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AI SEXTING ADDICTION: AN EMPIRICAL ASSESSMENT OF STUDENTS INVOLVEMENT FROM ABDULLAHI FODIO UNIVERSITY OF SCIENCE AND TECHNOLOGY ALIERO, NIGERIA

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Abstract: The advent of technology and communication industries that provide modern electronics devices, software applications and artificial intelligence, raises complex concerns regarding, economy, mental health, privacy and potential misuse of technology. This paper was designed to assess the risk associated with sexting addiction using artificial intelligence (AI) among students of Abdullahi Fodio University of Science and Technology Aliero (AFUSTA), Nigeria. This study was a case study design. A sample of 600 students was selected randomly from 6,600 undergraduate students of three faculties who secured admission into (AFUSTA) for 2024-2025 academic session. A pre-designed Students Attitude and Perception on AI-sexting Questionnaire (SAPAIQ) was employed for data collection. Cronbach's Alpha Statistical method was used to determine the reliability coefficient of 0.80 for the tool. Two null hypotheses were tested at 0.05 level of significance, which guided the study. Descriptive Statistics, Analysis of Variance (One-way ANOVA), Independent samples t-test were used to test the hypothesis. The finding of this indicated the following major risks associated with the use of AI sexting thus; physiological effect, behavioral effect, economic cost, and time consumption. The study also recommended the establishment of AI-monitoring and evaluation centers need to be mandated to checkmate the usage of all AI bots across the country and Relevant laws should be formed to regulate the use of social media, apps, and bots, among others. In concluded the existential threats of Ai-sexting affected the majority of undergraduate students and male were prone to the use of AI-sexting than their female counterparts.

Keywords: AI-sexting, Cultural Understanding, Sexting, Students, Social Media.

Introduction

The emergence of technology has led to the development of virtual sex, which has further evolved into AI-integrated sexual experiences. The differences observed between the Chatbot's perspectives and the well-established acceptance of teen sexting as a common behavior underscore the ongoing presence of moralistic views within AI systems (Ricon & Cohen, 2024). Today, mobile devices and the internet are integral to the everyday experiences of teenagers. As "digital natives," young individuals encounter technology from an early age, significantly influencing their development and social interactions. The significant time spent by teenagers online over the past ten years has intensified concerns regarding the effects of technology. During the critical phase of identity formation, peer interactions, and the pursuit of new experiences, adolescents may face challenges related to sexuality on social media platforms. Recent study indicates that between 93% and 97% of young people engage with social media (Felice et al., 2022). Ricon (2022) posits that sexting is a component of sexual development among teenagers. In both serious and casual relationships, adolescents explore their sexuality in digital spaces. They may share suggestive messages and images with both acquaintances and strangers, allowing them to engage with their sexuality in a relatively low-risk environment, which can enhance their self-esteem and interpersonal relationships. Nevertheless, sexting carries inherent risks, such as the potential for unauthorized distribution of images (Hu et al., 2020).

Sexting has become a concerning problem in human civilization. Majority of people are using mobile phones to access social media platforms. More than 500 million people in Africa use mobile phones, according to a 2013 report from the International Telecommunication Union (Parliament of Victoria, 2024). Mobile phones are used for a variety of purposes such as messaging, accessing the internet, and perusing various social media platforms. This trend persisted, with numbers rising from 24% in 2010 to 32.9% in 2012. Adolescents make up a significant percentage of mobile phone users, making up more than 30% of the user base overall (Olabode, 2018). According Strassberg (2013), survey revealed that 18% of respondents had engaged in sending peers sexually suggestive photographs and messages in the United States. Additionally, studies on the popularity of sexting among young teenagers found that between 30% and 89% of this group participated in such behaviors, indicating a high frequency of sexting among young people. Study on adolescent sexting has examined its prevalence, motivations, outcomes, and legal issues, and has explored associated factors and connections to well-being. A meta-analysis of 39 studies from 2009 to 2015 found that sexting activity increased during that period. By 2015, 19.3% of teenagers were sending sexts, 34.8% were receiving them, and 14.5% were forwarding sexts without consent. Females received more sexting than males and older adolescents sent more than younger ones (to both younger and older teens). Sexting education should thus begin early and encourage ethical online conduct (Mori et al., 2022). Some studies emphasized the adverse effects of sexting, linking it to risky behaviors, anxiety, depression, and low self-esteem (Gasso et al., 2019). However, other studies cite its potential benefits, including self-expression, sexual exploration, relationship enhancement, intimacy maintenance, arousal, pleasure, learning about consent and health, and body positivity (Doyle et al., 2021; Thomas et al., 2021).

Sexting

Sexting refers to any behaviors that involve sharing vulnerable images of a sexual nature using digital media and it could be applied to mobile-based cyberbullying or other types of cyberbullying. The act of sending, receiving, or sharing messages or images that are sexually explicit content through electronic devices, especially among minors, with implications for mental health, privacy, and online security has been considered to be sexting. In another way, sexting messages can include text, photographs, or emojis or emoticons (Stephy, 2009; as cited in Amali, et al., 2024). The concept (in question) differs from cybersex or other forms of computer-mediated sexuality in that it is enacted through smaller devices that can easily be transported, such as mobile phones or handheld computers and in that regards, most people who engaged in sexting each other have met face-to-face. With the development of mobile applications such as Tinder or Grindr, where participants can meet others online for exchange, the number of sexters who have not met face-to-face continues to increase. Sexting, as a concept and as a word, is relatively new, being added to the Merriam-Webster's Collegiate Dictionary in 2012. As such, cultural understanding and response to sexting practices are still in development. Adolescent sexting practices appear to differ from how adults use sexting and that cultures at least, Western cultures, given that virtually almost all sexting research done earlier using participants from North America or Europe generally assign stigma to the practice and invoke moral panic by suggesting sexting is representative of sexuality gone amok. This entry further describes sexting as an activity then, looks at research on sexting among adolescents and among adults. It concludes by discussing the types of scandals involving sexting that have drawn the attention of the news media Jimmie (2020).

AI-sexting

A world is driving by technology and human communication is a new way of finding and rebuilding relationship boundaries. Artificial intelligence communication has become one of the most talked about technologies in cities because of its simplicity, privacy, and intelligence. Many platforms were designed to simulate a human-like experience, allowing people to express their opinions, encourage discussion, and explore their interests without needing other people. With high anonymity and awareness, people can use robots to protect their needs and interests. Therefore, there is need for third party users who can discretely procure an AI-bot with a good privacy policy. The market may be flooded with AI messaging bots to help users make decisions (Suffescom, 2024). Sexting has gained a surge in popularity. AI bots improve user experience on digital platforms by facilitating smoother and more efficient interactions. People look for joyful experiences to please their desires most especially what could trigger them to become sexting addicted. This is where a sexting AI bot comes into the picture. Business owners and entrepreneurs looking forward to investing in this technology are cognizant of the 300% increase in searches for AI sexbots. It presumes as a game-changing technology and an opportunity for you to help people indulge in the joys of flirting without any embarrassment or shame. Sexting AI apps are chatting apps that blend advanced AI technology with a dash of steamy creativity. They allow users to engage in naughty conversations with virtual characters. Picture having an AI friend who only gets your vibe and keeps up with your wildest fantasies. These AI sexting bots simulate real, intimate conversations from time to time; have you questioning whether you are talking to an actual human or an AI (Topaiinfluncer, 2024).

Sexting at Educational Institutions

Dramatic shift has occurred in sexuality education over a decade that reflects social and political changes. Scholars like Butler (1990) and Foucault (1978) critiqued sexuality's construction and enforcement by learning institutions. Political and social forces equip sexual morality, especially for teens. The nexus between evolving sexuality education programs and socio-political processes demonstrated the power of these forces. While the trend is toward comprehensive liberal programs that present sexuality as a fundamental human rights matter, conservative abstinence-only approaches persist (Winkelmann & Ketting 2013; Lamb et al., 2013). Effective sexuality education programs equip youth and teen to navigate relationships, sexual development, online misinformation, and conflicting messages. It fosters values, knowledge, and skills for the body, intimacy, and sexuality (Bonjour & vander 2018). Conservative programs promote abstinence-only education as ideal for risk prevention. They utilize cautionary messaging to dissuade teen sexual permissiveness. A parent-centric approach is also common, though research shows teens do not discuss sex with parents and instead seek information online (Ricon & Dolev-Cohen, 2024). Students sexting attitudes reflect its risks and negative publicity. Research in Bosnia and Herzegovina and Croatia has shown that sexting is rejected mainly due to consequences or coercion, while it is tolerated as part of flirting and intimacy or without considering outcomes (Van Ouytsel et al., 2016). Positive motivations like promoting intimacy and arousal contribute to acceptance (Burkett, 2015). Teens sext to flirt, initiate intimacy, feel sexy, get attention, conform to perceived norms, joke around, or in response to pressure or blackmail (Ojeda, 2022). These digital interactions have become an integral part of modern adolescent social and sexual development, reflecting the increasing integration of technology into all aspects of teen life and relationships. Parents significantly influence adolescent sexual socialization but seldom discuss sexting, leaving teens without guidance or support if pressured. Teens are upset and at risk for further harm due to low help-seeking rates for issues like sextortion, underscoring the importance of candid communication (Wittes et al., 2016; Wolak et al., 2018). Although research supports the normal role of teen sexting in teenage sexual maturation, this analysis of AI conversational and questionnaire responses demonstrates enduring conservative beliefs toward teen sexting. It is necessary to conduct additional research on the causes and consequences of such AI-generated communications.

Statement of the Problem

Plethora interest emerged in research about the sexual influence of sexting and AI-sexting among students of various institutions of learning. These acts of risky sexual involvements had repercussions for the student's mental health, economic loss of resources (Drouin, 2012). The risky sexual behavior associated with female adolescents' tract many questions that needs to be studied in their relationship with social media, sexting, and AI sexting. Sexting has rapidly become a social problem that endangers and changes the caricature of the society as a whole. The increase in the use of social media has resulted to the rise in the prevalence of sexting, which is currently being integrating into AI-sexting or sexbots, which in turn resulted in risky sexual behaviors (Klettke, 2014). Therefore, this paper is an attempt to checkmate the risk associated with sexting and AI-sexting among the students of Abdullahi Fodio University of Science and Technology, Aliero (AFUSTA), Nigeria.

Objectives

The general aim of this study is to investigate the negative implication of AI sexting among students while specific objectives are to examine the implication of the use of smart phones/computers to misuse of technology among students; determine the prevalence of AI Sexting among Students; and identify the level of threats associated with sexting addiction using AI by students.

Hypotheses

i. There is no significant difference in AI-sexting involvement between undergraduate students based on programme of study, level of student, age of student and gender
ii. There is no significant difference in risk associated with the use of AI-sexting among undergraduate students based on programme of study, level of student, age of student and gender

Methodology

The target population consisted of 6,060 undergraduate students in 200, 300 and 400 level who were enrolled into full time degree programs of Abdullahi Fodio University of Science and Technology Aliero during 2024-2025 academic session. Various department were cluster into three cognate faculties such as Science Education and Sciences, Engineering and Clinical and Health Allied. The simple random sampling technique was employed to select 600 students who were representatives of the target population of 200, 300 and 400 levels respectively from three faculties. A pre-designed Students' Attitude and Perception on AI-sexting Questionnaire (SAPAIQ), which contained five dependent variables and coded as follows: Psychological Effect (PE1), Physiological Effect (PE2), Behavioural Effect (BE), Time Consuming (TC), and Economic Loss (EC) was employed using Google form and Kobo tools. The instrument was sorted based on variables and scores of 1,2,3,4 and 5 were assigned to SA, A, N, D and SD respectively for all positively worded items. In addition to this, Sexual Risk Survey (SRS) scale by Muhammad (2022) and Sexting Scale by Weisskirch and Delevi (2011) were employed to assess the perception of adolescents about their sexual risks with uncommitted partners, and to assess the sexting attitude and intention of adolescents, and how regular suggestive photo or video was sent to a receiver. The scores obtained from students' responses were subjected to Cronbach's Alpha Statistical Method of Analysis and the outcome yielded a reliability coefficient of 0.80.

Results

Table 1: Demographic Characteristics of the Respondents

Age	**Age (in years)**	**Frequency**	**Valid Percent**	**Cumulative Percent**
	17-23	466	77.7	77.7%
	24-27	122	20.3	20.3%
	28-30	5	0.8	0.8%
	Above 30	7	1.2	1.2%
	Total	**600**	**100.0**	**100.0%**
Gender	**Gender**	**Frequency**	**Percent**	**Cumulative Percent**
	Male	480	80.0	80.0%
	Female	120	20.0	20.0%
	Total	**600**	**100.0**	**100.0%**

Marital Status	Marital Status	Frequency	Valid Percent	Cumulative Percent
	Single	394	65.7	65.7%
	Married	182	30.3	30.3%
	Divorced	5	0.8	0.8%
	Separated	19	3.2	3.2%
	Total	**600**	**100.0**	**100.0%**
Ethnic Groups	**Ethnic Groups**	**Frequency**	**Valid Percent**	**Cumulative Percent**
	Hausa	427	71.2	71.2%
	Yoruba	117	19.5	19.5%
	Igbo	32	5.3	5.3.%
	Fulani and Dakarkari	24	4.0	4.0%

Source: Field work, 2025

Table1 revealed the age range of the participants in this study. 17-23 has the highest frequency of 466 (77.7%), followed by 24-27 with 122 (20.3%), and above 30 years. 7 (1.2%), in which 28-30 has the least frequency of 5 (0.8). The gender participation in this study indicated that male participants had the highest frequency of 480 (80%), followed by female participants with a frequency of 120 (20%). The marital status of the participants indicated that single respondents had the highest frequency of 394 (65.7%), followed by married participants with 182 (30.3%), 19 (3.2%) separated, and the least among the participants were divorcees with 5 (0.8%) frequency. Ethnic group played a vital role in this study, in which Hausa had the highest frequency of 427 (71.2%), followed by Yoruba with 117 (19.5%), and Igbo had 32 (5.3%), while Fulani and Dakarkari was the least with a frequency of 24 (4.0%).

Table 2: Analysis of variance (One-way ANOVA) of students' involvement in AI-sexting based on Level of study (N=600)

Descriptive Statistics				
Level of Study	**N**	**Mean Score**	**SD**	**Std. Error**
200-Level	297	279.11	168.74	9.79
300-Level	251	311.68	174.61	11.02
400-Level	52	368.73	173.77	24.08

ANOVA					
Sources of variation	**Sum of Squares**	**Degree of Freedom**	**Mean Square**	**t-cal.**	**t-crit.**
Between Groups	409356.356	2	204678.178	6.946	.001
Within Groups	17590593.644	597	29464.981		
Total	17999950.000	599			

* Significant at $p < .05$ alpha level; N = 600

Table 2 shows that 400-level students had the highest mean score of 368.73, followed by 300-level (311.68) and 200-level (279.11) respectively, in their involvement in AI-sexting. This indicates that 400-level students involved more in AI-sexting than 300 level and 200 level students. It also revealed that the calculated *t* of 6.946 is higher than the critical *t*

of .001 at 0.05 alpha level with 2 and 597 degrees of freedom. Therefore, the null hypothesis is rejected which stated that there is no significant difference in undergraduate students' involvement in social networks based on level of study, and the alternative hypothesis is chosen. This entails that there is a significant difference in undergraduate students' involvement in AI-sexting based on level of study. Given the significant F-ratio, a post hoc analysis using Levene's Statistic Test of Homogeneity of Variances was done to locate the source of differences. The result of the analysis indicates a significant difference exists between 400-level, 300-level and 200-level undergraduate students.

Table 3: Results of Independent Samples T-test of Gender Involvement in AI-sexting

Independent Samples Test									
	Levene's Test for Equality of Variances		**T-test for Equality of Means**						
								95% Confidence Interval of the Difference	
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
Equal variances assumed	.109	.741	.476	598	.634	7.50661	15.77182	-23.46829	38.48151
Equal variances not assumed			.479	308.224	.632	7.50661	15.67392	-23.33481	38.34804

Group Statistics				
Gender	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean Decision at *P < 0.05***
Male	432	302.6019	174.14019	8.37832
Female	168	295.0952	171.69710	13.24672
Total	600			

* Significant at $p < 0.05$ alpha level; N = 600

Table 3 presents independent samples of *t*-test to compare the involvements of gender in AI-sexting. The mean score of male with (302.60) is significantly different with female with (295.09). This indicated that male had more influence in AI-sexting than female. The equal variance was assumed and the null hypothesis was retained. The value of *P* is .741, which is > 0.05. [t (.476) = 598]. The degree of freedom is 598 which significantly different with (308.22). The male Standard Deviation was higher than Female Standard Deviation. Also the magnitude of the differences in the means differences =7.51, 95% which inferred that, the Null hypothesis was retained.

Table 4: Results of independent Samples t-test of Age-range Involvement in AI-sexting

Independent Samples Test									
	Levene's Test for Equality of Variances		**t-test for Equality of Means**						
								95% Confidence Interval of the Difference	
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
Equal variances assumed	2.952	.086	-136.593	598	.000	-.99379	.00728	-1.00808	-.97950
Equal variances not			-277.705	482.000	.000	-.99379	.00358	-1.00082	-.98676

assumed									
Group Statistics									
Age	**N**		**Mean**		**Std. Deviation**		**Std. Error Mean Decision at *P > 0.05***		
18-24 years	483		1.0062		.07865		.00358		
25-30 years	117		2.0000		.000000		.00000		
Total	**600**								

* Significant at $p < 0.05$ alpha level; N = 600

In table 4 an independent samples *t*-test was conducted to compare the participants' age range in participating in AI-sexting. The mean score of 2.00 (25-30 years) of students is higher than the mean score of 1.00 (18-24 years). This indicated that 25-30 years had more influence with AI-sexting than the students with age range of 18-24 years. The calculated *t* of .086 > 0.05, which is higher than the critical *t* of .000 < 0.05. Therefore, the equal variance was assumed, and the null hypothesis was retained. The degree of freedom is 598, which significantly different from 308.22. The 18-24 (.078) standard deviation was higher than the 25-30 (.00) standard deviation; also, the magnitude of the differences in the mean differences is equal to -.99, 95%, which infers that the null hypothesis was retained.

Table 5: Analysis of Variance (One-way ANOVA) of Risk Associated with AI-sexting Based on Faculty/Programs of Study

Faculty/Programs	**N**	**Mean Score**	**SD**	**Std. Error**	
Science Education and Science	324	1.2346	.73853	.04103	
Engineering and Environmental Sciences	147	2.7687	1.00047	.08252	
Clinical Health and Allied Science	129	3.2016	.40272	.03546	
Total	**600**	**2.0333**	**1.15951**	**.04734**	
ANOVA					
Sources of Variation	**Sum of Squares**	**Degree of Freedom**	**Mean Square**	**F-cal.**	**F-crit.**
Between Groups	462.265	2	231.132	402.211	.000
Within Groups	343.069	597	.575		
Total	**805.333**	**599**			

* Significant at $p < 05$ alpha, level. N=600

Table 5 reveals that undergraduate students from the Faculty of Clinical Health and Allied Sciences had the highest mean score of 3.20 on students' involvement in AI-sexting, followed by the Faculty of Engineering and the Faculty of Science Education and Science, with mean responses of 2.77 and 1.23 respectively. Therefore, students having the highest mean score had more tendency of risk associated with AI-sexting than others did. It also shows that the calculated F of 402.21 is higher than the F-critical of .000 at 0.05 alpha level of significance with 2 and 597 degrees of freedom. The null hypothesis, which stated that there is no significant difference in risk associated with AI-sexting based on Faculty of study, is rejected and the alternate hypothesis is retained. This means that there is a significant difference in risk associated with AI-sexting based on Faculty of study. Given that, the significant F-ratio, a post hoc analysis using Levene's Statistic Test of Homogeneity of Variances was done to locate the source of differences. The result of the analysis indicates a

significant difference exists between Faculty of Engineering and Environmental Science, the Faculty of Science Education and Science, and Clinical Health and Allied Science.

Table 6: Analysis of Variance (One-way ANOVA) of Risk Associated with AI-sexting Based on Students Level of Study

Students Level of Studies	**N**	**Mean Score**	**SD**	**Std. Error**	
200 Level	357	1.4006	.89587	.04741	
300 Level	134	2.7388	.99570	.08602	
400 Level	109	3.2385	.42815	.04101	
Total	600	2.0333	1.15951	.04734	
ANOVA					
Sources of Variation	**Sum of Squares**	**Degree of Freedom**	**Mean Square**	**F-cal.**	**F-crit.**
Between Groups	367.957	2	183.979	251.123	.000
Within Groups	437.376	597	.733		
Total	805.333	599			

* Significant at $p < 05$ alpha level. N=600

Table 6 Shows 400 level students who have the highest mean score of 3.23, followed by 300 level (1.27) and 200 level (1.40) respectively. This indicates that 400 level students were more vulnerable to the risk associated with AI-sexting than 300 level and 200 level students. It also revealed that 300 level students have higher standard deviation of 0.99 seconded by 200 level with 0.89 and 300 level 0.42 respectively. The calculated F is 251.12 is higher than the F critical of 0.000 at 0.05 alpha level with 2 and 597 degrees of freedom. Therefore, the null hypothesis stated that there is no significant difference in risk associated with AI-sexting based on level of study is rejected and the alternative hypothesis is chosen. This entails that there is a significant difference in risk associated with undergraduate students' involvement in AI-sexting based on level of study. Given the significant F - ratio; a post hoc analysis using Levene's Statistic Test of Homogeneity of variances was done to locate the source of differences. The result of the analysis indicates a significant difference exist between 400-level, 300-level and 200-level respectively.

Table 7: Results of Independent T-test Samples Analysis of Risk Associated in AI-sexting based on Gender

Independent Samples Test									
	Levene's Test for Equality of Variances		**T-test for Equality of Means**						
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
								Lower	**Upper**
Equal variances assumed	36.587	.000	-82.368	598	.000	-.95274	.01157	-.97546	-.93002
Equal variances not assumed			-51.830	130.883	.000	-.95274	.01838	-.98910	-.91638
Group Statistics									
Gender	**N**		**Mean**		**Std. Deviation**		**Std. Error Mean**		

				Decision at *P <0.05*
Male	478	1.0063	.07906	.00362
Female	122	1.9590	.19907	.01902
Total	**600**			

* Significant at $p < 05$ alpha level.

Table 7 revealed that the mean score of females (1.95) is higher and significantly different from that of males (1.00). This indicated that females were more vulnerable to risk associated with AI-sexting than males. The equal variance of 36.58 was assumed and the null hypothesis was retained. The calculated *t* is 0.00 is equal with the critical *t* of .00, which is < 0.05. The degree of freedom is 598, which is significantly different with equal variances of 130.883 not assumed. The standard deviation of female is 0.19, which is higher than the standard deviation of male of 0.07. The magnitude of the differences in the mean differences is also equal to -.95 (95%), which infers that the null hypothesis is retained.

Table 8: Results of Independent Samples T-test of Risk Associated with AI-sexting Based on Age Range.

Independent Samples Test									
	Levene's Test for Equality of Variances		**t-test for Equality of Means**						
								95% Confidence Interval of the Difference	
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
Equal variances assumed	242.773	.000	-51.214	598	.000	-.86670	.01692	-.89993	-.83346
Equal variances not assumed			-29.787	137.419	.000	-.86670	.02910	-.92423	-.80916

Group Statistics				
Age	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean Decision at *P > 0.05***
18-24 years	466	1.0064	.08006	.00371
25-30 years	134	1.8731	.33407	.02886
Total	**600**			

* Significant at $p < 0.05$ alpha level

In Table 8, an independent samples t-test was conducted to determine the age range associated with risk in AI-sexting. The mean score of 25-30 (1.87) of students is higher than the mean score of 18-24 (1.00). This indicated that 25-30 were more vulnerable to risks associated with AI-sexting than students with an age range of 18-24 years. The calculated *t* of 0.00 is equal to the critical t of 0.00, which is < 0.05, therefore, the equal variance was assumed and the null hypothesis was retained. The degree of freedom is 598, which is significantly different from the equal variances not assumed of 137.42. 18-24 has a 0.08 standard deviation, which is less than 25-30 of 0.33 standard deviation. The magnitude of the differences in the means differences is also equal to -.87; 95%, which infers that the null hypothesis was retained.

Discussion

The analysis of the results showed that there was significant difference in undergraduate students' involvement in AI-sexting. Student from the Faculty of Clinical Health and Allied

Sciences has the highest mean score, which indicated that they are more influence in AI-sexting followed by Faculty of Engineering and lastly Faculty Educational Science and Science. This result could be attributed to the nature of their program of study. More so, engineering students more often involved in workshop, laboratory and practical work in their studies, thus, leaving them with less free time to involve oneself in to AI-sexting. The result of the analysis also shows that there exists a significant difference in risks associated with undergraduate students towards their usage of AI-sexting based on faculty and program of study. Undergraduate students from the Faculty of Clinical Health and Allied Science have the highest level of vulnerability to risks associated with the use of AI-sexting, followed by Faculty of Engineering and lastly Faculty of Education Sciences.

This result may be attributed to the nature of program undertaken by the students. Clinical Health based courses generally tend to involve practical work and empirical studies. Science students may therefore see lesser need for AI-sexting. On the other hand, Education Science based courses and the Science rely heavily on collation of theoretical information and facts from different sources. The students in these courses could therefore see higher need for integration of social networking in the process of teaching and learning. This finding is in consonance with the findings of Ahmad (2012) which showed that there was significant difference in the disposition of university students towards social networking based on Faculties. Faculty determines the course of study. The result of the analysis showed that there was a significant difference in students' involvement in social networking based on year (Level) of study. The 200 Level undergraduate students had the highest involvement in social networking, followed by 300 Level undergraduate students and finally 400 Level undergraduate students. This result could be explained by the fact that at the 300 Level (penultimate year) and the 400-Level (final year) the students are likely to be more concerned with their academic work since they are more conscious of their Cumulative Grade Point Average and final class of degree on graduation. Therefore, they are more likely to pay greater attentions to their academic work than social networking. Furthermore, the final year students may be involving less in social networking because of their final year project (research study) which they undertake. The result of the analysis also indicated that there exists a significant difference in the attitude of undergraduate students towards the integration of social networking into teaching and learning based on Level (year) of study. The 200 Level students were significantly more disposed in their attitude towards integration of social network into teaching and learning than other students at 300 and 400 Levels. This may be explained by the fact that 200 Level students have more time left to complete their programs and are more disposed to innovations within the time frame left. The 300 and 400 Level students may already be focused on completing their programs and graduating.

Conclusion

AI-sexting is considered to be a dangerous behavior that may put young individuals at risk or to become vulnerable to masturbation addiction. The negative consequences of developing an addiction to AI-sexting may become problematic if it disrupts daily life and results in persistent unpleasant emotions like shame, remorse, regret, anxiety, and embarrassment. The conclusion was supported by the work of Amali et al., (2024) and Umoh et al., (2016). Young adults who receive guidance and counseling on safe sex practices will be better able to safeguard their sexual intimacy from internet companions. When talking to young adults about safer sex, parents, teachers, student counselors, and medical professionals should

bring up the subject of AI-sexting. This will help them understand the repercussions of AI-sexting, which can lead to many repercussions.

Recommendations

This study revealed that institutions of learning have a lot to do for making the lives of their students more effective and well disciplined. The authorities of universities, polytechnics, mono-technics, colleges of education, and secondary school awarding institutions should take preventive measures that can minimize the rampant use of AI-sexting bots for the students. Many risks are associated with the use of AI sexting bots such as time-consuming economic loss, physiological, psychological, or behavioral effects, among others. Government and non-governmental organizations, teachers, law enforcement, traditional rulers, public members, and parents must realize that cyberspace is boundary-less, which makes it highly difficult to control the threat, and therefore, preventive measures should be taken to protect the future life of any prospective students. The following measures are recommended to lessen the resurgence of AI-sexting:

i. Establishment of AI-monitoring and evaluation centers need to be mandated to checkmate the usage of all AI bots across the country.
ii. Relevant laws should be formed to regulate the use of social media, apps, and bots, among others.
iii. The government should set up a special team consists of forensic professionals, experts in ICT; encrypted software, and applications need to be used by government entities to monitor and control the use of unregistered foreign software and applications.
iv. Computer and mobile phone usage policies should be enforced consistently.
v. Sensitization programs should be encouraged to educate the communities about the adverse risk associated with the use of AI sexting bots.

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