

Youthful Lust and Violation of Mobile Phone Rule in a Private Christian Mission University, South West Nigeria

Omonijo Dare Ojo (Corresponding author)

Department of Student Affairs, Covenant University

P. M. B. 1023, Ota, South-West Nigeria.

Tel: 234-70264-80233 & 081-3385-6587

E-mail: omonijoojo@yahoo.com & oyimakejo@yahoo.co.uk

Nnedum Obiajulu Anthony Ugochukwu

Department of Psychology, Faculty of Social Sciences, Nnamdi Azikiwe University

P.M.B. 5025 Awka, Anambra State, South-East Nigeria.

Tel: 234-803314-6636

E-mail: nneduma@yahoo.com & chineduzng@yahoo.com

Ezeokana Jude Obinna

Department of Psychology, Faculty of Social Sciences

Nnamdi Azikiwe University, P.M.B.5025 Awka

Anambra State, South- East Nigeria

Tel: +234 80 3544 6399 E-mail: fadaezeokana@yahoo.com

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Abstract

This study aims at discovering the difference in the perceived lack of privacy in communication and violation of mobile phone rule among students in a Private Christian Mission University, South-West Nigeria. It equally tries to discover if there is a difference in the perceived students' desire to express love to the opposite sex and violation of mobile phone rule. Furthermore, it strives to investigate if there is a difference in the perceived students', who are not born again and violation of mobile phone rule. Apart from these, it finds out the time that students use their phone secretly, gender of students most involved in this violation and reasons why they do not like using telephone service provided for them on campus. The study engages both quantitative and qualitative methods of data collection. It employs percentage to describe data collected. Chi-square was used to test its hypotheses @.005 level of significance. The result shows that most of the students caught for possession and use of phone were using it secretly at night. Moreover, male students were more involved in violation of mobile phone rule than their female counterparts. The study equally discovered: a difference in the perceived lack of privacy in communication and violation of mobile phone rule; difference in the perceived students' desire to express love to the opposite sex and violation of mobile phone rule and difference in the perceived students who are not born again and violation of mobile phone rule. Six reasons were supplied by respondents for not patronizing phone service centre on campus. They are: ineffective and inefficiency of staff at the centre, congestion of students in phone centre etc.

Keywords: Youthful lust; Violation; Mobile phone; Rule

1. Introduction

Mobile phones, cellular "cell" phones or hand phones, have been described as mobile electronic devices used to make mobile telephone calls across a wide geographic area (<http://en.wikipedia.org/wiki> 2011). It could facilitate easy flow of communication among mankind, but its use should be curtailed among youths. The rate, at which most youths abuse

mobile phone, has made it a distraction from its original intent (DeBaillon & Rockwell 2005). Ogunyemi (2006) most especially believes that it distracts students from learning by making them less attentive in class. Besides, the use of phone could disturb effective and efficient delivery of lecture in theaters and lecture rooms, where complex communication gadgets are installed. Furthermore, its use could result in several cases, which are negative to raising children. Institutions concerned about raising children are always interested in preventing such negative cases. The use of mobile phone has been identified as one of such within the school environment (Ogunyemi 2006). In the institution under study, being a citadel of learning set up to raise a new generation of leaders, students are not allowed to use their personal mobile phone. Instead, they are expected to use telephone service provided on campus. Giving unlimited freedom to youths to use mobile phone could be the gateway to their peril. Youths should be given what they need and not what they want. Children needs are essential to the actualization of their destinies while wants could hinder them from achieving the same. Therefore, the use of mobile phone is regarded as an offence that attracts four weeks suspension and confiscation of the device, at first instance (Students Handbook, 2010). Any student caught for the second time is expected to serve one year suspension while the third violation attracts 2 years suspension or indefinite suspension/ expulsion, as the case may be (Students Handbook, 2010).

In spite of these sanctions, some students still use their phones secretly on campus and it seems that these sanctions have *not* reduced the use of this device in any way. Instead, violators are increasing in number. Most of the habitual violators are either using cell phones as communication instrument for loving and dating behaviours, or they are not truly born again Christians, for by their fruits we shall know them. Nevertheless, no attempt has been made to investigate the following related social problems: Firstly, it is not very clear why students prefer using their mobile phones to phone services provided on campus. Secondly, it is not certain whether there is a difference in the perceived students' desire to express love to the opposite sex secretly and violation of mobile phone rule. Thirdly, it is not obvious whether there is a difference in the perceived lack of privacy in communication and violation of mobile phone rule. Equally very essential and related to the study is whether there is a difference in the perceived students not born again and violation of mobile phone rule.

This study to a large extent fills these gaps in knowledge. Its findings would further reveal the time that students engage their phone secretly on campus, gender of students most involved in this act and reasons why they are not patronizing phone service centre on campus.

2. Hypotheses

H¹: There will be difference in the perceived lack of privacy in communication and violation of mobile phone rule, among students.

H¹: There will be difference in the perceived students' desire to express love to the opposite sex and violation of mobile phone rule.

H¹: There will be difference in the perceived students' who are not born again and violation of mobile phone rules.

3. Objectives of the Study

To discover the time students engage their phone secretly on campus.

To discover the gender of students most involved in violation of mobile phone rule.

To find out if there will be difference in the perceived lack of privacy in communication and violation of mobile phone rule among students.

To find out if there will be difference in the perceived students' desire to express love to the opposite sex and violation of mobile phone rule.

To discover if there will be difference in the perceived students', who are not born again and violation of mobile phone rules.

4. Literature Review

4.1 State of knowledge on youthful lusts

Youthful lusts are problematic behaviours of young ones, which affect their families negatively (Egbochuku and Oyaziwo (2006). The concept is relatively new in academics. Therefore, literature on it is very scanty. The term is often used by Christians to express worldly desires or practices of youths, which could prevent them from obtaining eternal glory and fulfillment of their leadership calling in life (1 Samuel 15: 23). Disobedience to parents and school authorities; stealing etc are parts of these behaviours (Egbochuku and Oyaziwo 2006). Disobedience to parents is prevalent at home while disobedience to rules and regulations is common in the school environments. At early age in life,

youths spend most of their time in the school environments. In their schools, there are laid down rules and regulations, which they are expected to comply with. They are like scriptural foundation for raising students (1 Peter 5:5-6 and Proverbs 2:1-10).

However, youths must go beyond the view of the above two scholars in Christianity. It is regarded as an unquestionable desire for worldly pleasures, which includes smoking, consumption of alcoholic drinks, fornication etc. Christian doctrines admonish children to flee these desires. Paul the apostle in particular believes that addiction to them is an obstacle to sound spiritual life. Solid spirituality leads to excellence in characters in the lives of brethren in all areas of human endeavours (Ephesians 4:22). Leaders worthy of emulation in scripture- Joseph and Daniel displayed sound spiritual life and it enabled them to become excellent administrators in lands of captivity (Genesis 39: 8-16 and Daniel 3:28). Joseph rejected the lust of fornication as a young boy and embraced sound spirituality. This gave him access to revelation that made him to attain the position of authority in Egypt (Genesis 41:37-41). A young person, who flees fornication, demonstrates his fear for God and that demonstration is the commencement of wisdom in his life (Genesis 39:9 & Job 28:28). God reveals his secrets to those who fear him (1 Corinthians 2:10 & Psalms 25:14).

4.2 State of knowledge on mobile phone

Mobile phone is an emerging important tool for personal communication with social, economic, political and cultural significance in man's society (Oxford Online Dictionary 2006). Its use began in Europe in the 1980s and extended to the United States in 1990s (National Cancer Institute 2010). As of 2009, there were more than 285 million subscribers to cell phone service in the United States (National Cancer Institute 2010). Moreover, more than 80% of all households in America have at least one mobile phone; among households with married couples, 57% of children ages 7 to 17 have access to their own mobile phones (Kennedy et al 2008). Presently, the use of phone is just growing in Africa (Esharenana 2006). The device was introduced in Nigeria in 2001. *When* license to operate was issued to four companies namely MTN Nigeria Communication, Econet Wireless Nigeria Limited, which later metamorphosed to Vmobile Communication Investment Company and now Zain, the state owned NITEL and Globalcom Limited (Esharenana 2006). The purpose was to make communication system effective and efficient in the country.

Prior to its introduction, major means of sending information to people across the nation and beyond were: Nigerian Telecommunication Limited (NITEL) and Nigerian Postal Services Agency (NIPOST). NITEL was used for making local and international calls while NIPOST was meant for sending hard copy messages. Parents used to travel long distance in order to see their children in schools. After some time, courier services came into being and eased some of the tensions of sending messages to people through NIPOST. Services of courier are not without shortcomings, but it addressed some of the challenges of NIPOST. However, advent of Global System of Mobile (GSM) in 2001 brought about tremendous changes in communication in Nigeria. Moreover, it has led to positive development in the education sector, thus easing the stress usually encountered by parents in contacting their wards in far away institutions.

4.3 Examination of research on the usefulness of mobile phone

Communication is undoubtedly a major driver of a nation's economy. Emerging trends in socio-economic growth shows a high premium being placed on Information and Communication Technology (ICT) by human beings and organizations (Esharenana 2006). One of the major means of ensuring easy flow of communication, from one person to another is through the use of mobile phone. It is a vital tool for students in citadels of learning to express themselves to people who can-not be reached at one point or the other. Moreover, it enables people to pass useful information from one person to another at different stages in life. At tender ages, youths like interacting with one another. One of the major means of doing this is through mobile phone. At this period of their lives, interacting with *the* opposite sex, most especially seems to be the most important thing they cherished so much. They like acquiring information, mostly on sexual relationship from their peers, which may not be made available by their parents. In *the* citadel of learning under study, being a Christian Mission Institution, general attitude towards immoral sexual activities is *not encouraged*. Thus, talking openly about sexuality is clearly a taboo. Unwelcome sexual remarks about body, clothing, humor or jokes about sex that denigrate women or men in general are strictly prohibited (Students Handbook 2010). Since students are not allowed to indulge in these activities, they could employ mobile phone to express them secretly in and outside *the* campus.

Mobile phone is also a means of engaging youths in social networking (Lenhart & Madden 2007; Boyd & Ellison 2007; Hargatti 2008). This includes sending of e-mail Nielsen, (2009), finding of new friends and strengthen existing networks. Mobile phone is a major means of sending text and e-mail messages to people. Students could use either of the two to keep their parents, friends and loved ones up to date on events that are crucial to their lives (Teplitzky 2009). They could engage the same to send pictures and love messages to the opposite sex. Face book, net log, tagged and my daily flog could be employed to carry out these social net workings on campuses. In other words, students engage mobile phone to construct social meaning and define their identities (Ogunyemi 2006). The device can equally be used

to record and store lecture notes. Also, it can be used to store messages of great men of God, like Pastor William Kumuyi of The Deeper Life Church, Pastor E. A. Adeboye of The Redeemed Christian Church of God, Bishop David Oyedepo of The Living Faith Church Worldwide etc. This will enable them to listen to these messages at the appropriate time. Moreover, mobile phone could be used to search the web for materials for academic activities.

Contrary-wise, Hyland (2005) found that youths engage the use of phone as a 'means of buying forms of privacy and independence from parental control'. A lot of people cherish their privacy. Youths are not excluded. They also want some forms of privacy from parents and school authority's control, which is not good for them at their tender age (Oyedepo 2010). Nevertheless, life is full of problems. Most of them might be passing through some challenges, which they might not want to expose to outsiders except their confidants. In another development, Hindman (2005) claims that mobile phone is a plausible instrument for organizing collective actions, which include recruiting and organizing political supporters for electoral activities, raising awareness and shaping attitudes (Sanson 2008). Youths could also make use of mobile phone to engage in conversation, debate and discuss issues affecting them. Such an issue among other things could be to raise funds to support a cause, probably victims of inferno in their vicinity (Nobles 2006).

4.4 State of knowledge on effects of the use of phone

Social problems associated with the use of mobile phone are diverse among mankind. Most of them are dangerous to human existence while some are threats to the actualization of youth's destinies. The most crucial aspect of these problems is sudden death that may arise from accident (Abels 2009; Redelmeier & Tibshirani 1997; Michael 2005). Receiving or making phone calls while driving has claimed thousands of *lives* abruptly, most especially in the developed societies, where there are 70 mobile phone subscribers for every 100 residents (Chafe 2007). Fatal accidents usually terminate lives of people involved suddenly. Youths who *are* involved in such accidents might not survive and that could result in total termination of their destinies. Closely related to this is domestic accident, which has *destroyed* properties worth millions of dollars in some homes (Aggarwal 2010). Consequences of fire from mobile phones in homes have led to disability and loss of productivity of victims (Bhanderi & Sushhilkumar 2008). Those who secured permanent injury in the course of inferno may remain maimed and disabled forever. Such individuals may not be able to contribute meaningfully to the development of their countries. In contrary, (Srivastava 2005 & Rheingold 2002) associated the use of phone with criminal behaviours. It is observed that the device has become a weapon of organizing protest, riots and revolution against constituted authorities, intimidating, embarrassing and duping innocent persons worldwide (Rautiainen 2003). In Nigeria recently, the use of mobile phone was associated with examination misconduct (IT Realms online 2009). This is being described as e-cheating among students. The problem of e-cheating to the nation's education system is that it provides a smart way of beating the effort of government and civil society group in stamping out the menace of examination misconduct (IT Realms online 2009). Youths who indulge in examination misconduct may end up defrauding their friends, organizations of work, associations etc. Moreover, some of them may not be able to defend their certificates in work settings (Omonijo & Fadugba 2011). Such students may not be able to contribute meaningfully to national development in their countries as well.

In another development, health implications of mobile phone to users are points of concern to scholars such as (Orlando et al 2010 and Thibodeaux 2010). Health problems, which may erupt from the use of mobile phone includes Alzheimer's, senility and dementia, parkinson's, autism, fatigue, headaches, sleep disruptions, altered memory function, poor, concentration and spatial awareness, cancer, brain tumors and sterility (Mecola 2008). Health is very important in life. Without a good health, one may not be able to engage in any meaningful activity. It would be a tragedy for any youth who encounters these social problems at his tender age. The stage is very important in his life. If proper care is not taken, such a young person may be rendered useless in life. Attitudinal problems that go with the use of mobile phone among youths should not be left untouched in this study as well. Scholars such as (Hozefa 2010 & Divan 2010) listed three categories of children that may likely encounter this problem. Firstly, children whose mothers had used mobile phones during pregnancy were more likely to have behavioural problems than those whose mothers had not. Secondly, children who themselves used mobile phones at the age of seven were more likely to have behavioural problems than those who did not. Thirdly, children who had used mobile phones and whose mothers had used it too were the most likely to have behavioural problems. Another aspect of the above attitudinal problems is indecent behaviours. This includes listening to worldly music and watching of pornography, homosexual and indecent movies (Lofgren-Martenson & Sven-Axel 2010). In respect of pornography, The British-Based Internet Watch Foundation (2007) cited by Omonijo & Fadugba (2011) reported that child pornography on the internet is becoming more brutal and graphic. Students could engage mobile phone to indulge in the above activities in and outside the campus. Exposure of students to pornography could prompt them to engage in sexual immorality in and outside the campus, which could be regarded as the enemy of their sound spirituality and future great accomplishments.

5. Theoretical Point of View

Social learning theorists consider the formation of identity to be a learned response to social stimuli (Bandura & Walker 1963). It prompts persons to model their lives in response to the expectation of others in our environments (Andersen & Taylor 2006). Behaviours and attitudes are learnt and developed in response to reinforcement and encouragement from those around us. At different stages in life, commencing from childhood to adulthood, learning is required in order to obtain virtues that are necessary for personal development. Childhood experiences are of paramount importance to this study because youths are actively involved. Experiences obtained at early age could be a foundation for a successful or unsuccessful adult life. The bulk of these experiences are derived in the course of studentship in higher institutions of learning. In these institutions, youths can easily learn attitudes and behaviours via interaction with peer groups without minding negative consequences of some of these behaviours. The use of mobile phone could be perceived in that way and it can be used to analyze this study in two ways:

Firstly, it could mean a way of buying some privacy outside parents' control. Most youths *may* want privacy in some of their actions and activities. This may prevent them from using phone service provided on campus since the place is always crowded with students. Some of them may want to pass confidential information to another person. The use of mobile phone could afford them this opportunity. Secondly, it could mean acting in consonance with other students, who are so addicted to the use of phone without being caught. That seems to be a way of reinforcing and encouraging other students to indulge in the act.

By and large, it could be observe that some students are good in strengthening and encouraging behaviours and attitudes reflecting youthful lust on campus, which is contrary to the spiritual core value of the institution. Students are expected to model their lives after notable biblical characters, who imbibed spiritual doctrines, when they were young. This enabled them to become leaders of note in their times. Joshua for instance, patterned his life after Moses and dissociated himself from the crowd, rebelling against God (Number 14: 5). Elisha as well modeled his life after Elijah and ignored the mocking of other fellow youths, which enabled him to inherit double anointing power that made him a prophet of note in Israel (2 king 2: 1-24). As an orphan and alien, Esther became a model for the successful conduct of life in the life full of uncertainties (Akinyele 2009).

Scripture admonishes youth not to love the world and the things that are in the world. The things of this world are pride of life, lust of the eyes and the lust of the flesh (1 John 2: 15-17). Biblical characters mentioned above did not involve in worldly adventures but highly committed to scriptural matters, which enabled them to succeed. Nevertheless, biblical characters who indulged in youthful lust, when they were small ended up becoming a failure to their generations. Gehazi was one of such. The lust of *the* eye, led him to covetousness, and that brought about total destruction of his destiny (2 king 5: 25-27). Samson as well became a slave to the lust of flesh. It led him to adultery. Eventually, his anointing for greatness was terminated shamefully (Judges 16: 20).

Youths of any nation are seeing as leaders of tomorrow and as such, a great resource for national development (Enueme & Onyene 2010). Before this could be realized, however, they need to imbibe scriptural doctrines, which are prerequisites to its actualization. Social learning approach provides platform for this. Nevertheless, the paradigm ignores negative effects of social learning in the development of youths in man's society.

6. Methodological Issues

6.1 Study design

This study uses ex-post design because events leading to it took place in the past.

6.2 Research Instruments

The research is descriptive in nature. Therefore, primary and secondary means of data collection was adopted. Questionnaire and in-depth interview served as instruments of data collection. The questionnaire contains two sections (A and B). Section A contains *gender* of respondents. Section B *contains questions relating to* time of using mobile phone, reasons for its possession and reasons for not using phone service provided on campus. It equally contains issues related to the hypotheses formulated. Four structured questions were presented to respondents during interview section. The first two dealt with gender of students and time they are using their mobile phone while the remaining two *contains* reasons for its possession and reasons for not using phone services on campus.

6.3 Population and sample size

The population of *the* study is eight thousand seven hundred and sixty five- 8, 765 (Student handbook 2010). Out of this figure, students and members of staff constitute seven thousand, six hundred and fifteen (7,615); eight hundred and fifty (850) respectively. From the population, four hundred and five (405) respondents were selected from the population.

This includes three hundred and twenty 320 culprits of possession and use of phone, fifty (50) other students and thirty-five (35) members of staff. Members of staff are selected because they are the ones monitoring the activities of students on campus.

6.4 Sample techniques

Purposeful and simple random sampling techniques were used to select respondents for the study. Purposeful method was applied to three hundred and twenty (320) victims of possession of mobile phone while simple random sampling method was used to select 35 (thirty-five) members of staff. One interviewee each was selected from each of the thirty-five (35) departments on campus, which includes student affairs and physical planning development. In each department several numbers were written on sheets of papers. Each of them was cut, folded and gathered together in a bag. The bag was thoroughly shaken to allow the content to mix up and each of these respondents was asked to pick one from the bag. The respondent, who picked number 1, was selected for the study. Questionnaire was applied to three hundred and twenty (320) victims of possession of mobile phone while in-depth interview was applied to other fifty (50) students and thirty-five (35) members of staff.

6.5 Response rate

320 questionnaires were distributed to the study's respondents. All of them returned their questionnaires to the researcher without any problem. That represents 100% of the distribution. Other students and members of staff randomly selected equally responded positively to the research.

6.6 Techniques of data analysis

Percentage was used to describe and analyze the data collected. Chi-square was used to test hypotheses formulated for the study. In depth interview was equally used to complement the result obtained from hypotheses formulated for the study.

7. Analysis, Results and Discussion

Results of data analyzed in this study are presented in seven tables (Tables 1-7) as indicated below.

<Table 1 about here>

As indicated in table 1, male students caught for possession of mobile phone were 218 (68.13%) while their female counterparts were 102 (31.87%). Thirty-five (70%) of students interviewees out of fifty (50) claimed that male students are the majority of students flaunting the rule of mobile phone on campus while fifteen 30% believe that female students are more involved in the violation. Nineteen (54.3%) members of staff out of thirty-five equally supported this view while sixteen (45.7%) of them believed that female students are more involved.

Table 1 shows that majority of students flaunting mobile phone rule are males. This is in support of the view of 70% of students and 54.3% of staff interviewed. They argued that female students are afraid of being caught and penalized. This submission corroborates Lombroso (1903) cited by Burke (2001), who concludes that true female criminals are rare. Females have not evolved like males, due to the inactive nature of their lives. Moreover, these interviewees said female students do not have strategy of keeping their mobile phones secretly like male students. This is equally in line with Lombroso, who argued that it was the females' natural passivity that withheld them from breaking the law, as they lacked the intelligence and initiative to become criminals.

<Table 2 about here>

As indicated in table 2, 215 students who were using their phone at mid-night, which is 67.19%. This is followed by 62 students who were using it at mid-day, which is 19.37% of respondents. Students who were using their mobile phone early in the morning constitute the minority. They were 43 in number. It represents 10.31% of the sample. Moreover, forty-six (92%) students out of fifty equally claimed that most students use their mobile phone at night, three (6%) believed that most of them used it at mid-day while one (2%) suggested early in the morning. Furthermore, the entire thirty-five members of staff claimed that students engaged their phone at mid-night. That represents 100%.

Item 3 in table 2 show that majority of students caught were using their phone at mid-night. This corroborates the view of 92% students and 100% members of staff interviewed. These interviewees believed that students adequately communicate with the opposite sex without being distracted at night. Then, artisans and other members of staff, working in the hall except hall staff would have closed.

<Table 3 about here>

Table 3 shows that out of 320 that responded to item 4 (lack of privacy in communication), 201 (62.8%) admitted that it has a high contribution to possession and the use of phone. Ninety-six (30%) ranked its contribution moderate, while just

23 (7.2%), rated it low. On possession of mobile phone to enable students communicate secretly, send text messages and pictures to the opposite sex, 195 (60.9%) noted that it is a high contributory factor to violation of mobile phone rule. Hundred (31.3%) ranked it moderate while 25 (7.85) ranked it low. Item 5 (students flaunting the rule of mobile phone are not born again) was perceived as a high contributing factor to violation of mobile phone rule by 172 (53.8%). Hundred and two (31.8%) responded view it a moderate contributing factor while 46 (14.4%) of our respondents saw it as a low contributing factor. On students' dislike of phone service on campus, 160 (50%) respondents considered it as a high contributing factor to violation of mobile phone rule. Ninety-seven (30.3%) ranked it moderate contribution while 63 (19.7%) rated it a low contribution. Item 6 was equally rated high by 48.4% of the respondents, moderately by 35.3% and lowly by 16.3%. However, engaging mobile phone to communicate with parents was rated high by 94 (9.4%) of 320 respondents. One hundred and two (31.8%) of respondents rated it moderate while 124 (38.8%) of students rated it low.

Deducing from above, majority of students caught for possession and use of phone were using it to discuss, send text messages and pictures to the opposite sex secretly. This is indicated in item 1. The view is in line with the submission of thirty-nine (78%) out of fifty students interviewed on this subject. They argued that most students are using it to express love to the opposite sex in and outside campus. 11 (28%) of respondents argued otherwise by saying that most students engage the device for private reasons. Thirty-five (100%) members of staff interviewed equally submitted that the major reason why students use mobile phone secretly is to communicate with the opposite sex. Contents of all the phones confiscated attest to this fact. They all contained love messages and pictures sent to and received from the opposite sex.

<Table 4 about here>

In Table 4, items 2, 6 and 4 (lack of privacy, congestion and ineffectiveness and inefficiency of staff in mobile phone centre) were considered high *contribution* factors to violation of mobile phone rule by 157 (49.1%), 42.2% and 41.9% of respondents respectively. However, item 1 was rated low by 44.3% of our respondents. 31.8% rated it moderate while 16.6% ranked it a high contributing factor. Poor network coverage and Frequent network failure was equally rated low with 38.4% and 34.4% respectively.

From the study, it was realized that lack of privacy in phone centre is causing students not to patronize phone service on campus. Item 6 (congestion) is another notable reason. It does not make it conducive for students to pass confidential information across to their recipients. Most students in the institutions are from wealthy homes, who have never witnessed such prior *their* admission into the university. Item 1 shows that the cost of making calls is of no consequence to the reason why most students do not use phone service on campus. This is because money is not the problem of most of these children. This is reinforced by the view of 43 (86%) students out of 50 interviewed. They attributed students dislike for phone service to lack of privacy, congestion, poor network coverage and ineffectiveness and inefficiency of members of staff. Considering these factors, student could consider it convenient to make use of their mobile phone secretly. The remaining 14% of them attributed it to poor network failure and frequency *of* network failure. Thirty (85.7%) members of staff believed that poor network / call failure, congestion and poor network coverage could prevent students from using the centre to make calls while 14.3% claimed that lack of privacy is the major reason. However, 85.7% members of staff believed that students who are not patronizing the centre have questionable activities, which are negative to raising children.

Testing of Hypotheses

Chi-square was used to test hypotheses formulated @ .005 level of significance and 2 as degree of freedom (df).

7.1 Hypothesis 1

H¹: There will be a difference in the perceived lack of privacy in communication and violation of mobile phone rule.

<Table 5 about here>

The chi-square calculated value of 150.20 is > (greater) than the chi-square value of 10.6. Hence, the hypothesis that says there will be a difference in the perceived lack of privacy in communication and violation of mobile phone rule is accepted. This corroborates Hyland (2005), who argues that youths engage mobile phone to buy some privacy. Opinion of 42 (84%) interviewees agreed with Hyland 2005 as well. These respondents believe that many students do not like making their discussion open. Nevertheless, 8 (16%) claimed that there is nothing wrong in making calls in phone centre if *the* students concerned are not having secret information contrary to the vision of the university. The view of thirty staff (85.7%) supported this claim. According to them, students who make call secretly have something to *hide*, which is contrary to the vision of the university while 5 (14.3%) interviewees believed that students may want to pass confidential and genuine information to their communicators and that can't be done publicly. Actually, people are passing through hard times in the present day Nigeria, there are things most students can not mention in the public, otherwise, they will be mocked. Youths most especially are not mature. Keeping confidential information to themselves

could be a problem. This is an indication that students are violating this rule because there is no room for privacy in communication, but subjects of the discussion may be negative to raising children, which is contrary to the vision of the institution such as worldly desires for sexual immorality.

7.2 Hypothesis 2

H¹: There will be a difference in the perceived students' desire to express love to the opposite sex and violation of mobile phone rule.

<Table 6 about here>

The chi-square calculated value of 80.83 is > (greater) than the chi-square value of 10.6. Hence, the hypothesis that says there will be a difference in the perceived students' desire to express love to the opposite sex and violation of mobile phone rule is accepted. This view is in line with the submission of thirty-nine (78%) out of fifty students interviewed on this subject. They argued that most students are using it to express love to the opposite sex in and outside the campus. The remaining 11 (28%) respondents argued otherwise by saying that most students engage the device for personal reasons. Thirty-five (100%) members of staff interviewed equally submitted that the major reason why students engage mobile phone secretly is to communicate with the opposite sex. Also, information from phones collected from the victims is in agreement with the above submission. They all contained pictures and love text messages addressed to the opposite sex. That could be another major reason why students are clamouring against lack of privacy in communication. It could be a way of preventing staff and other students from having knowledge of the messages and other secret discussions they are making with the opposite sex. The major reason given by the respondents for involving in love activities secretly is to prepare them for their future marriages.

7.3 Hypothesis 3

H¹: There will be a difference in the perceived students' who are not born again and violation of mobile phone rules.

<Table 7 about here>

The chi-square calculated value of 74.8 is > (greater) than the chi-square tabulated value of 10.6. Hence, the hypothesis that says there will be a difference in the perceived level of students who are not born again and violation of mobile phone rule is accepted. This result is in line with the view of forty-five (90%) of students interviewed out of fifty. They claimed that students violating mobile phone rule are not born again while five (10%) suggested that some of the born again students are flaunting the rule as well. Twenty (57.2%) members of staff out of thirty-five equally believe that most students, who are violating the rule have not really received salvation from their iniquities while fifteen (42.8%) suggested that some born again students equally violate the rule.

Dwelling on the above, it could be deduced that students who are properly born again will not involve themselves in immoral behaviours *or* clamour for privacy in communication. This is because such students do not involve in questionable activities, which are negative to raising children.

8. Findings

From the study, it is discovered that most caught for violation of mobile phone rule were using their phone at night. Also, male students were more involved in the violation of mobile phone rule than their female counterparts. The study equally finds out that there is a difference in the perceived lack of privacy in communication and violation of mobile phone rule. Moreover, there is a difference in the perceived students' desire to express love to the opposite sex and violation of mobile phone rule. Furthermore, there is a difference the perceived students who are not born again and violation of mobile phone rule. Finally, students were not patronizing phone centre due to lack of privacy, ineffective and inefficiency of staff at the centre, congestion of students in phone centre etc.

9. Conclusion

This study concludes that most students caught for violation of mobile phone rule were using it secretly at night. Also, male students were more involved in violation of mobile phone rule than their female counterparts. Furthermore, it is equally concluded that there is a difference in the perceived lack of privacy in communication and violation of mobile phone rule. Moreover, there is a difference in the perceived students' desire to express love to the opposite sex and violation of mobile phone rule and there is a difference in the perceived students who are not born again and violation of mobile phone rule. Finally, students are not patronizing phone service centre on campus because of lack of privacy in phone centre, ineffective and inefficiency of staff at the centre, congestion of students in phone centre etc.

10. Recommendations

Based on the above conclusion, the following recommendations are suggested: adequate provision should be made

available to ensure privacy in mobile phone centre to some extent. This will enable students to pass confidential information to their recipients. Members of staff are enjoined to be consistent in their assignments. The idea of staff not being available when students need their services should not be entertained. Also, students should be monitored properly in their halls of residence and around the campus to ensure compliance to non-possession of mobile phone. There should *be* a regular visit to their rooms as well to checkmate any strategy they want to use in keeping the device secretly.

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Table 1; Sex distribution of respondents

Sex	Frequency	%
Male	218	68.13
Female	102	31.87
Total	320	100

Source: From the data collected by the researchers

Table 2: Time of using phone on campus

S/N	Time	Frequency	%
1	Morning	43	13.44
2	Mid-day	62	19.37
3	Mid-night	215	67.19
	Total	320	100

Source: From the data collected by the researchers

Table 3: Reasons for using mobile phone on campus

S/N	Reasons.	High contribution	Moderate Contribution	Low contribution
1	I was using a mobile phone secretly on campus in order to communicate with the opposite sex, send text messages and pictures and to receive the same	195 (60.9%)	100 (31.3%)	25 (7.8%)
2	I was using a mobile phone secretly on campus in order to communicate with my parents.	94 (9.4%)	102 (31.8%)	124 (38.8%)
3	I was using a mobile phone secretly on campus because I don't like using telephone service provided on campus			
4	I was using a mobile phone secretly on campus in order to communicate with my friends, siblings etc without exposing my discussion to other students and staff	160 (50%)	97 (30.3%)	63 (19.7%)
	Students who are not flaunting mobile phone rule are not properly born again.	201 (62.8%)	96 (30%)	23 (7.2%)
5	I was using a mobile phone secretly on campus because other students are using it without being caught.	172 (53.8%)	102 (31.8%)	46 (14.4%)
6		155 (48.4%)	113 (35.3%)	52 (16.3%)

Source: From the data collected by the researchers

Table 4: Reasons why students do not use telephone service provided on campus

S/N	Reasons	High Contribution	Moderate Contribution	Low Contribution
1	It is too expensive	53 (16.6%)	125 (39.1%)	142 (44.3%)
2	Lack of privacy in phone centre	157 (49.1%)	102 (31.8%)	61 (19.01%)
3	Frequent network/call failure	103 (32.2%)	107 (33.4%)	110 (34.4%)
4	Ineffectiveness and inefficiency of staff	134 (41.9%)	89 (27.8%)	97 (30.3%)
5	Poor network coverage	96 (30%)	101 (31.6%)	123 (38.4%)
6	Queuing up for turn/congestion.	135 (42.2%)	84 (26.3%)	101 (31.5%)

Source: From the data collected by the researchers

Table 5a: The difference in the perceived lack of privacy in communication and violation of mobile phone rule

Question	High Contribution	Moderate Contribution	Low Contribution	Row Total
I was using a mobile phone secretly on campus in order to communicate with my friends, siblings etc without exposing my discussion to other students and staff.	201	96	23	320
Total	201	96	23	320

Table 5b: Calculating data for hypothesis 1

f_o	f_e	(f_o-f_e)	$(f_o-f_e)^2$	$(f_o-f_e)^2/e$
201	106.6	94.4	8911.36	83.59
96	106.6	10.6	112.36	1.054
23	106.6	83.6	6988.96	65.56
320	320			$X^2 \text{ cal}=150.20$

Chi-square ($X^2\text{cal}$) value=150.20 and Chi-square tabulated ($X^2\text{tab}$) value = 10.6

$$X^2 = \frac{\sum(f_o - f_e)^2}{\sum f_e}$$

Where x^2 is chi-square, f_o is frequency observed, f_e is frequency expected, f_o-f_e is the difference between the observed and expected frequency, $(f_o-f_e)^2$ is the difference between the observed and expected frequency all squared. The degree of freedom is 2 while .005 is the level of significance.

Table 6a: The difference in the perceived students desire to express love to the opposite sex and violation of mobile phone rule

Question	High Contribution	Moderate Contribution	Low Contribution	Total
I was using a mobile phone secretly on campus in order to send text messages and pictures to my lover and to also receive same from him/her.	187	68	65	320
Total	187	68	65	320

Table 6b: Calculating data for hypothesis two

f_o	f_e	(f_o-f_e)	$(f_o-f_e)^2$	$(f_o-f_e)^2/e$
187	106.6	80.4	6464.16	60.63
68	106.6	38.6	1489.96	13.97
65	106.6	41.6	1730.56	16.23
320	320			$X^2 \text{ cal}=80.83$

Chi-square ($X^2\text{cal}$) value=80.83 and Chi-square tabulated ($X^2\text{tab}$) value =10.6

Table 7a: The difference in the perceived students who are not born again and violation of mobile phone rule

Question	Agree	Disagree	Undecided	Total
Students violating mobile phone rule are not born again Christians?	172	102	46	320
Total	172	102	46	320

Table 7b: Calculating Data for Hypothesis 3

Cells	f_o	f_e	(f_o-f_e)	$(f_o-f_e)^2$	$(f_o-f_e)^2/e$
a	172	106.6	65.4	4277.16	40.12
b	102	106.6	-4.6	21.16	0.198
c	46	106.6	60.6	3672.36	34.45
	320	320			$X^2 \text{ cal}=74.8$

Chi-square ($X^2\text{cal}$) value= 74.8 and Chi-square tabulated ($X^2\text{tab}$) value =10.6