

**UNDERGRADUATE STUDENT PROMISCUOUS BEHAVIOUR WITHIN THE
HALL OF RESIDENCE IN UNIVERSITY OF BENIN, BENIN CITY**

BY

**OLUPONNA ABIODUN FOLORUNSO
SSC2105968**

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN
BENIN CITY**

SEPTEMBER, 2025.

**UNDERGRADUATE STUDENT PROMISCUOUS BEHAVIOUR WITHIN THE
HALL OF RESIDENCE IN UNIVERSITY OF BENIN, BENIN CITY**

BY

**OLUPONNA ABIODUN FOLORUNSO
SSC2105968**

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY FACULTY OF
SOCIAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
BACHELOR OF SCIENCE DEGREE (B .SC) IN SOCIOLOGY AND
ANTHROPOLOGY, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF
BENIN CITY, NIGERIA.**

SEPTEMBER, 2025.

CERTIFICATION

We the undersigned, certify that this research work was carried out by **OLUPONNA ABIODUN FOLORUNSO** with the matriculation **SSC2105968**, and it is adequate in scope and quality in partial fulfillment of the requirements for the award of a degree in Sociology and Anthropology (B.Sc.).

Prof. (Mrs.) Kokunre Eghafona
Project Supervisor

Ass. Prof. Greg Igbinomwanhia
Head of Department

DATE

DATE

DEDICATION

This is dedicated to the GOD Almighty for his unshaken love and care toward me throughout my University journey. and also I dedicate it to my parents, guidance and very everyone who played a vital role in my life.

ACKNOWLEDGEMENT

My sincere appreciation goes to GOD Almighty ,the one who knows and made me , despite the challenges encountered in process of the research and throughout my study year.i owe so much respect and appreciation to some persons whose love,care and support was following me like an angel just to make I achieved success.i wish to use this opportunity to express my profound gratitude and appreciation to them.

My sincere appreciation goes to all my lectures starting from my project supervisor Dr.Agustine Alenhke,Prof.S.O Dokpesi father of all the students in department (The HOD Emeritues), Dr.Jude Akaba, Mr. Hillary, Dr. (Mrs.) Osunde, Dr. (Mrs.) Toby, Dr. (Mrs.) Illevbare, Dr. Joshua Longe Aka Bishop, Dr.. Lucky Omoruyi, Dr. (Mrs.) Agbontaen, Dr. (Mrs.) Mustafa Mariam, Dr. (Mrs.) Paula Agho, Dr. Obadigie Olayemi, Mrs. Ojo Igbinoba. Also to Mrs. Juliet Folajimi, Mrs. Chinedu, Mrs. Uwaifo, Mr. Aliu to mummy Treasure who always makes sure that everywhere is clean, Mr. Wilson, Mr. Ego and the entire staff of Department of Sociology and Anthropology for their dedication to impacting knowledge and fostering academic excellence.

Special thanks to my parents Late.Mr. Oluponna F.O and Mrs.Oluponna L.O and also to my guidance my second parents Mr&Mrs O.I Ajele for the unwavering love and support, also to Mrs. E.O. Oluponna, Aunty Omowumi.to my amazing siblings, Sister.Bintu, Brother.Nafiu my second Daddy, Brother.Akin my another second Daddy to pretty Sister.Motunrayo,my amazing Grandma,my amazing cousins (Sina,Seyi and Sharon)more also to Dr. Asia they are amazing. To all my wonderful friends whose

encouragement and companionship have made this academic journey even more meaningful.

Finally, I extend my sincere appreciation to all my course mates and everyone who contributed to my academic and personal growth, your support has been invaluable, and I remained profoundly grateful.

To God Almighty, I give all the glory, honour and adorations. This achievement wouldn't have been possible without your faithfulness towards me.

TABLE OF CONTENTS

| | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|
| TITLE PAGE | ... | ... | ... | .. | ... | .. | ... | ... | i |
| CERTIFICATION | ... | .... | ... | ... | ... | ... | ... | ... | ii |
| DEDICATION | ... | .... | .... | ... | ... | .... | ... | .... | iii |
| ACKNOWLEDGEMENT | .... | ... | ... | .... | .... | ... | ... | ... | iv |
| TABLE OF CONTENTS | .... | .... | .... | .... | ... | .... | ... | ... | vi |
| ABSTRACT | .... | .... | .... | .... | ... | ... | ... | ... | viii |
| CHAPTER ONE: INTRODUCTION | | | | | | | | | |
| 1.1 Background of the Study | .... | .... | ... | .. | ... | .. | .... | ... | 1 |
| 1.2 Statement of of the Problem. | .... | ... | ... | ... | ... | ... | .... | ... | 4 |
| 1.3 Research Questions | ... | ... | ... | ... | ... | .... | ... | ... | 5 |
| 1.4 Research Objectives | ... | .. | ... | .. | ... | .. | ... | ... | 6 |
| 1.5 Significance of the Study | ... | .... | ... | .. | ... | ... | ... | ... | 6 |
| 1.6 Scope of the Study | ... | ... | ... | ... | ... | ... | ... | ... | 7 |
| CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK | | | | | | | | | |
| 2.1 Introduction | ... | ... | ... | ... | ... | ... | ... | ... | 8 |
| 2.2 Causes of Promiscuity among Youths | ... | ... | ... | ... | ... | ... | ... | ... | 13 |
| 2.3 Sexual Attitude Display by Sexual Derailed Students | .... | ... | ... | ... | ... | ... | ... | ... | 19 |
| 2.4 How Frequent does Students engage in Social Activities | ... | ... | ... | ... | ... | ... | ... | ... | 24 |
| 2.5 Implication of Sexual Activities among Unmarried Students. | .... | ... | ... | ... | ... | ... | ... | ... | 25 |
| 2.6 Social Learning Theory or Framework | ... | ... | ... | ... | ... | ... | ... | ... | 28 |
| 2.7 Social Control Theory | ... | ... | ... | ... | ... | ... | ... | ... | 31 |

CHAPTER THREE: RESEARCH METHOD

| | | | | | | | | | |
|-----------------------------------|------|-------|-------|------|------|------|------|------|----|
| 3.1 Introduction | ... | ... | ... | ... | ... | ... | ... | ... | 33 |
| 3.2 Research Design | .... | .... | .... | ... | .... | ... | .... | ... | 33 |
| 3.3 Population of the Study | .... | .... | .... | .... | ... | ... | ... | ... | 33 |
| 3.4 Sample of the Size Techniques | ... | ..... | .... | .... | .... | .... | .... | .... | 34 |
| 3.5 Instrument of Data Collection | .... | .... | ..... | .... | .... | .... | .... | .... | 34 |
| 3.6 Method of Data Collection | .... | .... | .... | .... | .... | .... | .... | .... | 34 |
| 3.7 Method of Data Analysis | .... | .... | .... | .... | .... | .... | .... | .... | 35 |

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

| | | | | | | | | | |
|---------------------------------------|------|------|------|------|------|------|------|------|----|
| 4.1 Introduction. | .... | ... | .... | .... | ... | .... | .... | .... | 36 |
| 4.2 Age of Respondents | .... | .... | .... | .... | .... | .... | ... | .... | 37 |
| 4.3 Religion of Respondents | .... | .... | .... | .... | .... | .... | .... | .... | 37 |
| 4.4 Hall of Residence of Respondents. | ... | .... | .... | .... | ... | .... | ... | .... | 38 |
| 4.5 Faculty of Respondents | ... | ... | ... | ... | ... | ... | ... | ... | 39 |
| 4.6 Marital Status of Respondents | .... | ... | ... | ... | ... | ... | .... | .... | 40 |
| 5.6 Level of Respondents | ... | ... | .... | ... | ... | ... | ... | ... | 40 |

SUMMARY, CONCLUSION AND RECOMMENDATIONS

| | | | | | | | | | |
|--------------------------|------|------|------|-----|-----|-----|-----|-----|----|
| 5.1 Summary and Findings | .... | .... | ... | ... | ... | ... | ... | ... | 53 |
| 5.2 Conclusion | .... | .... | .... | ... | ... | ... | ... | ... | 54 |
| 5.3 Recommendations. | .... | ... | ... | ... | ... | ... | ... | ... | 55 |

| | | | | | | | | | |
|-------------------|------|------|-----|-----|-----|-----|-----|-----|-----------|
| REFERENCES | | | ... | ... | ... | ... | ... | ... | 57 |
|-------------------|------|------|-----|-----|-----|-----|-----|-----|-----------|

| | | | | | | | | | |
|--------------------------------|------|-----|-------|-----|-----|-----|-----|-----|-----------|
| APPENDIX: QUESTIONNAIRE | | ... | | ... | ... | ... | ... | ... | 62 |
|--------------------------------|------|-----|-------|-----|-----|-----|-----|-----|-----------|

ABSTRACT

This study examines the phenomenon of promiscuity among undergraduate students residing in the halls of residence at the University of Benin, Nigeria. Adolescence is a critical developmental period marked by identity exploration and sexual awakening, which, when combined with newfound independence at university, can lead to risky sexual behaviors. The research is situated within a Nigerian socio-cultural context characterized by a double standard that often stigmatizes female sexual expression while tacitly condoning male promiscuity.

The study adopts a qualitative approach to investigate the cause manifestations, and consequences of student promiscuity. Guided by Social Learning Theory, it explores how behaviors are learned through imitation and reinforcement from peers, family, and the media. The research addresses key questions regarding the root causes of promiscuity, the sexual attitudes of students, the frequency of sexual activity within the university environment, and its subsequent impacts

Preliminary findings from the literature review indicate that promiscuity is driven by a complex interplay of factors, including freedom from parental control, pervasive peer influence, economic hardship leading to transactional sex, alcohol consumption, and exposure to permissive media content. The consequences are identified as multifaceted, encompassing heightened risks of sexually transmitted infections (including HIV/AIDS), unplanned pregnancies, emotional and psychological distress, and significant disruptions to academic performance and future prospects. This research contributes to the existing

literature by focusing specifically on the under-explored context of university halls of residence as epicenters of sexual experimentation. It concludes that addressing student promiscuity requires a holistic intervention strategy involving strengthened university policies, comprehensive sexuality education, proactive parental guidance, and broader societal reorientation to challenge harmful gender norms and mitigate the associated risks to student health and academic achievement.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Adolescence is a critical transitional stage between childhood and adulthood, during which individuals undergo significant physiological and psychological changes. The Longman Dictionary define an adolescent as a young person typically between the ages of 12 and 19 who is developing into an adult. This developmental stage is often marked by heightened curiosity, identity exploration, and sexual awakening. In this context, many adolescents become exposed to sexual experimentation, sometimes resulting in promiscuous behaviour. Promiscuity, understood as having multiple sexual partners simultaneously (Alenkhe & Ibiezugbe, 2018; Owuamanam & Bankole, 2013), is a behavior of concern because of its implications for individual well-being, relationships, and society at large. It often reflects infidelity, undermines the emotional dimension of sexuality, and exposes individuals to the risk of sexually transmitted infections, including HIV/AIDS.

In Nigeria, societal and cultural norms significantly shape adolescent sexuality. There exists a double standard in which male sexual freedom is tacitly encouraged, while female sexual expression is harshly judged. Parents and guardians tend to be more permissive of male sexual activity, interpreting it as a natural expression of masculinity. Conversely, female children are expected to maintain virginity until marriage and often taught to view sex as dirty or sinful. Within African family systems, the perception that

men are inherently polygamous reinforces this disparity, normalizing male promiscuity while stigmatizing similar behaviours in females as immoral or akin to prostitution (Owuamanam & Bankole, 2013).

The consequences of these gendered expectations are profound. Luke (2013) reports that many sexually active adolescent females face unplanned pregnancies, which often disrupt their education and force them out of school prematurely. Furthermore, studies across sub-Saharan Africa indicate that many adolescent girls engage in transactional or cross-generational sexual relationships to overcome poverty. In contexts such as South Africa, Kenya, Mozambique, Tanzania, and Nigeria, economic hardship drives young females to exchange sex for money or gifts, creating further vulnerabilities (Barnett, Maticka-Tyndale & HP4RY Team, 2011; Kaufman & Stavow, 2014).

The causes of promiscuity among adolescents are multifaceted. Media exposure plays a prominent role, as television, internet content, sexualized music, and films often glamorize casual sexual relationships. Peer influence is equally powerful, as adolescents adopt the attitudes and behaviors of their social groups. More critically, parenting and family structure have been identified as central determinants of adolescent behavior. Family type—whether large or small, monogamous or polygamous, intact or broken—shapes adolescent development (Owuamanam & Bankole, 2013). When parental guidance is weak, inconsistent, or negative, adolescents are more vulnerable to external influences.

Social learning theory provides a useful framework for understanding these dynamics. Bandura's model highlights that adolescents learn behaviors through imitation and vicarious reinforcement. Thus, exposure to peers, community members, or even parents who model sexual irresponsibility increases the likelihood of adolescent promiscuity (Ryckman, 2015; Schultz & Schultz, 2013). For example, when parents engage in extramarital affairs, adolescents may internalize distorted views of sexuality. Brooks (2006) observed that in such contexts, adolescents' locus of control tends to externalize, leaving them confused about appropriate sexual norms. Supporting this, IRIN (2014) reported that Kenyan adolescent girls whose mothers engaged in sex work often replicated similar patterns, abandoning school for relationships with older men.

Promiscuity among Nigerian students is particularly pronounced in tertiary institutions, especially in student halls of residence. For many undergraduates, leaving home for university is their first experience of independence. The absence of parental supervision, combined with exposure to peers of diverse backgrounds, creates an environment conducive to experimentation. Students often perceive this freedom as an opportunity to explore their youthfulness, including sexual relationships. The university halls of residence, being highly interactive and socially charged environments, become key spaces where such behaviours manifest. The situation is compounded by factors such as access to alcohol, financial pressures, and the influence of peer groups that normalize or encourage casual sexual encounters.

In sum, promiscuity among students reflects a complex interplay of developmental, cultural, social, and familial factors. While adolescence naturally involves exploration and identity formation, the normalization of risky sexual behaviours, reinforced by media, peers, and societal double standards, poses significant challenges. Within Nigerian universities, particularly in-residence halls, the trend is accentuated as students navigate newfound freedoms away from parental oversight. Addressing this issue requires a holistic approach that integrates family guidance, school-based sexuality education, peer influence management, and societal reorientation. Without such interventions, the cycle of promiscuity, with its attendant risks of unplanned pregnancies, sexually transmitted infections, and academic disruption, will continue to undermine the potential of young people.

1.2 STATEMENT OF PROBLEM

Research on adolescent and student sexuality in Nigeria has largely focused on themes such as extra-marital affairs, contraceptive use, and general sexual behavior. However, there remains a paucity of studies that examine promiscuity specifically within the socio-cultural context of Nigerian tertiary institutions. Adolescence is universally recognized as a critical period of exploration, identity formation, and self-seeking. When unguided, this natural tendency can derail the development of young people and negatively affect their health, academic achievement, and future prospects.

The society functions as an agent of socialization, instilling values, norms, and beliefs that shape individual behavior. Yet, in contemporary settings, many adolescents

and students increasingly rely on peers rather than parents for guidance and comfort. This shift weakens the effectiveness of traditional societal control systems. When societal norms and customs lose their influence, students often create alternative subcultures that legitimize behaviors such as promiscuity. Consequently, the regulatory capacity of the society becomes overstretched, struggling to manage the ripple effects of such practices.

Promiscuity is not only a moral and social concern but also a major health issue for the youth, who are often described as future leaders. Engaging in unrestrained sexual exploration exposes students to sexually transmitted infections, unplanned pregnancies, and emotional instability, all of which may undermine their educational aspirations and long-term well-being. Within tertiary institutions, sexual behaviors are often overtly displayed both in and outside the campus environment (Ibiezugbe & Alenkhe, 2016; Ebhodaghe, 2016). This makes halls of residence particularly sensitive locations for studying student sexuality, as they represent spaces where peer influence, freedom from parental control, and social experimentation converge.

This study therefore seeks to examine the underlying causes, motivations, and consequences of promiscuity among undergraduates residing in the University of Benin halls of residence, with a view to providing insights that can inform effective interventions.

1.3 RESEARCH QUESTION

The following questions will be interrogated in the course of study

1. What are the causes of promiscuity among students in University of Benin?

2. What are the sexual attitudes displayed by the sexually derailed students?
3. How often does student engage in sexual activities in university environment?
4. What are the impacts of sexual activities among unmarried students within the university environment?

1.4 RESEARCH OBJECTIVES

The general objectives of the study is to critically examine undergraduate student promiscuous behaviour within the hall of residence in University of Benin, other specific objectives include to:

1. To examine the cause of promiscuity among student in the University of Benin.
2. To investigate the sexual attitude displayed by sexually derailed students.
3. To ascertain how often does student engage in sexual activities in the university environment.
4. To examine the impact of sexual activities among unmarried students within the university environment.

1.5 SIGNIFICANT OF THE STUDY

This study is of great importance as it seeks to educate individuals, particularly young people, on the dangers of engaging in multiple sexual relationships. It aims to enlighten the youth about the far-reaching consequences of promiscuity in today's society, highlighting not only its immediate effects but also its long-term implications for health, education, and social well-being. By addressing this issue, the research will contribute to

existing literature on adolescent and youth sexuality, while filling gaps specifically related to promiscuity among students.

Furthermore, the findings from this study will provide valuable insights for policymakers in formulating strategies and regulations that discourage and reduce the prevalence of deviant sexual behaviors among young people. It will also suggest practical solutions for addressing the rising trend of promiscuity in tertiary institutions and beyond. Parents, in particular, will benefit from the outcomes of this research, as it will emphasize their crucial role in guiding, mentoring, and shaping their children's attitudes toward responsible sexual behavior.

Equally, the study will draw attention to the devastating effects of sexual immorality, making them more visible to government, parents, educational institutions, and other stakeholders. Since society itself functions as a key agent of socialization, this study will help reveal its shortcomings while encouraging a stronger role in controlling sexual misconduct. Moreover, the knowledge generated will also assist in tackling related issues such as drug abuse, the spread of sexually transmitted infections, and abortion, which often accompany promiscuity.

1.6 SCOPE OF STUDY

The scope of this study will cover the undergraduate halls of residence in University of Benin and this includes: Hall 1 (Queen Idia), Hall 2 (Tinubu Hall), Hall 3 (Aminu Kano), Hall 4 (Akanu Ibiam) and Hall 5.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

In recent years, promiscuity has been on the rise, particularly among unmarried adolescents and undergraduates. Scholars have consistently highlighted concerns surrounding sexual behavior among students, pointing out its implications not only for individual health but also for academic performance and societal stability. The study of promiscuity among undergraduates is therefore relevant, as it sheds light on the causes, prevalence, and consequences of sexual exploration within the university environment. In addition to identifying the motivational factors behind this trend, examining promiscuity also reveals its academic and social impacts, thereby providing a framework for interventions.

Sexual promiscuity has been described in various ways by different scholars. Midi (2018) defines it as the use of one's body for remuneration or other forms of consideration, often equating it with prostitution. More broadly, sexual promiscuity refers to engaging in sexual activities with multiple partners, often outside of committed relationships. This behavior carries significant risks, including exposure to HIV/AIDS and other sexually transmitted infections (STIs) such as gonorrhea, syphilis, herpes, and candidiasis (Leclerc-Madlala, 2013). Beyond health risks, promiscuity also undermines emotional and psychological stability, leading to outcomes such as stress, depression, and reduced focus on educational pursuits.

Historically, traditional African societies emphasized sexual restraint, with intercourse sanctioned primarily within marriage. However, modernization, urbanization, and changing social values have weakened these norms. In contemporary society, sexual activity is no longer confined to marital relationships but occurs among casual acquaintances, friends, or even strangers. The increasing geographical and social mobility of young people, coupled with rapidly changing cultural values, has created fertile ground for promiscuity to thrive.

Promiscuity is widely regarded as a high-risk behavior because it involves multiple sexual partners, casual sexual encounters, or sexual activity outside of committed relationships. Okafor and Duru (2010) and Bersamin et al. (2013) note that this behavior is particularly prevalent among young adults, including university students. Importantly, research indicates that early sexual debut correlates strongly with adverse educational and developmental outcomes. Sabia and Rees (forthcoming) found that delaying the age of first intercourse significantly increased the likelihood of females completing secondary education. This relationship held even after accounting for teenage pregnancy, suggesting that early sexual involvement disrupts human capital accumulation by fostering social and psychological challenges (Rector & Johnson, 2015).

Similarly, Kahn et al. (2013) provide evidence that early sexual initiation often leads to more frequent sexual encounters and a higher number of romantic partners, patterns that can interfere with academic concentration and performance. Sandfort et al. (2008) further demonstrate that multiple romantic relationships during adolescence and

early adulthood are associated with emotional instability, poor time management, and increased stress—all of which can compromise academic achievement.

The negative outcomes of sexual promiscuity have been extensively documented. Shuba (2011) and Justin et al. (2013) observe that individuals engaged in promiscuous sexual behavior are significantly more likely to contract STIs, experience unintended pregnancies, and suffer emotional and psychological harm than those who abstain. For students, these risks are compounded by the pressure of academic responsibilities, resulting in poor performance, absenteeism, or even school dropout.

Female undergraduates are frequently identified as one of the groups most engaged in promiscuity. Several explanations account for this trend. Firstly, many students experience freedom from parental and teacher supervision for the first time upon entering university. This newfound independence often leads to experimentation with sex, alcohol, and other risk-taking behaviors. Secondly, developmental psychology suggests that young adulthood is a stage marked by identity exploration, including sexual exploration. Consequently, female students may view multiple sexual relationships as part of asserting independence and experimenting with adulthood.

One of the behaviors contributing to promiscuity is the practice of “hookups.” Fielder and Carey (2010b) define hookups as brief, uncommitted sexual encounters between individuals who are not in a romantic relationship. These encounters often take place at social events, parties, or drinking joints and usually involve acquaintances rather than established partners. Hookups are closely linked to casual sex, where individuals

engage sexually with partners they may have known for only a short period—sometimes less than a week. Bersamin et al. (2013) confirm that young adults, including university students, frequently engage in such casual sexual practices.

Alcohol consumption is one of the strongest predictors of promiscuity and hookups. De Simone (2010) notes that binge drinking reduces inhibitions, impairs judgment, and lowers risk perception, thereby increasing the likelihood of engaging with multiple partners. Fielder and Carey (2010b) concur, identifying alcohol use and situational factors as major enablers of casual sex on campuses. Similarly, Baumeister (2014) argues that individuals with high sexual drives who struggle to regulate their urges are especially likely to engage in promiscuity when exposed to permissive environments.

The extent of promiscuity among female undergraduates is further evidenced by Turchik (2007), whose study revealed that some respondents reported having as many as 16 sexual partners. Okafor and Duru (2010) also confirm that promiscuity is rampant on Nigerian university campuses, with networks of female students openly engaging in transactional sex. Findings from Oliver and Hyde (1993) and Lindblad (2013) support this assertion, highlighting the prevalence of casual and transactional sexual relationships among college students globally.

In South Africa, Shumba, Mapfumo, and Chademana (2011) reported that women between the ages of 20 and 30 often engaged in concurrent sexual relationships, many of which were motivated by material gains. For female college students, this frequently translated into relationships aimed at obtaining items such as mobile phones, clothing, or

money. This trend mirrors findings across sub-Saharan Africa, where economic hardship and consumer desires drive students toward cross-generational and transactional sexual encounters.

The campus environment has further aggravated the situation. Duru and Okafor, writing in the *Edo Journal of Counseling*, observed that some professional sex workers deliberately seek admission into higher institutions to expand their clientele. Olugbile, Abu, and Adelokun (2008) similarly note that promiscuity is rampant in Nigerian universities, with campuses often hosting networks of students who engage in commercial sex. Many of these students solicit openly outside hostels and halls of residence, while others operate more discreetly by connecting with clients in nearby towns, clubs, and hotspots.

The failure of university authorities to effectively regulate student behavior has been cited as a contributing factor. Although campus codes of conduct exist, enforcement is often lax, creating space for promiscuity to flourish. The prevailing assumption is that undergraduates are adults capable of self-regulation. However, as Uzokwe (2008) argues, the unbridled liberty granted to students frequently results in abuse of freedom, with many pushing the boundaries of acceptable behavior. In the absence of consistent monitoring and enforcement, campuses inadvertently become permissive spaces where promiscuity thrives unchecked.

The persistence of promiscuity in tertiary institutions highlights broader societal challenges. Cultural double standards, economic pressures, media influence, and peer

networks converge to normalize sexual experimentation and risky behavior. Female students, in particular, remain vulnerable due to economic dependency, peer influence, and situational factors such as alcohol use. The consequences extend beyond health risks to include academic decline, social instability, and long-term psychological harm.

Therefore, promiscuity among undergraduates is not merely a personal issue but a multidimensional social problem. It reflects the interplay between weakened cultural norms, inadequate institutional regulation, and the pressures of modernity. Tackling this challenge requires interventions that combine effective campus regulations, parental involvement, peer education, and comprehensive sexuality education that emphasizes responsibility and self-control. Without such measures, the negative ripple effects of promiscuity will continue to undermine not only students' academic success but also their overall contributions to society.

2.2. CAUSES OF PROMISCUITY AMONG YOUTH

Sexual promiscuity is a multifaceted issue influenced by various social, cultural, and economic factors. Fielder and Carey (2010) note that the changing social climate has led to more permissive attitudes toward premarital sex and multiple sexual partners, a stark departure from traditional norms that emphasized chastity and sexual restraint. These changes have been particularly evident among college students, where newfound independence often results in experimentation. This raises an important question: what are the fundamental causes of sexual promiscuity among female undergraduates?

Uzokwe (2008) attributes one of the major causes to parental neglect and the erosion of traditional family values. In earlier times, Nigerian families placed high importance on morality, honor, and character. Parents actively transmitted these values, and infractions such as promiscuity or theft were met with corrective measures designed to preserve family reputation. However, in contemporary society, these strict moral codes appear to have weakened. Certain behaviors that once evoked shame and communal disapproval are now tolerated, leaving young people without the moral compass that guided previous generations.

From the perspective of family systems theory, individuals cannot be understood outside the dynamics of their families, which function as interconnected systems (Gavazzi, 2012). Parents influence children's sexual behavior by transmitting values, knowledge, and attitudes about sex through interaction. Diana Baumrind's typology of parenting styles—permissive, authoritative, authoritarian, and uninvolved—provides a framework for understanding these influences. Research shows that adolescent females raised in permissive or uninvolved households are more likely to engage in sexual promiscuity (Coulshed & Orme, 2006). Permissive parents, characterized by lax demands and poor boundaries, often raise children who struggle with self-control and empathy (Kilmann, Carranza & Vendemia, 2006; Kopko, 2007). In Ghana, Sharif (1993) found that some parents even encouraged premarital sexual activity by accepting gifts from their daughters' sexual partners. Similarly, Fehringer et al. (2012) reported in Tanzania that parents often remained silent when daughters returned home with consumer goods,

despite knowing the likely source. In Malawi, sexual relationships framed as exchanges of resources are even normalized within traditional courting practices (Poulin, 2007). Such permissiveness undermines adolescent development and contributes to poor academic performance and maladjustment (Aunola, Stattin & Nurmi, 2000; Carlo et al., 2007).

Uninvolved parenting presents a different but equally damaging problem. Parents who adopt an indifferent attitude fail to guide or discipline their children, resulting in adolescent females who exhibit antisocial behavior, poor academic achievement, and low self-confidence (Louw & Louw, 2007). Holborn and Eddy (2011) observed that in South Africa, lack of parental commitment often led to teenage pregnancies before high school completion. In such contexts, adolescents turn to peers, the media, and other social influences to shape their sexual behavior.

According to Bandura's social learning theory, behavior is acquired through observation, imitation, and modeling. Adolescents exposed to extramarital affairs or poor parental role modeling often externalize their locus of control, leading to confusion about healthy sexual practices (Ryckman, 2008; Schultz & Schultz, 2013). Brooks (2006) affirms that daughters of parents engaged in infidelity may experience destabilization in their sexual development. A qualitative study by IRIN (2014) in Kenya confirmed this, showing that many adolescent females engaged in relationships with older men after observing similar behavior in their mothers, some of whom were sex workers.

Erik Erikson's theory further highlights the challenge of identity formation during adolescence. Girls who do not receive guidance from parents are particularly vulnerable to risky behaviors such as substance abuse, multiple sexual partnerships, and unwanted pregnancies (Bee & Boyd, 2013). Without support, adolescents often conform to peer pressures that can lead to drug use and early school dropout (Nicholas, 2008). This issue is compounded by teachers' declining roles in moral instruction. Once considered role models and disciplinarians, teachers today often lack the authority to enforce values, leaving students to engage in deviant behaviors unchecked.

Poverty also plays a central role in promoting promiscuity. Okafor and Duru (2010) report that many female students engage in sexual activity as a survival strategy, exchanging sex for money or resources. Hallman (2014) similarly identifies poverty as a major predisposing factor, while Okwesio (2002) and M'Imaita (2015) cite modernization, peer pressure, and poor parental supervision as contributing factors. Parker, Makhubele, Ntlatlaba, and Connolly (2007) add that socio-economic and cultural contexts, combined with psychological vulnerabilities such as low self-esteem and depression, exacerbate the problem. Wilson and Wisdom note that women who suffered neglect or abuse in childhood are particularly susceptible to promiscuity. Families with low socioeconomic status often struggle with divorce, violence, and inadequate living conditions, creating environments where adolescents may exchange sex to meet basic needs (Bezuidenhout & Joubert, 2008). Benatar (2008) found that teenage pregnancy rates were disproportionately higher among economically disadvantaged youths, with 83% of

adolescent pregnancies occurring in low-income households. Poverty-related distress also drives negative parenting practices, further exposing adolescents to risky behaviors (Bradley & Corwyn, 2002).

Peer influence is another critical driver. Olugbile (2008) observed that female students on campus often emulate peers who flaunt material possessions obtained through sexual relationships. In such environments, less affluent students may feel pressured to conform by engaging in similar behaviors. Bezuidenhout et al. (2008) argue that strong peer attachments can reinforce sexual promiscuity, especially among adolescents with weak internal controls. Wood, Maforah, and Jewkes (2007) found in South Africa that 20% of adolescents became sexually active due to peer influence alone. In universities, this pressure is compounded by financial constraints, as rising fees push some students into transactional sex to pay their bills.

Political and institutional structures also contribute. Misi (2008) reported that politicians and government officials often exploit female students, with pimps recruiting undergraduates to provide sexual services during official visits. These students are then rewarded with substantial sums of money, further normalizing transactional sex (Olubgogega, 2008). The glamorization of wealth makes many undergraduates eager to participate in such arrangements, regardless of the consequences.

The influence of mass media cannot be overlooked. Louw and Louw (2007) argue that media profoundly shape adolescents' sexual attitudes and behaviors. Exposure to pornography accelerates sexual readiness and normalizes risky practices such as multiple-

partner intercourse (Brown, Keller & Stern, 2009). Adolescents who consume such content often seek to replicate what they see, perceiving little risk. L'Engle et al. (2006) confirm that media exposure significantly influences adolescents' attitudes toward sex, often without promoting safe or healthy practices. Given their cognitive immaturity, many adolescents experiment impulsively, particularly in environments with permissive parenting. Ryckman (2008) validates Karen Horney's view that lack of parental warmth and nurturance leaves adolescents vulnerable to external manipulation. Alfred Adler's concept of compliant personality further explains why many young women, seeking belonging, succumb to unhealthy sexual relationships facilitated by social media (Schultz & Schultz, 2013).

The implications of sexual promiscuity are far-reaching. Promiscuous behavior exposes students to sexually transmitted diseases, unplanned pregnancies, psychological trauma, and academic decline (Shumba, Mapfumo & Chademana, 2011; Justin et al., 2013). Female students are particularly vulnerable due to their developmental stage and the pressures of independence, as they often equate sexual experimentation with freedom. Studies confirm high levels of casual sex, hookups, and alcohol-fueled sexual encounters among undergraduates (Fielder & Carey, 2010b; De Simone, 2010). Baumeister (2014) suggests that high sexual drive and lack of self-control further push some women into promiscuity, while Turchik (2007) documented cases of female students reporting up to 16 sexual partners. These findings reinforce Okafor and Duru's (2010) conclusion that promiscuity is rampant across Nigerian campuses.

Ultimately, the study underscores that sexual promiscuity among female undergraduates is shaped by an interplay of peer influence, socio-economic challenges, parental neglect, institutional failures, and media exposure. Without strong family guidance, moral education, and institutional checks, students are likely to continue engaging in risky behaviors. Counseling, parental involvement, and stronger university policies are essential in curbing these excesses and safeguarding students' health, academic success, and overall well-being.

2.3 SEXUAL ATTITUDE DISPLAYED BY SEXUAL DERAILED STUDENTS

There are different types of universal sexual practices and they include, but are not limited to the following; kissing, masturbation, extended foreplay, etc. Giddens (2006) added that having sexual relations with trans—sexual or people who erotically cross-dress, use of pornography, use of sexual devices, bestiality (having sex with animals), sado-maochism (the erotic of bondage and inflicting of pain). Olugbenga—Bello et al. (2009) Opinion on types of sexuality prominent among adolescent in public school and they include; Hugging, Kissing, Sexual intercourse, Oral sex, Anal sex, Homosexuality, etc.

Human sexuality is the capacity of humans to have erotic experiences and responses. Someone's sexual orientation can influence that person's sexual interest and attraction for another person. Sexuality may be experienced and expressed in a variety of ways; including thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles, and relationships. These may manifest themselves in biological, physical,

emotional, social, or spiritual aspects. Sexual and reproductive health; Defining sexual health, WHO. Int world Health Organization. (Retrieved 20 June 2015).

The biological and physical aspects of sexuality largely concern the human reproductive functions, including the human sexual response cycle, and the basic biological drive that exists in all species. Physical and emotional aspects of sexuality include bonds between individuals that is expressed through profound feelings or physical manifestations of love, trust, and care. Social aspects deal with the effects of human society on one's sexuality, while spirituality concerns an individual's spiritual connection with others. Sexuality also affects and is affected by cultural, political, legal, philosophical, moral, ethical, and religious aspects of life. Things we get wrong about human sexuality (TED Talk)” Empire Hive. (Retrieved 28/2/2016).

Interest in sexual activity typically increases when an individual reaches puberty. Opinions differ on the origins of an individual's sexual orientation and sexual behavior. Some argue that sexuality is determined by genetics, while others believe it is molded by the environment, or that both of these factors interact to form the individual's sexual orientation. This pertains to the nature versus nurture debate. In the former, one assumes that the features of a person innately correspond to their natural inheritance, exemplified by drives and instincts; the latter refers to the assumption that the features of a person continue to change throughout their development and nurturing, exemplified by ego ideals and formative identifications.

Genetic studies work on the premise that a difference in alleles corresponds to a variation in traits among people. In the study of human chromosomes in human sexuality, research has shown that "ten percent of the population has chromosomal variations that do not fit neatly into the XX-female and XY-male set of categories". ("10 scientific ideas that scientists wish you would stop misusing" (Retrieved 28 July 2014).

Evolutionary perspectives on human coupling, reproduction and reproduction strategies, and social learning theory provide further views of sexuality. Socio-cultural aspects of sexuality include historical developments and religious beliefs. Examples of these include Jewish views on sexual pleasure within marriage and some views of other religions on avoidance of sexual pleasures.

Some cultures have been described as sexually repressive. The study of sexuality also includes human identity within social groups, sexually transmitted infections (STIs/STDs), and birth control methods. Certain characteristics are believed to be innate in humans; these characteristics may be modified by the physical and social environment in which people interact. Human sexuality is driven by genetics and mental activity. The sexual drive affects the development of personal identity and social activities. An individual's normative, social, cultural, educational, and environmental characteristics moderate the sexual drive.

Two well-known schools in psychology took opposing positions in the nature-versus-nurture debate: the Psychoanalytic school led by Sigmund Freud and the Behaviorist school which traces its origins to John Locke.(Boccardo L. Carvllis.2008).

Freud believed sexual drives are instinctive. He was a firm supporter of the nature argument; he said there are a large number of instincts but they are reduced into two broad groups: Eros (the life instinct), which comprises the self-preserving and erotic instincts, and Thanatos (the death instinct), which comprises instincts invoking aggression, self-destruction, and cruelty. He gave sexual drives a centrality in human life, actions, and behaviors that had not been accepted before his proposal. His instinct theory said humans are driven from birth by the desire to acquire and enhance bodily pleasures, thus supporting the nature debate.

Freud redefined the term *sexuality* to make it cover any form of pleasure that can be derived from the human body. He also said pleasure lowers tension while displeasure raises it, influencing the sexual drive in humans. His develop mentalist perspective was governed by inner forces, especially biological drives and maturation, and his view that humans are biologically inclined to seek sexual gratification demonstrates the nature side of the debate. The nurture debate traces back to John Locke and his theory of the mind as a "tabula rasa" or blank slate. Later, behaviorists would apply this notion in support of the idea that the environment is where one develops one's sexual drives. Freud, Sigmund (internet Encyclopedia of philosophy)". lep.utm.edu. (Retrieved 30/6/2013).

Sexuality in humans is a very complex thing as people are only aware of the four main ones but not the other ones that I am going to explain to you all and bring to light. Freud Sigmund (internet Encyclopedia of philosophy) Lep. utm. Edu. Retrieved (2013). The groups are as follows

- Heterosexual
- Homosexual
- Bisexual
- Asexual
- Polysexual
- Pansexual
- Transexualism

Each one in itself is different to the other as you will all know, you will see that there are seven types in total however many of us only know of the four, such as Heterosexuality, Homosexuality, Bisexuality, and Transexuality.

The Seven Types of Sexuality

Heterosexuality- is the sexual attraction between members of the opposite sexes such as man attracts to woman and woman attracts to man sexually.

Homosexuality- is the sexual attraction between members of the same sexes such as man to man and woman to woman sexually.

Bisexuality- Is the sexual attraction to both the opposite and same sexes such as man to man and man to woman, woman to woman and woman to man.

Asexuality- Is also known as no sexuality which is the lack of sexual attraction and sexual interest towards others.

Polysexuality- Is the sexual attraction to more than one gender but do not wish to be known as bisexual as it implies that there are only two binary sexes, do not confuse this with pansexuality (**Pan meaning All**) and (**Poly meaning many**).

Pansexuality- Is the sexual attraction towards people regardless of gender also known as omnisexuality, some pansexual refer to themselves as gender blind as to them gender is insignificant in determining whether they will be sexually attracted to others.

Transsexualism - Is when a person identifies themselves with a physical sex that is different to their own biological one, A medical diagnosis can be made if a person experiences discomfort as a result of a desire to be a member of the opposite sex. An example is that a person may be born male, and is uncomfortable with their gender as a male and changes to a female, or a female may change to a male. It is a long process that they will go through and an expensive one too. (Sexual orientation, homosexuality and bisexuality. American psychological Association. Archived from the original on 8 August 2013; Retrieved 10 August 2020).

2.4 HOW FREQUENT DOES STUDENT ENGAGE IN SEXUAL ACTIVITIES

Delay of gratification is the tendency to wait to fulfill long term important goals than to satisfy short term goals. Individuals show differences in delay of gratification with some people displaying low levels while others display high levels of ability to delay gratification (Lee, Lou, Wang and Chiu 2008). Deferment of gratification as a locus of control orientation is another factor determining if a person will engage in promiscuous sexual behavior or not.

According to research, Individuals with external locus of control tend to seek immediate reinforcement, and they are generally impulsive and impatient as was reported by Seeyave, Coleman, Appugliese, Corwyn, Bradley, Davidson Kaciroti, & Lumeng

(2009) research findings. Further to this, individuals and communities who have low levels of willingness to delay gratification are reported by Bembenutty & Karabenick, (2014) to have problems associated with sexual promiscuity, low academic achievement, poverty, debt, deviance, crime, and juvenile violence. Likewise, when college students display low levels of deferment of gratification they are most likely to engage in sexually promiscuous behavior as the results of Mao, Stanton, Wang, Hong and Zhang (2009) revealed.

In their study these researchers indicated that students experienced the transition of high school life versus university life; being high school boys and girls versus being university men and women; living in a controlled school environment versus a liberal university life.

The transition in their schooling environment, the liberty experience in university and the fact that they are no longer under parental care and guidance, increases the rate at which youth engage in sexual activities. Teenagers spend on average less than 6 hours per week studying or reading for pleasure (Juster et al. 2014).

2.5 IMPLICATION OF SEXUAL ACTIVITIES AMONG UNMARRIED STUDENTS

When college students engage in sexual promiscuity they expose themselves to the many physical, psychological and social problems related to it. diseases, unwanted pregnancies and birth defects of their offspring. At a personal They are prone to sexually transmitted diseases because they are likely to engage in unprotected sex. They are at the

risk of suffering from cervical cancer, heart level they may become addicted to sex a highly detrimental behavior that ruins relationships and families as stated by VOXXI (2013). The behavior may occur alongside heavy drinking and drug abuse and could predispose one to prostitution.

Owing to the fact that most of these female undergraduates move out with unknown clients, Uzokwe (2008) opined that they are easy tools in the hands of ritual killers and kidnappers. Further, when a woman accepts money for sex, she has conferred on the man the authority and power to decide what kind of sex to happen, she would be expected to endure brutality, rape and other crime against her behind closed door. The prevalence and sophistication in promiscuous behavior of the female undergraduates as intimated by Olugbile and Uzokwe (2008) is enough to trigger a discourse. The researchers wonder if the female undergraduates are ignorant or lack awareness of the health implications of promiscuousness.

Hallfors et al. (2015) found that adolescent females who had multiple sex partners were 10 times more likely to more likely to develop the symptoms of major depression than their counterparts who remained sexually abstinent, but found no evidence of a similar relationship between having multiple sex partners and depression among male adolescents. Hallfors et al. (2015) hypothesized that female adolescents were especially susceptible to stress and depression as a result of sexual activity.

Adolescent females do not plan for sexual intercourse and easily become pregnant as the result of experiencing peer pressure. Very often, they become shy to tell their

parents about their sexual prowess and perceive themselves as invincible owing to lack of knowledge pertaining to sexuality (Macleod, 2001; Gautam, 2012). When noticing that they may be pregnant and unsure of the father of the child, abortion becomes the only alternative to curb conflict in the family.

About 1000 abortions occur every month in South Africa and most of them are from teenagers between 12-18 years of age. It is further reported that on average, 50 abortions a day are performed at Eastern Cape clinics and many of them performed on children as young as 12 and some of these children have been raped (Kheswa & Takashana, 2014).

Adolescents who are involved with multiple sexual relationships are at high risk of being infected with HIV and AIDS. School teenagers with economic crises are usually counted as infected with HIV and AIDS as they have been pressured by their socio-economic status to offer sexual services for survival in exchange for school needs. In a study conducted by Holborn and Eddy (2011) about 62% of adolescents were reported to be practicing unsafe sex and that put them at high risk to contract STIs as they engage in intercourse with multiple partners. Several studies have demonstrated that men have a greater degree of bargaining power within sexual relationships characterized by social exchange.

In a qualitative study conducted in Nkonkobe Municipality, Eastern Cape Province, South Africa, Kheswa, Dayi and Gqumani (2014) found that Xhosa-speaking adolescent males took an advantage of vulnerable girls since they had spent money for

them, hence they bully them and demand “*flesh- to- flesh*”. Drawing from Gender – Strain theory, men with financial power over their sexual partners tend to demand sex and base their action on cultural and social constructs on how they should behave (Ngubane, 2010). This ideology continues to keep women and girls at the receiving end with no say to raise their dissatisfaction (Baldasare, 2012).

It is observed overtime that promiscuousness also have Psychological effects; Derogatory names such as “*isifebe*” or “*whore*” for females in multiple sexual relationships are common in most communities and tend to have detrimental psychological effects in the sense that such youth may be ostracized and be physically attacked by their lovers/clients or by community members for destroying marriages. For example, in Nelspruit Mpumalanga Province, South Africa, Anita Tumelo Loba (commercial sex-worker) from Ga Matole got killed by her client Mr Paul Andrew Opperman (aged 25). Mr. Opperman revealed that Anita had requested rough sex and be physically beaten while having sex. The reason for such maniac state was influenced by ecstasy which forced the perpetrator to dump her body in the veld after noticing that she was dead (Sowetan, 13May 2014). From psychopathological perspective, sexual promiscuous adolescents develop borderline personality disorder. Borderline personality disorder falls under Axis II of the DSM IV as classified by American Psychological Association(APA) and is characterized by changing sexual partners within a short period to cover emotional emptiness which could have been caused by lack of attachment and dysfunctional environment (Comer, 2013).

THEORETICAL FRAMEWORK

2.6 SOCIAL LEARNING THEORY OR FRAMEWORK

This framework elaborate on how family, peer pressure, the environment affect or influences promiscuous attitude displayed by adolescents. This theory articulate that people develop motivation to commit crime and the skills to commit crime through the people they associate with. A growing body of evidence cite family as the center of learning. This theory was postulated by Albert Bandura (1986).

Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Bandura). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Individuals that are observed are called models. In society, children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. Theses models provide examples of behavior to observe and

imitate, e.g. masculine and feminine, pro and anti-social etc. (Bandura A. 1986) Social foundation of thought and action. A social cognitive theory. Prentic Hall: Inc.)

Children pay attention to some of these people (models) and encode their behavior. At a later time they may imitate (i.e. copy) the behavior they have observed. They may do this regardless of whether the behavior is ‘gender appropriate’ or not, but there are a number of processes that make it more likely that a child will reproduce the behavior that its society deems appropriate for its gender.

First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behavior modeled by people of the same gender.

Second, the people around the child will respond to the behavior it imitates with either reinforcement or punishment. If a child imitates a model’s behavior and the consequences are rewarding, the child is likely to continue performing the behavior. If parent sees a little girl consoling her teddy bear and says “what a kind girl you are”, this is rewarding for the child and makes it more likely that she will repeat the behavior. Her behavior has been reinforced (i.e. strengthened). Bandura A, D and Ross and A(1961) Transmission of aggression through the imitation of aggressive models. Journal of Abnormal and social psychology, (63,575-582).

According to Nicholas (2008), adolescent females may learn behavioral patterns from outside world. During the transition adolescents are easily influenced through beliefs, attitudes and experiences of people within the environmental settings (Louw, Van

Ede & Louw, 2009). Drawing from Bandura's social learning theory, through observing and imitating significant others, adolescent females may find it easy to engage in sexual promiscuity. Through imitation and vicarious learning, peer influence and the role played by mass- media, could outweigh parental influence especially when parents are not exemplary in their conduct (Ryckman, 2008; Schultz & Schultz, 2013). For example, when parents are involved in extramarital affairs, adolescent females' locus of control tends to be externalized and they are likely to experience regarding healthy sexual practices (Brooks, 2006). This finding accords with the qualitative study by IRIN (2014) among adolescent females in Kenya, who left school prematurely to be in multiple sexual relationships with older men because their own mothers were prostitutes.

The work by Erik Erikson highlights that identity confusion during adolescence is likely to engulf the mind of girls about the values to uphold to buffer against risk factors (substance abuse, multiple partners and unwanted pregnancy) when parents do not provide necessary coaching (Bee & Boyd, 2013). Hence they become easily influenced by their peers to explore unhealthy sexual practices and conform to the expectations of peers, which make them to be drug abusers and leave school prematurely (Nicholas, 2008).

2.7 SOCIAL CONTROL THEORY

This theory emphasizes the role of Family, Society, Government, Religion, and school authority in checkmating and constraining promiscuity among youth. Most people will engage in deviant behaviors if not for the control that society place on them;

Everyone will behave the way they want to, if not for social control (e.g. the family, church, etc).

The 'Social Control' Theory sees crime as a result of social institutions losing control over individuals. Weak institutions such as certain types of families, the breakdown of local communities, and the breakdown of trust in the government and the police are all linked to higher crime rates. Travis Hirschi is the major founder of this theory. Travis Hirschi argued that criminal activity occurs when an individual's attachment to society is weakened. This attachment depends on the strength of social bonds that hold people to society. According to Hirschi there are four social bonds that bind us together—Attachment; Commitment; Involvement and Belief. ([http://revisesociology.com/2016/04/04/hirschi-social control theory](http://revisesociology.com/2016/04/04/hirschi-social-control-theory)).

Social control theory gained prominence during the 1960s as sociologists sought differing conceptions of crime. It was during this period that Travis Hirschi put forth his innovative rendering of control theory, a theory built upon existing concepts of social control. Hirschi's social control theory asserts that ties to family, school and other aspects of society serve to diminish one's propensity for deviant behaviour. As such, social control theory posits that crime occurs when such bonds are weakened or are not well established. Control theorists argue that without such bonds, crime is an inevitable outcome (Lilly et al., 1995). Unlike other theories that seek to explain why people engage in deviant behaviour, control theories take the opposite approach, questioning why people refrain from offending (Akers and Sellars, 2014). As a result, criminality is seen as a

possibility for all individuals within society, avoided only by those who seek to maintain familial and social bonds.

According to Hirschi, these bonds are based on *attachment* to those both within and outside of the family, including friends, teachers, and co-workers; *commitment* to activities in which an individual has invested time and energy, such as educational or career goals; *involvement* in activities that serve to both further bond an individual to others and leave limited time to become involved in deviant activities; and finally, *belief* in wider social values. These four aspects of social control are thought to interact to insulate an individual from criminal involvement (Siegel and McCormick, 2006).

CHAPTER THREE

RESEARCH METHOD

3.1 INTRODUCTION

This chapter focuses on the method, procedures and design used in the research. Thus the following sub headings are research design, population of study, sampling techniques, sampling size, method of data collection and method of data analysis.

3.2 RESEARCH DESIGN

The study design for this study, which is on promiscuity among students in students hall of residence University of Benin. It is an explorative and a survey study, the strength of the research will be based on a quantitative methods, is of the research data collection and analysis, this include the use of structured questionnaires that will be

administered, to choose the research respondent a cluster and convenient sampling will be used be used in getting the respondent in the study area.

3.3 POPULATION OF THE STUDY

The study population includes the students in students halls of residences in University of Benin. University of Benin is situated in a very exposed location. Where this act is visible, and the school is for both sexes. According to records the total number of students in the five halls of residence is about 8,960 students: (namely Hall 1, Hall 2, Hall 3, Hall 4, and Hall 5).

3.4 SAMPLE SIZE AND SAMPLE TECHNIQUES

The sample size for this study was 150 students: the breakdown will consist of 30 students from each halls of residence, namely Hall 1 (Queen Idia), Hall 2 (Tinubu Hall), Hall 3 (Aminu Kano), Hall 4 (Akanulbiam) and Hall 5: this will be selected systematically. In doing this, the study will make use of cluster and convenient sampling technique in selecting the desired respondents, the cluster sampling technique will be used in classifying the students according to their halls of residence from which the convenient sampling method will be employed in the administration of the structured questionnaires as required.

3.5 INSTRUMENT OF DATA COLLECTION

The study will adopt a quantitative method of data collection, in doing this the use of the structured questionnaires will be adopted. The questionnaire will contain both closed and open ended questions. The questionnaire will be structured into two part: the first sector seeks information bothering on the socio demographic profile of participants: Section two covered question on the general objectives of the study which seeks to unravel the impact of promiscuity among students in students halls of residence University of Benin.

3.6 METHOD OF DATA COLLECTION

The study adopted a one-time survey method in the administration of the semi-structured questionnaire as the instrument was administered on a face-to-face basis and this was done at the period when the student were in their various rooms.

3.7 METHOD OF DATA ANALYSIS

The study was conducted using a structured questionnaire, however, in analyzing the structured questionnaire, descriptive statistics were utilized in the analyzing the data and this was done using the statistical package for social sciences (SPSS)23.0 for the various variables.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter present the data analysis of responses from the respondents on their view on promiscuity among students in students halls of residence; A study of Hall one (1) to Hall five (5) in University of Benin. Although one hundred and fifty (150) questionnaires was administered, only one hundred and forty-four (144) questionnaires was retrieved. A total of six (6) questionnaires was lost. This chapter covers the result obtained from the research objectives with references to the responses to the one hundred and forty-four (144) questionnaires administered and retrieved from the students of the Halls of study (Hall1-5) in University of Benin, Benin City.

Data on socio-demographic characteristic of the respondents

This has to do with the information relating to the personal characteristic of individual respondents as answered on section A of the questionnaires. Clearance of this analysis is further presented in tables to show such characteristics;

Table 4.1 AGE OF RESPONDENTS

| AGE | RESPONSE | FREQUENCY | PERCENTAGE |
|------------|-----------------|------------------|-------------------|
| | 16-19 | 45 | 31.3 |
| | 20-23 | 82 | 56.9 |
| | 24-27 | 17 | 11.8 |
| | TOTAL | 144 | 100.0 |

Source: fieldwork 2025

Table 4.1 shows that the age group 16-19 has 31.3% of the total respondents, age group 20-23 has 56.9%, while age group 24-27 has 11.8% of the total respondents. This statistic therefore shows that we have the perfect age grades for their responses and views to the research topic.

Table 4.2 SEX DISTRIBUTION OF RESPONDENTS

| SEX | RESPONSE | FREQUENCY | PERCENTAGE |
|------------|-----------------|------------------|-------------------|
| | MALE | 65 | 45.1 |
| | FEMALE | 79 | 54.9 |
| | TOTAL | 144 | 100 |

Source: fieldwork 2025

From table 4.2 above the result revealed that there were more females than males, as males accounted for 45.1% of the respondents, while females accounted for 54.9% of the total respondents.

Table 4.3 RELIGION OF RESPONENTS

| RELIGION | RESPONSE | FREQUENCY | PERCENTAGE |
|-----------------|-----------------|------------------|-------------------|
| | CHRISTAIN | 137 | 95.1 |
| | MUSLIM | 3 | 2.1 |
| | ATR | 4 | 2.8 |
| | TOTAL | 144 | 100.0 |

Source: Fieldwork 2025

Table 4.3 shows that 95.1% of the respondents administered the questionnaires are Christian, and 2.1% are Muslim, while 2.8% are ATR. This statistics reviews that the majority of the students in the halls of residence in University of Benin are predominantly Christians.

TABLE: 4.4 HALLS OF RESIDENCE OF RESPONDENTS

| HALL OF RESIDENCE | RESPONSE | FREQUENCY | PERCENTAGE |
|--------------------------|-----------------|------------------|-------------------|
| | HALL 1 | 26 | 18.1 |
| | HALL 2 | 30 | 20.8 |
| | HALL 3 | 33 | 22.9 |
| | HALL 4 | 24 | 16.7 |
| | HALL 5 | 31 | 21.5 |
| | TOTAL | 144 | 100.0 |

Source: Fieldwork 2025

Table 4.4 shows that 18.1% of the respondents administered the questionnaires are from Hall1, and 20.8% from Hall2, while 22.9% are from Hall 3, 16.7% from Hall 4, and 21.5% from Hall 5. This statistic show that the five different Halls of residences were properly represented

TABLE: 4.5 FACULTY OF RESPONDENTS

| FACULTY | RESPONSE | FREQUENCY | PERCENTAGE |
|----------------|------------------------|------------------|-------------------|
| | EDUCATION | 19 | 13.2 |
| | ART | 10 | 6.9 |
| | PHYSICAL SCIENCES | 8 | 5.6 |
| | PHARMACY | 12 | 8.3 |
| | MEDICINE | 3 | 2.1 |
| | SOCIAL SCIENCES | 10 | 6.9 |
| | LIFE SCIENCES | 17 | 11.8 |
| | LAW | 8 | 5.6 |
| | AGRICULTURE | 8 | 5.6 |
| | MANAGEMENT SCIENCES | 22 | 15.3 |
| | BASIC MEDICAL SCIENCES | 6 | 4.2 |
| | ENGINEERING | 21 | 14.6 |
| | TOTAL | 144 | 100 |

Source: field work 2025

The above Table 4.5 shows that a very great percentage of the total number of respondents 15.3% was from Faculty of management sciences, followed by Faculty of Engineering with a total of 14.6%, Next being Faculty of Education with 13.2% of the total respondents, 11.8% from life sciences, 8.3% from pharmacy, faculty of Art and faculty of social sciences has 6.9% respectively, faculty of physical sciences, faculty of law as well as faculty of Agriculture has 5.6% distinctively, faculty of Basic medical

sciences has 4.2%,while faculty of medicine has 2.1% which happen to be the lowest percentage from the total number of respondents.

TABLE 4.6: MARITAL STATUS OF RESPONDENTS

| MARITAL STATUS | RESPONSE | FREQUENCY | PERCENTAGE |
|-----------------------|-----------------|------------------|-------------------|
| | SINGLE | 142 | 98.6 |
| | MARRIED | 2 | 1.4 |
| | TOTAL | 144 | 100 |

Source: Field Work 2025

Table 4.6 shows that 98.6% of the respondents administered the questionnaires are single, while 1.4% of the respondents are married. This statistics shows that we have our target single audience for their responses and views on the research topic.

Table 4.7 LEVEL OF RESPONDENTS

| LEVEL | RESPONSE | FREQUENCY | PERCENTAGE |
|--------------|-----------------|------------------|-------------------|
| | 100 | 16 | 11.1 |
| | 200 | 46 | 31.9 |
| | 300 | 41 | 28.5 |
| | 400 | 31 | 21.5 |
| | 500 | 9 | 6.3 |
| | 600 | 1 | .7 |
| | TOTAL | 144 | 100.0 |

Source : Field Work 2025

Table 4.7 shows that 11.1% of the respondents administered the questionnaires are from 100Level, 31.9% are from 200Level, 28.5% are from 300Level, 21.5% are from 400Level, 6.3% are from 500Level, while .7% are from 600 Level.

Section B: UNDERGRADUATE STUDENTS’ PROMISCUITY IN HALLS OF RESIDENCE, UNIVERSITY OF BENIN

This section will be analyzed in line with the study objectives using frequency tables, percentages and chat if necessary as seen below

RESEARCH OBJECTIVE 1:TO EXAMINE THE CAUSES OF PROMISCUITY AMONG STUDENTS IN THE UNIVERSITY OF BENIN

The tables below shows the perceptions of the respondents to the research question.

TABLE 1: AWARENESS ON PROMISCUITY

| DO YOU KNOW | RESPONSE | FREQUENCY | PERCENTAGE |
|-------------------------------|-----------------|------------------|-------------------|
| WHAT PROMISCUITY MEANS | YES | 129 | 89.6 |
| | NO | 15 | 10.4 |
| | TOTAL | 144 | 100 |

Source: Field Work 2025

Analyzing Table 1, the first question showed that a very great percentage of the total number of respondents (89.6%) ticked YES, meaning majority of the respondents understand the meaning of Promiscuity, while only 10..4% ticked NO which means only few respondent do not know the meaning of promiscuity.

TABLE 2: RESPONDENTS UNDERSTANDING OF THE WORD PROMISCUOUS

| IF YES, WHAT DO YOU UNDERSTAND BY THE WORD PROMISCUOUS | RESPONSE | FREQUENCY | PERCENTAGE |
|---|------------------------------|------------------|-------------------|
| | Multiple sexual partners | 87 | 60.4 |
| | Immorality | 20 | 13.8 |
| | Lack of self control for sex | 25 | 17.4 |
| | Active sexual life | 5 | 3.5 |
| | No idea | 7 | 4.9 |
| | TOTAL | 144 | 100 |

Source: Field Work 2025

From the Table 2 above, it is indicated that 60.4% of the total number of respondents understand promiscuous to mean having multiple sexual partners, while 17.4% believe promiscuous to mean lack of self control for sex, 13.8% understand promiscuous to mean being immoral, 3.5% understand promiscuous to mean one having an active sexual life, and 4.9% has no idea of what promiscuous means.

Table 3: ANALYZING THE RATE OF PROMISCUITY IN UNIVERSITY OF BENIN BY RESPONDENTS

| ARE THERE PROMISCUOUS STUDENTS IN UNIVERSITY OF BENIN | RESPONSE | FREQUENCY | PERCENTAGE |
|--|-----------------|------------------|-------------------|
| | YES | 137 | 95.1 |
| | NO | 7 | 4.9 |
| | TOTAL | 144 | 100.0 |

Source: Fieldwork 2025

From the table 3 above, addressing the research question,95.1% of the total respondents were affirmative, while the other 4.9% were in the negative. From the responses above, we can deduce that the students are very aware of the high rate of promiscuity that exist in university of Benin.

TABLE 4: CAUSES OF PROMISCUITY AMONG STUDENTS

| WHAT DO YOU THINK CAUSES PROMISCUITY AMONG STUDENTS | RESPONSE | FREQUENCY | PERCENTAGE |
|--|-----------------------------|------------------|-------------------|
| | Poverty | 32 | 22.2 |
| | Lost of moral values | 58 | 40.3 |
| | Lack of effective parenting | 10 | 6.9 |
| | Low self-esteem | 7 | 4.9 |
| | Peer pressure | 30 | 20.8 |
| | Social media | 7 | 4.9 |
| | TOTAL | 144 | 100.0 |

Source: fieldwork 2025

In analyzing table 4, the research question shows that 40.3% of the total number of respondents agreed that lost of moral values among student is one of the major causes of promiscuity, while 22.2% of the total respondent belief the cause to be poverty, and, 20.8% of the total respondents affirmed the cause of promiscuity among students to be peer pressure, 6.9% belief lack of effective parenting is the cause of promiscuity among students, also 4.9% affirm the cause to be low self-esteem, finally 4.9% of the total respondent affirmed mass media to be the cause of promiscuity among students.

TABLE 5: REASON WHY STUDENTS ENGAGE IN SEXUAL ACTIVITIES

| WHAT ARE THE REASONS WHY STUDENTS ENGAGE IN SEXUAL ACTIVITIES | RESPONSE | FREQUENCY | PERCENTAGE |
|--|-----------------------------|------------------|-------------------|
| | Peer pressure | 25 | 17.4 |
| | Poverty | 12 | 8.3 |
| | Drug addiction | 3 | 2.1 |
| | For pleasure | 39 | 27.1 |
| | Lost of moral values | 21 | 14.6 |
| | Lack of spiritual values | 12 | 8.3 |
| | Pornography | 11 | 7.6 |
| | Lack of contentment | 2 | 1.4 |
| | Lack of effective parenting | 9 | 6.3 |
| | Lack of self control | 10 | 6.9 |
| | TOTAL | 144 | 100 |

Source: Fieldwork 2025

From the response available on table 5, 27.1% of the respondents said students engage in sexual activities for the pleasure derived, 17.4% choose peer pressure to be the reason why students engage in sexual activities, 14.6% decided lost of moral values among student is the reason for the act, 8.3% of the total respondent pick poverty and lack of spiritual values respectively ,while 7.6% affirmed watching pornography as the reason why student engage in sexual activities, 6.9% said lack of self-control, 6.3% blamed lack of effective parenting, 2.1% asserted drug addiction, finally, 1.4% opted lack of contentment as the reason why student engage in sexual activities.

RESEARCH OBJECTIVE 2

TO INVESTIGATE THE SEXUAL ATTITUDE DISPLAYED BY SEXUALLY DERAILED STUDENTS

The tables below show the perceptions of the respondent to the research question.

TABLE 6: STUDENTS ENGAGEMENT IN SEXUAL ACTIVITIES

| DO YOU HAVE | RESPONSE | FREQUENCY | PERCENTAGE |
|--|-----------------|------------------|-------------------|
| FRIENDS WITH MULTIPLE SEX PARTNERS OR FLIRT | YES | 63 | 43.8 |
| | NO | 81 | 56.3 |
| | TOTAL | 144 | 100.0 |

Source: Fieldwork 2025

The table above shows the perceptions of the respondents to the research question. analyzing table 6, it is indicated that 43.8% of the respondents agreed that students have multiple sexual partners or flirt on campus, while 56.3% disagreed to the previous conclusion.

TABLE 7: NUMBERS OF SEXUAL PARTNERS STUDENTS HAVE.

| IF YES, HOW | RESPONSE | FREQUENCY | PERCENTAGE |
|---|-----------------|------------------|-------------------|
| MANY SEX PARTNERS DO THEY HAVE | 12 | 8 | 5.6 |
| | 5 | 27 | 18.8 |
| | 3 | 30 | 20.8 |
| | 2 | 21 | 14.6 |
| | 1 | 3 | 2.1 |
| | NONE | 20 | 13.8 |
| | UNDECIDED | 35 | 24.3 |
| | TOTAL | 144 | 100 |

Source: fieldwork 2025

The table above shows the perception of the respondents to the research question. Arranging the response from the highest to the lowest, 24.3% said undecided, 20.8% said 3, 18.8% said 5, 14.6% said 2, 13.8% said None, 5.6% said 12, while 2.1% said 1.

TABLE 8: SEXUAL BEHAVIOUR DISPLAYED BY STUDENTS IN HOSTEL.

| WHAT SEXUAL BEHAVIOR DO STUDENTS OF YOUR HOSTEL DISPLAY MOST | RESPONSE | FREQUENCY | PERCENTAGE |
|---|------------------------------|------------------|-------------------|
| | Romance | 31 | 21.5 |
| | Hugging | 6 | 4.2 |
| | Lesbianism | 22 | 15.3 |
| | Kissing | 11 | 7.6 |
| | Fornication | 21 | 14.6 |
| | Indecent dressing | 8 | 5.5 |
| | Having multiple sex partners | 3 | 2.1 |
| | Masturbating | 21 | 14.6 |
| | Watching pornography | 5 | 3.5 |
| | Undecided | 16 | 11.1 |
| | TOTAL | 144 | 100 |

Source: fieldwork 2025

Table 8 show that 21.5% which happen to be majority of the total respondent affirmed romance to be most sexual behavior displayed by students in hostel, 15.3% said lesbianism, 14.6% asserted masturbating and fornication respectively, 11.1% said undecided, 7.6% said kissing, 5.5% opted for indecent dressing, 4.2% said hugging, 3.5% choose watching pornography ,and 2.1% said having multiple sex partner is the most displayed sexual behavior by students in hostels.

TABLE 9: VARIOUS TYPES OF SEXUAL BEHAVIOR DISPLAYED BY STUDENTS

| WHAT ARE THE VARIOUS TYPES OF SEXUAL BEHAVIOR DISPLAYED BY STUDENTS | RESPONSE | FREQUENCY | PERCENTAGE |
|--|-----------------|------------------|-------------------|
| | KISSING | 38 | 26.4 |
| | ROMANCE | 32 | 22.2 |
| | HUGGING | 9 | 6.3 |
| | SEX | 65 | 45.1 |
| | TOTAL | 144 | 100.0 |

Source :Fieldwork 2025

Table 9 above shows the perceptions of the respondents to the research question. Arranging the various response from the highest to the lowest,45.1% Of the total number of respondent assert having sex as one of the sexual behavior displayed by student, 26.4% declared kissing as their answer, 22.2% aver romance, while 6.3% affirmed hugging as the sexual behavior displayed by students.

RESEARCH OBJECTIVE 3

TO ASCERTAIN HOW OFTEN DOES STUDENT ENGAGE IN SEXUAL ACTIVITIES IN THE UNIVERSITY ENVIRONMENT.

The table below shows the perceptions of the respondents to the research question.

TABLE 10: RATING THE LEVEL OF INTIMACY AMONG OPPOSITE SEX.

| HOW OFTEN DO YOUR FRIENDS HANG AROUND WITH STUDENTS OF THE OPPOSITE SEX OTHER THAN ACADEMIC REASONS | RESPONSE | FREQUENCY | PERCENTAGE |
|--|-----------------|------------------|-------------------|
| | Always | 32 | 22.2 |
| | Sometimes | 60 | 41.7 |
| | Rarely | 40 | 27.8 |
| | Never | 10 | 6.9 |
| | Undecided | 2 | 1.4 |
| | TOTAL | 144 | 100.0 |

Source: fieldwork 2025

From table 10 above, the result shows that 41.7% of the total number of respondents said Sometimes, 27.8% said Rarely, 22.2% said Always, 6.9% said Never, and 1.4% said undecided.

TABLE 11: LEVEL OF PROMISCUITY AMONG UNDERGRADUATE.

| HOW WILL YOU RATE THE LEVEL OF PROMISCUITY AMONG UNDERGRADUATE RANGING FROM 1-10 | RESPONSE | FREQUENCY | PERCENTAGE |
|---|-----------------|------------------|-------------------|
| | 3 | 1 | .7 |
| | 5 | 16 | 11.1 |
| | 6 | 25 | 17.4 |
| | 7 | 32 | 22.2 |
| | 8 | 26 | 18.1 |
| | 9 | 8 | 5.6 |
| | 10 | 36 | 25.0 |
| | TOTAL | 144 | 100.0 |

Source: fieldwork 2025

The table 11 above shows the perceptions of the respondents to the research question. Arranging the response from the highest to the lowest, 10 has 25.0%, 7 has 22.2%, 8 has 18.1%, 6 has 17.4%, 5 has 11.1%, 9 has 5.6%, and 3 has 0.7%.

TABLE 12: WHO ENGAGE MORE IN PREMARITAL SEX.

| AMONG MALE AND FEMALE WHO ENGAGE MORE IN PREMARITAL SEX | RESPONSE | FREQUENCY | PERCENTAGE |
|--|-----------------|------------------|-------------------|
| | MALE | 53 | 36.8 |
| | FEMALE | 52 | 36.1 |
| | UNDECIDED | 39 | 27.1 |
| | TOTAL | 144 | 100.0 |

Source : fieldwork 2025

From the table 12 above, it is indicated that 36.8% of the total number of respondents affirmed male are the gender that engage more in premarital sex, while 36.1% said female engage more in premarital sex, 27.1% said undecided.

RESEARCH OBJECTIVE 4: TO EXAMINE THE IMPACT OF SEXUAL ACTIVITIES AMONG UNMARRIED STUDENTS WITHIN THE UNIVERSITY ENVIRONMENT.

The table below shows the perceptives of the respondents to the research question.

TABLE 13: ADVICE TO STUDENTS AS REGARDS PREMARITAL SEX.

| DO YOU ENCOURAGE STUDENTS TO ENGAGE IN PRE-MARITAL SEX | RESPONSE | FREQUENCY | PERCENTAGE |
|---|-----------------|------------------|-------------------|
| | YES | 10 | 6.9 |
| | NO | 134 | 93.1 |
| | TOTAL | 144 | 100.0 |

Source : fieldwork 2025

Analyzing table 13, addressing the research question, 93.1% ticked NO, while 6.9%% ticked YES .From the response above, we can deduce that majority of the students belief premarital sex is bad and therefore Do not encourage premarital sex .

TABLE 14: THE IDEALNESS OF HAVING A SEXUAL PARTNER AS A STUDENT.

| IS IT IDEAL TO HAVE A SEXUAL PARTNER AS A STUDENT WHEN NOT MARRIED | RESPONSE | FREQUENCY | PRECENTAGE |
|---|-----------------|------------------|-------------------|
| | YES | 16 | 11.1 |
| | NO | 128 | 88.9 |
| | TOTAL | 144 | 100.0 |

Source: Fieldwork 2025

In analyzing table 14, the research question shows that 88.9% of the total respondents agreed that having sexual partners as an unmarried student is not ideal, while 11.1%

disagreed. This implies that having sexual partners as an unmarried student is actually wrong.

TABLE 15 : IMPACT OF SEXUAL ACTIVITIES ON UNMARRIED STUDENTS

| WHAT ARE THE IMPACT OF SEXUAL ACTIVITIES ON UNMARRIED STUDENTS IN UNIVERSITY OF BENIN | RESPONSE | FREQUENCY | PERCENTAGE |
|--|--|------------------|-------------------|
| | Poor academic performance | 43 | 29.9 |
| | Unwanted pregnancy | 24 | 16.6 |
| | Contacting sexual transmitted diseases | 20 | 13.9 |
| | Lost of dignity | 18 | 12.5 |
| | Become addicts | 14 | 9.7 |
| | Emotional dis-orientation | 21 | 14.6 |
| | None | 4 | 2.8 |
| | TOTAL | 144 | 100 |

Source: fieldwork 2025

From the response available on table 15, 29.9% of the respondents affirmed poor academic performance as the major impact of sexual activities among unmarried students, 16.6% choose unwanted pregnancy as the impact, 14.6% asserted the impact to be emotional disorientation, 13.9% picked contacting sexual transmitted diseases as the impact, 12.5% said lost of dignity, 9.7% said they become addict, while 2.8% said none.

TABLE 16: INFLUENCE OF STUDENT SEXUALITY ON THEIR ACADEMIC PERFORMANCE.

| HOW DOES STUDENTS SEXUALITY AFFECT THEIR ACADEMIC PERFORMANCE | RESPONSE | FREQUENCY | PERCENTAGE |
|--|--------------------------------|------------------|-------------------|
| | poor academic performance | 86 | 59.7 |
| | lack of academic concentration | 36 | 25.0 |
| | academic failure | 12 | 8.3 |
| | undecided | 10 | 6.9 |
| | TOTAL | 144 | 100 |

Source: fieldwork 2025

Table 16 above shows that student sexuality affect their academics performance in the following ways, 59.7% of the total number of respondents said unmarried student sexuality will lead to poor academic performance, 25.0% said lack of concentration, 8.3% affirmed academic failure, while 6.9% said undecided.

TABLE 17: ADVICE TO UNMARRIED STUDENTS WHO ARE SEXUALLY ACTIVE.

| WHAT ARE YOUR ADVICE FOR UNMARRIED STUDENTS WHO ENGAGE IN SEXUAL ACTIVITIES | RESPONSE | FREQUENCY | PERCENTAGE |
|--|----------------------|------------------|-------------------|
| | Abstinence | 82 | 56.9 |
| | resist peer pressure | 10 | 6.9 |
| | use protection | 5 | 3.5 |
| | get saved | 30 | 20.8 |
| | get counseling | 6 | 4.2 |
| | develop self control | 10 | 6.9 |
| | marry immediately | 1 | .7 |
| | TOTAL | 144 | 100 |

Source: Fieldwork 2025

Form the response available on table 17, 56.9% of the total respondents advised sexually active student to Abstain, 20.8% preached salvation, 6.9% advised resistance to peer pressure and development of self control respectively, 4.2% advised that they get counseling, 3.5% preached the use of protection, while 0.7% advised they get married immediately if they can't control their urges.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

This study was carried out to examine promiscuity among students in student's hall of residence, University of Benin, Benin City. The objectives of the study were to examine the cause of promiscuity among student in the University of Benin; to investigate the sexual attitude displayed by sexually derailed students; to ascertain how often does student engage in sexual activities in the university environment; to examine the impact of sexual activities among unmarried students within the university environment.

The data for the study was gathered from primary source, which saw the researcher administered one hundred and fifty (150) questionnaires to randomly selected respondents; the one hundred and fifty (150) students comprise of 100 – 600 Levels (Full Time) undergraduate students who reside in the halls of residence (hall 1—5) of the University of Benin. Out of the One hundred and fifty (150) questionnaires administered, one hundred and forty four (144) were retrieved and were used for the analysis. The findings from analysis revealed among other things that:

1. Promiscuity could means an individual having multiple sexual partners, immorality, lack of self control for sex, as well as active sexual life.

2. The causes of promiscuous activities among students in students hall of residents in university of Benin range from peer pressure, poverty, lost of moral values, lack of effective parenting, low self-esteem and social media.
3. The various sexual attitude display by sexually derailed students includes the following; romance, hugging, lesbianism, kissing, fornication, indecent dressing, having multiple sexual partners, masturbating, and watching pornography.
4. Student often engage in sexual activities than academic work in university environment.
5. The impact of sexual activities among unmarried students within the university environment are; poor academic performance, unwanted pregnancy, contacting sexually transmitted diseases, lost of dignity, becoming future addicts, and emotional des-orientation
6. Reasons why students engage in promiscuous act is as a result of the following, for pleasure, lack of spiritual values, lack of effective parenting, peer pressure, poverty, drug addiction, lost of moral values, pornography, lack of contentment, and lack of self control.

5.2 CONCLUSION

This study was carried out with the aim of investigating promiscuity among students in students halls of residence, University of Benin. The finding from analysis revealed that there are perceived causes of promiscuity among university students; that student constant engagement in sexual activities negatively affect their academic

performance; that the impact of promiscuous activities on students are always negative; that the introduction of effective parenting, emphasis on abstinence, developing resistance to peer pressure, emphasis on salvation, restoring lost moral values and the introduction of effective stiffen penalties on unmarried students that engage in sexual activities will reduce/eradicate promiscuousness among university students.

5.3 RECOMMENDATIONS

In line with the findings of this research paper, we can propose some recommendations based on subject importance and results obtained from research data as follows:

1. The study recommend that government should employ strict laws to counter promiscuous behavior so as to repel those who intend to engage in such activities.
2. Sex education should be part of school curriculum in order to educate youth about the dangers of promiscuous behavior and also establish the fact that abstinence is the key. Also counseling centers in universities should be establish to checkmate the essences of the behavior and help those suffering from the bondage of sexual addiction.
3. There should be approval and proper monitoring of the peer groups by guidance so as to check the activities that the youth engage in especially as a result of pressure emerging from the peers. Parents should also create an atmosphere for interaction and cultivate a friendly relationship between them and their wards in order to reduce/eradicate negative peer influence.

4. The availability of preventive and protective mechanism for example; condoms, pills etc should be banned because the use of contraceptives actually encourages the increase of promiscuity among students rather than eradicate the evil behavior.
5. Effective parenting is the major factor in eradicating promiscuity among undergraduates; Parents should as a matter of urgency begin to imbibe in their wards the importance and benefits of moral living and the culture of abstaining from premarital sexual activities which has dire consequences.
6. Total abstinence should be emphasis by all the stakeholders (the school ,church, parents, government ,and the society.) because that's the only way to term the act of promiscuity among undergraduates.
7. The Holy Bible preach against premarital sex and It has been observed that the major factor that prevent people from engaging in premarital sex is the fear they have for God and is Word(Holy Bible), from the above it is deduce that emphasis should be made on salvation among students to eradicate promiscuous activities.
8. Sexually erotic programs, music, movies etc displayed by social media should be eradicated/reduced by those in authority or policies should be made to band such activities in order to prevent sexual urges in undergraduates.
9. All the stakeholder (the school ,church, parents, government, society, etc) should enlighten the adolescents on how to develop self control as well as educate them on the benefit of self control. This will reduce the rate of pre- marital sex as suggested in the study.

10. University authorities should place a band on indecent dressing on campus because is one of the factors that encourages promiscuity among undergraduates. Placing a band on indecent dressing will reduce the essences of sexual activities among students.

REFERENCES

- Akers, R.L. & Sellers, C.S. (2014). *Criminological Theories: Introduction, Evaluation, and Application* (4th ed.). Los Angeles: Roxbury Publishing.
- Australia Sharif, H. AIDS education efforts begin to address plight of Tanzania youth. AIDS Captions; 1(1):20-21. Sowetan. Rough Sex killed prostitute.13 May (2014).
- Barnett, J.P, Maticka-Tyndale, E. & Teaml, T. H. (2011). The gift of agency. Sexual exchange scripys Among Nigeria youth. *Journal of sex research*,48(4),349-359.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. Ross, D. & Ross, S. A. (1961). Transmission of aggression through the imitation of Aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582
- Bankole, M. O. & Owuamanam, D. O. (2013). *Parenting style and attitude to sexual promiscuity of Adolescent students in Ekiti State, Nigeria*. Retrieved March 11/2014, from <http://www.cluteinstitute.com/index.html>.
- Baumeister, R. F. (2014). "Gender and erotic plasticity: Socio-cultural influences on the sex drive". *Sexual and Relationship Therapy*, 19 (2): 133–139.\doi: 10.1080/14681990410001691343
- Bee, D., & Boyd, D. (2013). *Life-span development: Study edition*. (3rd ed.). Allyn & Bacon: Boston.
- Benatar S. (2008). From Promiscuous to Prim: Gaining Better Understanding of Adolescent Sexual Risk Using the National Longitudinal Study of Adolescent Health.

- Bernstein & Gray (2000). *Social Work in action*. (6th ed.). Macmillan Publishers. New York.
- Bezuidenhout, C. & Joubert, S. (2008). *Child and youth misbehavior in South Africa*(2nd edition). Van Schaik Publishers: Pretoria.
- Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual review of Psychology*, 53(1), 371-399.
- Brooks, J. E. (2006). Strengthening resilience in children and youths: Maximizing opportunities in the Schools. *Children and Schools*28(2), 69–76.
- Brown, J. D., Keller, S., & Stern, S. (2009). Sex, sexuality, sexting, and sexed: adolescents and the Media. *Prevention Researcher*16(4), 12-16.
- Boccardo L., Carulli S., (2008) Il posto dell'amore negato. (The place of the denied love. Sexuality and secret psychopathologies – Abstract). Tecnoprint Editrice, Ancona. [ISBN 978-88-95554-03-7](https://doi.org/10.1007/978-88-95554-03-7)
- Carlson, Neil R. and C. Donald Heth. "Psychology: The Science of Behavior." 4th Edition. Toronto: Pearson Canada Inc., 2007. 684.
- Carey, M. P., & Fielder, R. L. (2010). Prevalence and characteristics of sexual hookups among first semester female college students. *Journal of Sex Marital Therapy*, 36(4), 346–359.
- Chademana, J., Mapfumo, J., & Shumba, A. (2011). The prevalence of concurrent sexual partnerships among students in Institutions of Higher Education in Zimbabwe. *J Hum Ecol*,34(1), 53-65.
- Duru, N. E., & Okafor, H. C. (2010). Sexual promiscuity among female undergraduates in tertiary institutions in Imo State: An issue for healthy living. *Journal of Counseling*, Vol. 3, No. 1.
- "Freud, Sigmund [Internet Encyclopedia of Philosophy]". iep.utm.edu. Retrieved 2013-06-30.
- Gavazzi, S. M. (2012). Family Systems Theory. In *Encyclopedia of Adolescence*(pp.963-967). Springer: US
- IRIN. (2014). Focus on vulnerability to HIV/AIDS infection. KENYA: United Nations.

- Jabulani G.K. & Vusi Z. (2014). Sexual promiscuity among African Adolescent female in sub-Saharan countries. *Mediterranean Journal of Social Science*, 5(27), 879-886.
- Kaufman, C. E., & Stavrou, S. E. (2014). "Bus fare please": The economies of sex and gifts among young (2014). Exploring the Impact of Abortion among Female Students at a South African University Campus:
- Kaufman, C. E., & Stavrou, S. E. (2014). "Bus fare please": The economies of sex and gifts among young people in urban south. *Africa Culture, Health and Sexuality*, 6,377-391.
- Kilmann, P. R., Carranza, L. V., & Vendemia, J. (2006). Recollections of parent characteristics and Attachment patterns for college women of intact vs. non-intact families. *Journal of Adolescence*, 29(1), 89-102.
- King, Bruce M. (2013). *Human Sexuality Today*. ISBN 9780136042457.
- Kopko, K. (2007). Parenting styles and adolescents. Retrieved No, 20, 2012.
- L'Engle, K. L., Brown, J. D., & Kenneavy, K. (2006). The mass media are an important context for Adolescents' sexual behavior. *Journal of Adolescent Health*, 38(3), 186-192.
- Leach, F. (2006). Researching gender violence in schools: Methodological and ethical considerations. *World Development*, 34(6), 1129-1147.
- Leclerc-Madlala, S. (2013). "Why young women in southern Africa are going for riskier older men." *Exchange on HIV/AIDS Sexuality and Gender* 4, 5-8.
- Lee P, Lan W, Wang, C. & Chiu H (2008). Helping young children to delay gratification. *Early Childhood Education Journal*.; 35:557-564
- Louw, D. & Louw, A. (2007). Child and adolescent development. The University of Free State: Bloemfontein.
- Louw, D.A., Van Ede, D.M., & Louw A.E. (2009). Human development (2nd edition). Kagiso tertiary: Cape Town.
- Louw, Van Ede, & Louw, (2009)sexual promiscuity among African Adolescents females in Sub-Saharan countries, *Mediterranean Journal of Social*, 5(27), 880-886.

- Luke, N. (2013). "Age and economic asymmetries in the sexual relationships of adolescent girls in sub-Saharan Africa." *Studies in family planning*, 34(2): 67-86.
- Mkumbo, K. A. K. (2008). *An exploration of the psychosocial factors affecting the development and Delivery of school-based sex and relationships education in Tanzania. (Doctoral dissertation).* University of Southampton: Southampton.

- Mao, R., Li, X., Stanton, B., Wang, J., Hong, Y., Zhang, H., et al. (2009). Psychosocial correlates of cigarette smoking among college students in China. *Health Education Research* 24, 105-118. Role played By locus of control variables in sexual promiscuity among female students in technical training colleges in Nairobi Country, Kenya: *International Journal of Economy , Management and Social Sciences*, 2(9), 697-699.
- Misi, O. K. (2008), Nigeria: When University Become Brothers, Retrieved July 26, 2008 from http://www.Africanloft.com/University_orbrothel. Sexual promiscuity Among female undergraduates in tertiary Institutions in Imo State: An issue For healthy living. *Edo Journal of Counseling*, page 101-102.
- Nicholas L. (2008), Introduction to psychology, (2nd edition). University of Cape Town: Cape Town. Sexual Promiscuity among African Adolescent females in sub-Saharan countries. *Mediterranean Journals of Social Sciences* 5(27), 880-886.
- Nzegwu N., (2009). New African Diaspora Indiana University press. Retrieved from http://www.uwbadgers.com/sports/m-footbl/mtt/nzegwu_louis00.html. Accessed on the 17.09.2012
- Okafor, H. C., & Duru, N. E. (2010). Sexual promiscuity among female undergraduates in tertiary Institutions in Imo State: An issue for healthy living. *Edo Journal of Counseling*, 3(1), 100-109.
- Olugbile, S Abu, and Adalakun, (2008), The Punch: Prostitution takes a New Garp on campuses. Punch on line Web Retrieved July 25, 2008 From <http://www.punching.com/article.aspx?theatricart>,
- Olugbogega, (2008), Selling sex, female street Prostitution, And HIV risky behaviour care, <http://www.searchlife.com>. Sexual promiscuity among female undergraduates in tertiary Institutions in Imo State: An issue for healthy living. *Edo Journal of Counseling*, page 101-102.
- Ross, M. W., Crisp, B. R., Månsson, S. A., & Hawkes, S. (2012). Occupational health and safety among Commercial sex workers. *Scandinavian Journal of Work, Environment & Health*. 2(38), 105-119.
- Ryckman, R.M. (2008). Theories of Personality. Thomson Wadsworth: Belmont.
- Sandfort, T.G.M., M. Orr, J.S. Hirschand J. Santelli. 2008. "Long-Term Health Correlates of Timing of Sexual Debut: Results From a National US Study." *American Journal of Public Health*, 98(1): 155-161

- Schultz, D.P., & Schultz, S.E. (2013). *Theories of Personality*. (10th ed.). Wadsworth Cengage Learning Australia.
- Siegel, L.J. and C. McCormick. (2006). *Criminology in Canada: Theories, Patterns, and Typologies* (3rd ed.). Toronto: Thompson.
- "Sexual orientation, homosexuality & bisexuality". American Psychological Association. *Archived from the original on August 2013* Retrieved. 10 August 2013.
- "Sexual and reproductive health: Defining sexual health". *WHO.int. World Health Organization*. Retrieved 20 June 2015.
- Shuba O., (2011). Role played by locus of control variables in sexual promiscuity among female students in technical training colleges in Nairobi Country, Kenya. *International Journal of Economy, Management and Social Sciences*, 2(9), 697-699.
- Shumba, A., Mapfumo, J., & Jacqueline Chademana (2011). The Prevalence of Concurrent Sexual Partnerships Among Students in Institutions of Higher Education in Zimbabwe. *J Hum Ecol*, 34(1):53-65
- Turchik J. A. (2007). Identification of Sexual Risk Behaviors among College Students: A New Measure of Sexual Risk. Approved Msc Thesis, Ohio University, Ohio. Role played by locus of control variables in sexual Promiscuity among female students in technical training colleges in Nairobi Country, Kenya: international Journal of economy , management and social sciences,2(9)September 2013,pages 697-699.
- "Things We Get Wrong About Human Sexuality (TED Talk)". *EmpireHive*. Retrieved 2016-02-28.
- "10 Scientific Ideas That Scientists Wish You Would Stop Misusing". Retrieved 26 July 2014.
- Uzokwe, A. O. (2008), Nigerworld, prostitution in Nigeria campuses (part II) Retrieved July 21, 2008 from <http://www.yahoo.com>. Sexual promiscuity Among female undergraduates in tertiary Institutions in Imo State: An issue for healthy living. *Edo Journal of Counseling*, page 101-102.

APPENDIX
QUESTIONNAIRE

I am a final year student of sociology and anthropology. I am conducting research on Undergraduate students' promiscuity in halls of residence, University of Benin. This research is purely an academic study and will be used for this purpose, I would highly appreciate you for your response to the question as it will be treated with utmost confidentiality, this is the reason your name is not needed, thank you in advance for your time.

SECTION A: Socio-Demographic Characteristics

1. Age : 16-19 (), 20-23 (), 24-27 (), 28 and above ().
2. Sex: Male (), Female ().
3. Religion: Christian() Muslim () ATR() Others()
4. Hall of residence: Hall 1() Hall 2() Hall 3() Hall 4() Hall 5()
5. Department:-----
6. Faculty:-----
7. Marital status: Single() Married() Separated() Divorced() Others()
8. Level:-----

Section B: Promiscuity among students

9. Do you know what promiscuity means: Yes () No ().
10. If yes, what do you understand by the word promiscuous-----

11. Are there promiscuous students in university of Benin? Yes() No()
12. Do you have friends that have multiple sex partners or flirt? Yes() No()
13. If yes, how many sex partners do they have?-----

14. What do you think causes promiscuity among students? Poverty (), lost of moral values(), lack of effective parenting(), low self esteem(), peer pressure (), social media() others specify-----
15. What sexual behavior do student of your hostel display most?-----

16. How often do your friends hang around with students of the opposite sex other than academic reason?
Always(),sometimes (),rarely(),never(),undecided().
17. Do you encourage student to engage in pre-marital sex? Yes() No()
18. Is it ideal to have a sexual partner as a student when not married? Yes() No()
19. What are the reasons why student engage in sexual activities-----

-----What are the impact of sexual activities on unmarried students in University of Benin?-----

20. How does student sexuality affect their academic performance?-----

What are your advice for unmarried students who engage in sexual activities?-----

-
21. How will you rate the level of promiscuity among undergraduate ranging from 1-10?

22. What are the various types of sexual behavior displayed by students? Kissing () Romance() Hugging() Sex () Others-----
23. Among male and females who engage more in premarital sex? Male () Female () Undecided().

