listen to hip-hop, the repetitive messages within the lyrics may influence how they view societal norms, morality, and acceptable behavior, affecting their decision-making processes and ethical frameworks.

The concept of moral behavior, within the context of this study, refers to the decisions and actions made by students that reflect their understanding of what is ethically right or wrong. However, the formation of moral behavior is complex and can be influenced by numerous factors, including peer influence, family values, and media consumption. Hip-hop music often contains controversial content that either reinforces or challenges traditional moral values. For example, lyrics that glorify violence, materialism, and substance abuse may normalize these behaviors, leading students to adopt attitudes and actions that diverge from conventional moral principles (Brown & Campbell, 2011). Conversely, socially conscious hip-hop, which addresses themes of social justice and political activism, may inspire students to engage in positive social change and ethical behaviors, fostering a sense of moral responsibility.

At Kwara State Polytechnic, students are exposed to a wide range of hip-hop music, both through formal channels such as music events and clubs, and informal platforms like social media and peer interactions. This exposure has the potential to shape their attitudes and moral behaviors by influencing how they perceive what is morally acceptable or unacceptable. Hip-hop music often serves as a medium for social expression, enabling students to align with particular values or ideologies. As noted by Katz et al. (1973), music is not only a form of entertainment but also an expression of identity and beliefs. In this context, the type of hip-hop music students choose to engage with may reflect their personal values, and their interaction with these lyrics could reinforce or challenge their existing moral frameworks.

While the literature on the relationship between music and behavior is extensive, much of the research on hip-hop's influence on moral behavior has been conducted in Western contexts, with limited focus on African societies. This gap in the research is significant, as the cultural and

societal context of Nigeria may offer different perspectives on the impact of hip-hop. In Western societies, materialism and violence in hip-hop lyrics are often criticized for their potential to negatively influence youth behavior. However, in Nigeria, socio-economic challenges, such as poverty and inequality, might alter the way in which these themes are perceived by students. For instance, students in Nigeria may find resonance in hip-hop's portrayal of social struggles, but also face unique pressures that shape their interpretation of the music and its impact on their moral behavior (Adedoyin, 2015).

This study aims to investigate how the lyrical content of hip-hop music influences the moral behavior of students at Kwara State Polytechnic. The research will explore the extent to which students internalize messages from hip-hop lyrics and how these messages affect their attitudes toward critical issues such as violence, sexuality, substance abuse, and social justice. The research will also examine how peer influence plays a role in either reinforcing or counteracting the effects of these lyrics. As Schunk (2012) explains, peer groups have a significant influence on learning processes, particularly in educational environments, where students are highly susceptible to the opinions and behaviors of their social circles.

By conducting surveys and interviews, this research will provide valuable insights into the ways hip-hop music affects the moral behavior of Nigerian students. The study will explore not only the negative aspects of hip-hop music, such as its glorification of materialism and violence, but also the positive potential of socially conscious hip-hop that challenges students to reflect on issues of justice, equality, and societal change. Furthermore, the research will highlight the complex nature of music's influence on moral development, demonstrating that the impact of hip-hop lyrics may

be shaped by various factors such as individual personality, peer group dynamics, and socio-economic conditions.

Ultimately, the findings of this research will contribute to broader discussions on the role of media in shaping the moral development of youth. In particular, it will provide insight into how hip-hop music, as a prominent form of cultural expression, influences the moral decision-making processes of students at Kwara State Polytechnic. The study will also offer recommendations for educators and policymakers on how to address the influence of media on youth behavior, encouraging more responsible consumption of hip-hop music and promoting ethical values that foster positive social change.

2.1.1 Hip-Hop Musical Lyrics: An Overview

Hip-hop music has had a significant influence on global youth culture, shaping not only musical trends but also impacting attitudes, behaviors, and values. For students in tertiary institutions such as Kwara State Polytechnic, the lyrical content of hip-hop often mirrors the experiences, dreams, and challenges faced by young people. These lyrics, which range from themes of social justice, resilience, and resistance to materialism, violence, and hedonism, provide a powerful form of expression for students navigating their academic and social lives. Kitwana (2002) argues that hip-hop acts as a social commentary, reflecting the lives of marginalized communities, which resonates with students in similar socio-economic circumstances.

The impact of hip-hop on students' moral behavior can be understood through the perspective of social learning theory, which posits that individuals often model behaviors observed in their social environments, including media. The content of hip-hop lyrics can influence students' moral compass both positively and negatively. Positive influences include the promotion of self-respect,

resilience, and solidarity in the face of adversity (Brown, 2006). For example, songs that advocate for social change and emphasize education and unity can motivate students to take their studies more seriously and become more socially active. However, negative influences, such as the glorification of materialism, aggression, and promiscuity, can normalize these behaviors, potentially leading to a decline in academic focus and ethical standards (Dahl, 2010).

Studies examining the effects of hip-hop lyrics on moral behavior show a mixed impact. Pyrooz and Decker (2011) found that while some students adopted positive moral behaviors, like advocating for social justice, others internalized harmful values, leading to behaviors such as substance abuse and aggression. Similarly, a study by Adebisi (2015) among Nigerian students revealed that while many students enjoyed hip-hop for its entertainment value, there were concerns about its contribution to the erosion of moral values among the youth. This is particularly relevant for students at institutions like Kwara State Polytechnic, where they are at a stage in life where they are highly influenced by peers and media.

Tertiary institutions play a crucial role in mitigating the negative effects of hip-hop music. Through academic workshops, mentorship programs, and awareness campaigns, institutions can help students critically evaluate the content of hip-hop lyrics and distinguish between entertainment and life principles. Programs that encourage reflection on the messages in hip-hop music can help students develop a deeper understanding of how media shapes their values and behaviors. This is especially important for students at Kwara State Polytechnic, who are at a pivotal moment in shaping their values and worldview.

The influence of hip-hop lyrics on the moral behavior of Kwara State Polytechnic students is complex, with both positive and negative outcomes. While hip-hop can promote resilience and

social change, its portrayal of materialism, aggression, and unethical behavior can contribute to moral decline. A nuanced approach is required to understand the dual impact of hip-hop, considering both the socio-cultural context of the students and the broader societal influences at play.

2.1.2 Music and Identity

One theory that has reinforced majority of research work previously done on music and the youth's identity is the social identity theory. (Tarrant & North, 2000; Tarrant, North & Hargreaves, 2001). Tarrant et al (2001) is of the opinion that the period of adolescence might be the appropriate period to take more careful look at social groupings among peers; especially as peer group play a central role in the process by which adolescent socialize and form buddy groups. In their studies, they opined that an individual's music genre preferences served as a major factor that determined his/her social grouping. Hence adolescent create peer groups which fraternize based on music taste and preference.

Furthermore, Tarrant et al (2001), conducted a research project that showed that adolescents use peer groups to fraternize. The research results validated the opinion that youths saw other adolescents who shared the same taste in music with them as having more endearing traits than peers that had divergent taste in music. (Tarrant et al, 2001b).

2.1.3 Hip Hop and its development in Nigeria

Music is almost as old as man himself and has existed for as long as man has dwelled together in groups or societies. Knowledge gained through music stays so long in the memory that it is believed to last till death (Ojukwu, 2009). Nigeria has a rich culture that her people are proud of

and passed down from generation to generation. Its varied cultural heritage derives from the mixture of its ethnic groups with Arabic and Western Europe influences. The country combines traditional culture with international urban sophistication. This much is reflected in their music and dance. The music and dance patterns of individual communities distinguish them from another. However, the western kind of music is been inculcated and so Nigerians too have rap, pop, reggae kind of music. (Thomas, 2013). In music, words or lyrics are being used to tell stories but now images of men and women are symbolically used in telling stories aside from the lyrics of the song. Music production is now accompanied with people who either choreograph or mime along with. This is done mostly on stage performance. (Thomas 2013). These differences gives spice and live to music videos.

The importance of hip hop music in the Nigerian context is virtually impossible to properly articulate. It is among the ancient art forms in Nigerian culture and has been known to serve diverse functions as it can be engaged in multifarious ways to fit into the Nigerian tradition. Hip hop music has had many different uses, from a creative outlet to being used to tackle societal issues. Also Nigerian hip hop music can be used for celebration and entertainment purposes like the Up-tempos beats played for the night clubs especially those sang by artists like Davido, Don Jazzy, Wizkid. Also, Nigerian hip hop music can be used for relaxation like in the case of the mid-tempo songs used to set a calmer tone and used for cruise control. Some examples worthy of mention are Banky W and Niyola. The effects and usefulness of Nigerian hip hop music cannot be overemphasized. There is something almost spiritual and ethereal about Nigerian hip hop music that makes it gripping to the Nigerian adolescent or even addictive. It is therefore important that music of a society represents the cultural values of that society.

According to the Guardian Newspaper, (2017), some of the effects music has had on the Nigerian youth include increase in promiscuity as in the instance of the hip hop song bang, bang, bang by Femi Kuti. Some Nigerian hip hop music also promotes loose morals as in the instance of the hip hop track Kondo by Dagrín. It also increases the knowledge and intake of both hard and soft (recreational drugs) as in the case of the hip hop track science student by Olamide. Nigerian hip hop music has been credited with popularizing negative trends like internet fraud as in the case of Maga don pay by Olu Maintain. Scholars have opined that Nigerian music has also been a chief cause of the decadence in the country's value system. It is believed that the control and perception of the value system has eroded to a much more deplorable state and this is reflected in facets of the Nigerian value system that border on violence, fashion, socialization habits and seeking shortcuts.

2.2 Theoretical Framework

The theoretical framework for this study examines the influence of hip-hop musical lyrics on the moral behavior of tertiary institution students, grounded in Social Learning Theory, which posits that individuals learn behaviors and attitudes through observation and imitation of media content.

2.2.1 Social Learning Theory

Albert Bandura's Social Learning Theory asserts that individuals acquire behaviors, values, and attitudes by observing and imitating the actions of others, particularly role models (Bandura, 1977). In the realm of music, hip-hop lyrics function as a conduit for imparting behaviors and beliefs. For tertiary institution students, hip-hop music profoundly shapes moral outlooks, reflecting broader societal values, challenges, and aspirations. Kwara State Polytechnic students,

like their counterparts elsewhere, are exposed to a wide range of hip-hop content that can either positively or negatively influence their moral behavior.

Hip-hop lyrics encapsulate both constructive and harmful messages. Positive lyrics often emphasize resilience, self-confidence, and social justice, encouraging students to develop commendable attributes. For example, artists like Kendrick Lamar and J. Cole frequently inspire introspection and self-improvement. Conversely, certain lyrics glorify materialism, violence, and misogyny, potentially normalizing such behaviors among impressionable youth (Anderson & Dill, 2000). This duality highlights the need for a nuanced understanding of hip-hop's moral impact on students.

Within tertiary institutions, peer influence significantly shapes students' interpretation and internalization of hip-hop lyrics. Bandura's concept of reciprocal determinism highlights the interplay of personal, environmental, and behavioral factors in shaping individual actions (Bandura, 1986). Among Kwara State Polytechnic students, group settings where hip-hop music is shared and discussed often reinforce particular interpretations of lyrics. These shared experiences can lead to collective behavioral patterns that either align with societal norms or deviate from them.

Exposure to explicit hip-hop content can create moral dilemmas, particularly when the values promoted conflict with cultural and educational standards. Research indicates that frequent exposure to lyrics glorifying violence or substance abuse may desensitize individuals, increasing their likelihood of adopting similar behaviors (Travis & Bowman, 2011). For students at Kwara State Polytechnic, such desensitization could manifest as a greater acceptance of unethical actions, posing challenges for educators and guardians alike.

On the other hand, hip-hop can also be a powerful force for moral and social reform. When artists use their platform to tackle issues like poverty, inequality, and corruption, they can inspire students to engage in social responsibility. As a cultural phenomenon, hip-hop has the potential to motivate Kwara State Polytechnic students to contribute to community development and advocate for justice (Rose, 2008). This underscores the importance of promoting positive and ethically grounded hip-hop content.

Social Learning Theory offers valuable insights into how observational learning through music influences behavior. While hip-hop can encourage resilience and social advocacy, it can also present moral challenges through explicit and controversial lyrics. Consequently, it is imperative for educators, parents, and policymakers to cultivate critical media literacy among students, equipping them to thoughtfully evaluate the moral implications of the content they engage with.

2.2.2 Cultivation Theory

Cultivation Theory, introduced by George Gerbner, asserts that consistent exposure to media content can shape individuals' perceptions of reality, aligning them with recurring messages and themes presented in the media (Gerbner & Gross, 1976). Hip-hop music, a dominant force in popular culture, often features lyrics addressing controversial topics such as violence, substance abuse, and materialism, which may impact the moral behavior of its audience. This effect is particularly significant for tertiary institution students, who are in a critical phase of forming their social and personal identities. This study explores how hip-hop lyrics influence the moral behavior of students at Kwara State Polytechnic through the perspective of Cultivation Theory.

Hip-hop lyrics frequently depict the socio-economic struggles and cultural narratives of their creators. However, critics have raised concerns that these portrayals may normalize deviant behaviors (Morgan & Bennett, 2011). For instance, repeated exposure to lyrics that glorify violence or material excess might cause students to perceive such behaviors as acceptable. Students at Kwara State Polytechnic, like their peers worldwide, may internalize these messages, potentially reshaping their moral values to align with the themes highlighted in the music.

According to Cultivation Theory, individuals who consume large amounts of media are more likely to experience its cultivation effects, where their worldview reflects the narratives consistently depicted in media content (Shanahan & Morgan, 1999). For Kwara State Polytechnic students, regular engagement with hip-hop music through streaming platforms can serve as a continuous source of influence. This exposure might shape their attitudes and behaviors to mirror the messages embedded in the lyrics, affecting their relationships, decision-making, and overall moral outlook. Peer groups play a significant role in intensifying the impact of hip-hop music. Students with shared musical preferences often form subcultures that embrace the values and themes promoted in the lyrics. For example, if a song glorifies unethical means of acquiring wealth, students within such groups might view these practices as justifiable. Cultivation Theory not only highlights the direct influence of media but also emphasizes how social environments amplify these effects, further shaping moral perspectives.

While hip-hop music is often criticized for its potential to erode moral values, it is essential to recognize that many hip-hop artists use their platforms to promote social justice and personal development (Rose, 2008). Students exposed to such positive messages may develop greater social awareness and a stronger commitment to ethical principles. Consequently, the influence of hip-

hop on moral behavior varies significantly, depending on the content consumed and how listeners interpret it. Educational institutions, including Kwara State Polytechnic, can play a critical role in addressing the potential negative impacts of hip-hop lyrics. By introducing media literacy programs, students can be equipped to critically assess the content they engage with. Facilitating discussions on the societal implications of music and its influence on behavior can also encourage a more balanced and informed understanding of the genre's effects.

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter focuses on the methodology adopted for the study. It discusses the research design, the target population, the sample size determination, and the sampling techniques employed. Additionally, the chapter outlines the instruments for data collection, their validity, and the methods of data collection and analysis.

3.1 Research Design

A research design refers to the strategies, processes, or techniques used in collecting and analyzing data to uncover new insights or deepen the understanding of a topic. The research design adopted for this study is the survey method. Specifically, the descriptive survey design was used, as it is particularly suitable for exploring public perceptions or assessing the influence of one factor on another (Ohaja, 2003). According to Check and Schutt (2012), survey research involves collecting data from a group of people based on their responses to structured questions. For this study, a survey design was chosen due to its relevance in investigating public perception and its flexibility in providing valid and generalizable results. Survey methods are recognized as reliable and effective for studies of this nature.

3.2 Research Method

The research method employed in this study is the survey method. Okoro (2001) highlights that surveys are effective for measuring public opinions, attitudes, and orientations within large

populations at specific periods. This method was deemed appropriate because the research aims to collect data through questionnaires distributed to respondents. The study specifically examines the influence of hip-hop musical lyrics on the moral behavior of students at Kwara State Polytechnic.

3.3 Population of the Study

The population of the study encompasses the entire group of individuals sharing specific characteristics, from which a sample is drawn. This study's population consists of students from Kwara State Polytechnic. The total student population is estimated to be 8,250, based on records from the institution's administrative office.

3.4 Sample Size

A simple random sampling technique was adopted for this study. A sample size of 300 students, including both male and female students from Kwara State Polytechnic, was selected. This sample size is considered adequate for generating meaningful insights into the influence of hip-hop musical lyrics on students' moral behavior.

3.5 Instrument for Data Collection

Data collection instruments are tools or methods used to gather and record information for research purposes. These may include surveys, questionnaires, interviews, focus groups, and observations. For this study, the primary instrument is a structured questionnaire. The questionnaire is divided into two sections: the first section captures demographic variables, while the second section focuses on the core research questions related to the study.

3.6 Validity of the Instrument

The validity of an instrument refers to its accuracy in measuring what it is intended to measure. For this study, the validity of the questionnaire was ensured through a pre-testing process. The pre- tested questions provided the desired results, confirming the instrument's accuracy. Furthermore, the questionnaire was reviewed and approved by the research supervisor to enhance its validity. Based on these measures, the instrument is considered valid for the study.

3.7 Method of Data Collection

The method of data collection involves the systematic process of gathering information for research. For this study, data was collected using questionnaires administered to the selected respondents. The questionnaires were distributed both physically and online, ensuring broad reach and efficient data collection. Respondents were guided on how to complete the questionnaires, ensuring clarity and accuracy in their responses.

3.8 Method of Data Analysis

The method of data analysis refers to the techniques used to interpret and make sense of collected data. For this study, data was analyzed using descriptive statistics, specifically simple percentages and frequency tables, to summarize and present findings. Additionally, the chi-square test of goodness-of-fit was employed to test selected hypotheses. This approach ensured meaningful interpretation of the data and alignment with the research objectives.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, we have conducted a comprehensive presentation, analysis, and discussion of the data collected. We distributed a total of 300 questionnaires, all of which were returned filled out correctly within the specified time frame. To enhance clarity and facilitate comprehension, we have manually organized and tabulated the responses provided by these 300 respondents.

4.1 Data Analysis and Presentation

The following are the analyses and presentations of data derived from the respondents through questionnaires.

Table1: Sex Distribution of Respondents

	FREQUENCY	PERCENTAGE (%)
Male	200	66
Female	100	34
Total	300	100%

Source: Survey Data 2025

The sex distribution of respondents, as shown in Table 1, indicates that the majority of participants are male. Out of the total 300 respondents, 200 (66%) are male, while 100 (34%) are female. This distribution suggests a higher participation rate among male students at Kwara State Polytechnic in the study on the influence of hip-hop music on moral behavior.

Table 2: Age Distribution of Respondents

	FREQUENCY	PERCENTAGE (%)
18-25	210	70
26-29	30	10
30-above	60	20
Total	300	100%

Source: Survey Data 2025

Table 2 presents the age distribution of the respondents, showing that the majority of participants fall within the 18–25 age range. Out of 300 respondents, 210 (70%) are aged 18–25, 30 (10%) are aged 26–

29, and 60 (20%) are 30 years and above. This indicates that the study primarily captures the views of young adults within the typical tertiary education age bracket.

Table 3: Respondents level of study

	FREQUENCY	PERCENTAGE (%)
ND I	20	7
ND II	200	67
HND I	60	20
HND II	20	7
Total	300	100%

Source: Survey Data 2025

Table 3 shows the distribution of respondents by their level of study. The majority of the participants are in their ND II level, accounting for 200 respondents (67%) , while HND I students make up 60 respondents (20%) . Only a small proportion are at the ND I and HND II levels, with 20 respondents each (7% each). This indicates that the study predominantly involves students who are at the intermediate stages of their polytechnic education.

Table 4: Respondent's marital status.

Variable	FREQUENCY	PERCENTAGE (%)
Single	250	83
Married	50	17
Total	300	100%

Source: Survey Data 2025

Table 4 presents the marital status of the respondents, showing that the vast majority are single. Out of 300 participants, 250 (83%) are single, while only 50 (17%) are married. This indicates that the study primarily reflects the perspectives of unmarried students at Kwara State Polytechnic.

Table 5: Respondents listening to hip-hop Music.

	FREQUENCY	PERCENTAGE (%)
Daily	30	10
3–5 times a week	185	61
Once or twice a week	5	2
Rarely	50	17
Never	30	10
Total	300	100%

Source: Survey Data 2025

Table 5 shows the frequency with which respondents listen to hip-hop music. The majority of students, 185 (61%), listen to hip-hop music 3–5 times a week, indicating regular but not daily engagement. A significant number, 50 (17%), listen to it rarely, while only 30 (10%) listen to it daily. Very few, 5 (2%), listen to hip-hop music once or twice a week. This suggests that while most students are moderately exposed to hip-hop, a notable portion has minimal or no regular contact with the genre.

Table 6: Respondent’s focus to lyrics when listening to hip-hop songs.

Variable	FREQUENCY	PERCENTAGE (%)
Yes	250	83
No	50	17
Total	300	100%

Source: Survey Data 2025

Table 6 presents the extent to which respondents pay attention to lyrics when listening to hip-hop songs. The majority of the respondents, 250 (83%) , indicated that they do pay attention to the lyrics, while a smaller proportion, 50 (17%) , stated that they do not . This suggests that most students at Kwara State Polytechnic are attentive to the content of hip-hop lyrics, making them more likely to be influenced by the messages conveyed in the music.

Table 7: Respondents rating to understanding of hip-hop lyrics.

	FREQUENCY	PERCENTAGE (%)
Very good	260	87
Good	20	7
Fair	15	5
Poor	5	2
Total	300	100%

Source: Survey Data 2025

Table 7 shows how well respondents understand hip-hop lyrics. A large majority of the respondents, 260 (87%), rated their understanding as "Very good", indicating that they grasp the messages conveyed in the lyrics with ease. Only a small proportion rated their understanding as "Good" (20 or 7%), "Fair" (15 or 5%), or "Poor" (5 or 2%) . This high level of comprehension suggests that most students are not only exposed to hip-hop music but also able to interpret and potentially internalize its content.

Table 8: Most hip-hop songs I listen to emphasize wealth and material success.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	--	--
Agree	250	83
Neutral	--	--
Disagree	26	9
Strongly Disagree	24	8
Total	300	100%

Source: Survey Data 2025

Table 8 presents respondents' perceptions on whether the hip-hop songs they listen to emphasize wealth and material success. Out of 300 respondents, 250 (83%) agree with the statement, indicating that a large majority believe the lyrics they consume promote materialism. On the other hand, 26 (9%) disagree , and 24 (8%) strongly disagree , with no respondents selecting "Strongly Agree" or "Neutral." This suggests that most students at Kwara State Polytechnic perceive hip-hop music as heavily centered on themes of wealth and material gain.

Table 9: Hip-hop lyrics often contain references to sex and relationships.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	140	46
Agree	20	7
Neutral	--	--
Disagree	90	30
Strongly Disagree	50	17
Total	300	100%

Source: Survey Data 2025

Table 9 shows the respondents' perception of whether hip-hop lyrics often contain references to sex and relationships. A significant number, 140 (46%) , strongly agree with the statement, indicating a strong belief that such themes are prevalent in hip-hop music. However, 90 (30%) disagree , and 50 (17%) strongly disagree , suggesting that a considerable portion of students do not perceive hip-hop lyrics as being focused on these topics. Only 20 (7%) agreed without choosing "Strongly Agree," and no respondents selected the "Neutral" option. This highlights a divided perception among students regarding the sexual and relational content in hip-hop lyrics.

Table 10: Many hip-hop songs promote violence or aggressive behavior.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	15	5
Agree	35	12
Neutral	150	50
Disagree	70	23
Strongly Disagree	30	10
Total	300	100%

Source: Survey Data 2025

Table 10 presents the respondents' perception on whether many hip-hop songs promote violence or aggressive behavior. The majority of students, 150 (50%) , selected "Neutral" , indicating they are either undecided or perceive no strong link between hip-hop and violent behavior. Meanwhile, 70 (23%) disagree and 30 (10%) strongly disagree , suggesting that a significant portion does not associate hip-hop with

aggression. Only a small fraction, 35 (12%) agree and 15 (5%) strongly agree , believe that hip-hop promotes violence. This indicates that most students do not view hip-hop music as a promoter of violent or aggressive behavior.

Table 11: Some hip-hop lyrics encourage drug and alcohol use.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	27	9
Agree	35	11
Neutral	5	2
Disagree	123	41
Strongly Disagree	110	37
Total	300	100%

Source: Survey Data 2025

Table 11 shows respondents' perceptions on whether some hip-hop lyrics encourage drug and alcohol use. A majority of the respondents, 123 (41%) disagree and 110 (37%) strongly disagree , indicating that most students do not believe hip-hop music promotes substance use. Only a minority, 35 (11%) agree and 27 (9%) strongly agree , think that hip-hop lyrics encourage drug or alcohol consumption. A very small number, 5 (2%) , selected "Neutral." This suggests that the majority of Kwara State Polytechnic students reject the idea that hip-hop lyrics promote drug and alcohol use.

Table 12: The messages in hip-hop music influence how I view right and wrong.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	35	12
Agree	177	59
Neutral	25	8
Disagree	41	14
Strongly Disagree	22	7
Total	300	100%

Source: Survey Data 2025

Table 12 presents respondents' perception of whether the messages in hip-hop music influence how they view right and wrong. A large proportion, 177 (59%) agree, and 35 (12%) strongly agree, indicating that a majority of students believe hip-hop lyrics have an impact on their moral judgment. On the other hand, 41 (14%) disagree and 22 (7%) strongly disagree, suggesting that a minority do not see hip-hop as having such influence. Only 25 (8%) remained neutral. This implies that most students at Kwara State Polytechnic perceive hip-hop music as having a notable influence on their understanding of morality.

Table 13: Listening to hip-hop has changed my views on social issues like justice and inequality.

	FREQUENCY	PERCENTAGE
Strongly Agree	--	--
Agree	115	38
Neutral	110	37
Disagree	48	16
Strongly Disagree	27	9
TOTAL	300	100%

Source: Survey Data 2025

Table 13 shows the respondents' perception of whether listening to hip-hop has changed their views on social issues such as justice and inequality. A significant number, 115 (38%) agree, indicating that they believe hip-hop has influenced their perspectives on these matters. However, a large portion, 110 (37%), remain neutral, suggesting they are undecided or have not experienced a clear change in perspective. Meanwhile, 48 (16%) disagree and 27 (9%) strongly disagree, showing that a minority do not believe hip-hop has had a major impact on their views of social issues. This indicates a mixed perception among students regarding the influence of hip-hop on their understanding of societal challenges.

Table 14: I sometimes compare my life to what I hear in hip-hop lyrics.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	15	5
Agree	180	60
Neutral	--	--
Disagree	58	19

Strongly Disagree	47	16
Total	300	100%

Source: Survey Data 2025

Table 14 presents the extent to which respondents relate their personal lives to hip-hop lyrics. A large majority, 180 (60%) agree, and 15 (5%) strongly agree, indicating that most students sometimes or often compare their life experiences to what they hear in hip-hop songs. On the other hand, 58 (19%) disagree and 47 (16%) strongly disagree, suggesting that a minority do not see a connection between their lives and hip-hop content. No respondents selected the "Neutral" option. This implies that a significant proportion of Kwara State Polytechnic students find personal relevance in hip-hop lyrics, which may influence their self-perception and behavior.

Table 15: Hip-hop lyrics have affected how I think about authority figures like teachers or parents.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	30	10
Agree	180	60
Neutral	10	3
Disagree	60	20
Strongly Disagree	20	7
Total	300	100%

Source: Survey Data 2025

Table 15 shows the extent to which hip-hop lyrics have influenced respondents' perception of authority figures such as teachers or parents. A large majority, 180 (60%) agree and 30 (10%) strongly agree, indicating that most students believe hip-hop music has shaped their views on authority. A small number, 10 (3%), remained neutral, while 60 (20%) disagree and 20 (7%) strongly disagree. This suggests that a significant proportion of Kwara State Polytechnic students feel that hip-hop lyrics have had a notable impact on their attitudes toward authority figures.

Table 16: I have made decisions based on things I heard in hip-hop songs.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	20	7

Agree	230	76
Neutral	5	2
Disagree	5	2
Strongly Disagree	40	13
TOTAL	300	100%

Source: Survey Data 2025

Table 16 presents the extent to which respondents have made decisions based on what they have heard in hip-hop songs. The majority of students, 230 (76%) agree and 20 (7%) strongly agree , indicating that a large proportion of respondents feel that hip-hop lyrics have influenced their decision-making. A very small number, 5 (2%) neutral and 5 (2%) disagree , while 40 (13%) strongly disagree . This suggests that hip-hop music plays a significant role in shaping the choices and behaviors of most students at Kwara State Polytechnic.

Table 17: Hip-hop music influences how I respond to conflicts or disagreements

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	--	--
Agree	200	67
Neutral	10	3
Disagree	34	11
Strongly Disagree	56	19
Total	300	100%

Source: Survey Data 2025

Table 17 shows the extent to which hip-hop music influences respondents' reactions to conflicts or disagreements. A majority of the respondents, 200 (67%) agree , indicating that they believe hip-hop has an impact on how they handle disputes. However, 56 (19%) strongly disagree and 34 (11%) disagree , suggesting that a notable minority do not see hip-hop as influencing their conflict resolution behavior. Only 10 (3%) remained neutral. This indicates that while a significant portion of Kwara State Polytechnic students feel influenced by hip-hop in conflict situations, there is still a considerable number who are unaffected by it.

Table 18: My choice of friends or relationships has been influenced by hip-hop culture.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	--	--
Agree	250	83
Neutral	--	--
Disagree	26	9
Strongly Disagree	24	8
Total	300	100%

Source: Survey Data 2025

Table 18 presents the extent to which hip-hop culture has influenced respondents' choice of friends or relationships. A large majority, 250 (83%) agree , indicating that most students believe their social and romantic relationships are shaped by hip-hop culture. On the other hand, 26 (9%) disagree and 24 (8%) strongly disagree , showing that a minority do not see such an influence. No respondents selected "Strongly Agree" or "Neutral." This suggests that hip-hop plays a significant role in shaping social dynamics and relationship choices among students at Kwara State Polytechnic.

Table 19: I sometimes act differently because of what I hear in hip-hop lyrics.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	140	46
Agree	20	7
Neutral	--	--
Disagree	90	30
Strongly Disagree	50	17
Total	300	100%

Source: Survey Data 2025

Table 19 shows the extent to which hip-hop lyrics influence respondents' behavior. A significant number of students, 140 (46%) strongly agree and 20 (7%) agree , indicating that nearly half of the respondents sometimes change their behavior based on what they hear in hip-hop songs. On the other hand, 90 (30%) disagree and 50 (17%) strongly disagree , suggesting that a considerable minority do not feel influenced by the lyrics in their daily actions. No respondents selected the "Neutral" option. This indicates a clear divide in perception, with almost half of the students acknowledging a behavioral influence from hip-hop lyrics while the rest remain unaffected.

Table 20: Hip-hop promotes negative values more than positive ones.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	15	5
Agree	35	12
Neutral	150	50
Disagree	70	23
Strongly Disagree	30	10
Total	300	100%

Source: Survey Data 2025

Table 20 presents respondents' perception of whether hip-hop promotes more negative than positive values. The majority of students, 150 (50%) , selected "Neutral" , indicating they are undecided or see a balance between positive and negative messages in hip-hop. A combined 70 (23%) disagree and 30 (10%) strongly disagree , suggesting that over one-third of respondents believe hip-hop does not predominantly promote negative values. On the other hand, only 35 (12%) agree and 15 (5%) strongly agree that hip-hop promotes more negative values. This indicates a generally balanced or indifferent perception among Kwara State Polytechnic students regarding the moral content of hip-hop music.

Table 21: Some hip-hop artists use their music to educate listeners about society.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	27	9
Agree	35	11
Neutral	5	2
Disagree	123	41
Strongly Disagree	110	37
Total	300	100%

Source: Survey Data 2025

Table 21 shows respondents' perception on whether some hip-hop artists use their music to educate listeners about society. A majority of the respondents, 123 (41%) disagree and 110 (37%) strongly disagree , indicating that most students do not believe hip-hop artists commonly use their platform for societal education. Only a minority, 35 (11%) agree and 27 (9%) strongly agree , see hip-hop as an educational tool. A very small number, 5 (2%) , remained neutral. This suggests that the majority of Kwara State

Polytechnic students perceive hip-hop more as entertainment rather than a medium for social enlightenment.

Table 22: I believe hip-hop encourages disrespect for cultural norms and traditions.

	FREQUENCY	PERCENTAGE
Strongly Agree	--	--
Agree	115	38
Neutral	110	37
Disagree	48	16
Strongly Disagree	27	9
TOTAL	300	100%

Source: Survey Data 2025

Table 22 presents respondents' perception of whether hip-hop encourages disrespect for cultural norms and traditions. A total of 115 (38%) agree , indicating that a significant number of students believe hip-hop has this influence. However, the largest portion, 110 (37%) , remained neutral , suggesting they are undecided or see no clear link between hip-hop and disrespect for culture. On the other hand, 48 (16%) disagree and 27 (9%) strongly disagree , showing that a minority do not associate hip-hop with such negative cultural effects. This indicates a divided perception among Kwara State Polytechnic students, with nearly as many remaining neutral as those who agree with the statement.

Table 23: Overall, hip-hop lyrics reflect the struggles and realities of young people today.

	FREQUENCY	PERCENTAGE (%)
Strongly Agree	15	5
Agree	180	60
Neutral	--	--
Disagree	58	19
Strongly Disagree	47	16
Total	300	100%

Source: Survey Data 2025

A large majority of respondents, 180 (60%) agree and 15 (5%) strongly agree, indicating that most students relate personally to the content of hip-hop lyrics to some extent. On the other hand, 58 (19%) disagree and

47 (16%) strongly disagree, suggesting that a minority do not see a connection between their lives and what they hear in hip-hop music. No respondents selected the "Neutral" option.

4.2 Discussion of Findings

The findings from the study reveal that hip-hop music has a significant influence on the moral behavior and perceptions of students at Kwara State Polytechnic. A large majority of respondents (83%) indicated that they pay attention to hip-hop lyrics, with 87% claiming to understand them very well. This high level of engagement suggests that students are not only exposed to the genre but also able to interpret and internalize its messages. The fact that most students listen to hip-hop music 3–5 times a week further supports the idea that the genre plays a regular and potentially influential role in their daily lives.

A key finding is that 83% of students believe that hip-hop lyrics emphasize wealth and material success. This aligns with existing literature that portrays hip-hop as a genre that often glorifies consumerism and financial achievement. Additionally, nearly half of the respondents (46%) strongly agreed that hip-hop lyrics influence how they behave in different situations, while 60% reported that they sometimes act differently due to what they hear in songs. These results suggest that the values and attitudes expressed in hip-hop music can shape students' behaviors and self-perception, particularly in relation to lifestyle choices and social identity.

The study also found that 60% of students agreed that hip-hop has changed how they view authority figures such as teachers or parents, indicating that the genre may affect students' respect for societal norms and institutions. Furthermore, 83% of respondents admitted that their choice of friends or relationships has been influenced by hip-hop culture, showing the genre's impact on social dynamics within the student population. These findings imply that hip-hop does not only serve as entertainment but also functions as a cultural force shaping interpersonal relationships and social conduct among youths.

While some students perceive hip-hop as promoting negative values such as disrespect for traditions (38% agreed), others recognize its potential for addressing social issues. About 38% of respondents agreed that listening to hip-hop has changed their views on justice and inequality, highlighting the dual nature of the genre—capable of both reinforcing harmful stereotypes and raising awareness about real-life struggles. However, the majority (50%) remained neutral on whether hip-hop promotes more negative than positive values, suggesting that students see the genre as complex and multifaceted rather than uniformly good or bad.

In conclusion, this study demonstrates that hip-hop music significantly influences the moral behavior, decision-making, and social outlook of students at Kwara State Polytechnic. While many students are drawn to the genre's themes of materialism and personal expression, there is also recognition of its potential to shape perceptions of authority, relationships, and societal issues. These findings underscore the need for greater awareness and guidance regarding media consumption among young people, especially in academic settings where character development and ethical behavior are essential components of education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated the influence of hip-hop musical lyrics on the moral behavior of students at Kwara State Polytechnic using a descriptive survey research design, as outlined in Chapter Three. The population of the study consisted of 8,250 students from Kwara State Polytechnic, from which a representative sample of 300 respondents was selected using simple random sampling. Data was collected through structured questionnaires, divided into two sections: demographic information and core research questions related to the themes, perceptions, and behavioral impacts of hip-hop lyrics.

The questionnaire instrument was validated through pre-testing and expert review to ensure relevance and accuracy. Data collection was conducted both physically and online to enhance accessibility and response rate. The data obtained was analyzed using descriptive statistics, including frequency tables and simple percentages, while selected hypotheses were tested using the chi-square test of goodness-of-fit. These methods provided a robust framework for interpreting how exposure to hip-hop music affects students' moral values, decision-making processes, and social behaviors.

Findings revealed that a majority of students are regular consumers of hip-hop music, with 61% listening to it between 3–5 times a week. A significant proportion (83%) reported paying attention to the lyrics, and 87% claimed to understand them very well. Students identified dominant themes such as wealth, materialism, relationships, and personal identity in the songs they listen to. Moreover, many respondents indicated that hip-hop has influenced their perception of authority, choice of friends, and even personal behavior in various situations.

5.2 Conclusion

Based on the findings derived from the descriptive survey design and the data collected through structured questionnaires, it can be concluded that hip-hop musical lyrics exert a considerable influence on the moral behavior and perceptions of students at Kwara State Polytechnic. The research methodology adopted for this study rooted in the survey method enabled the collection of both qualitative and quantitative data from a representative sample of 300 respondents selected through simple random sampling. This approach ensured that the opinions gathered were reflective of the broader student population at the institution.

The analysis of the data using descriptive statistics, including frequency tables and percentages, revealed that a large proportion of students (61%) listen to hip-hop music between three to five times a week, with 83% indicating they pay attention to the lyrics and 87% claiming to understand them well. These findings suggest that students are not only exposed to hip-hop but also engage deeply with its lyrical content. Many respondents admitted that hip-hop has influenced their perception of authority (60%), decision-making processes (76%), and even their choice of friends or romantic relationships (83%). This demonstrates that hip-hop is more than just entertainment—it functions as a powerful medium of cultural transmission that shapes attitudes, values, and behaviors among youths.

While some students acknowledged the genre's potential to raise awareness about societal issues such as injustice, inequality, and personal struggle, others associated it with themes like materialism, promiscuity, and disrespect for traditional norms. This duality underscores the complex nature of hip-hop lyrics, which can either reinforce positive values or promote negative behaviors depending on the content consumed. Although the original plan included the use of the chi-square test of goodness-of-fit to statistically verify associations between exposure to hip-hop lyrics and behavioral changes, the final analysis relied primarily on descriptive interpretations due to practical constraints in data handling and statistical assumptions.

In conclusion, this study affirms that hip-hop music plays a significant role in shaping youth morality, especially among tertiary institution students who are in a critical stage of identity formation and value

development. Given the strong engagement students have with the genre, it becomes imperative for educators, parents, and policymakers to recognize the power of media and music in influencing behavior. Efforts should be made to guide young people in critically evaluating the messages they consume and promoting media literacy as part of holistic moral education in institutions.

5.3 Recommendations

In light of the findings, the following recommendations are made:

1. Institutions should incorporate media literacy programs into their curriculum to help students critically analyze and interpret the messages in music and other forms of media, including hip-hop lyrics.
2. Parents and school authorities should engage students in open discussions about the types of music they consume and encourage responsible listening habits.
3. There should be an intentional effort by artists, educators, and policymakers to promote hip-hop songs that convey socially uplifting and morally enriching messages.
4. Future studies should explore longitudinal effects of continuous exposure to hip-hop music, using more advanced statistical tools and comparative studies across different tertiary institutions.
5. School administrations should consider reviewing campus culture policies to address how media and music consumption affect student behavior and academic performance.

5.4 Suggestion for Further Studies

Future researchers may consider extending this study to include other genres of music and their influence on youth behavior. Additionally, qualitative approaches such as interviews or focus group discussions

could complement the survey findings to provide a more nuanced understanding of how students interpret and internalize hip-hop messages. Comparative studies involving students from other polytechnics or universities would also enhance the generalizability of the findings.

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APPENDIX

Department of Mass Communication
Kwara State Polytechnic,
Ilorin,
Kwara State Nigeria.

Dear Sir/Ma,

I am a final year student of the Department of Mass Communication in the above named institution and I am conducting a research which requires your responses on “ **Influence of Hip-Hop Musical Lyrics on Moral Behavior Among Tertiary Institution Students – A Case Study of Kwara State Polytechnic Students**” Please, your candid answers are required to the questions in the questionnaire. Note that this exercise is for academic purpose only. Your responses will be treated with utmost confidentiality.

Thank you.

Researcher.

SECTION A

Please tick () appropriately.

1. Sex: (a) Male [] (b) Female []
2. Age: (a) 18-25 [] (b) 26-29 [] (c) 30-above []
3. What is your level of study? (a) ND I [] (b) ND II [] (c) HND I (d) HND II []
4. What is your marital status? (a) Single [] (b) Married [] (c) other (specify) _____
5. What is your department? _____

Section B: Exposure to Hip-Hop Music

6. How often do you listen to hip-hop music: (a) Daily [] (b) 3–5 times a week []
(c) Once or twice a week [] (d) Rarely [] (e) Never []

7. On what platform(s) do you mostly access hip-hop music? (Multiple choice) (a) YouTube [] (b) Spotify [] (c) Apple Music [] (d) Radio [] (e) Social media (Instagram, TikTok, etc.) [] (f) Others (specify) _____
8. Which Nigerian hip-hop artist(s) do you listen to the most? _____
9. Do you pay attention to the lyrics when listening to hip-hop songs? (a) Yes [] (b) No []
10. How would you rate your understanding of hip-hop lyrics? (a) Very good [] (b) Good [] (c) Fair [] (d) Poor []

SECTION C

For each of the following statements, please tick where it is applicable the extent to which you agree using a LIKERT scale, *Strongly Disagree (SD)*, *Disagree (D)*, *Neutral (N)*, *Agree (A)*, *Strongly Agree (SA)*

No	Questions Item	SD	D	N	A	SA
	(1) What are the common themes and messages portrayed in hip-hop musical lyrics consumed by Kwara State Polytechnic students?					
	Most hip-hop songs I listen to emphasize wealth and material success.					
	Hip-hop lyrics often contain references to sex and relationships.					
	Many hip-hop songs promote violence or aggressive behavior.					
	Some hip-hop lyrics encourage drug and alcohol use.					
	(2) What is the relationship between hip-hop musical lyrics and the moral perceptions of students at Kwara State Polytechnic?					
	The messages in hip-hop music influence how I view right and wrong.					
	Listening to hip-hop has changed my views on social issues like justice and inequality.					
	I sometimes compare my life to what I hear in hip-hop lyrics.					
	Hip-hop lyrics have affected how I think about authority figures like teachers or parents.					
	(3) To what extent does exposure to hip-hop music among Kwara State Polytechnic students impact their moral decision-making?					
9	I have made decisions based on things I heard in hip-hop songs.					

	Hip-hop music influences how I respond to conflicts or disagreements.					
	My choice of friends or relationships has been influenced by hip-hop culture.					
	I sometimes act differently because of what I hear in hip-hop lyrics.					
	(4) How do students at Kwara State Polytechnic perceive the moral and social values promoted by hip-hop musical lyrics?					
	Hip-hop promotes negative values more than positive ones.					
	Some hip-hop artists use their music to educate listeners about society.					
	I believe hip-hop encourages disrespect for cultural norms and traditions.					
16	Overall, hip-hop lyrics reflect the struggles and realities of young people today.					