SOCIAL MEDIA AS CORRELATE OF PROSTITUTION AMONG STUDENTS OF HIGHER INSTITUTIONS OF LEARNING IN DELTA STATE, NIGERIA

Emmanuel UFUOPHU-BIRI, Ph.D.
Delta State University,
Abraka, Nigeria.

&

Chux Gervase IWU, Ph.D.
Cape Peninsula University of Technology,
South Africa.

Abstract: This study sought to determine the relationship between social media and prostitution among students of institutions of higher learning in Delta State, Nigeria. The population comprised the approximate 150,000 students studying in various institutions of higher learning in Delta State. From this population, 3,438 students were selected as sample. Survey and questionnaire were used respectively as method and instrument of data collection. The findings indicated that the students use social media significantly for prostitution. There was a significant relationship between the students' use of social media and their involvement in prostitution. There was also a significant relationship between the students' gender and their use of social media for prostitution. The study recommends that the authorities of the selected institutions, Non–Governmental Organizations and the government should mount orientation programmes and formulate policies to discourage the students from using social media for negative purpose.

Keywords: Prostitution, Social media, Students, Higher institutions, Delta state

INTRODUCTION
Social media are characterized as Web 2.0 resources that emphasize active participation, connectivity, collaboration, and sharing of knowledge and ideas among users. Social media resources can be divided into three distinct categories. While one category emphasizes content sharing and organizing sites like Delicious, Digg, Flickr, *YouTube*, and RSS readers, the second category encompasses content creation and editing websites such as Blogger, Google Docs, Wikipedia, and WordPress. The third category includes social network sites (SNS) like *Facebook*, *Ning, MySpace,* and *Orkut*, that serve as online communities that enable users to connect with old and new friends, and share ideas and resources (Mcloughlin and Lee, 2007).

Social media are Internet social networking sites that connect people together for different purposes. Ekeanyanwu and Kalyango (2013, p. 150) describe them "as the ninth Wonder of the world because such media platforms are becoming increasingly connected, interactive, participatory, integrative, community based, ubiquitous, and digital."

Some literature suggest that social media networks came on board in 1995 with the establishment of *Asian Avenue* and *Classroom.com* separately, as social networks. However, Mitu (2012, p. 619), cited in Ekeanyanwu and Kalyango (2013), attempted to trace the history of social network sites thus:

> The first social network site was *SixDegrees.com*, launched in 1997. It was the first site, which combined the feature of having a profile, and friends list, compared to *Classmates.com* that allowed people to connect with high school or college classmates but the users could not create profiles or have friends' lists. In 2000, *SixDegrees.com* service closed. During 1997-2001, another social network sites developed, such as *Asian Avenue, BlackPlanet, MiGente,*

> *LiveJournal, Cyworld* (1999), *LunarStorm* (2000), all of them followed by *Ryze.com* (2001), *Tribe.net, LinkedIn, Friendster.* From 2003 onward, many new social network sites were launched but not all of them survived. *MySpace* (2003) and *Facebook* (2004) are still in use.

The explosion of social media sites came following the establishment of *Facebook* in 2004. Social media sites were meant to socially connect community of friends together. Members of this community of friends may be people of like minds and interests that could be continents apart. Social networks have metamorphosed into social media, which perform roles akin to those of the conventional media.

Social media play significant roles in societal interconnectivity. They bring the users together for mutual supply and utilization of information thereby providing a platform for social interaction between the audience and the users (Picard, 2009; MacMillan, 2009; Gordon, 2009; Hagerty, 2009). However, unlike the conventional media, there are no control, no code of ethics and no gatekeeping. These shortcomings have created room for vices such as falsification, incredibility, lack of

professionalism, falsehood, sedition, blackmail, pornography, invasion of privacy, and other unacceptable media practices. They have also been used to promote prostitution.

Prostitution is the act of engaging in sexual intercourse in exchange for money. Prostitution is a common practice found among students of higher institutions of learning all over the world. According to Stokes (2012), increasing portions of students in the United Kingdom who are looking for a way to pay for tuitions are turning to prostitution. Some even consider prostitution as the only choice for paying for their education.

Dixon (2012) points to a study of about 300 British university students, in which 10 percent reported knowing a student who had worked as a prostitute or escort in 2010. That is up from about 6 percent in 2006, and 4 percent in 2000. Dixon explains that the rise coincided with an increase in college tuition fees. McCaskey (2012) corroborates the findings of Dixon by pointing out that the use of social media could promote prostitution among students. This situation may also be applicable to students of higher institutions of learning in Delta State, Nigeria. For instance, Abati (2009) reports the case of a female university student who turned into prostitution after armed robbers raped her. She was

reported to have used the social media to promote her prostitution.

Oladunjoye (2000) also reports a significant level of prostitution among students of higher institutions in Nigeria. Umeh and Umeh (2003) disclose that there is high incidence of Nigerian female students' practicing prostitution, stealing, and other vices to support themselves and maintain their dependant relatives. In a related study, Okunbor and Agwubike (2009) also found a high rate of prostitution among female students in Nigerian universities.

This study was conducted in Delta state, located in the Niger Delta region of Nigeria. Delta state is the second largest oil producing state in Nigeria. It produces over 6000 barrels of oil per day. Delta state boasts of four universities, three polytechnics, two colleges of education, one college of health studies, one college of physical and health, and a college of marine technology. These institutions constitute the population of the study.

OBJECTIVES OF THE STUDY

To place this paper in the right perspective, we developed four specific objectives thus:

1. To identify the primary purpose for which the students use the social media
2. To determine the frequency of social media use among the students of institutions of

higher learning in Delta State, Nigeria

3. To assess the relationship between students' gender and use of social media for prostitution in institutions of higher learning in Delta State, Nigeria

4. To assess the relationship between the use of social media and prostitution among students of institutions of higher learning in Delta State, Nigeria

RESEARCH QUESTIONS

To support the objectives of this paper, we posed two research questions and formulated two hypotheses thus:

1. What is the frequency of social media use among the students of institutions of higher learning in Delta State, Nigeria?

2. For what primary purposes do the students of institutions of higher learning in Delta State, Nigeria use the social media?

HYPOTHESES

1. There is no significant relationship between students' gender and use of social media for prostitution in institutions of higher learning in Delta State, Nigeria

2. There is no significant relationship between the use of the social media and prostitution among students of institutions of higher

learning in Delta State, Nigeria

LITERATURE REVIEW

Rather than strengthening developmental efforts and social values, social media tend to pose some significant challenges to society. However, they seem to have gained much popularity among different categories of people in the society. University students fall within the group that literature suggests are heavy users of the social media. Literature also suggests that these students use the social media for varying purposes (Rutherford, 2010; Brenner, 2013; Bridgestock, 2013; *ScienceDaily*, 2013). Shafique, Anwar and Bushra (2010) corroborate this view when they assert that social media use seems to be more popular among college and university students than any other category of people in the society.

Rutherford (2010) found that students use social media very frequently for different purposes. Some of these purposes are noble while others are not. For instance, Dedanne found students in his research to use social media for negative purposes while some media organizations like CNN use social media for information gathering and dissemination. The CNN example is particularly instructive. It dedicates a program *iReport* mainly to stories sourced from social media particularly *Facebook* and *Twitter*. Viewers

send their own reports to CNN and the anchor selects from a myriad of available stories for each day's broadcast.

Leach (2009) writes that digital media, and the emerging use of social media, are exponentially expanding the reach of journalism, and this presents the practitioners and the audience, with opportunities and dilemmas. Among those who gather news, publish it, and consume it, ethical questions are raised by the demands and possibilities of this new media environment.

On the issue of prostitution, McCaskey (2012) explains that many people use the social media to prostitute or to promote prostitution. *KAKE News* (2012) supports this view when it asserts that there is much prostitution via the social media. It cites the US example where the police authorities were able to burst prostitution rings through the social media in some cities in the US. *KAKE News* explains that through some social media sites, detectives from the Reno County Sheriff's Office were able to get information that related to prostitution. With the available information, detectives conducted a sting operation at a motel in the area and arrested three women aged 30, 23 and 21 and charged them for prostitution-related offences.

In Nigeria, the Cynthia Osukogu case was a celebrated case. Late Cynthia met and made friends with a male on *Facebook* for business purposes. On the invitation of the "*facebook* friend", Cynthia travelled to Lagos where she was ganged raped, filmed why the despicable act lasted, and later killed by her assailants (*Vanguard*, 2012). This is a classical example of prostitution and crime promoted through the social media. Another example is the case of the Adelaide teenager, Carly Ryan, who was murdered by a *Myspace* contact in 2007. Fewster (2010) says that her killer, Garry Francis Newman, had been contacting Carly via *Myspace* in 2007. On the site, he was pretending to be a 20-year-old male from Victoria named Brandon Kane, while in reality he was a 50-year-old divorced father of three who lived with his mother and had up to 200 fake online identities.

It is also a common practice now to recruit young women and boys for prostitution related issues using social media (Pope, 2012). Pope cited the case of one 26-year-old African-American, Justin Strom of Lorton, also known as "J-Dirt" who recruited young girls in Fairfax County, Virginia, USA. She specialized in recruiting white girls, Hispanic girls, and African-American girls, sometimes at school, in the mall or on the Metro.

Pope (2012) explains further that after the gang members made personal contact with the girls, court records showed, they would

use social media to draw them into a life of prostitution. He discloses that detectives finally found out about the activities of the prostitution gang headed by Strom, arrested and charged her. Pope therefore notes that social media sites expose children in a way that their parents are unaware of and unable to control. This is a big challenge for most parents and guardians in this century.

The Telegraph (2009) and Belicove (2012) also warn that using social media indiscriminately could harm the moral values of young persons. Jansze (2010) writes that concerns are raised in relation to the youths' level of Internet literacy (mainly concerning knowledge around Internet crime) and the interface design of social networking sites and settings. Lack of such knowledge could make the youths who are mainly students to use the social media for unethical practices such as prostitution.

Livingstone (2008) explains that the ability of social media to invade individual's privacy is dangerous to the youths' moral standards. For example, when one signs up for a *Facebook* account by default, one's profile is set to be able to be seen by not only friends but also friends of friends and anyone that does a search for ones name. Only when one manually chooses to log into the privacy settings can one change and restrict who can access the profile.

Holmes (2009) says that when considering the risks involved with online social networking as a whole, one of the most serious aspects concerning young people is that of the grooming of minors for the sexual satisfaction of unknown predators. Just like cyber bullying, this can occur while the individual is within their home, and some young people do, in fact meet their abusers online, as the Internet is just as much a platform for people to use for both positive and negative behavior.

Palfreman (2009) also fears the growth and popularity of the social media and the likely effect on the law and ethics guiding public communication. He observes that the activities of social media users could have serious negative consequence on conventional practices in the society. Individuals use the social media to connect themselves, engage in social activities, find friends, and engage in various professional activities (Gubahar and Guven 2008; Dedanne, 2009). In essence, if anything goes wrong with these connections and relationships developed online, they will obviously affect the physical space of the affected individuals.

On the relationship between gender and social media use, Joinson (2008) found that women are more likely to use the social media such as *Facebook* or *MySpace* while the male are more likely to use

Linkedln. The findings suggest that female users are more predisposed to some social media, while the male users are more favourably disposed to some other social media than their female counterparts are. The implication of the finding is that there is significant relationship between the social media use and the gender of the users. Hargittai (2007) also found that gender plays a significant role in the use of social media. The finding indicates that more women than men use social media. Madden and Zickuhr (2011) found that among Internet users, social networking sites are most popular with women. Hampton *et al* (2011) also found that social networking site users were mainly female. Mazman and Usluel (2011) also found that gender is a significant factor in the use of social media, with more females using the social media.

The Uses and Gratification theory, which explains reasons people use the media, served as the theoretical guide for this study. Katz and Blumler (1974) who propounded the theory explain that the theory is concerned with who uses the media; how s/he uses the media, and the gratification s/he gets or intends to get from using the media. The theory suggests that the user of the media plays significant and active role in the selection of the media to use, the content of the media to use, and how to use them. The theory posits that the media

users seek out the media that best fulfill their individual needs. Uses and gratifications theory assumes that the users have alternate choices to satisfy their need. The theory focuses more attention on the audience, rather than on the actual message itself by asking "what people do with media" rather than "what media do to people". The theory regards the audience as very active and not passive thus they have the discretion in determining their choices of the media based on their expectation. The theory is significant to this study, because the work examines the use of social media by the students of institutions of higher learning in Delta State, Nigeria.

METHODS

The students in higher institutions of learning in Delta State constituted the population of the study. There are approximately 150,000 students in the accredited institutions. This information was sourced from the Admission offices of the affected institutions. The higher institutions of learning in Delta state, Nigeria, include: Delta State University, Abraka; Novena University, Oguma; University of the Western Delta, Oghara; Federal University of Petroleum Resources, Effurun, Delta State Polytechnic, Otefe-Oghara; Delta State Polytechnic, Ogwash-Uku; Delta State Polytechnic, Ozoro; Federal College of Education (Technical), Asaba; College of Education, Agbor; College of Education,

Warri; College of Physical Health, Mosogar; College of Health Technology, Ufuoma; and College of Marine Technology, Burutu. A total of 3,438 students were selected as sample, while six institutions were selected out of the 13 institutions. From each of the sampled institutions, 573 respondents were selected. Two institutions were chosen from each of the three senatorial districts in the state. They are Delta State University, Abraka and Delta State Polytechnic, Otefe-Oghara (Delta Central); Delta State Polytechnic, Ogwash-Uku and College of Education, Agbor (Delta North); and Delta State Polytechnic, Ozoro and College of Education, Warri (Delta South).

The institutions were selected through simple random sampling. The individual samples were selected randomly based on gender equality. Questionnaire was used as the instrument of data gathering. Likert scale was used in scoring the items with options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). In measuring the reliability of the research instrument, the SPSS version 13.0 software was used and a cronbach alpha reliability of 0.88 was obtained which indicated that the research instrument had a strong reliability. Trained research assistants helped to administer the instrument. The data obtained for the study were analyzed, using the quantitative approach.

DATA ANALYSIS AND PRESENTATION

Three thousand, four hundred and thirty-eight (3,438) copies of the questionnaire were administered. However, 3,089 were returned which accounted for a return rate of (89.85%).

For data analysis purposes, we will use the research questions and hypotheses as basis of analysis to see how the objectives of the study have been met. The hypotheses were, however, tested at 0.05 level of significance.

RQ 1: What is the frequency of social media use among students of institutions of higher learning in Delta State, Nigeria?

This research question was answered with the data on table 1 below.

Table 1: Frequency of social media use among students of institutions of higher learning in Delta State, Nigeria

Respondents	Frequency	Percent
Always	846	27.39
Frequently	1068	34.57
Sometimes	446	14.44
Rarely	687	22.24
Never	42	1.36
Total	**3,089**	**100**

The result shows that more students (34.57%) use social media frequently. The result suggests a high frequency of social media use by the students of higher institutions in Delta state. The finding deviates from the findings of Adomi (2006), which indicated that the proportion of students of Nigerian universities who use the Internet is low. The findings are therefore in tandem with those of Jansze (2010); Brenner (2013); Bridgestock (2013); and *ScienceDaily* (2013) which argue that students use the social media effectively.

RQ 2: For what primary purposes do the students of institutions of higher learning in Delta State, Nigeria use social media?
This research question was answered with the data on table 2 below.

Table 2: Descriptive statistics of the purposes of using social media by the students

Rank	Purpose	Mean	S. D.
1	For flirting/prostitution	3.4412	.66858
2.	For exchanging Messages	3.2157	.71237
3.	For gossiping	2.5098	.64093
4.	For advertisement	2.1569	.36547
5.	For finding social contacts	2.3529	.79163
6.	For making money	2.0980	.95968
7.	For searching online resources	2.4412	.58991
8	For making friends	3.4020	.64883
9.	For sharing links	2.0196	1.00475
10.	For finding jobs online	1.6863	.70332
11.	For spreading rumours	2.8039	1.04398
12.	For contributing to public discussions	2.9510	.81298
13.	For academic purpose	2.3137	1.94977
14	For news	2.7451	.81673
15.	For leisure/entertainment	3.6275	.48587

S.D. = Standard Deviation

The result shows that the respondents use social media for different purposes. The study found that they use them for flirting/prostitution; exchanging Messages; gossiping; advertisement; finding social contacts; making money; searching online resources; making friends; sharing links; finding jobs online; spreading rumours; contributing to public discussions; academic purpose; news; and leisure/entertainment. The use of social media for prostitution among the students has the highest mean of 3.4412.

The finding, which indicates that students of institutions of higher learning in Delta state use the social media for different purposes,

both positive and negative, agrees with the finding of Adomi (2006) which suggests same. The findings are also in line of those of McCaskey (2012); KAKE News (2012); Pope (2012); and Belicove (2012), which have earlier indicated that some students use social media for flirting/prostitution.

Test of Significance

Hypothesis one: There is no significant correlation between gender and the use of social media for prostitution among students of institutions of higher learning in Delta State, Nigeria.

This hypothesis was answered with the data on table 3 below.

Table 3: Relationship and Regression Analysis of Gender and the Students' Use of Social Media for Prostitution

Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.347[a]	.120	.111	.94430	.120	13.544	1	99	.000

a. Predictors: (Constant), *Gender*
b. Dependent Variable: *Social media usage for Prostitution*

Table 4: ANOVA for Hypothesis One

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.077	1	12.077	13.544	.000[b]
	Residual	88.279	3,088	.892		
	Total	100.356	3,089			

Dependent Variable: *Social media usage for Prostitution*
Predictors: (Constant), *Gender*

The result in Table 3 revealed a correlation output of .347, which shows that there is significant relationship between gender and the students' use of social media for prostitution/flirting. The computed F =13.544, P<.05. The null hypothesis, which states that there was no significant correlation between gender and the students' use of social media for prostitution was rejected while the alternative hypothesis was accepted. This suggests that gender correlates significantly with the students' use of social media for prostitution/flirting. The findings are in with the findings of Hargittai (2007), Joinson (2008), Madden and Zickuhr (2011), Hampton *et al* (2011), and Mazman and Usluel (2011) whose findings indicate that there is significant relationship between gender and social media use.

Hypothesis Two: There is no significant relationship between the use of the social media and prostitution among students of institutions of higher learning in Delta State, Nigeria. This hypothesis was answered with the data on Table 5 below.

Table 5: Correlation and Regression Analysis of Social media and Prostitution Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.139[a]	.019	.015	.51141	.019	5.021	1	256	.026	.441

c. Predictors: (Constant), *Social media usage*
d. Dependent Variable: *Prostitution/Flirting*

Table 6: ANOVA for Hypothesis two

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.313	1	1.313	5.021	.026[b]
	Residual	66.954	3,088	.262		
	Total	68.267	3,089			

a. Dependent Variable: *Prostitution/Flirting*
b. Predictors: (Constant), *Social media use*

The result in Table 5 reveals a correlation output of .139, which shows that there is a relationship between the students' use of the social media and their involvement in prostitution. The computed F = 5.021, P<.05. The null hypothesis, which states that there is no relationship between the students' use of social media and their involvement in prostitution, was rejected while the alternative hypothesis was accepted. This suggests that the students' use of the social media plays significant role in their involvement in prostitution. The finding thus agrees with explanations of *Vanguard* (2012); Fewster (2010); Belicove (2012); *The Telegraph* (2009); Jansze (2010); Livingstone (2008); and Holmes (2009) that there is significant correlation between the use of social media and youth's involvement in prostitution.

CONCLUSION

The findings of this study suggest that students of institutions of higher learning in Delta state have adopted the use of social media and they use them frequently. Apart from the frequency of use, the students also use social media for both good and bad purposes such as flirting/prostitution; exchanging Messages; gossiping; advertisement; finding social contacts; making money; searching online resources; making friends; sharing links; finding jobs online; spreading rumours; contributing to public discussions; academic purpose; news; and leisure/entertainment. It was also instructive to note that gender plays a significant role in the use of social media for prostitution among students of institutions of higher learning in Delta state.

Based on this, the following recommendations are suggested to address some of the negative implications of the outcome of this study.

First, students of institutions of higher learning in Delta state, Nigeria, should be commended for maintaining a regular online presence on social media. There are many advantages of this. Social media are resource channels for educational and learning purposes. They also serve as news and information channels and help users stay connected with distance relationships. However, the various institutions' management, lecturers, parents, guardians, and other stakeholders in the higher education sector should mount a concerted orientation programme aimed at discouraging young people from negative use of social media especially carrying out prostitution or other related disgraceful habits and lifestyles.

The second concern is to warn that the frequency of use of social media should not turn to addictive use of same. Anything addictive could turn negative and eat into the study and other related time

schedules of the students. In other words, addictive social media use could negatively affect students' performance in their educational pursuits. This is a possibility that must be researched into and appropriate measures taken to nip it in the bud.

Third, the Federal Government of Nigeria should strengthen its laws against prostitution and other related concerns. Bothe punitive and corrective measures must be aggressively driven to eradicate such cankerworm from our society.

However, the Government, Non-governmental organizations, and religious institutions and bodies should address the conditions that lead our young people into prostitution in the first place. Sociologists and social psychologists could also engage in relevant research efforts to advise the aforementioned bodies so that this negative phenomenon could be rooted out of the society. This, for us, should be the highpoint of any concerted effort to eradicate the incidence of prostitution amongst students of institutions of higher learning.

REFERENCES

Abati, R. (2009). "Buying death with money: the prostitute as assassin". Retrieved April 12, 2012 from http://www.thenigerianvoice. com/nvnews/116/1/buying-death-with-money-the-prostitute-as-assassin.html

Adomi, E. A. (2006). Mobile phone usage: Patterns of library and information science students at Delta State University, Abraka, *Nigeria. Electronic Journal of Academic and Special Librarianship 7(1), 1-11.*

Belicove, M. (2012). *Why social media may weaken the moral fiber of your workplace* Retrieved November 11, 2012, from http://www. entrepreneur.com/blog.

Katz, E., Blumler, J., & Gurevitch, M. (1974). Utilization of mass communication by the individual. In J. G. Blumler, & E. Katz (Eds.), *The Uses of Mass Communications: Current Perspectives on Gratifications Research*. Beverly Hills & London: Sage Publications.

Brenner, J. (2013). Pew Internet: social networking. retrieved Aug 25, 2013 from http://pewinternet.org/Commentary/Social-Networking-full-detail

Bridgestock, L. (2013). Why do students use social media? Retrieved Aug 25 from *http*://www.topuniversities.com /blog/why-do-students-use-social-media

Dedanne, J. (2009). "The social media in the mass media" A paper presented at a seminar in University of South Florida, St.

Petersburg, USA on August11, 2009.

Dixon, J. (2012). "What guidance on prostitution is there for medics?" Retrieved April 12, 2013 from http://careers.bmj. com/careers /advice/ view-article.html?id= 20007043

Fewster, S. (2010). Carly Ryan: A loving girl who fell prey to an online predator. Retrieved November 11, 2012, from http://www. Adelaidenow .com.au/news/south-australian/carly-ryan-a-loving-girl-who-fell-prey-to-an-online-predator/story-e6rea83-1225822697469.

Gulbahar, Y. and Guven, I. (2008). A Survey on ICT Usage and the Perceptions of Social Studies Teachers in Turkey. Educational Technology and Society, 11 (3), pp37 - 51.

Hagerty, V. (2009). Reporting Relies on Questions: Now they Come from Readers Retrieved September 11, 2012, from http://.www.niemam .harvard.edu/ reportsitem.aspen.

Hampton, K., Goulet, L. S., Rainie, L. and Purcell, K. (2011). Social Networking sites and our lives. Retrieved November 11, 2012, from http://pewinternet. org/reports/2011/Techno logy-and-scial-networks. aspx.

Hargittai, E. (2007). Whose space? differences among users and non-users of social network sites. *Journal of Computer-Mediated Communication* 13 (1), 43-52

Holmes, J. (2009). Myths and missed opportunities: young people's not so risky use of online communication, *Information, Communication & Society.* 12, (8), 74-96.

Jansz, C. (2010). 'Growing up networked' – An analysis of youthful risk-taking and disclosure within social networking websites. *'Watch this Space: Children, young people and privacy'.* Crown Promenade Hotel, Melbourne, Friday 21 May, 2010.

Joinson, A. (2008). "Looking at', 'looking up' or 'keeping up with' people? Motives and uses of *Facebook*". *CHI 2008 Proceedings*: 1027–1036.

KAKE News (2012). Detectives use social media to set up prostitution sting. Retrieved December 12, 2012 from http://www.kake.com/home /headlines/3-Arrested-For-Prostitution-In-Reno-County.

Leach, J. (2009). Creating ethical bridges from journalism to digital news. Retrieved September 10, 2012, from http://.www.niemam. harvard.edu/reportsitem.aspen.

Livingstone, S. (2008). Taking risky opportunities in youthful content creation: teenagers use of social networking sites for intimacy, privacy and self expression. *New Media and society.* 10(3), 393- 411.

MacMillan, J. (2009). A photographer's journey: from newspaper to social media. Retrieved August11, 2009, from http://.www.niemam .harvard.edu/ reportsitem.aspen

Madden, M. and ,Zickuhr, K. (2011). 65% of online adults use social networking sites. Retrieved December 11, 2012, from, http://pew internet.org/reports/2011/social -networking-sites.aspx.

Mazman, G. and Usluel, Y. K. (2011). Gender differences in using social networks *The Turkish Online Journal of Educational Technology*, volume 10 (2), 133-139

McCaskey, X. (2012). Social media new age prostitution. Retrieved November 13, 2012 from, http://www.examiner.com/articl e/social-media-new-age-prostitution.

McLoughlin, C. and Lee, M. (2007). "Social software and participatory learning: Pedagogical choices with technology affordances in the Web 2.0 era". Paper presented at the Australasian Society for Computers in Learning in Tertiary Education Singapore.

Okunbor, A. O. and Agwubike, E.O. (2009). Gender differences in forestalling anti-social behaviours among student fitness aspirants and recreationists in Nigerian universities.

College Student Journal.Vol. 4 3 No.2. 12-21

Oladunjoye, P. (2000). A comparative analysis of staff and students of cult control in institutes of higher learning in Edo and Delta states. An unpublished Ph.D. Thesis, Delta State University, Abraka.

Palfreman, J. (2009). Dealing with Disruption. Retrieved September 9, 2009, from http://.www.niemam.harvard.ed u/reportsitem.aspen.

Picard, R. (2009). Blogs, Tweets, Social Media, and the News Business Retrieved September 9, 2009, from http://.www.niemam.harvard.ed u/reportsitem.aspen.

Pope, M. (2012). Prostitution ring recruited women at school, on social media. Retrieved November 11, 2012, from http://wamu.org/news/morning _edition/12/04/27/ prostitution_ring_recruited_wo men_at_school_on_social_medi a

Rutherford, C. (2010). Using online social media to support pre-service students Engagement. *Merlot Journal of Online Learning and Teaching.* Vol. 6 (4), 703-711

ScienceDaily (2013). Visitors and residents: students' attitudes to academic use of social media. Retrieved Aug 25, 2013 from *http://www.sciencedaily.com/re leases/2013/ 04/130429094946.htm*

Shafique, F., Anwar, M. and Bushra, M. (2010.) "Exploitation of social media among university students: A case study". Webology 7 (2), 34-47

Stokes, T. (2012). Are medical students turning to prostitution to pay tuition? Retrieved April 12, 2013 from http://www.nbcnews.com/health/are-med-students-turning-prostitution-pay-tuition-245490

Telegraph (2012). Twitter and Facebook could harm moral values, scientists warn Retrieved December 11, 2012, from http://www.telegraph.co.uk/science/science-news/5149195/Twitter-and-Facebook-could-harm-moral-values-scientists-warn.

Umeh, D.C. and Umeh, M.A. (2003) Challenges to prevent HIV/AIDS in Africa, *ICHPER.SD Journal,* XXXIX, 4, 16-20.

AUTHORS' INFORMATION

Dr. Emmanuel UFUOPHU-BIRI is a Lecturer in the Department of Mass Communication and Associate Dean of Students' Affairs, Delta State University, Abraka, Nigeria. Phone contact: 08036761344; Email: eubiri@yahoo.co.uk

Dr. Chux Gervase IWU is the Head, Department of Entrepreneurship & Business Management, Cape Peninsula University of Technology, PO Box 652, Cape Town 8000, South Africa. Email contact: iwuc@cput.ac.za