

NEW MEDIA AND SPIRAL OF EMOTIONS: FACEBOOK AUDIENCE PERCEPTION OF THE CHRISLAND SCHOOL VIRAL SEX VIDEO

by

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Abstract

This study looked at the reactions to the Chrisland School sex tape on Facebook and how the media are instrumental in the spread of emotions towards social events. The objectives of the study are to find out the extent of virality of the Chrisland School sex tape on Facebook, determine the dominant originators of stories on the Chrisland School sex tape on Facebook, and find out the perception of the stories on the Chrisland School sex tape on Facebook based on the direction of the reactions and the comments and the number of shares among others. Using the content analyses research method, the researchers examined the Facebook users' 'likes' and comments on a total of 1898 posts made on the said viral sex video to ascertain the level of reactions that the tape attracted. The study found that, among other things, Facebook users were very expressive of their perception of the sex tape story, and demonstrated that new media can be a veritable medium for the spread of emotions towards social events. It was recommended that as dominant originators of stories on the Chrisland School sex tape on Facebook, women should endeavor to protect their fellow women if an embarrassing issue such as this comes into public view.

Keywords: New Media, Spiral of Emotion, Facebook & Chrisland School

Introduction

The introduction of social media brought with it a slew of new opportunities for information exchange and contact between individuals and groups in a variety of fields. It has also given people from all walks of life, regardless of demographics, the opportunity to share stories about

events and experiences, as well as contribute to discussions about such events. Social media has developed as "a new platform for dialogue and has no doubt provided an outlet for individuals to communicate their perspectives on socio-political concerns" (Eze & Nneka, 2016).

The rise of social media has facilitated audience access to what is going on in the lives of others, whether they be politicians, celebrities, corporate figures, the elite, or persons of societal importance (Auwal, 2018; Anyanwu & Ejem, 2016). In the current digital age, every device may be turned into a newspaper, radio, television, or movie-watching device.

Nigerians, wherever they may be, can pick up and contribute to social discussions with a simple device such as a mobile phone. Through news blogs, Facebook, Twitter, YouTube, and Skype platforms, stories about current events in society, which would normally be obtained from the mainstream media, can now reach a broader audience at a faster rate, allowing for faster or instantaneous feedback from the audience.

In practice, this means that the social media phenomena have decentralized the process of media content transmission. This technological development has recently benefited Nigerians in openly expressing their ideas on topics that directly or indirectly affect or influence their lives, as well as issues that do not directly touch or impact their lives but are creating public interest. Nigerians have shaped the direction of policy formulation, the virality and consequences of many events in society, and public perception of such events by repeating their voices through social media.

Political parties and candidates have utilized social media to educate and mobilize public support as well as in the collation and announcement of election results during general elections. As a result, they have aided in the promotion of democratic values and the credibility of Nigeria's electoral process. It has undoubtedly become overrun with websites dedicated to promoting hatred

against specific ethnic, religious, racial, or sexually oriented groups.

In a broader social context, social media platforms have also been used to advocate against human rights violations in Nigeria. Other social media campaigns that have had an impact include calls to abolish the police special anti-robbery Squad (SARS) over allegations of extrajudicial killings of civilians, a call to action against the slave trade in Libya, and xenophobic attacks in South Africa. In contrast, recent events have demonstrated that many Nigerians utilize hate speech, threats, abusive language, and character assassination on social media to express their anger, frustration, and unhappiness with political, economic, religious, security, and other concerns in society (Ende & Dzuhogi, 2012).

Because of the platform's decentralized character, it has become an ideal location for amateurs and pros alike to exchange ideas, rumors, gossip, information, photographs, videos, art, and music. The role played in the aftermath of the revelation of a sex tape involving some young Nigerian students from Chrisland International School in Lagos, which in turn affected the virality of the issue, is a recent remarkable example in Nigeria.

To put it in context, in April 2022, a leaked sex film involving a group of students from the Chrisland International School's Lekki branch in Lagos, who were in Dubai for the World School Games, was posted online. It drew a lot of attention from the general people and was widely debated online, offline, and even in the mainstream media. The video sparked even more interest when the mother of the teen girl in question acknowledged that her daughter was the one in the video and that she was dying in quiet as a result of threats from the school. Facebook is one of the most popular social media networks in

Nigeria. In Nigeria, Facebook is the second most popular social networking site (86.2 percent of users), trailing only WhatsApp (93 percent of active users) (Nairametrics, 2021). Not only does Facebook make information more accessible, but it also gives objective and accurate statistics for analyzing user behaviour. Readers may choose to respond to posts in their newsfeeds or when visiting specific pages or stories on various timelines by using one or more of Facebook's standard response options, such as like, share, or comment (Lipsman et al., 2020). As a result, examining people's attitudes or behaviour on Facebook is simple.

Due to the nature of social media, how users on various social media platforms reacted to the sex tape featuring students from Chrisland International School may have impacted the public perception – that is, the thinking, belief, or opinion held by many people – regarding the sex tape involving the students. To that aim, this study will look at the reactions to the sex tape on Facebook in the form of comments, likes, and shares to get a sense of how the public felt about it.

Problem Statement

The Internet has revolutionized how information is disseminated in the last decade. Traditional news outlets such as television and newspapers are no longer the primary providers of information. Furthermore, social media has become a first-line reference for people, who are increasingly turning to their online networks for information and then using those same connected media spaces to discuss the news of the day (Anyanwu & Ejem, 2016).

In terms of study, there is a lot of interest in figuring out how social media affects people's exposure to political and social

events. One of the studies shows that Facebook users are becoming more aware of social and political issues as a result of status updates and links shared by their online friends (Ibekwe et al., 2020). But can we conclude that Facebook has a widespread impact on how people perceive political and social events?

More importantly, if individuals are increasingly utilizing Facebook as their primary news source, academics will need a greater understanding of how Facebook, and other social media platforms, alter people's comprehension of what is going on in the world and their perspective of social events, if at all. How is that perception represented if it does alter their experience of these events?

The objective measuring of people's perceptions of social media events is possible thanks to a Facebook algorithm. They accomplish this by using common response options such as likes, shares and comments. Take, for example, the Facebook story about the sex tape involving students of Chrisland Schools. What role does the use of typical response options, such as like, share and comments, have in understanding Facebook users' reactions to the incident?

Objectives of the Study

The objectives of the study are to:

- i. Find out the extent of virality of the Chrisland School sex tape on Facebook.
- ii. Determine the dominant originators of stories on the Chrisland School sex tape on Facebook.
- iii. Examine the volume of standard responses that the stories on the Chrisland School sex tape on Facebook attracted.

- iv. Find out the perception of the stories on the Chrisland School sex tape on Facebook based on the direction of the reactions and the comments, and the number of shares.

Significance of the Study

The following people would benefit from the findings of this study:

Researchers will have a better knowledge of how the Facebook platform, as well as the rest of social media, shapes people's perceptions of what's going on in the world and how they react to social events. It is also intended that the findings of this study would contribute to a better understanding and awareness of the extent to which Nigerians utilize Facebook to discuss social events.

The importance of the network perspective to agenda-setting will be explored in this study. Companies like Facebook, according to Wohn and Bowe (2014), are taking on agenda-setting roles, not just through algorithms, but also through the people who make up consumers' online social networks. They presented crystallization as a theoretical framework, arguing that rather than the one-directional top-down method described by agenda-setting, people form views of reality through an emerging process. The results of this investigation will be used to test the theory's applicability.

Finally, this study will serve as a reliable source of reference information for future scholars who will feel compelled to investigate relevant areas of this study, as well as significantly contribute to the current body of academic/media knowledge.

Social Media Overview

This study is concerned with social media usage with a specific focus on Facebook, a social media network. Before diving into a review of Facebook, it's crucial to take a broad picture of social media and grasp its history.

The concept of social media does not lend itself to a concise definition. It may be of interest to everyone to know that "social media" is one of the most popular expressions nowadays, particularly in this era of interactive services. Despite its widespread use, only a few people can provide a precise description of the idea. Then there's the matter of what social media is. The two words 'social' and 'media' must be discussed separately to find a solution to the question. While the term "social" refers to socialization or engagement, "media" refers to internet-based services that offer users a place for interaction. They are web-based and mobile technologies that are used to transform communication into an interactive discourse. Social media, also known as consumer-generated media, not only provides people with information like other forms of communication but also allows them to interact and share that information with others (Agbabu, 2013).

This interaction could be as simple as asking for one's common opinion or views, or it could be as complex as voting for or against a particular issue (Ejem & Nwokeocha, 2023). Furthermore, while traditional media such as newspapers, radio and television are one-way media with limited opportunities for people to provide immediate feedback, social media on the other hand is a two-way traffic that allows people to respond immediately (Taiwo, 2016).

Writers define society in their unique way. Some see it through the lens of technology while others see it through the lens of social consequences. For example, Eribo (2018) views social media as a way of interpersonal contact in which people create, share, exchange, and remark among themselves on various networks. According to Amana and Attah (2014), "social media refers to activities, practices, and behaviors among communities of people who gather online to share information, knowledge and opinions using conversational media." Similarly, Eribo (2018), states that "social media refers to activities, practices and behaviors among communities of people who gather online to share information, knowledge and opinions using conversational media."

From a technological standpoint, it is defined as web-based applications that enable the creation and easy transmission of content in the form of words, pictures, videos and audio. The term "social media" refers to a platform that uses mobile and web-based technologies to create a highly dynamic platform where members of a community may share, co-create, discuss and change material created by others (Kietzman, 2012). According to Kaplan and Haenlen (2010), social media is a collection of internet applications that build on the ideological and technological foundations of Web 2.0 and enable the creation and exchange of user-generated content.

There are definitions of social media that combine social and technological perspectives. Mepfhu (2016), defines social media as "a collection of online communication channels dedicated to community-based input interaction, content sharing, and collaboration," according to Mepfhu . According to Etim (2018), it is a method of human connection in which people create, share, and

exchange information and ideas in virtual communities and networks.

Facebook: A Quick Overview

Facebook is a social networking service founded in February 2004. To be a Facebook user, you must first register with the site, which allows you to establish a personal profile and add other registered users as friends. The membership allows them to share information (texts and photos), as well as receive automated birthday notifications and profile updates. Users can also join user sub-groups based on common interests that have similar characteristics.

The website's name was inspired by the nickname "Facebook" given to students by the Harvard administration once they were admitted to the university. The book, which contains a directory of images and basic information on the pupils, aids in the students getting to know one another (Agbanu 2013). Students were able to make new social contacts and identify other students thanks to Harvard's paper on Facebook. The founders of Facebook first restricted membership to Harvard students. Later, the membership was opened up to additional students, and then to the general public.

Facebook quickly gained traction with Harvard undergraduates signing up within the first four days of its launch. In the first month, Facebook expanded its network to include other universities in the Boston area, eventually including many other Ivy League schools. Within a year, Facebook had over 1 million active users, and by May 2005, it had grown to include over 800 college networks. In May 2006, Facebook became available for high school and workplace networks. Facebook membership became open to anybody in September 2006, not just those who

belonged to a school or office network (Foregger, 2008).

In 2010, Facebook had over 400 million active users, with roughly 70% of these users, or 280 million, coming from outside the United States. Each week, over 5 billion pieces of content are shared, including web links, blog posts, news stories, and photo albums. There are more than 3 million active pages on Facebook, with over 5.3 billion fans (Facebook.com, 2020).

Users on Facebook can establish and maintain a personal profile that represents their online identity on the platform. Pictures, contact information and personal information such as relationship status, political affiliation, and hobbies and interests, are all included in a user's profile. A wall is a public location where other users can leave comments on a user's profile. Users can send each other private emails and engage in other social activities. Other Facebook profiles, referred to as Facebook friends, can be added to a user's network. Both parties must provide their consent to these relationships (Facebook.com, 2020).

Facebook users can join Facebook Groups, which provide all members of the group with capabilities similar to a user profile. A group page has information about the group, a wall for members to leave comments and a space for members to upload photos and videos. A discussion board, the ability to plan events and invite members, and the ability to message all members of the group simultaneously are all aspects of Facebook groups that facilitate the communication process for all members. Group administrators have the power to govern the group by accepting users, removing other users from the group, and deleting posts on the group page made by other users (Facebook.com, 2020).

Facebook Pages are similar to Facebook Groups in that they both have a wall, a discussion board, and the ability to add photographs and videos. Facebook Pages, on the other hand, was designed expressly for organizations and provided information on how Facebook users interact with the page as well as demographic information on their users. Furthermore, unlike Group Pages, Facebook Pages can host applications and programs that interact with Facebook and customise the website for its users (Facebook.com, 2020).

Facebook users, Group Pages, and Facebook Pages all have various privacy options. Individual Facebook users have various options for controlling who has access to their account information. To begin, a user's profile can be set to private, which means that only their Facebook friends can see their entire page (Foregger, 2008). People can also limit what information is shared among their Facebook friends by hiding information from specific users on their profiles. Users can also restrict what personal information is shared with Facebook apps and websites by adjusting their privacy settings (Facebook.com, 2020).

Facebook Groups are more limited in terms of privacy. Facebook Groups are divided into two categories: open and closed. Anyone with a Facebook account can access the content on open Facebook Group pages. Closed Facebook Groups are only visible to the group's members. Before joining a closed Group Page, a user must be approved by the group administrator. There are no restrictions on what information a user can view on a Facebook Group page once he or she has gained access to it (Facebook.com, 2020).

Facebook's Standard Response Options

'Like' Button on Facebook

Like, love, care, haha, wow, sad, and furious emojis are among Facebook's one-click reactions to posts and feeds. The Facebook-like button is a Facebook feature. It was made available for the first time in February 2009. Users can easily interact with status updates, comments, photos and videos, links shared by friends, and advertisements using the like button. When a user clicks the button, the designated content appears in the News Feeds of the user's friends, and the button also shows the number of other users who have liked the content, as well as a full or partial list of those users. In June 2010, the like button was expanded to comments (Lopez, 2017).

After months of testing and years of public speculation about whether it planned to include a "Dislike" button, Facebook officially launched "Reactions" on February 24, 2016, allowing users to long-press on the like button to select one of five pre-defined emotions, including "Love," "Haha," "Wow," "Sad," or "Angry." In May 2017, reactions were expanded to include comments, and in April 2019, they received a substantial graphical revamp (Wong, 2019).

The like button is one of Facebook's social plug-ins that can be embedded in third-party websites. Its application revolves around a type of advertising network that collects data on which users visit which websites. This type of functionality, akin to a web beacon, has been heavily chastised for its lack of privacy. Governments have launched investigations into the activity for possible privacy law violations, and privacy activist organizations have urged Facebook to stop collecting data through the plug-in.

Facebook claims that the information is anonymized after three months and that the information is not shared or sold to third parties. Furthermore, the like button's potential use as a measure of popularity has prompted some companies to sell likes through fake Facebook accounts, resulting in complaints from companies advertising on Facebook who have received an influx of fake likes, distorting proper user metrics. Users may only create one personal page, according to Facebook's Terms of Service agreement, and the company is working to combat the spread of bogus accounts.

If their friends 'like' or post about a brand, a story, an event, or a person on social media, audience members are more likely to follow or 'like' the brand, story, event, or person which can be an effective way of recruiting people to feel the emotion you are feeling or having them express their opinion about the brand, event or person. (Micu et al., 2017; Phua & Ahn, 2016; Micu et al., 2017). Audience members who click 'like' show that they either agree with the post or wish to learn more.

Audiences also 'like' and interact with postings to obtain the same treatment on their own (Carr et al., 2018). As a result, 'liking' a post indicates that the audience is interested in the material and wants to connect with others who are interested in the same thing. Furthermore, when more of their friends 'like' a post, the audience feels compelled to 'like' it (Kim et al., 2015).

Button for Sharing on Facebook

The Share button allows users to personalize links before sharing them on their timelines, in groups or via Facebook messages to their friends. People can use the Facebook Share button to display content uploaded by other Facebook users on their social media walls

straightforwardly and conveniently. When someone clicks the Facebook Share button, they can share a link to a post on their wall without having to copy and paste it into their Facebook profile (Wong, 2019).

The Share button is one of three engagement options provided by Facebook for users to connect with others online. "Like" and "Comment" are the other two options. When a user clicks the Share button on Facebook, they are presented with a menu of options. You have the option of sharing content with your friends right away, sending a post as a message, or sharing a post on a specific Page or Timeline.

If you add a Facebook button to your website to boost word-of-mouth marketing and engage your target audience, visitors will only be able to share material on their profile page if they click the button. Your user will be able to add a comment and tag any relevant followers in addition to sharing a link to the website they decided to share.

Comments on Facebook

Users can engage with each other on Facebook using a simple comment system that publishes responses to each post. Friends can leave comments on status updates, images, and links, among other things. Depending on whether you're interacting with personal accounts or managing pages, your Facebook comments will be different. It's critical to master the fundamentals of Facebook commenting before honing your comments using these best practices (Car et al., 2018).

Research Methodology

The audience's view of the sex tape featuring Teenage Chrisland pupils is investigated using quantitative content

analysis. This study will look at the responses it received on Facebook in the form of comments, likes, and shares.

This is a crucial incident that occurred in April of 2022 and was first reported on social media. As a result, only comments, reactions, and shares of interest from April to May 2022 are included in this study (that is, from the day they take appeared online to the day this content analysis of those Facebook posts started). As a result, the study's population will be from April 6th to May 20th, 2022. That's a total of 44 days.

The researchers used built and continuous week processes to choose 14 days for the study between April 6th and May 20th, 2022. To "build" a week, you must make sure that "each day of the week is equally represented" (Lacy et al., 2001). The variability that will occur on a daily or weekly basis will be represented by constructed and continuous week procedures (Riffe & Aust, 1993).

The constructed and continuous week procedures are used to choose the study days. The researcher purposefully looked for posts about the sex tape on Facebook on those days and coded the number of likes (like, love, care, haha, wow, sad, and furious emoji), shares, and comments on each post.

On those specific days, the code sheet is used to record reactions to the news on the Chrisland School sex film. The coding sheet created for this study is a modification and expansion of several other coding instruments that have been utilized in earlier investigations (Lacy et al., 2001; Ruggerio, 2000).

The content that the researcher was looking for is included in the Unit of Analysis. The Facebook thread and posts made by individuals and pages about the

Chrisland School sex tape served as the study's observation and analytic unit.

categories, which included the type of content.

The researcher was able to determine the audience perspective of the Facebook postings by looking at the content

The data for this study was gathered and evaluated in tables using simple percentages and frequency counts.

Presentation and Analysis of Coded Data

The researcher hereby presents the data coded from the Facebook posts.

Table 1: Data showing the Virality of Facebook Posts on the Chrisland School Sex Tape

Dates	Continuous Week	No of Posts	Constructed Week	No of Posts
1	Monday, 25 Oct.	189	Monday 15 Nov,	87
2	Tuesday, 26 Oct.	170	Tuesday 19 Oct.	109
3	Wednesday 27 Oct.	123	Wednesday 3 Nov.	157
4	Thursday 28 Oct.	181	Thursday 11 Nov.	90
5	Friday 29 Oct.	126	Friday 22 Oct.	149
6	Saturday 30 Oct.	86	Saturday 23 Oct.	171
7	Sunday 31 Oct.	63	Sunday 24 Oct.	197
Total		938		960
Total posts for the continuous and constructed week:				
1,898				

Table 1 shows that between 18th October and 20th November 2022, stories on the Chrisland School sex tape garnered 1898 posts on Facebook throughout the

constructed and continuous weeks. Out of those 1898 posts, 938 were on the continuous week while 960 were on the constructed week.

Table 2 Timelines of the Facebook Posts on Chrisland School Sex Tape

Timelines	Frequency	Percentage
Individual timelines	1699	89.5
Pages (Corporate and Individuals)	199	10.5
Total	1898	100

Table 2 reveals that the majority of the Facebook posts on the Chrisland School sex tape originate from individual timelines (89.5%), whereas the Corporate

and Individual Facebook pages published only 10.5% of the stories on the sex tape. It is an indication that it was the individual timelines that got the sex tape stories viral.

Table 3 Sex of Originators of the Facebook Posts on Chrisland School Sex Tape

Sex	Frequency	Percentage
Males	862	45.4
Females	1036	54.6
Total	1898	100

Table 3 reveals that the majority of the Facebook posts on the Chrisland School sex tape were made by women (54.6%) whereas men also made up a sizeable

proportion of the posters of stories on the sex tape (45.4%). It is an indication that the females contributed more to getting the sex tape stories viral.

Table 4: Volume of Standard Responses to the Sex Tape Stories on Facebook

Role	Frequency	Percentage
One-Click Reactions (Likes and its variations)	49,348	75.2
Comments	15,184	23.1
Shares	1,091	1.7
Total	65,623	100

Table 4 reveals that the majority of the Standard Responses to the Facebook posts on the Chrisland School sex tape were in the form of one-click reactions ('likes' and its variations) (75.2%). These were followed by comments, the proportion of which was 23.1%, and the number of times

the stories were shared in the individual timelines put together made up a proportion of 1.7%. It is an indication that the majority of the reactions to the sex tape stories were expressed through 'likes' and their variants.

Table 5: Volume of one-click reactions ('likes' and its variations) to the Sex-Tape Stories

Options	The implication of the sex-tape story	Frequency	Percentage
Like	Appreciative	6,378	13
Love	Adoring	1,196	2.4
Care	Compassionate	110	0.2
Haha	Amusing	9234	18.7
Wow	Excited/Surprised	12062	24.4
Sad	Condemning	11,023	22.3
Angry	Enraged	9345	19
Total		49,348	100

Table 5 reveals that of all the one-click reactions ('likes' and its variations) to the sex-tape stories, the majority of the clicks were 'wow' (24.4%), indicating that the majority of the responders were excited/surprised about the sex-tape story. Of almost equal proportion were 'sad' clicks (22.3%), indicating that almost the majority of the responders were

condemning the sex-tape story. A sizeable proportion of the responders were enraged (19%) about the sex tape and others found the sex tape amusing (18.7%).

The general indication is that the Chrisland School sex tape on Facebook attracted mixed reactions ranging from excitement, surprise, rage, condemnation, and amusing.

Table 6: Directions of Comments on the Sex-Tape Stories

Nature of comments	Frequency	Percentage
Supportive	279	1.8
Neutral	184	1.2

Amusing	10634	70
Condemning	4087	27
Total	15,184	100

Table 6 reveals that of all the comments that the sex-tape stories received, the majority of them were amusing (70%), indicating that the majority of the Facebook users were thoroughly entertained by the sex tape and the story surrounding it. Only 27% of the

commenters were condemning the sex-tape story. The general indication is that the Chrisland School sex tape on Facebook amused users and provoked a feeling of entertainment/laughter more than it drew other emotions

Discussion of Findings

Research Question 1: What is the extent of virality of the Chrisland School sex tape on Facebook?

Data coded from the Facebook posts within the period of study (18th October and 20th November 2022) as expressed in Table 1 reveals that stories on the Chrisland School sex tape garnered 1898 posts. It is an expression of intense virality by individual Facebook users who immediately caught fire after the incident and started spreading it. This is very evident, especially, given the fact that, as Table 2 reveals, the majority of the Facebook posts on Chrisland School sex tapes originate from individual's timelines (89.5%) whereas the Corporate and Individual Facebook pages published only 10.5% of the stories on the sex tape. It is an indication that it was the individual timelines that got the sex tape stories viral. This gives credence to the media richness theory which argues that an individual's choice of media technologies is influenced by the characteristics of each medium. The theory arranges media on a scale ranging from 'lean-to 'rich' based on attributes such as "speed of feedback, variety of channels, 'personalness' of source, and richness of language used" (Flanagin & Metzger, 2001, p. 157). The speed with which Facebook helps to spread stories makes it a rich medium. Facebook is a media platform that allows greater audience

expression and engagement. It affords the users the ability to express their perceptions about social events using certain standard reaction protocols.

The spread of stories is also in consonance with the tenets of the uses and gratifications theory. Newhagen and Rafaeli (1996) asserted that the uses and gratifications theory holds promise for understanding online communication because it considers how the Internet gives users a wide range of communication opportunities. Through the Internet, users can network with others, find information, and engage in numerous other activities that will help the information spread.

Research Question 2: Who are the dominant originators of stories on the Chrisland School sex tape on Facebook?

Analysis of the coded data, as indicated in Table 3, demonstrates that reveals that majority of the Facebook posts on the Chrisland School sex tape were made by women (54.6%) whereas men also made up a sizeable proportion of the posters of stories on the sex tape (45.4%). The data imply that the females contributed more to getting the sex tape stories viral. That is to say that women are the dominant originators of stories on the Chrisland School sex tape on Facebook; yet research has also shown that they are the most sexually objectified (Ejem et al., 2022).

The uses and gratifications theory assumes that an active audience chooses the communication medium that best gratifies audience members' needs. The underlying fact here is that men and women have different communication needs (Thill and Bill, 2007), and are hence differently poised to seek various media to gratify those needs. More so, this theory asserts that an individual's media choice is based on a combination of sociological and psychological factors. Some of these factors may include group norms, opinion leadership, message dissemination through interpersonal channels, and individual predispositions.

That operationally explains why the females contributed more to getting the sex tape stories viral, even though men make up the majority of Facebook users in Nigeria. To put that in context, there are 33,503,500 Facebook users in Nigeria in November 2021, which accounted for 15.5% of its entire population. The majority of them were men (58.9%). People aged 25 to 34 were the largest user group (11, 400, 000). The highest difference between men and women occurs among people aged 25 to 34, where men lead by 2,000,000 (Varella, 2021). However, women seem to have more proclivity to entertainment stories.

Research Question 3: What is the volume of standard responses that the stories on the Chrisland School sex tape on Facebook attracted?

Data in Table 4.4 reveals that the majority of the standard responses to the Facebook posts on the Chrisland School sex tape were in the form of one-click reactions ('likes' and its variations such as like, love, care, ha-ha, wow, sad and angry emoji), which summed up to 75.2% of the standard response reactions. These were followed by comments, the proportion of which was 23.1%, and the number of

times the stories were shared in the individual timelines put together made up a proportion of 1.7%. It is an indication that the majority of the reactions to the sex tape stories were expressed through 'likes' and their variants.

The implication is that Facebook gives users a wide range of communication opportunities, allows them to participate in the process, and express their perception towards the piece of information. Facebook and other social media facilitate audience engagement and make the users assume some level of importance as they use their standard reaction tools such as likes, comments, and shares to accentuate their points of view.

Active audiences or users of the media asserted that the uses and gratifications theory helps us to understand that online communication gives users a wide range of communication opportunities. Through the Internet, users can network with others, find information, and engage in numerous other activities such as providing feedback through several reaction tools. Hiebert (2019) also found that the motivational and engaging stories enabled more people to utilize Facebook 'likes' and connections, especially when the brands engage in issues that are more socially oriented. Similarly, Luran and Chiu's (2015) established that enhancing the number of likes, comments, and shares requires various instruments, which are interesting for academics and practitioners.

Research Question 4: What is the perception of the stories on the Chrisland School sex tape on Facebook based on the direction of the reactions and the comments, and the number of shares?

Based on the content analysis of the Chrisland School sex tape on Facebook, Table 4.5 reveals that of all the one-click reactions ('likes' and its variations) to the sex-tape stories, the majority of the clicks

were 'wow' (24.4%), indicating that majority of the responders were excited/surprised about the sex-tape story. Of almost equal proportion were 'sad' clicks (22.3%), indicating that almost the majority of the responders were condemning the sex-tape story. A sizeable proportion of the responders were enraged (19%) about the sex tape and others found the sex tape amusing (18.7%). The general indication is that the Chrisland School sex tape on Facebook attracted mixed reactions ranging from excitement, surprise, rage, condemnation, and amusing.

Relatedly, Table 4.6 reveals that, of all the comments that the sex-tape stories received, the majority of them were amusing (70%), indicating that the majority of the Facebook users were thoroughly entertained by the sex tape and the story surrounding it. Only 27% of the commenters were condemning the sex-tape story. The general indication is that the Chrisland School sex tape on Facebook amused users and provoked a feeling of entertainment/laughter more than it drew other emotions.

The media richness theory argues the media platform that allows greater audience expression and engagement is considered rich media. And that is the category where Facebook belongs. It affords the users the ability to express their perceptions about social events using certain standard reaction protocols. The findings of this study reflect those of Tafesse (2015) who concluded that the nature of a post has a significant positive effect on post shares, likes, and comments, and content that seems to have more entertainment seems to lead to better audience engagement.

Summary of the Findings

Following the various analysis and interpretations in the previous chapter, here is a summary of the findings:

1. The Chrisland School sex tape story went viral. That virality was led by individual Facebook users who immediately caught the fire of the incident and started spreading it. It was the individual timelines that got the sex tape stories viral.
2. Females Facebook users contributed more to getting the sex tape stories viral. That is to say that women are the dominant originators of stories on the Chrisland School sex tape on Facebook. Women seem to have more proclivity for entertainment stories on Facebook.
3. The Facebook users were very expressive of their perception of the sex tape story. The majority of the reactions to the sex tape stories were expressed through 'likes' and their variants. These were followed by comments, and then the number of times the stories were shared in the individual timelines.
4. Chrisland School's sex tape on Facebook attracted mixed reactions and perceptions ranging from excitement, surprise, rage, condemnation, and amusing. Of all the comments that the sex-tape stories received, the majority mostly amused users and provoked a feeling of entertainment/laughter more than it drew other emotions.

Conclusion

A study set out to study Facebook users' perception of Chrisland School *sex tape* by examining the likes, shares, and comments on such posts. It was first confirmed that

the stories about the sex tape went viral, and it was the individual timelines that got the sex tape stories viral. It proved that users of social media platforms can network with others, find information, and engage in numerous other activities that will help the information spread. Given that women seem to have more proclivity for entertainment stories, the female users contributed more to getting the sex tape stories viral, irrespective of the fact that majority of the Facebook users in Nigeria are men (Varella, 2021)

There were sufficient standard responses that the stories on the Chrisland School sex tape on Facebook attracted. majority of the standard responses to the Facebook posts on the Chrisland School sex tape were in the form of one-click reactions ('likes' and its variations such as like, love, care, ha-ha, wow, sad, and angry emoji), which summed up to 75.2% of the standard response reactions. These were followed by comments, and then the number of times the stories were shared in the individual timelines put together made up a proportion of 1.7%. Facebook and other social media facilitate audience engagement and make the users assume some level of importance as they use their standard reaction tools such as likes, comments, and shares to accentuate their points of view. This is a piece of evidence that motivational and engaging stories enabled more people to utilize Facebook 'likes' and connections.

Chrisland School's sex tape story on Facebook attracted mixed reactions and perceptions ranging from excitement, surprise, rage, condemnation, and amusing, and the sex tape amused users and provoked a feeling of entertainment/laughter more than it drew other emotions. It is an indication that the nature of a post has a significant positive effect on post shares, likes and comments and content that seems to have more

entertainment seems to lead to better audience engagement.

Recommendations

In light of the various findings, the following recommendations were suggested:

1. Women were the dominant originators of stories on the Chrisland School sex tape on Facebook. It goes contrary to the projection that men are the ones who objectify women and bring them to social ridicule. Therefore, women should endeavor to protect their fellow women if an embarrassing issue such as this comes into public view.
2. Facebook should put more effort into censoring videos and posts that are as sensual or sexually provocative as the Chrisland School sex tape. This will halt discussions on the tape from going viral.
3. The sex tape was a visual content; hence, it would be interesting to have a future researcher look at the reaction to the tape on video streaming platforms such as YouTube, Tik Tok, etc.

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