SELF-ESTEEM, LOCUS OF CONTROL AND TYPES OF COURSES AS PREDICTORS OF SEXTING AMONG UNDERGRADUATES

Henry Odhianosen Imhonde
Department of Psychology, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

Emisho Queen Ogidan
Department of Psychology, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

Gift Chinagozim Ohakwe
Institute of Theology, Paul University, Awka , Anambra state, Nigeria
Corresponding Authors

Chioma Judith Gift-Ohakwe
Department of education Science, Paul University, Awka, Anambra State, Nigeria

Tobias Chineze Enike
Department of Sociology, Paul University, Awka, Anambra State, Nigeria

ABSTRACT: *This study examines self-esteem, locus of control and types of courses as predictors of sexting among undergraduates. It employed convenience sampling design with sexting as the independent variable and types of courses, self-esteem and locus of control as the dependent variables. Three hundred participants were used for the study. The participants were drawn from the undergraduates of Ambrose Alli University Ekpoma, Edo State. The study anchored on Rotter's theory of social learning (1966). The following instruments were used for data collection, Rosenberg Self-esteem Scale, Julian Rotter scale and Sexting Motivations questionnaire. The results show that respondents with low self-esteem are likely to sext. It also shows that respondents with external locus of control will sext more than individuals with internal locus of control. Based on the above, recommendations are made on what to do to increase high self-esteem and encourage internal locus of control, hence adequate lectures should be given to enlighten individual on the importance of high self-esteem. Also, parents and the society at large should encourage opened discussion and conversation with adolescents and young adults about sex, sexting, the implications and the negative effects.*

KEYWORDS: self-esteem, locus of control, sexting, sexual behaviour, types of courses, undergraduates

INTRODUCTION

Sexting is defined as sending, receiving, or forwarding on/showing others sexually explicit messages and images via the Internet or a mobile phone (Lenhart, 2009). The media and general public have a widespread interest in sexting and its potential personal, social, and legal impacts. These impacts include the nonconsensual dissemination of explicit content and the potential

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impacts of such violations on social and emotional health, employment, schooling, and relationships; potentially serious legal impacts, particularly if those involved are minors (under age 18), but also in the case of nonconsensual sexting; and the potential impacts of sexting on mental health and other risky behaviours, including risky sexual behaviours (Judge, 2012; Wolak, Finkelhor, & Mitchell, 2012). However, little is known about sexting, and its predictors and consequences. Reports on the prevalence of sexting are mixed, owing primarily to the varied definitions and measurement of sexting. Previous research among samples of young adults has reported rates of sexting (sending and/or receiving) between 30% and 89% (Benotsch, Snipes, Martin, & Bull, 2013; Delevi & Weisskirch, 2013; National Campaign to Prevent Teen and Unplanned Pregnancy, 2008; Wysocki & Childers, 2011), while the published rates of sexting among adolescents are lower (4–39%; Dowdell, Burgess, & Flores, 2011; Lenhart, 2009).

Sexting behaviour could have a negative consequence on an individual and could be associated with various problems such as risky sexual behaviour, cyber bullying, and online victimization. Self-esteem has also been investigated in relation to engagement in these types of behaviours. It has been seen that frequency of indulgence in risky sexual behaviour is more among adults and adolescents with low self-esteem.

Statement of the Problem

A problem behaviour is one that deviates from social and legal norms, is disapproved by society and authorities, and tends to result in social control responses such as reprimand or social rejection (Jessor, 1987). If sexting is conceptualized as a problem behaviour, relationships between sexting and other risk behaviours could be predicted by problem behaviour theory (PBT; Jessor & Jessor 1977). According to PBT, problem behaviours have common psychological, social, and behavioural causes; thus, propensity to engage in one type of problem behaviour is predictive of involvement in other problem behaviours. Indeed, a number of studies have shown that sexting is associated with risky sexual behaviour (Benotsch et al., 2013; Ferguson, 2011; Van Ouytsel, Walrave, Ponnet, & Heirman, 2015), alcohol use and illicit substance use (Benotsch et al., 2013).

Self-esteem is an individual's subjective evaluation of their own worth. Self-esteem encompasses beliefs about oneself (for example, "I am unloved", "I am worthy") as well as emotional states, such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it."

Many early theories suggested that self-esteem is a basic human need or motivation. American psychologist Abraham Maslow (1954) included self-esteem in his hierarchy of human needs. He described two different forms of "esteem": the need for respect from others in the form of recognition, success, and admiration, and the need for self-respect in the form of self-love, self-confidence, skill, or aptitude. Respect from others was believed to be more fragile and easily lost than inner self-esteem. According to Maslow, without the fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization.

Self-esteem is important because it shows us how we view the way we are and the sense of our personal value. Engagement in risky or problem behaviours has also been investigated in regard to traits such as self-esteem. Low self-esteem has been shown to be associated with risky sexual behaviour in both adults and adolescents (Lejuez, Simmons, Aklin, Daughters, & Dvir, 2004; Magnani, Seiber, Gutierrex, & Vereau, 2001; Wild, Flisher, Bhana, & Lombard, 2004). Research has shown that self-image influences an individual's views on sex and sexuality (Tesser, 2001), suggesting that self-esteem problems may contribute to problems of sexuality and sex in young adults, including engaging in sexual risk-taking, and the experience of lasting consequences associated with sexual risk-taking, such as unplanned pregnancy (Boden & Horwood, 2006). Two studies have investigated self-esteem in relation to sexting. Gordon-Messer, Bauermeister, Grodzinski & Zimmermanm (2013) found no difference in self-esteem levels across groups of adults categorized according to sexting behaviour (nonsexters, two-way sexters [send and receive], and sext receivers). Similarly, a study of adolescents found that self-esteem did not predict the exchange of sexual content via a mobile phone (Vanden Abeele, Roe, & Eggermont, 2012).

Locus of Control
Locus of control is the degree to which people believe that they, as opposed to external forces (beyond their control), have control over the outcome of events in their lives. The concept was developed by Julian B. Rotter in 1954, and has since become an aspect of personality studies. A person's "locus" (plural "loci", Latin for "place" or "location") is conceptualized as internal (a belief that one can control one's own life) or external (a belief that life is controlled by outside factors which the person cannot influence, or that chance or fate controls their lives). Individuals with a strong internal locus of control believe events in their life derive primarily from their own actions: for example, when receiving exam results, people with an internal locus of control tend to praise or blame themselves and their abilities. People with a strong external locus of control tend to praise or blame external factors such as the teacher or the exam.

Sexting
Sexting is the act of using mobile phones or electronic devices to send and/or receive sexually suggestive and or sexually explicit images or text. It is a relatively new phenomenon among young people. There is a great variation in the prevalence of sexting among young people as reported in literatures. This variation can be explained by the different methodologies employed and the different definitions given to sexting in these studies. Mitchell, K.J., Finkelhor, D., Jones, L.M. & Wolak, J. (2011) conducted a phone interview with adolescents and caregivers in a national survey in the United States to investigate sexting and got a prevalence of 9.6%. The adolescents in this study may have under reported sexting activity because of the presence of caregivers in the homes despite the efforts made to ensure privacy and confidentiality. On the other hand, Rice et al. (2018), reported a prevalence rate of 15.0% among Los Angeles high school adolescents using a self-administered questionnaire in the school environment. The adolescents in this case were more open about their involvement in sexting due to the absence of caregivers. Sexting has been reported to be more prevalent among the older age group. Sexting has also been defined in different ways, and this resulted in high prevalence rates when the definition is broad to include sending of both sexually suggestive or explicit pictures and texts. Lower prevalence's were reported when the definition is limited to

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sending of just sexually suggestive or explicit pictures or texts. Prevalence reported among young people in the United State varies between 1.0 and 44.0%.

Sexting has been described as a harmless behaviour and a normal way of communicating intimacy by some scholars. This suggestion is strengthened by the fact that sexting has been observed to be common among romantically involved young people. Some adolescents also use sexting as a way of expressing their sexuality and serves as an alternative to more explicit physical sexual acts. Adolescents who engage in sexting have reported that their peers also sext, and this suggests that this activity is being viewed as a normal behaviour among them. However, sexting has been shown to be associated with some factors, including health risk behaviours (some of which have devastating consequences) and environmental and personal factors. Some of the health risk behaviours include risky sexual behaviours, pornography and substance use, bullying, and even suicide. Young people who engage in sexting were more likely to engage in risky physical sexual activities and more likely to seek the fulfillment of the aroused desires shortly after exchanging sexual messages with their sexual partners. There has been a suggestion that young people who have online sexual behaviours (which can include sexting) were more likely to have problematic family background. This was corroborated by Benotsch, E.G., Snipes, D.J., Martin., A.M. & Bull, S. (2012) who reported that adolescents who live with both parents were less likely to be involved in sexting. Young people who get involved in sexting have been reported to develop new risky sexual behaviours. Personality has been shown to be a strong predictor of behaviours and personality traits that have been associated with sexting include extraversion, neuroticism, openness, high self-esteem and low agreeableness. The negative consequences of sexting may be a serious issue among young people because of their inability to handle complex emotional issues which sometimes accompany sexting. There are in addition, external stressors like academic and social demands which are common at this stage of development. There has been a great increase in the rate of phone use in developing countries including sub-Saharan Africa in the last decade. This has also increased smart cell phone possession by young people in this region, even among those of lower socioeconomic status. These phones have become more affordable and have an increasing complex capability to take photos, create videos, and connect to social networking sites. Thus, with increasing possession of smart phones and access to the Internet, it is possible that sexting occurs among young people in Nigeria and other developing countries just as it is found in developed countries. However, literatures about this phenomenon barely exist in Africa, including Nigeria. It is, therefore, important to determine the pattern of sexting and its associated problems among Nigerian young people as there may be sociocultural influences, which may make the pattern different from what has been reported earlier in the literatures among young people from other regions. Thus, this study is being conducted to determine the prevalence of sexting, its predictors, and (possible associated sexual risk behaviours) among undergraduates in Ambrose Alli University, Ekpoma.

Self-esteem has long been considered an essential component of good mental health. It is a widely used concept both in popular language and in psychology. It refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). Self-esteem is a set of attitudes and beliefs that a person brings with him or herself when facing the world. It

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includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at a task will hurt and whether he or she will become more capable as a result of difficult experiences (Arnett, 2014; Benotsch, Snipes, Martin, & Bull, 2012). In basic terms, self-esteem and locus of control is an internal belief system that an individual possesses about one's self.

The concept of self-esteem and locus of control has been researched by several social scientists.Some studies have shown that individuals with high self-esteem and internal locus of control are more likely to involve in sexting than those with low self-esteem and external locus of control (Abel, Adams, & Stevenson, 2014; Ethier, 2006). In contrast, some studies have shown that persons with high self-esteem also were less likely to practice sexting (Hollar & Snizek, 1996). Other studies have found no relationship between self-esteem, locus of control and sexting behaviour (Abel, Adams, & Stevenson, 2014; Cooper & Griffin-Shelley, 2012). Oattes and Offman (2007) conducted research on college students to predict the ability to communicate about satisfying sexting behaviour with a partner. The study also reported that both self-esteem and sexual self-esteem were predictors of sexting; however, sexual self-esteem was a unique predictor over and above self-esteem (Oattes and Offman, 2007).

Social networking utilization increases the level at which the students have access and explore the internet tools and facilities to gain an ultimate access the internet divide (for example, World Wide Web) on the computer. Ellison, Steinfeld, and Lampe (2006) suggested one reason people are using social network sites is to increase sexting behaviour.

Sexting behaviour is the resources available to an individual through social interaction (Lin, 2001). There are two types of sexting behaviour called bridging and bonding sexting behaviour (Putnam, 2000). Social network research has focused mostly on bridging, the formation of weak connections between individuals who may provide information and resources, but unlikely to provide emotional support (Granovetter, 2012). The reason for the focus on bridging sexting behaviour is because it is believed that social network structure facilitates the formation and maintenance of these weak type connections (Donath & Boyd, 2014). Helliwell and Putnam (2004) showed that social networking utilization and sexting behaviour have a strong positive relationship. Individuals who have more social resources available to them are likely to indicate higher sexting behaviour. Some of the main reasons people use social network sites are to keep in contact with old friends, and maintain or strengthen relationships with current friends. A strong relationship was found between intensity of Facebook use and perceived bridging of sexting behaviour. With the rapid growth and popularity of social networks in the last few years it seems of importance to understand who and why people are using these services. Many of the prognoses for this study is based on the idea of sexting behaviour is a motivating factor for social network use (Arnett, 2014).

Individuals who participate in social interaction frequently and with a more diverse group are thought to have more sexting behaviour available to them. A diverse group of social contacts provides more novel information, and has benefits in areas like finding out about job opportunities. A study by Hovick, Meyers, and Timmerman (2003) suggested that e-mail is an important interpersonal medium between sexting behaviours.

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As youths (aged 12-28) have become the largest population using the internet for communication purposes their sexting behaviour have emerged as an area of enquiry. Social scientists have started to gather evidence on young adults' use of the internet for sexual education and entertainment (Arnett, 2014; Benotsch, Snipes, Martin, & Bull, 2012; Boies, 2002).

Researches focusing on sexting behaviour always refer to internet use (including text, audio graphic files) for any activity that involves sexuality for the purposes of recreation, entertainment, exploration, support, education, and/or seeking out sexual or romantic partners (Cooper & Griffin-Shelley, 2012). These distinctions were not clearly made in the first landmark study of sexting behaviour pertaining to entertainment-related online sexual behaviour in adults (Cooper & Griffin Shelley, 2012).

More recent studies have differentiated, in samples of university students relating to establishing and maintaining relationships, obtaining information related to sexuality, and sexual arousal and entertainment (Boies, 2002).In order to bridge the gap between other researches and study presented above, this study will concentrate on self-esteem (high and low) and locus of control (internal and external) as major predictors of sexting behaviours among undergraduates in Ambrose Alli University, Ekpoma, Edo State.

Text messaging is the most popular form of electronic communication among adolescents. Approximately I in 3 teens send over 100 text messages a day. According to the Pew Center, 75 percent of 12 - 17years old own cell phones compared to 45 percent in 2004 (Judge, 2011). Recently adolescents have begun to use their cell phones to engage in sexual exploration with one another. This new occurrence has now been labeled as sexting. This new phenomenon includes writing sexually explicit messages, taking provocative pictures of themselves or other individuals, and transmitting these messages using technology. It can also be considered sexting when individuals receive sexual messages or images. The institution in which sexting occurs is the media, specifically through the use of cell phones.

Sexting being a relatively new phenomenon, there is a dearth of information on the topic. Yet, several studies have been conducted that show the increasing number of young individuals who are engaging in this risky behaviour. A recent study compiled in 2009 by the Associated Press and by television sampled 1,247 youths aged 14 to 24 years old. They found that fifty percent of the participants have been the victims of some type of digital abuse. Thirty percent of these individuals had either sent or received nude photos on their cell phone or online. Another alarming statistic showed that 61% of those who had sent a naked photo or video of themselves were pressured into doing so by someone else (Associated Press, 2009).

However, in cases of sexting many harmful consequences are often involved. Sending or receiving sexually explicit messages or images can result in cyber bullying, social humiliation, and psychological distress. Nude photos of a minor found on an individual's personal electronic device can lead to child pornography charges, and once convicted of these charges, in most states, the individual is also required to register as a sex offender. Unfortunately many

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adolescents are unaware of these consequences and continue to participate in sexting. As such, the present study concentrates on personality factors (both high and low self-esteem and internal and external locus of control) and sexting behaviour among young undergraduates.

Objectives of the study
1. To determine the relationship among the independent variables (self-esteem, locus of control) and sexting behaviour (dependent variable) among undergraduates.
2. To examine the independent and joint prediction of self-esteem and locus of control on sexting behaviour among undergraduates.
3. To determine significance differences on sexting among individuals with low self-esteem and high self-esteem.
4. To determine significance differences on sexting between individuals with internal locus of control and external locus of control.

Theoretical Framework

Uses and Gratifications Theory

Uses and Gratifications Theory was propounded by Katz (1970) and it concerns with how people use media for gratification of their needs. This theory basically stresses how and why the audience use the media (Klapper, 1963). Also, expatiating on the theory, McQuail (2010) states that "the central question posed is: why do people use media, and what do they use them for?" He further posits that, the media serves the various needs of the society-e.g. for cohesion, cultural continuity, social control and a large circulation of public information of all kinds. This, in turn, presupposes that individuals also use media for related purposes such as personal guidance, relaxation, adjustment, information and identity formation. Uses and gratification theory seeks to understand why people seek out the media and what they use it for. It differs from other media effect theories in that it assumes that individuals have power over their media usage rather than positioning individuals as passive consumers of media. The theory recognizes and maintains that the audience has various needs that prompt them to expose themselves to any media or media content. Therefore, the link between this theory and the study is that there are distinct benefits the media audience or consumers envisage to get from any medium they would want to expose themselves to. This means that Nigerian youths use the social media to gratify some needs which could range from sexual socialization, leisure, escapism, etc. The predisposition of the social media due to lack of regulation to accommodate pornographic contents make them ready choices of youths to use them for sexting.

Play Theory

Play Theory (William Stephenson, (1967) explained the concept to contrast those who argued about the harmful effects of the mass media and the information-based vision of media. According to the theory, Play is an activity pursued for pleasure. The daily withdrawal of people into the mass media in their after-hours is a matter of subjectivity. The effect of mass communication is neither escapism nor seducing the masses. Rather it is seen as anti-

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anxiety producing, and is regarded as communication-pleasure. The theory emphasizes on how individuals use the media for their satisfaction and also how the media brings change in their lives according to its content (Akinjobin & Kayode 2011). The first step in understanding Play Theory is to understand Stephenson's notion of play. Stephenson grounds his theory along a continuum with pain placed on one side and pleasure on the other. In this model, work leans toward pain, while play leans toward pleasure. This means that most social media users use it to gain some sort of gratification. This theory is relevant to the study as it explains how Nigerian youths use Facebook or Whatsapp or any other social media site to communicate pleasure. This is done when they produce or consume the messages or information they receive on their social media accounts. Also the theory explains how the social media is used to gratify some sort of pleasure such as, friendship, romantic relationship, among others.

Rotter's theory of social learning

The concept of locus of control from Rotter's theory of social learning (1966) is also considered here to srefer to the cognitive component of self-concept. It refers to the extent to which an individual believes he or she is at the mercy of external forces (external locus of control), that is, the extent to which one is responsible for events that occur in one's life and the extent to which one can control the effect of one's actions (internal locus of control). Self-esteem can be defined as the positivity of the person's evaluation of self. It represents the global value judgment about the self. A motive to achieve and maintain high self-esteem is one of the strongest motives of personality. American and many other societies have placed great hopes and emphasis on increasing self-esteem. Yet the clear benefits of self-esteem seem confined to being an affective resource for coping with misfortune, such as persisting in the face of failure or feeling better after setbacks. There is however growing research evidence about "the dark side" of high self-esteem. Especially, studies link inflated self-esteem, to violence, dangerous risk-taking and maladjustment. Most of those findings involve high but threatened self-esteem, which seems to elicit irrational and dangerous responses (Baumeister, 1998). On the other hand low self-esteem is clearly accompanied with many individual problems such as less certain, less consistent and less stable self-knowledge. People with low self-esteem show greater emotional reactivity, greater malleability in response to external influence and greater orientations toward self-protection, than others (Baumeister, 1998). Some authors consider only self-esteem based on intrinsic motives to be true self-esteem insofar as it is based on autonomous integrated aspects of the self (Deci & Ryan, 1995; Janjetović, 1995).

Hypotheses:
1. There is a significant relationship between self-esteem, locus of control and sexting among AAU undergraduates.
2. There is no significant relationship between independent and joint prediction of self-esteem and locus of control on sexting behaviour among AAU undergraduates.
3. There is a significant relationship between sexting among individuals with low self-esteem and individuals with high self-esteem.
4. There is a significant relationship between sexting between individuals with internal locus of control and external locus of control.

METHODOLOGY

Participants

A sample of 300 participants who were conveniently selected from the total population of Ambrose Alli University undergraduates participated in the study. The frequency distribution of the socio-demographic characteristic of the 300 respondents involved in the study showed 162 (55.1%) male and 132 (44.9%) female with mean age of 24.43 and Standard deviation of 3.24. Marital status distribution shows 217 (73.8%) were Single and 77 (26.2%) were dating. Department of respondents revealed that 2 (0.7%) were from Biochemistry, 13 (4.4%) were from Nursing, 13 (4.4%) were from Economics, 10 (3.4%) were from Computer Science, 42 (14.3%) were from Psychology, 9 (3.1%) were from Physics, 8 (2.7%) were from Public Administration, 7 (2.4%) were from Chemistry, 11 (3.8%) were from Mathematics, 14 (4.8%) were from English, 6 (2.0%) were from Microbiology, 10 (3.4%) were Accounting, 12 (4.1%) were from Library and Information Science, 6 (2.0%) were from Theatre and Media Art, 3 (1.0%) were from Botany, 7 (2.4%) were from Physiology, 5 (1.7%) were from Engineering, 7 (2.4%) were from Law, 6 (2.0%) were from Philosophy, 2 (0.7%) were form Physical Health Education, 2 (0.7%) were from Medical Laboratory Science, 10 (3.4%) were from Guidance and Counseling, 11 (3.7%) were from Medicine and Surgery, 4 (1.4%) were from Agricultural Science, 17 (5.8%) were from Political Science, 8 (2.7%) were from Business Administration, 8 (2.7%) were from Architecture, 14 (4.8%) were from History and International Study, 14 (4.8%) were from Geography, 7 (2.4%) were Fine and Applied Art, 5 (1.7%) were from Soil Science and 6 (2.0%) were from Animal Science.

Instruments

The questionnaire used for this study is comprises of 4 sections. Section "A" tapped demographic data of subjects such as sex, age, religion, marital status and faculty. The second section "B" is the Rosenberg self-esteem scale, which comprises 13 items. The scale measures both positive and negative feelings about the self. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The scale was created by Morris Rosenberg (1965). The internal consistency was 0.77, an Alpha coefficients ranging from 0.72 to 0.87. Test-retest reliability for 2-weeks interval was calculated at 0.85 and at 7 months interval was at 0.67. In scoring, items 2, 5, 6, 8, and 9 are reversed, "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points and "Strongly Agree" 4 points. The Section "C" is the Julian Rotter (1966) Locus of Control Personality test to assess the extent to which an individual possesses internal or external reinforcement beliefs. This consist of 29 items, it is worded in True/False format with 5point awarded for each question. It has internal consistency reliability of 0.85. The fourth section "D" is the Sexting Motivations Questionnaire by Dora Bianchi, Mara Morelli, Roberto Baiocco, and Antonio Chirumbolo (2016). The questionnaire seeks to access sexting motivations, instrumental and aggravated reasons behind sexting behaviour among adolescences and young adults. The scale is worded in a 5- points Likert format, "Strongly disagree" 1 point, "Disagree" 2 points, "Neutral" 3 points, "Agree" 4 points and "Strongly agree" 5 points. The internal consistency or Cronbach's Alpha was 0.87.

RESULTS

For the first hypothesis that states: There will be a significant relationship between self-esteem, Locus of Control, Course of study and Sexting among undergraduate; the result is shown as follows:

Table 4.1: Showing Variables' Inter-Correlations using Pearson Correlations

S/N	Factors	Mean	SD	1	2	3	4
1	Study Course	16.31	10.08	1			
2	Self-esteem	33.02	5.24	.040	1		
3	Locus of Control	88.24	26.24	.064	.031	1	
4	Sexting	29.23	5.17	-.018	.018	.008	1

. Correlation is significant at the 0.01 level (2-tailed).

The result shows there were no significant relationship between study courses and sexting; [r = -018, p >05]. This implies that participant's study course had no relationship with sexting. There was no relationship significant between self-esteem and sexting [r = 018, p >05]. This implies that participant's self-esteem had no relationship with sexting. There was also no significant relationship between Locus of Control and sexting [r = 008, p >05]. This implies that participant's locus of control had no relationship with sexting.

For the second hypothesis, that there will be a significant independent and joint prediction of course of study, self-esteem and locus of control on sexting among undergraduate; the result is shown as follows:

Table 4.2: Showing course of study, self-esteem and locus of control as Predictors of sexting.

Predictors	R	R^2	F	B	T	Sig.
Study of Course				-.019	-.331	.741
Self – Esteem	.027	001	.073	-.058	-.315	.753
Locus of Control				.008	.142	.887

The result shows mental health and personality factors accounted significantly for 2.7% of the total variation of Sexting [R^2 = .001, F = 0.73, p > .005]. Independent prediction showed that study course [β = -.019, t = -.331, p > .05] had no prediction on sexting. Self-esteem [β = -.058, t = -.315, p > .05] no prediction on sexting. Locus of control [β = .008, t = .142, p > .05] had no prediction on sexting.

For the third hypothesis which stated that there will be a significance differences on sexting among individuals with low self-esteem and high self-esteem, the result is presented as follows:

Table 4.3: Showing Mean Difference of Sexting in Low and High Self-Esteem using t-test for Independent Samples

Dependent Variables	Openness	Mean	Std. Deviation	T	Df	Sig.
Sexting	High Self – Esteem	29.15	5.23	.910	292	.043
	Low Self – Esteem	29.29	5.13			

The result shows that Sexting was significantly different between those who exhibited low and Self-esteem [t (292) = .810, p < .05].

For the fourth hypothesis stated that there will be significance differences on sexting among individuals with internal Locus of control and external locus of control; the result is presented as follows:

Table 4.4: Showing Mean Difference of Sexting in Low and High Self-Esteem using t-test for Independent Samples

Dependent Variables	Openness	Mean	Std. Deviation	T	Df	Sig.
Sexting	Internal LOC	29.22	5.54	5.422	292	.021
	External LOC	29.23	4.81			

The result shows that Sexting was significantly different between those with internal and external locus of Locus of Control [t (292) = 5.422, p < .05].

DISCUSSION

All hypotheses tested were confirmed by the results of this study. The findings of hypothesis one indicated that there is no relationship between course of study and sexting. It also shows that there is also no relationship between locus of control and sexting.

Hypothesis two - the results shows negative correlation between variables of course of study, self-esteem and locus of control as predictors of sexting and this is in line with Vanden, Abeele, Roe & Eggermont (2012) who found that self-esteem did not predict the exchange of sexual content via a Mobile phone.

From the analysis of the variables, it was revealed that there is a significant difference of sexting between low self-esteem and high self-esteem. Hence the results indicates that people with low self-esteem are likely to sext more than people with high self-esteem and this is in consonance with Lejuez, Simmons, Akin, Daughters, and Dvir (2004) whose study shows that low self-esteem has been seen and shown to be associated with risky sexual behaviour in both adults and adolescents.

From the analysis and results in hypothesis four, it was predicted that those with external locus of control are more likely to sext than those with internal locus of control and this is in line with the study of Costanzo and Shaw (1966) who stated that 'Group pressure and over reliance

on others advice and expectations are associated with susceptibility to peer norms and influence.

CONCLUSION

The primary purpose of this study is to find out if and to what extent self-esteem either high or low, locus of control either external or internal and course of study predicts sexting among AAU undergraduates.

Based on the findings and results of this study, it was concluded that course of study is not a predictor of sexting. It was also discovered that only people with low self-esteem are likely to sext as individuals with high self-esteem are not easily pushed or forced into doing things they are not interested in. In this study, the researcher was also able to discover that individuals with external locus of control sext more than individuals with internal locus of control and this is because in relation to sexual activity, internal locus of control would suggest personal responsibility for sexual decision-making. Also Research studies on sexual behaviour however implies that many college or university students including females are operating with an external locus of control by allowing others to make and be responsible for their sexual decisions.

Recommendations
Arising from the findings and conclusion, the following recommendations have been put forward.
1. Future researches should consider details of how each of the variables negatively affects the individuals. For instance how either low self-esteem or high self-esteem affects or influences the decisions that these individuals make.
2. Accessibility of information or articles well detailed about the negative and psychological implications of sexting in relationship. How that, both parties can be blackmailed or manipulated by their partners when they decide to break off the relationships.
3. Adequate lectures should be organized to teach and enlighten individuals about the importance of high self-esteem, not allowing other people to manipulate you. And a detailed lecture of what sexting entails.
4. That parents and the society at large should encourage opened discussion and conversation with adolescents and young adults about sex, sexting, the implications and the negative effects, that the society should not be so old fashion in their ways of thinking.
5. Finally, those undergraduates should be encouraged by their lecturer, parents and families members to speak up and speak out regarding issues like blackmail from ex-partners, older persons or general confusion or lack of understanding about topics like sex and sexting without shame or fear.

Implications of Findings

In our country today and also some part of the world, it is very obvious that psychological concepts such as self-esteem, locus of control and depression are not being taken seriously and that individuals or people get shamed or seen as 'wild' when they openly talk about sex, sexting or sexual behaviour. So the implication of this study is to emphasize more sensitization on the concepts like self-esteem either high or low. The importance of high self-esteem, steps to take to improve one's self esteem. Concept like locus of control (either internal or external) and how to teach people to be responsible for their decisions. The need to raise more awareness in regards to sexting, the risk, and the psychological effects on one's mental health. Also the need to get parents or educators to talk about sex without shame, fear, or stigmatization. And that the government should take more responsibility for the mental health of her people.

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