

New Prof Omeje Pornography Addiction as Correlate of Psychosocial and Academic Adjustment of Students in Universities in Lagos State

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The study sought to investigate the relationship between pornography addiction and psychosocial and academic adjustment of students in universities in Lagos State. In order to achieve this objective, five research questions were formulated and two hypotheses postulated. The subjects for the study consisted of 616 full-time third-year undergraduate students from two universities in Lagos State. They were composed using purposive sampling technique. The instrument used for data collection was that researchers designed questionnaire titled "Pornography Addiction, Psychosocial and Academic Adjustment Instrument". The reliability coefficient of the instrument was also determined, using the Cronbach alpha statistics which determines the coefficient of internal consistency of the instrument. The research questions were analyzed using mean scores and *SD* (standard deviation) while the null hypotheses were tested at 0.05 level of significance using Pearson product moment coefficient and the *t*-test. The findings show that university students in Lagos State experienced high level of pornography addiction. The results also show that university students in Lagos State experienced moderate level of psychosocial and academic adjustment. There is a significant but negative relationship between pornography addiction and psychosocial adjustment. There is a slight positive relationship between pornography addiction and academic adjustment. Based on the findings, implications were highlighted. For instance, finding that students in the universities are experiencing high level of pornography addiction behaviour implies that students have strong attraction to environmental forces that draw them to pornography. Based on the findings of the study, recommendations are made. These included that due to high level of pornography addiction behaviour among students of universities, functional counseling units should be established where qualified counselors will be assigned to assist students to struggle with pornography to gradually overcome the behaviour.

Keywords: counseling, special education, psychology

Background of the Study

Education is a means of acquiring useful skills that will enable an individual to live a meaningful life in the world. This is why Uwakwe, Oke, and Aire (2000) believed that education equips the individual with the necessary social and psychological skills to cope with the demands of life and living. Unfortunately, there is evidence to show that students not only perform poorly in school, but also show poor academic adjustment

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(Rimfat, 2006; Animasahun, 2007).

Academic adjustment refers to having a positive attitude towards setting academic goals, completing academic requirements, and having the effectiveness of the efforts to meet those requirements in their academic environment. Again, according to Ratcliff (1991), academic adjustment can be determined by the extent of the students' attitudes towards going to school or college, the sense of values and purpose, and of course the sense of independence of the student. All these, according to Ratcliff (1991), translate to academic achievement, which is a direct indication of academic adjustment.

In the context of this work, academic adjustment means the ability of the student to fit into the academic demands of the school, with the whole plan and purpose to achieve the goals of going to higher institution. Therefore, to put it simply, academic adjustment means the personal comportment and commitment of the student to actualize his/her academic purposes (these include concentrating on one's studies and having the confidence to be success-oriented in academic activities in school among others) in order to maximally actualize his/her life career dream.

Good or poor academic adjustment can make or mar the goals of students in life particularly and of course the national goals and development generally. A good academic adjustment would bring about the motivation and enthusiasm that the student needs to attain a high academic standing when compared with the mates. It brings about resilience and makes the student success-oriented. A well adjusted student does not allow any obstacles to stand on his/her way but he/she devices means to overcome them. He/she is always encouraged to go on being undeterred and ignoring all distractions. On the contrary, poor academic adjustment manifests in a student's low or poor academic performance. A student who is poorly adjusted academically would lack the motivation and enthusiasm to remain afloat academically and attain a high academic standing. He/she is not resilient, cannot stand obstacles and distractions, and is not success-oriented.

Good academic performance is a direct indication of good academic adjustment. It brings with it that high level of motivation and enthusiasm which constantly drive the student to achieve. A student who is well adjusted academically would be resilient and painstaking, refusing to be deterred. On the contrary, poor academic adjustment may present in poor academic performance. A poorly adjusted student academically may lack concentration and may not be painstaking enough to achieve a good level of performance. Apart from poor academic adjustment, another threat to a sound education and acquisition of skills may be poor psychosocial adjustment.

Psychosocial adjustment in this study refers to the ability of students to actively go through school and interact with other members of the school without fear of losing self in the process, so as to actualize the essence of schooling in the face of turbulent social environmental issues—personal and interpersonal, which may tend to create barriers. It can simply be said to be a student's ability to be actively integrated into school, to be able to achieve the essence of school, and to avoid negative tendencies that may negate achievement of healthy outcomes in school. This means that the student should be able to relate cordially with others and be friendly and smart in making good friends, should be able to establish intimate relationships without losing self, should be able to ensure adequate concentration in the school in spite of all odds, and should be able to enjoy the love and encouragement of parents and even siblings. He/she should also enjoy adequate teachers and administrative consultation, so as to allow adequate integration. When a student is able to strike such balance in school, he/she achieves adequate psychosocial adjustment that engenders the actualization of healthy outcomes in all aspects of life within and outside the school. On the other hand, a poor psychosocial adjustment is

manifested in sexual abuse, drunkenness, and drug abuse among others.

Psychosocial and academic adjustments are important aspects of school life and it is important to note those possible factors that tend to influence them. Some researchers speculated that those factors which may be responsible are many and varied. For instance, personality traits and dispositions may enhance psychosocial and academic adjustments either positively or negatively. The ability to take decisions due to personal conviction, self-esteem or concepts, self-efficacy, ability to interact actively in the community of students and other school personnel, family background and status of the parents and adult figures in the family, and peers and time management among others may go a long way to influence the psychosocial and academic adjustments of the students (Boulter, 2002; Salami, 2002; Stanley & Vanitha, 2008). While there is abundant evidence linking these factors with poor academic and psychosocial adjustment, little attention seems to be paid to the observed evil phenomenon “pornography” that pervades Lagos schools. All around the places or anywhere one goes, either within the universities or in the streets, clusters of teenagers gather to watch obscene pictures and films. In major cities like Lagos, many spots abound, where pornographic materials, such as video film, magazines, and books (novels) can be easily accessed. There are the Internet cyber cafes scattered all over the places and in schools, especially in the universities. These spots are very attractive to some students who adopt these opportunities to increase their sexual knowledge and experiences indirectly, Ikpe (2004) noted that these films and pornography that these teenagers watch tend to make them pornography addicts.

The term “pornography” is got from two Greek words: “porne” which means harlot and “graphein” which means to write. The two words joined together, originally meant to describe, in literature, the sexual adventures of women deemed to be whores (Okoye, 2009; Jenkins 2010). However, over the years, Okoye (2009) and Jenkins (2010) respectively maintained that the meaning of pornography has expanded to include all those pictures and literature that are offensive especially when they are related to sex. Such pictures and literature or even phone conversations are described as obscene. In this sense, such obscene pictures, literature, or phone conversations are deemed very immoral, unpleasant, and offensive as they are stark representations of sexual activities or images.

Pornography in the context of this study has to do with the blatant exposure of sexual images of nude pictures showing stark sexual behaviours or activities. It refers to bizarre description of sexual behaviours in literature (books, novels, and magazines) in such a crude manner that it triggers sexual arousal and intercourse. It also refers to the representation of human sexual behaviours, that is, naked human beings engaging in sexual activities (for example, sexual intercourse), shown in pictures, posters or wall papers, magazines, books, and novels.

Pornography has become more addictive in the recent time than ever in view of advent of technology. Pornography addiction refers to psychological dependence upon pornography, characterized by obsessive viewing, reading, and thinking about pornography and sexual themes to the detriment of other areas of one’s own life (Goodman, 1990). Pornography addiction in the context of this study refers to the overuse consumption of pornography noted by insatiable reading of pornographic literature and watching films which in turn interferes with daily life activities of the students involved in the behaviour. If the generating youngsters are indeed growing up in a pornified culture, there may be no doubt that a great number of these youngsters, who are in the universities, are involved in pornography.

It is also believed that through pornography addiction, youngsters get a twisted view of what constitutes normal sexual relationship (Carnes, 1991). Other scholars, for instance, Paul (2005) believed that teenagers are

generally not mature enough to consume pornography and differentiate between fantasy and reality. What they learn from pornography, Paul (2005) maintained, are direct lessons, with no filter, and with no concept of exaggeration, irony, or affect, insisting that pornography in all its permutation affects developing sexuality.

The worry of the researchers, however, is whether this pornified life (that is, pornography addiction behaviour) among the youngsters of university age bracket in particular does not influence their psychosocial and academic adjustments.

Statement of the Problem

Stake holders in education (government, industries, Nigerians communities, parents, schools, students, and so on) have been lamenting over the poor quality of Nigerian graduates, in both learning and character, suggesting poor academic and psychosocial adjustments while in school. Researchers and authors have speculated reasons for the failure on the part of Nigerian students in universities, including those in Lagos State to acquire the necessary social, psychological, and academic skills to cope with demands of life and living in and outside the school. Their findings and suggestions tend to point at those issues which tend to waste students' time and make them have false notions about true life situations, including pornography addiction.

Pornography addiction is a sexual behaviour which seems not obvious but quite insidious and has the potential of thwarting and making the individual not have healthy and positive attitude towards heterosexual relationship. Again students' preoccupation with pornography may take up tremendous amount of time and may affect attitude to school. These are, however, speculations by some authors and researchers who maintained that there is nothing harmful in pornography behaviour of anybody, not only students. With these conflicting signals, it becomes important to investigate the extent to which pornography addiction correlates with psychosocial and academic adjustment among university students. Thus, this study asks: How does pornography addiction of students correlate with their psychosocial and academic adjustments?

Generally, the study sought to investigate how pornography addiction correlates with psychosocial and academic adjustment among students in universities in Lagos State.

Specifically, the study provided answers to the following research questions:

- (1) What is the level of pornography addiction among students in universities in Lagos State?
- (2) What is the level of psychosocial adjustment among students?
- (3) What is the level of academic adjustment among students?
- (4) How does pornography addiction correlate with psychosocial adjustment of students?
- (5) How does pornography addiction correlate with academic adjustment of students?

To guide the research study, the study tested the following hypotheses at 0.05 level of significance:

- (1) There is no significant correlation between levels of pornography addiction and psychosocial adjustments of students in universities in Lagos State;
- (2) There is no significant correlation between levels of pornography addiction and academic adjustments of students in universities in Lagos State.

Theoretically this study is deemed relevant. The result will to an extent improve the understanding and modify the applicability of some aspects of cognitive and social learning principles of Bandura theories—imitation and identification. These theories suggest that there is a reciprocal relationship that exists among variables that interact together in an environment.

It is anticipated that the result of the study will enable the students to begin to perceive how pornography addiction relates with their psychosocial and academic adjustment, thus enabling them to come to the awareness that pornography is not just another form of entertainment. Based on this awareness, they will be able to have better adjustment towards their academics and their social relationships.

The findings of the study will also be useful to the national and state policy makers. It will enable them to consider making active legislation that will prohibit the merchandise of various pornographic materials either in hard or soft core brands. The government can also come up with the kind of legislation that will strictly ensure censorship of the programmes broadcast or telecast by the various radio and television stations. This will stop the presentation of many sexualized programmes which depict pornography on radios and television stations. These legislations can be made also to influence and check the activities of many Internet providers and the kind of programmes they provide to users. They can be made for instance by law to install filters that can make it difficult to use some Websites that are pornography based.

Methods

The study adopted a correlational survey design. A correlational study, according to Malim and Birch (2005), is the research design in which the researchers seek to find the extent to which two or more variables are related to one another.

The study was conducted in Lagos State. Lagos State is located in the southwest geopolitical zone of Nigeria. The State is made up of three senatorial zones and 20 local government areas. The choices of Lagos State for this study is based on the researchers' personal observation over a period of time which shows that pornography and pornography related businesses thrive there. Above all, many youngsters, majority of who are students are always attracted to various pornography outlets, for example, cyber cafes, many of which are set up in the area of study. These cyber cafes provide students with ready entertainment environments for watching pornography online. There are also shops where pornographic materials (videos, novels, and magazines) in both soft and hard core are seen commonly on display.

The population of the study comprised all the full-time third-year students of universities in Lagos State. The reason for using this group is that, at this level, the students are considered to have become used to the school system. In other words, they are used to the social and academic life of the school. The population of the respondents for the study is 4,564, made up of 2,432 males and 2,132 females.

The sample for the study consisted of 621 full-time third-year undergraduate students selected from the two universities in Lagos State using screening instruments. Of the total sample size of 621 students, 334 students (269 males and 65 females) were involved in the study from the University of Lagos. On the other hand, 287 students (234 males and 53 females) were selected to take part in the study from Lagos State University. This sample size was purposively selected, using the screening instruments meant to select the respondents for the study. Any student who scored 35%–75% in the Internet addiction instrument was selected to take part in the study. With a score of 35% and above, a sample size of 675 students (male and female) from the two universities were selected for the study. However, brief oral interviews were conducted to further acquaint the selected participants with the main thrust of the study and at the end of the interaction a final sample size of 621 participants for the study involving 503 males and 118 females from the two universities was selected to take part in the study. Fifty-four students (11 males and 43 females) opted out.

The two universities for the investigation were purposively selected. The sample size of 621 for this study

was also purposively selected using the screening instruments (the questionnaire and the oral interview).

The instrument of data collection for the study was a questionnaire developed by the researchers. The questionnaire is termed “pornography addiction, PPAI (psychosocial and academic adjustment instrument)”. The questionnaire is made up of two parts: Parts 1 and 2. Part 1 is concerned with personal information of the respondents. In this part, the respondents were required to fill in their personal data, for example, school, male, or female. Part 2 is made up of three sections: Sections A, B, and C. Section A consisted of 20 items bordering on pornography addiction behaviour; Section B consisted of 25 items bordering on psychosocial adjustment. While Section C consisted of 21 items bordering on academic adjustment. All the items were scored on a scale of 1–5 response format of “Never” (1), “Rarely” (2), “Occasionally” (3), “Often” (4), and “Always” (5). Some of these items were positively skewed and some negatively skewed. For the positively skewed items, their scoring was clock wise, while the scoring was reversed or anti-clock wise if the items were negatively skewed. Earlier in the study, a screening device—15-item focal questions by way of questionnaire were adapted from Kimberly Young to screen and select participants in the study. This screening instrument was adapted to suit the research purpose. It was followed by brief interviews considered to be interactive to ascertain the readiness of those screened to take part in the study and those who felt unsure, were encouraged to quit.

The questionnaire for this study was trial tested in order to determine its reliability. To determine the reliability of the questionnaire for the study, the Cronbach alpha statistics was used to establish the coefficient of internal consistency of the questionnaire. Based on the analysis of the data collected from the trial testing, the value of the reliability coefficients of pornography addiction is 0.91, psychosocial adjustment is 0.89, while academic adjustment is 0.90, indicating a high reliability level or coefficient of the instrument.

Copies of the questionnaire for the study were directly administered to the respondents in their various institutions. The administration of the instrument was personally done by the researchers and they were trained to understand the focus of the study, the screening of the participants, and the administration and collection of the data. Each of the two institutions was visited in turn by the researcher and the assistants. The questionnaire copies were administered to the respondents directly and the respondents were requested to fill the questionnaire on the spot and all the copies were collected on the spot by the researcher and the research assistants after completion.

In analyzing the data for the study, the collected data were processed and analyzed by the computer, using the SPSS (Statistical Package for Social Sciences) 12.0 version. The mean scores and *SD* (standard deviation) were used to answer research questions 1–3, while research questions 4 and 5 were answered with Pearson product moment correlation coefficient (*r*). The Pearson product moment correlation coefficient (*r*) analysis was adopted to test hypotheses 1 and 2. The levels of pornography addiction, psychosocial and academic adjustment are determined in view of the total rating of every respondent as: 3.50–5.00 high, 2.50–3.49 moderate, and 0.5–2.49 low.

For the hypotheses, the significant 2-tail level set by the computer for each of the clusters is compared at 0.05 level of significance set for the hypotheses. Thus, *t* is said to be significant if significant 2-tail is less than 0.5 but if more *t* is considered not significant.

Results

This section is concerned with the presentation of the results of the data obtained for the purpose of this

study. The data are presented in tables in accordance with the five research questions and two hypotheses which guided the study.

Research Question 1

Q1: What is the level of pornography addiction among students in universities in Lagos State?

The data analysis presented in Table 1 shows the mean and *SD*, indicating the level of pornography addiction behaviour among university students in Lagos State. From Table 1, the overall mean score of 3.65 and *SD* of 0.84 show that the students experienced high level of pornography addiction behaviour in universities in Lagos State. Observing Table 1, apart from items 2, 3, 11, 12, 14, 18, and 19 with moderate level behaviour as shown by their mean responses 3.47, 3.42, 3.42, 3.38, 3.48, 3.32, 3.07, and 3.27 respectively, all other items in Table 1 were rated high as their mean scores range between 3.50 and 5.00 indicating high pornography addiction behaviour on those behavioural items. However, the overall cluster mean (3.65) indicates high level of pornography addiction among university students in Lagos State.

Table 1

Mean and SD Analysis of Students' Pornography Addiction in Universities Indicating Level

S/N	Items description	X	SD	Remark
1	I can hardly stay two days without watching pornography.	3.67	1.52	H
2	I spend more time watching pornography on the Internet.	3.47	1.27	M
3	I am excited reading pornography novels.	3.42	1.23	M
4	I enjoy savouring pictures of human nakedness.	2.64	1.41	M
5	I can hardly have arousal without watching pornography.	4.13	1.01	H
6	I read pornographic literatures most time.	3.53	1.13	H
7	I cannot do without watching blue films till late hours.	2.89	1.40	M
8	I forget my painful experiences watching pornography on the Internet.	3.77	1.17	H
9	I am depressed when not watching pornography.	3.86	1.10	H
10	I am unsure if I enjoy sexual intercourse without watching blue films.	3.62	1.51	H
11	I am relaxed watching pornography on the Internet.	3.38	1.24	M
12	I lose sleep due to late night watching of pornography.	3.48	1.29	M
13	I think that life without pornography will be boring.	3.84	1.15	H
14	I look forward to watching pornography on the Internet.	3.32	1.24	M
15	I am hardly at ease staying out of pornography.	4.09	1.04	H
16	I spend money buying pornographic materials.	3.62	1.13	H
17	I derive satisfaction watching pornography than going out with friends.	3.62	1.20	H
18	I enjoy watching blue films.	3.07	1.29	M
19	I stay on the net watching pornography.	3.27	1.30	M
20	I am uncertain if I can sustain erection without pornography.	3.65	0.02	H
Total		3.65	0.84	H

Notes. 3.50–5.00 High, 2.50–3.49 Moderate, and 0.5–2.49 Low; H: High level, M: Moderate level.

Research Questions 2

Q2: What is the level of psychosocial adjustment among students in universities in Lagos State?

The data in Table 2 show the mean and *SD*, indicating the level of psychosocial adjustment among university students in Lagos State. From Table 2, the overall mean score of 3.19 and *SD* of 0.89 show that the

students experienced moderate level of psychosocial adjustment in universities in Lagos State. From Table 2, apart from items 1, 5, 6, 15, 17, and 18 with high mean, indicating high level of psychosocial adjustment on those behavioural items, all the other items in Table 2 were rated moderate as their mean responses range between low and high. However, the overall cluster mean (3.19) indicates moderate level of psychosocial adjustment among university students in Lagos State.

Table 2

Mean and SD Analysis of Students' Psychosocial Adjustment in Universities Indicating Level

S/N	Items description	<i>X</i>	<i>SD</i>	Remark
1	I can hardly ensure a cordial relationship with fellow students.	3.70	1.18	H
2	It is not difficult for me to make friends.	3.38	1.24	M
3	I lack composure to discuss in the class.	3.05	1.11	M
4	I am not bold talking about relationship with intimate ones.	3.08	1.13	M
5	I can hardly think up excuses to avoid social engagements.	3.67	1.07	H
6	I can hardly disagree with peers of over bearing attitude.	3.64	1.14	H
7	I lack the ability of being myself in the crowd.	3.16	1.13	M
8	I often make up reasons to avoid formal social occasions.	3.24	1.11	M
9	I hardly think I will make a successful married relationship.	3.06	1.48	M
10	I lack the will to stand peers insistence to join the club.	3.18	1.18	M
11	I am very comfortable at social occasions in school.	3.43	1.38	M
12	I can hardly say no when friends take me out for a drink.	3.06	1.47	M
13	I lack the willingness to stop the irresistible desire to go to night clubs.	3.23	1.16	M
14	I am quick to repel the idea to clarify doubts with lecturers.	3.00	1.13	M
15	I am uncertain if I have the lever to ask for clarification from the course adviser.	3.54	1.15	H
16	I find the need to confirm my GPA from academic officer.	2.84	1.40	M
17	The school environment can hardly ensure concentration.	3.63	1.31	H
18	I am ashamed of living in the school hostel.	3.66	1.32	H
19	I hate engaging in manual labour in school.	3.01	1.26	M
20	I find pleasant engaging on sporting activities in school.	3.06	1.19	M
21	I can hardly discuss issues of concern with my parents.	3.30	1.49	M
22	I can scarcely talk to my uncle about my needs.	3.36	1.23	M
23	I have parents and siblings I can freely interact with.	2.99	1.31	M
24	I enjoy the support and encouragement of my parents.	2.91	1.31	M
25	I hardly enjoy the love of my parents.	3.41	1.30	M
Total		3.19	0.89	M

Notes. 3.50–5.00 High, 2.50–3.49 Moderate, and 0.5–2.49 Low; H: High level, M: Moderate level.

Research Questions 3

Q3: What is the level of academic adjustment among universities students in Lagos State?

The data in Table 3 show the mean and *SD*, indicating the level of academic adjustment among university students in Lagos State. From Table 3, the overall mean score of 3.25 and *SD* of 0.80 show that the students experienced moderate level of academic adjustment in universities in Lagos State. Looking at Table 3, apart from items 6, 16, 19, and 20 with high mean, indicating high level of academic adjustment on those behavioural items, all the other items in Table 3 were rated moderate as their mean responses range between low and high. However, the overall cluster mean (3.25) indicates moderate level of academic adjustment among university students in Lagos State.

Table 3
Mean and SD Analysis of Students' Academic Adjustment in Universities Indicating Level

S/N	Items description	X	SD	Remark
1	I lack the competence to concentrate on my studies.	3.30	1.36	M
2	I do not have the drive to remain focused on my academic decisions.	3.48	1.26	M
3	I do not have the confidence that I will succeed in school.	3.26	1.21	M
4	I am not worried when I miss lectures without valid excuse.	3.13	1.17	M
5	I lack the willingness to withstand distractions to my studies.	3.02	1.40	M
6	I hardly get distracted when I am studying.	3.60	1.15	H
7	I avoid trying assignments that prove difficult for me to do.	2.86	1.36	M
8	It is almost impossible for me to take academic decisions.	3.09	1.13	M
9	I can hardly ask question in the class even if I did not get the teacher right.	3.43	1.36	M
10	I cannot bear the mental agony of studying.	3.16	1.031	M
11	I can hardly lose composure in the examination hall.	3.47	1.30	M
12	Examination period is always discomforting for me.	2.68	1.48	M
13	No matter how well I prepare I get blank in the examination hall.	2.77	1.45	M
14	I get easily distracted by the invigilators in the examination hall.	2.86	1.25	M
15	I hardly lose consciousness of my reading schedule.	3.44	1.40	M
16	I try to do my assignments as soon as I have them to do.	3.64	1.33	H
17	My assignments have always been done under pressure.	3.13	1.36	M
18	I pay attention to my studies only a few weeks to examination.	2.98	1.41	M
19	I am not shy or inadequate to meet teachers for clarification.	3.79	1.26	H
20	I can hardly work to my maximum ability when I study.	3.62	1.54	H
21	I do not have the thought that I will not succeed in school.	3.48	1.40	M
Total		3.25	0.80	M

Notes. 3.50–5.00 High, 2.50–3.49 Moderate, and 0.5–2.49 Low; H: High level, M: Moderate level.

Research Question 4

Q4: How does pornography addiction correlate with psychosocial adjustment of students in universities?

Table 4
Correlation Coefficient of Pornography Addiction and Psychosocial Adjustment of Students in Universities in Lagos State

Variable	N	R	Sig. 2-tailed	Remark
Pornography addiction	616	-0.14	0.05	Rejected
Psychosocial adjustment	616	-0.14	0.05	Rejected

Note. Significant at 0.05 levels of probability.

The results in Table 4 show that the correlation coefficient of pornography addiction and psychosocial adjustment is -0.14. Thus, there is a slight negative correlation between pornography addiction and psychosocial adjustment. This suggests that the higher the level of pornography addiction, the lower the psychosocial adjustment of the students.

The data in Table 4 were used to answer hypothesis 1.

There is no significant correlation between pornography addiction and psychosocial adjustment of students in universities in Lagos State.

Data in Table 4 show a significant negative relationship between pornography addiction and psychosocial adjustment of students. This is shown by the calculated r -coefficient of -0.14 which is significant and the relationship between pornography addiction and students' psychosocial adjustment is rejected as the relationship is significant.

Research Question 5

Q5: How does pornography addiction correlate with academic adjustment of students in universities?

Table 5

Correlation Coefficient of Pornography Addiction and Academic Adjustment Students in Universities in Lagos State

Variable	<i>N</i>	<i>R</i>	Sig. 2-tailed	Remark
Pornography addiction	616	0.034	0.05	Rejected
Academic adjustment	616	0.40	0.05	Rejected

Note. Significant at 0.05 levels of probability.

The results in Table 5 show that the correlation coefficient of pornography addiction and academic adjustment is 0.034. Thus, there is a slight positive correlation between pornography addiction and academic adjustment. This suggests that the higher the level of pornography addiction, the higher the academic maladjustment of students.

The data in Table 5 were used to answer hypothesis 2.

There is no significant correlation between level of pornography addiction and academic adjustment of students in universities in Lagos State.

Data in Table 5 show a significant positive relationship between pornography addiction and academic adjustment of students. This is shown by the calculated r -coefficient of 0.034 which is significant at 0.001 level of probability and also significant at 0.05 levels of significance. Thus, the null hypothesis of no significant relationship between pornography addiction and students' academic adjustment is rejected as the relationship is significant.

Discussion of the Findings

The discussion is made under the following subheads:

- (1) Level of pornography addiction and psychosocial and academic adjustment among students in universities in Lagos State;
- (2) Relationship between pornography addiction and psychosocial adjustment of students;
- (3) Relationship between pornography addiction and academic adjustment of students.

Level of Pornography Addiction and Psychosocial and Academic Adjustment Among Students in Universities in Lagos State

University students in Lagos State experienced high level of pornography addiction. This is shown by the results of the study in Table 1. The data in Table 2, on the other hand, indicate that university students experienced moderate level of psychosocial adjustment. Also in Table 3, the data presented show that university students in Lagos State experienced moderate level of academic adjustment.

The experience of high level of pornography addiction by students in universities as indicated by the data in Table 1 could be inferred to mean that a large number of students in the university are exposed or have contact with the Internet in the cyber cafes where they do their research and carry out their assignments. This

provides them ready entertainment environment to watch pornography online. It is also inferred that nearly every youngster (adolescent) has at one time or the other been exposed to indecent photographs, through television, films, or even reading junk magazines that expose the nudity of people. Majority of students patronize shops where pornographic materials, such as videos, novels, and magazines are played and displayed on the shelves for students to borrow and read. Most of the times, students see such place as recreational spots where they dissipate tension. Another explanation that could be deduced is the attraction, a good number of students have been to dancing shows and clubs houses, where they dance half nude or even nude. They none or less attend cinema houses where they watch explicit pornographic films. This stands to the reason that pornography addiction can bring about misappropriation of time and indeed loss mission and vision for schooling. This invariably brings about poor academic adjustment, which translates to poor academic achievement. This falls in line with the view that exposure to pornography through Internet addiction can increase the academic problems of a good number of students, due to long hours of sitting in front of the computer watching pornography. These students develop poor study habits, miss classes, or do not sleep enough to concentrate on school activities. Further, it maintained that attentions to pornography especially when it is addictive eats deep into the students' time and leaves them lose sight or focus of what the main objectives of school are.

For the experience of moderate level of psychosocial adjustment by students in universities, it implies that quite a good number of students are a bit stable and will not allow whatever distractions in the social environment to interfere with their personal and interpersonal relationship in the school. This means that they are able to achieve some level of equilibrium in order to achieve healthy outcomes in school. One explanation in favour of this could be that varied factors may be associated with psychosocial adjustment of the number of psychosocial factors operating in their favour, and there is a high tendency for them to achieve stability in the environment allowing healthy outcomes to be attained. However, the data in Table 2 further show that a small number of the students in universities experienced low level of psychosocial adjustment. This is very true in situations where the students experience an imbalance in their personal and interpersonal relationship and interaction with the environment. This can go a long way in interfering with the achievement of healthy outcomes that will enable the students to keep or maintain a healthy living and make life worthwhile. This can simply be summed up in the explanation that the students may be lacking proper social integration into the whole school system. This is in line with the view of Ratcliff (1991) that lack of social integration, which includes informal friendship, support groups, participation in extra-curricular activities, contact with administration, social networks, and so on, increases chances of poor psychosocial adjustment.

The finding that a good number of students in universities experience a moderate level of academic adjustment, as shown by the data in Table 3, indicates that a good number of students try to demonstrate resilience no matter what circumstances they face in school. This can only be explained by the fact that majority of the students, despite the circumstances they go through and the amount of distractions they face, realize that the essence of schooling cannot be compromised. This stands to reason that no matter the extent of involvement in any extra-curricular activities or interference by other environmental forces is, they put in extra efforts to scale through all academic huddles. This explains the fact that some students will stop at nothing to ensure academic success even when it is obvious that they have mismanaged their time and many have invested their time on things that do not contribute to academic excellence. This suggests the reasons that some students may engage in examination malpractices. They went to affirm that they have come to school by ensuring that

they possess that certificate which they consider as the meal ticket, it does not matter if they cannot defend the certificate.

Table 3 also shows that some students have low level of academic adjustment. The explanation for this is that some students can still be overwhelmed by the school environmental factors and other individual differences over the pursuit of the academic activities. For instance, over indulgence in pornography, watching of films, involvement in cultism, involvement in prostitution due to family breakdown, lack of vision and mission for school, and other anti-social behaviours, could be contributory to poor academic adjustment. When in school, students are not able to articulate a clear cut goal of coming to the university and then be able to take their own decisions concerning themselves and their academic pursuit, great chances are that they may not spend their time well on academic matters but may use or invest their time on issues in the environment that will not encourage achievement academically. This finding agrees with Rimfat (2006) and Animasahun (2007) that anti-social behaviours, such as truancy, absenteeism, cultism, and sexual abuse, are devilish and inimical to academic adjustment and success.

Relationship Between Pornography Addiction and Psychosocial Adjustment of Students

Data in Table 4 show that there is a negative relationship between pornography addiction and psychosocial adjustment of students. This suggests that the higher the level of pornography addiction, the lower the psychosocial adjustment of the students. This finding implies that there is an inhibition that ensues due to over use of pornography behaviours against personal and interpersonal relationship that should normally exist among people. For instance, there would be a misinformation about what sexual relationship is due to over indulgence on pornography. Those who over indulge in the use of pornography, male and female alike may find it difficult to normally establish a healthy sexual relationship built on love and trust. The poor consideration of the partner as a sexual object due to pornography addiction could bring about unhealthy relationship between partners and friends. Over indulgence on pornography could also result in abnormal sexual relationship like rape and other kinds of sexual violence. Viewing pornography was found to make women more tense anxious, angry, and hostile (Senn, 1993). This may perhaps be a good reason for the poor participation of female students in the study at hand.

The finding could also be attributed to such belief that pornography viewing could lead to sexual harassment and insatiable hunger for sexual pornography addiction could bring about breakdown in family ties or intimate relationship among families and family members.

Relationship Between Pornography Addiction and Academic Adjustment of Students

Data in Table 5 show that there is a slight positive relationship between pornography addiction and academic adjustment of students. This suggests that the higher the level of pornography addiction, there is also a corresponding higher academic maladjustment among students. This implies that students who over indulge in pornography behaviour allow their behaviour to affect their academic lives negatively thereby resulting in academic maladjustment. Given that they are guilty of pornography addictions, they mod gage their time. It is important to note that time wasting and poor time management are great signals of academic maladjustment. Indeed, they are the hallmark of incurable consumption of pornography among students. With neck deep into pornography, the victims are less motivated and enthusiastic to pursue their academic to a successful end. Thus he is not success oriented and he cannot attain a high academic standing. Summarily, this finding suggests that pornography addiction would overwhelm students to the extent that they lose sight of their personal

characteristics and beliefs in academic attainment, such as purpose and sense of value. It is possible that majority of students may still not know why they are in schools and would allow their interest in pornography to becloud their taking part in worthwhile academic activities, doing their assignments, attending their lectures consistently, and engaging in such other co-curricular activities that would make for good academic attainment, hence, the slight positive relationship between pornography addiction and academic adjustment. The researchers are of the strong view that a good understanding of self, ability, self-efficacy, and self-concept being able to balance issues in the environment will enable a student to achieve a good academic and psychosocial adjustments even in the face of most distracting factors in the school environment. This is in line with Holmbeck and Wandrei (1993), who found that whether or not students perceived themselves as adaptable to change and were able to adapt their social and academic skills to new situations and courses was also related to academic adjustment. Also, Cohorn and Giuliano (1999) and Gerdes and Mallinckrodt (1994) found that a sense of self-confidence, enhanced in part by informal contacts with faculty, predicts academic adjustment and persistence.

Conclusions and Recommendations

The slight positive correlation between pornography addiction behaviour and academic adjustment implies that adequate consideration of the essence of university educations, taking good decisions concerning academic activities, and appropriate acceptance of self and self-ability, are traded for more attention on pornography behaviours. This may result in academic maladjustment among students who so much depend on pornography. There is therefore a relationship that exists between pornography addiction and psychosocial and academic adjustment even though it is minimal.

In view of the findings of the study, the following recommendations are made:

- (1) Functional counseling units should be established by school authorities to assist students to struggle with pornography to gradually overcome the behaviour;
- (2) It is recommended that the students who make effort to overcome pornography addiction should be encouraged by counselors to maintain the behavioural change process, employing all the necessary reinforcement packages and adopting group counseling methods by counselors and school authorities;
- (3) School counselors in universities and even secondary school levels should be encouraged to talk on a whole range of social personal issues including how to develop healthy relationships among fellow students, good interpersonal relationships and good sexual behaviours, evil effects of lesbianism, homosexuality, prostitution, and pornography on periodic occasions to students;
- (4) School authorities should make school activities more interesting to students so that their interests should be sustained.

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