

**UNIVERSITY OF BENIN
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DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**PREVALENCE OF PROMISCUITY AMONG UNDERGRADUATE
STUDENTS IN THE UNIVERSITY OF BENIN**

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requirements for the award of the Degree of Bachelor of Science (B.Sc) in
Sociology and Anthropology.

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CERTIFICATION

This is to certify that this research project titled:

PREVALENCE OF PROMISCUITY AMONG UNIVERSITY OF BENIN UNDERGRADUATE STUDENTS.

was carried out by FAITH OSASERE IGBINOSA, with Matriculation Number SSC2105932, in the Department of Sociology and Anthropology, Faculty of Social Sciences, University of Benin, Edo State, Nigeria.

This work has been read, assessed, and approved as meeting the requirements for the award of the degree of Bachelor of Science (B.Sc.) in Sociology and Anthropology.

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DEDICATION

This work is dedicated to Almighty God, the fountain of wisdom and strength, whose grace lit my path when the journey grew dark. And also to my loving parents, Mr and Mrs Igbiosa whose sacrifices, prayers, and unwavering love have been the pillars upon which I stand. And finally, to myself for daring to dream, for enduring the long nights, and for believing that this moment would come.

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ABSTRACT

Promiscuity remains a widespread social issue with serious implications for young people, particularly undergraduates. This study examined the prevalence, causes, and effects of promiscuity among students of the University of Benin. To achieve this, four research objectives were formulated. A total of 160 semi-structured questionnaires were administered to students, alongside four in-depth interviews conducted among residents of Halls 1–4 within the university hostels. Findings revealed that promiscuity is prevalent among students and is largely driven by factors such as peer influence, financial constraints, exposure to social media, and weak parental or moral guidance. The study further established that promiscuous behavior negatively affects students' academic performance, the core reason for their presence in school while also exposing them to life-threatening health risks, especially through unsafe sexual practices. Consequently, the research underscores the need for stronger institutional policies, effective moral and emotional guidance, financial support from parents, and regular sensitization programs such as symposia and workshops on the dangers of promiscuity. In conclusion, sexual promiscuity in the University of Benin poses more harm than benefit, and its implications call for urgent reflection. Beyond awareness, the findings provide a framework for broadening students' knowledge of the issue while equipping them to make healthier lifestyle choices.

Keywords: Promiscuity, prevalence, causes, academic performance, University of Benin

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CHAPTER 1

1.1 INTRODUCTION

Indiscriminate and irrational behaviour has been listed among the contemporary social issues prevalent among university students. These issues widely vary across various denominations, diversifying in different deeds such as cultism, drug abuse, examination malpractice, cyber crime, sexual misconduct, harassment, cheating, discrimination, theft, violence and promiscuity, which can in turn have adverse effects on individual well-being.

Apart from the widely publicized behavioural problems, sexual behavior is also listed among the behavioral issues prevalent among students, particularly those in higher learning institutions. The concept is described variously across literature, such as sex abuse, sex offenses, sexual promiscuity, sexual misconduct, sexual maladjustment, and sexual immorality. A sudden spike in premarital sexual activities has been noticed following acculturated customs and beliefs. Sex in Africa and Nigeria, in particular, was considered sacred and restricted only to married couples. Public opinion has consistently shown that premarital sex is perceived as dangerous and wrong, as it may serve as a precursor to abortions, teenage pregnancy, and sexually transmitted infections (Omojonle & Oyetunji, 2019).

Globally, promiscuity has been viewed as a society phenomenon which has a specific relatedness to individual behavioural pattern. Promiscuity is the practice of engaging in sexual activity frequently with different partners or indiscriminate choice of sexual partners. World Health Organization (2005) views promiscuity in the sexual sense as habitual activities whereby an individual treats his or her body, pride and well being from one customer to another or from one place to another for financial, social and political remuneration. Generally, it is safe to assume that promiscuity exists and is an integral part of human living.

In some countries, promiscuity is frowned upon as it is considered mostly as an immoral act. For example, Nigeria, Egypt, Pakistan, etc. While in some other countries like Brazil, Italy, Australia, etc. It is considered a standard way of living. The 2008 US university study on general promiscuity index, evaluated that prostitution as a promiscuous act is partially legal. In this essence, what is regarded as immoral and illegal in a given nationality, can be seen as a standard and moral pattern of living.

In Edo state, the government in 2023, not only imitated but also implemented certain measures to prosecute sexual offenders. This was as a result of the recurring promiscuous vices within its region. The implementation of these measures speaks of its negativity and repulsiveness towards promiscuity. In Edo state, promiscuity is well known among the male and female folks in the population and the promiscuous behaviour among these folks is predominantly sex trafficking.

According to Abu and Adedokun (2008), sexual promiscuity is very rampant in our higher institutions. The campus has several networks where most of these students stand outside their hostels and halls to solicit for business. The hardened ones see their campuses as too boring and do not operate inside the University campuses to achieve their deviant acts.

Bulu and Janice (2008) opine that peer influence is everywhere in the campuses. Everyone wants to be a happening girl or boy and ends up indulging in promiscuous behavior. It could also be that economic factors have a strong influence on individual sexual behaviour mostly through poverty. Both Shelton (2009) and Okafor and Duru (2008) studies, shows a greater percentage of their respondents attesting that sexuality risky behaviour are caused as a result of low standard of living among youths and that there is great effect and danger for any promiscuous behaviour.

Promiscuity could have adverse effects on the lives of undergraduate students, varying in different aspects, as well as their academic achievements. This study tends to analyze the prevalence of promiscuity in tertiary institutions especially students in the University of Benin environ.

1.2 STATEMENT OF PROBLEM

Student's promiscuity affects their physical, mental, emotional and academic performance. Despite worldwide concerted intervention and education about this challenge, it has increased within the last 2 decades. The negative consequences of promiscuity do not only play out among individuals but also their families, relatives, friends as it affects their social image in the society and the country's image in the international community at large.

In time past, the idea of sex or sexual pleasure being gotten within the confines of marriage alone was taken with extreme seriousness but going forward such orientation began to depreciate as society began to have more persons of all ages beginning to explore the versatility of sex outside the confines of marriage. In the course of time, the acceptable way of sexual behavior began to be neglected by even the single and married alike. Orubuloye in abdullahi and abdullahi (2013) observed that some students engage in promiscuous behaviour without even at first considering the overall effect. In Benin City, there's a growing concern about the increasing rates of promiscuity among young people, potentially leading to a surge in sexually transmitted infections (STIs), unintended pregnancies, and other social problems.

Promiscuity today, has lost its chances to be curtailed and this behaviour has been attributed to some reasons like questioning one's sexual identity and wanting to explore different bodies, the need to reclaim one's sexuality as a result of one's past trauma, the fact that people now use sex as a substitute for love, the use of sex with others to fight lack of love from one's immediate family or partner etc.

Quite a number of research has been conducted to examine and proffer solutions to promiscuity among citizens especially the young population. This research seeks to address and understand why some students eventually deviate while beginning to involve themselves in promiscuous behaviors. Narrowing it down to tertiary institutions where the active population mostly within the age of 16-30, actively converge, the rise in immoral behaviours and behaviours that threaten public health has been particularly noted among students in tertiary level of education (Abiodun and Balogun, 2009; okafor and Duru, 2010).

It is unclear how certain psycho-social factors such as gender, peer influence, parental influence, attachment security, self-esteem could predispose students to promiscuity. This issue needs to be understood so as to inform parents/guidance on the factors that cause students in the higher institution to be involved in promiscuous behavior when they get there and try to train their children/ward towards an angle that makes them less prone to these factors when they eventually get to school. It is on this note that this research seeks to study the issue of promiscuity among students of the university of Benin who reside within the school campus.

1.3 RESEARCH OBJECTIVES

GENERAL OBJECTIVES:

This study seeks to examine the prevalence of promiscuity among University of Benin undergraduate students.

However, It shall specifically seek:

1. To find out student perception and attitude towards promiscuity

2. To examine the factors influencing promiscuous behaviour among undergraduate students in the university of Benin halls of residence
3. To assess the impact of promiscuity on a student academic performance and well-being
4. Recommend strategies for promoting responsible sexual behaviour among University of Benin undergraduate students

1.4. RESEARCH QUESTIONS

1. What are the perceptions and attitudes of University of Benin undergraduate students towards promiscuity?
2. What factors contribute to promiscuous behaviour among undergraduate students living in the University of Benin halls of residence?
3. How does promiscuity affect the academic performance and overall well-being of undergraduate students?
4. What strategies can be implemented to promote responsible sexual behaviour among University of Benin undergraduate students in the halls of residence?

1.5. SIGNIFICANCE OF THE STUDY

The study exploring the prevalence of promiscuity among undergraduate students at the University of Benin holds profound academic, social, and public health relevance. As vibrant hubs of intellectual growth and crucial transitional periods where young adults navigate newfound independence and complex interpersonal relationships, universities naturally become environments where sexual behaviors are explored and shaped. Gaining a deep understanding of these behaviors is not merely an academic exercise; it's a vital undertaking for educators, policymakers, parents, and health professionals alike. This research aims to illuminate the extent of promiscuity among undergraduates, uncover its underlying drivers, examine its multifarious impacts, and, crucially, inform the development of effective interventions to promote healthier sexual practices.

This investigation is particularly pertinent in the current socio-cultural landscape of Nigeria, where rapid urbanization, evolving media landscapes, and shifts in traditional family structures are influencing youth behaviors. The University of Benin, as a prominent institution in Edo State, serves as a microcosm reflecting broader societal trends. Therefore, a focused study within this context provides valuable localized data that can inform region-specific strategies while also contributing to a wider, global discourse on youth sexuality.

This research adds to the existing literature on youth sexuality, especially within the unique socio-cultural and economic contexts of sub-Saharan Africa. Existing research on sexual behavior among Nigerian youths consistently points towards trends of early sexual initiation, engagement with multiple sexual partners, and inconsistent condom use, particularly within university environments (Akwara, Madise, & Hinde, 2003; Olugbenga-Bello et al., 2010). However, there remains a discernible dearth of studies that have specifically investigated the University of Benin context with sufficient depth. This

research, therefore, serves a critical function by filling this contextual and empirical gap, providing data that is not only specific to the University of Benin but also rigorously grounded in evidence. This detailed, localized data can then serve as an invaluable reference point for future scholarly inquiries, offering a foundation for comparative studies, longitudinal research, and the development of more nuanced theoretical frameworks related to youth sexual health in similar settings.

Furthermore, this study moves beyond merely reporting prevalence rates by delving into the causes and consequences of promiscuity. This multi-faceted approach allows for a richer understanding of the phenomenon, enabling future researchers and practitioners to tackle the issue with more targeted and effective strategies. By identifying specific influencing factors and impacts within the University of Benin student population, this research helps refine existing hypotheses and generate new ones, thereby advancing the academic discourse on youth sexual health in Nigeria and beyond.

A comprehensive understanding of promiscuity among undergraduates offers stakeholders profound insights into the social and psychological dimensions that profoundly influence such behaviors. Promiscuity is rarely a standalone act; it is often driven by a complex interplay of factors including, but not limited to, peer pressure, inadequate parental guidance, socio-economic struggles (including transactional sex), pervasive exposure to diverse media (including social media), and unresolved emotional or psychological issues (Noremy, Fadzilah & Mohammad, 2019; Adewuyi, 2021; ResearchGate, 2022). Unraveling these intricate factors is paramount for institutions to design and implement more tailored counseling services, effective orientation programs for new students, and impactful campus-wide sensitization campaigns. For instance, if poverty or transactional sex emerges as a significant driver, interventions can focus on economic empowerment or support systems. If peer pressure is a dominant factor, programs can focus on building resilience and decision-making skills.

Moreover, by meticulously identifying the prevalence and associated behaviors, this study brings to the forefront the lived experiences of students, their daily challenges, and their often-unseen coping mechanisms. It underscores the profound implications of sexual behavior on academic performance, mental well-being, and social relationships. Research indicates a negative relationship between the number of sex partners and educational attainment, suggesting that romantic involvements can be time-consuming and emotionally taxing, impacting academic focus (Sabia, 2009). Students who are preoccupied with sexual activity may find their academic goals diminishing in importance (ResearchGate, 2019). Given that sexual identity and expression are intrinsically linked with a young person's self-esteem and broader life trajectory, this study offers a nuanced and empathetic understanding of how these critical dynamics unfold within the unique context of a university setting in Nigeria. It allows for a shift from judgmental perspectives to a more empathetic and problem-solving approach.

One of the most compelling and urgent reasons to investigate promiscuity is its significant public health implications. Promiscuous behavior is unequivocally linked with an elevated risk of contracting sexually transmitted infections (STIs), experiencing unintended pregnancies, undergoing unsafe abortions, and enduring psychological trauma (WHO, 2022). In Nigeria, the youth population (ages 15–24) is tragically identified as a high-risk group for HIV/AIDS and other STIs, often exacerbated by a critical lack of access to comprehensive sexual health education and services (National Agency for the Control of AIDS [NACA], 2021). The prevalence of risky sexual behaviors, such as unprotected sex and multiple partners, is well-documented among Nigerian undergraduates (Adeleke University Journal of Science, 2023; PMC, 2024).

The empirical data generated by this research will be instrumental in informing and shaping both university policies and broader national health campaigns. With precise data on the sexual practices of students at the University of Benin, health authorities and university management can collaboratively design more effective and targeted intervention strategies. These could include, but are not limited to, the implementation of free and accessible condom distribution programs, establishing confidential STI testing services, developing and promoting comprehensive safe sex education curricula, and increasing

access to adolescent-friendly sexual and reproductive health services (PMC, 2022). Understanding the specific patterns and drivers of promiscuity within this university community will enable the development of interventions that are not just generic but are culturally sensitive, contextually relevant, and therefore, more likely to achieve positive health outcomes. This proactive approach can significantly reduce the burden of preventable health issues among the student population, safeguarding their future well-being.

Benefit to Stakeholders

The findings of this study offer immense value to a diverse array of stakeholders, each with a vested interest in the well-being and development of university students. For university administrators and student affairs departments, the findings will serve as a robust evidence base, guiding decision-making processes related to student wellness programs, campus safety initiatives, and the allocation of resources for support services. They can use this information to create a campus environment that is not only academically stimulating but also conducive to healthy personal development.

Parents and guardians will also benefit significantly, as the study provides invaluable insights into the kinds of environments and specific pressures their children may be navigating during their university years. This enhanced understanding can empower them to offer more informed, empathetic, and effective support, fostering open communication and proactive guidance regarding sensitive topics.

For non-governmental organizations (NGOs) and governmental bodies actively involved in youth development and public health, this study provides a data-driven foundation for the formulation of targeted campaigns on sexual and reproductive health. Such organizations can leverage the research findings to design programs that resonate with the specific needs and challenges faced by university students, thereby maximizing the impact of their interventions. Furthermore, public health practitioners can utilize the data for surveillance, resource planning, and the development of preventative strategies.

Finally, the pervasive issue of promiscuity inherently touches upon deep-seated moral and cultural values prevalent within Nigerian society. Nigerian culture traditionally places a high degree of importance on sexual chastity and discipline, particularly among its youth. This study, by providing an empirically grounded perspective on actual behaviors on campus, can critically open up discussions on how these societal expectations align with, or diverge from, the lived realities of students.

Such discussions are not merely academic; they are absolutely necessary for fostering a more informed, tolerant, and proactive approach to sexual health, moving away from outdated tendencies toward stigmatization or outright denial. By shedding light on the complexities of promiscuity, this research encourages a move towards constructive dialogue, evidence-based policy formulation, and the implementation of support systems that genuinely address the challenges students face, rather than perpetuating shame or ignoring the problem. Ultimately, this study aims to contribute to a society that is better equipped to support its youth in making healthy and responsible decisions regarding their sexual lives, respecting both cultural values and individual well-being.

1.6 SCOPE OF THE STUDY

This study is limited only to students in the University of Benin, with emphasis on students dwelling in the Halls of Residence from Hall 1, Hall 2, Hall 3, to Hall 4. It will also cover the opinion of these students to examine the causes, effects, prevalence rate and solutions to promiscuous acts within the University of Benin.

1.7 DEFINITION OF TERMS

Promiscuity:

Promiscuity refers to the practice of engaging in sexual relations with multiple partners on a casual or indiscriminate basis without commitment. In this study, it is used to describe the sexual behavior of undergraduate students who maintain multiple sexual partners or engage in casual sex (Okonkwo, 2018).

Prevalence:

Prevalence refers to the proportion or rate at which a particular behavior, condition, or phenomenon occurs within a specific population. Here, it denotes the extent to which promiscuity is observed among undergraduate students in the University of Benin (WHO, 2019).

Undergraduate Students:

These are individuals enrolled in a university program leading to a bachelor's degree, but who have not yet graduated. In this research, the focus is on students currently pursuing undergraduate degrees at the University of Benin (UNIBEN, 2025).

Halls of Residence:

Halls of residence are on-campus accommodation facilities provided for students within the university environment. In this context, they refer to the designated hostels (Hall 1–4) where undergraduate students of the University of Benin reside.

Sexual Behavior:

Sexual behavior refers to the ways in which individuals express their sexuality, including practices, attitudes, and relationships. In this study, it encompasses acts such as casual sex, having multiple partners, and other related activities (Arowolo, 2020).

Casual Sex:

Casual sex is sexual activity that takes place outside the context of a committed relationship, often spontaneous and with minimal emotional attachment. It is one of the major forms of promiscuous behavior among students (Bamidele, 2017).

Peer Influence:

Peer influence refers to the effect, whether positive or negative, that members of a peer group exert on an individual's attitudes, values, or behaviors. Within this study, it highlights how friends and colleagues contribute to promiscuous practices among students (Nwankwo, 2019).

Risky Sexual Behavior:

This refers to sexual practices that increase the likelihood of negative outcomes such as sexually transmitted infections (STIs), HIV/AIDS, or unwanted pregnancies. Promiscuity, when uncontrolled, falls under risky sexual behavior (UNAIDS, 2020).

CHAPTER 2

LITERATURE REVIEW

2.1 OVERVIEW

The concept of the term promiscuity is viewed by different people in the society differently. While it is seen by others as a source of livelihood and a way of life in general. It is seen by others as morally incorrect and unethical. However, to effectively get to the roots of promiscuity and successfully encompass it in wholeness. Sexual promiscuity is the act of indulging or having sexual intercourse with several casual acquaintances. According to Wehmeier (2000) Sexual promiscuity means having many sexual partners.

Authors like Itaimata (2008) posited that with unbridled freedom, the students in tertiary institutions began to push the limit of acceptable behavior, taking advantage of freedom bestowed on them as supposed 'adults'.

Promiscuity in its acts has been discovered to be carried out in places like hotels, lodges, etc. and within school environments, places like hostels and some other strategic locations. Into an exhaustive prospect of promiscuous relations, one might wonder what the cause and effects of promiscuity really are. According to Uzokwe (2008), one of the causes is dereliction of premium on morality, honor, and character. Again, Olugbile (2008) wrote that peer influence is everywhere in the campus where everyone wants to be like others and ends up engaging in prostitution.

Promiscuity has been considered by some persons as a means of survival as most students especially female folks who because of their family background find it difficult to attend to their basic or outrageous school expenses eventually really on these promiscuous options especially hookup to meet up with criteria even though it has been studied that not all female folks engage in these acts for income but sometimes for the pleasure that comes with it. Also for the counterpart, research showed that a number of them around campus actually engage in it to ease their stress from daily activities. Furthermore, some biological factors like high libido and come other factors could be hormonal changes which can be as a result of puberty among individuals.

Olugbile, Abi, and Adelokun (2008) opined that sexual promiscuity is very rampant in our universities, and the average campus has several networks. Hence, students within campus have a clique or forum where subsequent information as regards their line of activities are communicated. Conclusively, promiscuity could have adverse effects on the lives of undergraduates in tertiary institutions and also affect their academic achievement negatively, since the practical make them go out with some unknown clients.

2:2 PROMISCUITY AMONG STUDENTS

Sexual behaviors are greatly influenced by societal limitations and the degree of cultural acceptance, which set the parameters for sexual practices. Contemporary students in the University of Benin may engage in sexual behaviors, including masturbation, homosexuality, and promiscuity, rather than non-sexual, traditional youthful activities (Dale et al., 2010). Promiscuity is a sexual perversion or reckless sexual act with the opposite gender that may be typical of adolescence, especially at puberty. According

to Over and Piot (2011), promiscuity makes adolescents vulnerable to the infection of deadly diseases, including HIV/AIDS, and, more often, unwanted pregnancies. The present study examines peer influence, parenting, social-economic status, and social media as predictors of sexual promiscuity among students.

Lack of adequate sex and reproductive health education in many societies may compound students' sexual

risks and promiscuity. Moreover, some students are socially inexperienced; therefore, they may depend on other's opinions, which makes peer pressure wield more influence on their choices and vulnerability to sexual risks (Carroll et al. 2010; Kanmodi et al. 2020). When students lack the necessary sexual education, they may be involved in risky sexual behaviors, making them prone to getting pregnant, having abortions, or contracting STDs.

This also holds true for how peers affect sexuality, particularly sexual promiscuity. Some students' preferred source of sexuality-related knowledge is their peers (Moret et al., 2016). A particularly fascinating area of study is how these students perceive the actions and attitudes of their peers. A key normative predictor of intention about initiating sexual encounters and engaging in sexuality, including oral sex, is how their peers perceive their sexual practices. Peers can benefit by encouraging young people to take contraceptives, use condoms to prevent STIs, or even refrain from premarital sex (Zelalem, 2013).

Peer influence and conformity are often associated with adolescence and youth culture but strongly affect students of all ages. In short, in the case of conformity, the group's behavior determines the individual's behavior more often than not. Dancy, Deama, and Vivek (2001), who researched peer pressure, popularity, and conformity on sexual behavior risk behavior, showed that all measures of peer conformity and popularity were correlated; peer pressure and peer conformity were strong predictors of premarital sexual risk behavior. One in every six students admitted to partaking in premarital sex due to peer imitation (Schacht & Mulder, 2015). Additionally, Adebowale (2007) noticed significant and consistent rises in sexual behavior, primarily driven by peers' and friends' intentions.

Peer norms significantly impacted the sexual attitudes and behaviors of 1,046 African-American adolescents. It has been discovered that their religious beliefs may influence teenagers' peer group affiliation. Some students engage in risky sexual practices, premarital sexual activity, and prostitution because they are at an age when their sexual urge is at an all-time high. Simple observation reveals that many parents may not have taken enough time to understand their children. Some parents would even leave their children with guardians and other caregivers while they traveled. Such children may lack adequate parental supervision, love and care, affecting their sexual behavior (Govender & Mutinta, 2012).

Furthermore, social media is yet another contributing factor. Being the online platform with the highest growth rate in the 21st century, it is characterized by a broad range of uses, including Wikis, Facebook and other apps for streaming video, and social networking. For instance, with over 955 million users in 2016, Facebook users outnumbered all other social network applications, and Twitter came in second with 500 million members (Adewuyi and Jimoh, 2017). On the other hand, Facebook users tend to be younger, with 300 million between the ages of 18 and 24 and 120 million between the ages of 13 and 17 of all genders. As technology has evolved, mass media has become one of adolescents' most significant sources of sex-related information (Haggstrom-Nordin, 2009; Macphail & Campbell, 2011).

According to a study by Kalunta-Crumpton (2017), the average Nigerian youngster had access to thousands of sexually explicit videos and other deviant behaviors. Numerous studies, both inside and outside of the lab, have discovered proof that watching television is linked to higher levels of violence or sexually risky behavior in young people. Undeniably, young people are exposed to brutality and other unlawful content through conventional media. What is worrying, however, is the fast pace at which undergraduate students are becoming dependent on new social networking platforms regardless of their adverse effects (Owan, Ekpe, & Eneje, 2020; Omoponle, 2023). Studies have discovered strong correlations between sexual behaviors and pornography use.

However, it is debatable to what extent pornography is responsible. Most students engage in various risk-taking activities, which could magnify any negative consequences. For instance, drinking more alcohol is linked to a higher acceptance of pornography (Godwin et al., 2012), and drinking more alcohol may enhance the harmful consequences of pornography exposure and raise the risk of sexual coercion or aggression (Figueroa-Cosme et al., 2018). In conclusion and in summary, as we all know promiscuity is having several partners without being in committed relationships with them, there have been related questions whether university students are engaged in the act. There is some evidence that students are more likely to engage in promiscuous behavior.

One study found that over 60% of students reported having had casual sex, and that this number increased with age and length of time spent on the school campus. However, it's important to keep in mind that not all students are promiscuous, and that the reasons for sexual behavior are complex. Some students may be motivated by a desire for intimacy or to feel connected to others, while others may be motivated by peer pressure or the desire to fit in. Most students engage in this act, there are different varieties and most common in which the students engage themselves which are hook up, casual sex, "friends with benefits" relationships, one-night stands, and booty calls. Some students may participate in these behaviors out of curiosity, others may be looking for intimacy, and still others may be driven by peer pressure or a desire to be popular. In addition to these physical acts, some students may engage in sexting or cybersex.

On the issue of hook up culture among students of the university. The hookup culture in the university campuses has been the subject of much debate in recent years. The majority of students have participated in at least one hookup. It's important to note that hookups can take many forms, from kissing and touching to full-blown sexual intercourse. Secondly most students engage in casual sex which is called friends with benefits. There are a number of reasons why students may choose to engage in casual sex. For some, it's seen as a way to experiment and explore their sexuality. Others may see it as a way to fit in with the "party culture" of campus life. Some students may engage in casual sex to avoid the emotional risks of a committed relationship and still others may simply be looking for physical pleasure. Regardless of the reasons, it's clear that casual sex is a prevalent part of the college experience for many students.

Lastly, some students even engage themselves in cyber sex, which refers to sexual activities that take place online via chat rooms, webcam, some even use it to make a living via only fans in which they subscribe to their page and watch their nude picture in exchange of money or sexual exploration. There has been debate as to why students engage in such acts. The reasons are, there are many factors that can contribute to a student's decision to engage in promiscuous behavior. For some, it may be a way to rebel against societal norms or their upbringing. Others may be looking for a way to gain acceptance and popularity among their peers. And still others may be looking for a way to escape the stress of college life.

Additionally, some students may have a lower self-esteem, which can lead them to seek validation through promiscuity. Finally, the availability of alcohol and drugs in the university campuses can make it easier for students to engage in risky behavior. And also biological factors can fit into it, some students are naturally always seeking out sexual partners to satisfy their urges and also lack of financial capabilities can fit into it. Even peer group influence can also be one of the motivating factors.

2:3 VARIOUS ASPECTS OF PROMISCUITY

The concept of promiscuity is complex and multifaceted. According to Wehmeier (2000) sexual promiscuity means having many sexual partners. Misi (2008) opines that sexual promiscuity is the use of one's body for the purpose of remuneration or consideration of any form. It could also be addressed as prostitution. Olugbile, Abu and Adalakun (2008) opined that sexual promiscuity is very rampant in our Universities and the average campus has several networks. Based on findings, it is safe to say that sexual promiscuity is prominent in the University of Benin and there are various aspects of sexual promiscuity which includes: Hook ups, friends with benefits, open relationships and one night stands.

HOOK UP: Hook up means meeting people for the purpose of having sex, generally not having any sort of relationship afterwards. Meeting someone new, or someone you already know and proceeding to having sexual intercourse without any intention of keeping a relationship type commitment with no emotional involvement.

FRIENDS WITH BENEFITS: Friends with benefits relationships is a term commonly used to reference a relationship that is sexual without being romantic. Typically, these relationships can be between people that consider themselves platonic and friends.

ONE NIGHT STANDS: A one-night stand or one-night sex is a single sexual encounter in which there is no expectation that there shall be any further relations between the sexual participants. It draws its name from the common practice of a one-night stand, a single night performance by an entertainer at a venue.

OPEN RELATIONSHIP: Open relationship is a type of consensual and non-monogamous relationship. In this type of relationship, partners aren't exclusively dating one another. Both partners agree to have other romantic or sexual partners and are honest about it.

2:4 CAUSES OF PROMISCUITY AMONG STUDENTS

A number of factors have been suggested to be responsible for sexual promiscuity among university students. According to Ubana (2008), some of the factors include mass media, peer group and family types and social economic status of parents. Although a number of factors contribute to sexual promiscuity, the media have been accused of playing a central role in shaping sexual promiscuity (Ola, 2008).

MASS MEDIA:

Students from an early age use TV and movies as a source of information about sex and birth control (Morrish, 2010). This source of sexual learning may be problematic, especially because television often depicts sex as glamorized with attractive characters engaging in such mature behavior without precaution or consequence. When they have their freedom in school they tend or would want to practice all that they have learnt from it. Previous studies carried out by a number of researchers revealed that television is capable of teaching sexual information, at least when programs are designed specifically for that purpose because most TV programming that students view is designed for enjoyment rather than education, a more recent study examined learning from entertainment shows.

Peterson, Moore, and Furstenberg (2007) examined the relationship between sexual promiscuity and television exposure in a two-wave panel study. Research suggested that students are learning information about sex from television and that exposure is affecting their attitudes and moral

evaluations. However, theories suggest that television may play a key role in shaping students' thoughts, attitudes, and beliefs about romantic relationships, intimacy, and even sexual behavior (Eneghide, 2012). For instance, a cultivation approach may argue that viewing repeated messages regarding sex on television may be teaching viewers that sex is to be taken lightly, without much thought, precaution, or consequence. With heavy viewing, students may cultivate unrealistic attitudes and beliefs about negative consequences of sex or the importance of practicing safe sex.

PEER INFLUENCE (CLIQUE OF FRIENDS):

Peers are important influences during early days in university and peers in particular, become increasingly important (Aseltine, Bowerman & Kinch, 2009). There is abundant literature available demonstrating that there is a positive association between sexual promiscuity among adolescents and that of their peers, and this (Billy & Udry, 2005). Steinberg and Silverberg (2006) found that as students grow, they begin to surrender to the influences of their peers (cliques) as they shed off their parental orientation and replace it with dependence on their peers. According to him, Friends may encourage their peers to engage in undesirable acts like fighting, alcohol drinking, and sexual promiscuity.

Chalder, Elgari, and Bennett (2005) pointed out that peer group influence is a key determinant in causing alcohol consumption that may result in getting into fights, engaging in sexual promiscuity, and missing school. Indeed, there is evidence that peer affiliations may be the mechanism through which social disadvantage and family conflict affect a number of undesirable life outcomes in later adolescence and early adulthood, such as criminal behavior, sexual promiscuity, and early childbearing (Dishion, Ha, & Verroneau, 2008). Peers may strongly determine preference in the way of dressing, speaking, using illicit substances, sexual promiscuity, adopting and accepting violence, adopting criminal and anti-social behaviors and in many other areas of the adolescent's life (Padilla, Walker & Bean, 2009; Tomé, Matos & Diniz, 2008).

FAMILY TYPE:

Based on the study conducted by (Owuamanam and Bankole, 2003) the result showed that among the possible causes of promiscuity such as television viewing, pressure from peers, internet, news media that feature sexual films and modern music, one that stands out prominently is parenting. Parenting is an important component of the family system and it could involve different types. Family type comprises family size, either small or large family, family structure, monogamous or polygamous and either intact or broken. A family is said to be intact when both the parents live together to take care, manage and control the home. The adolescent in an intact home is not likely to be promiscuous unlike in a broken home where only one parent cares for the children.

Attitudes to promiscuity are likely to differ due to parenting type (European Scientific Journal, June 2013, vol 9, pg 172). This point was buttressed also, by Olubunmi (2011). in his work where he stated that single parenting is a very important social issue that can have significant effects on an adolescent's sexual behavior (International Journal of Psychology and Counselling vol 3(1), pg 16, January 2011)

2:5 EFFECTS OF PROMISCUITY AMONG UNIBEN STUDENTS

Research on the effects of promiscuity among University of Benin students often explores the psychological, social, and academic dimensions of this behavior. Psychological dimensions in the sense that it focuses on the mental health implications of engaging in promiscuous behavior. Investigation on how frequent casual encounters may contribute to heightened levels of stress, anxiety and depression among the University of Benin students. Studies according to Brown & Sinclair,(2015); Smith et al., (2018) has shown that engaging in promiscuous behavior may be associated with increased risk of

mental health issues, such as anxiety and depression, due to the complex nature of intimate relationships in a university setting.

Studies have shown a correlation and direct relationship between adolescent sexual risk taking and mental health risks. Sexual risks include multiple sexual partners, lack of protection use, and sexual intercourse at a young age. The mental risks that are associated with these include cognitive disorders such as anxiety, depression, and a substance use disorder. It is also found that promiscuity among students can be a result of substance misuse and pre-existing mental health conditions such as clinical depression. The female students in general are of higher susceptibility to psychosocial mental health effects of STIs. They report having feelings of immense shame, guilt, and self blame after diagnosis. This can lead to avoidant behaviors and fear of disclosure to not only sexual partners but family and friends.

All of these behaviors are associated with a decline to mental health, whether it is depression, anxiety, or any other disorder. The social dimensions of promiscuity explore how such behavior influences interpersonal relationships among university of Benin students. This includes examining the reactions and attitudes of peers, friends, and the broader social network. Researchers investigate whether engaging in promiscuity leads to social stigma, isolation, or altered dynamics within friendship circles. Additionally, studies explore how societal norms and cultural expectations contribute to the social consequences of promiscuous behavior among university students.

Work by Thompson and Martinez (2017) indicates that promiscuity can influence peer relationships and contribute to a sense of isolation or stigmatization, affecting a student's overall social experience on campus. The academic dimension focuses on understanding how promiscuity might affect a student's performance in their studies. Research in this area investigates whether students involved in frequent casual relationships experience difficulties concentrating on their academic responsibilities, leading to potential decreases in grades or delayed academic progress. Research by Johnson and Adams (2016) has shown that students involved in frequent casual relationships may face challenges in focusing on their studies, potentially leading to lower grades and delayed academic progress.

The effects of promiscuity among University of Benin students extend beyond the dimensions stated above. Engaging in promiscuous behavior may affect one's ability to form healthy and intimate relationships. Individuals who engage in promiscuity may find it difficult to trust or commit to their partners, leading to unstable relationships or avoidance of long-term relationships altogether. Furthermore, individuals who have multiple sexual partners may face challenges in maintaining intimacy and building emotional connections. Research has also shown that promiscuity can increase the risk of sexually transmitted infections (STIs) and unwanted pregnancies. This can further complicate relationships and lead to feelings of guilt, shame, and regret. (Schmitt, 2005).

It is important for individuals to prioritize their sexual health and safety by practicing safe sex and getting tested regularly for STIs. Promiscuity among students in the university of Benin can lead to physical health effects such as increased risk of STIs (sexually transmitted infections) including HIV, chlamydia, gonorrhea, and syphilis. This is in line with the view of Janice (2008) who earlier submitted that sexually transmitted diseases such as syphilis, candidiasis, gonorrhea, and worst of all HIV/AIDS are very rampant among many undergraduates who are promiscuous. He contended that most of them involve themselves in some kind of drug abuse that ends up causing damage to their health. Abortion, miscarriages, stress, severe trauma, anxiety and general poor health conditions are also associated with promiscuousness (Schmitt, 2004).

As the number of sexual partners a person has in his or her lifetime increases, the higher the risk he or she contracts sexually transmitted infections. The length of a sexual relationship with a partner, the number of past and present partners, and pre-existing conditions are all variables that affect the development of risks in a person's life. Promiscuous students may also be at a higher risk of developing prostate cancer, cervical cancer, and oral cancer as a result of having multiple sexual partners, and combined with other risky acts such as smoking, and substance use, promiscuity can also lead to heart disease.

Also, promiscuity has shown to affect marriage rate in the society, early studies consistently showed that couples who reported more premarital sex partners besides their eventual spouse were more likely to report lower marital satisfaction (Kahn and London, 1991). In their study of over 40 couples, for example, Legkauskas and Stankeviciene (2009) reported that men and women who had more premarital sex partners were less satisfied with their marriages. For women specifically, the earlier onset of sexual activity also predicted lower marital satisfaction. Conversely, people who only reported having sex with their future spouses prior to getting married tend to report higher marital quality compared to their peers who reported other premarital sex partners (Wolfinger, 2018a; Rhoades and Stanley, 2014).

Still, as Wolfinger (2018a) points out, the variation in marital quality across premarital sex partners is not particularly large; there is little difference in effect size between two and ten previous partners. Consistent with this pattern, persons with multiple sex partners prior to marriage report higher rates of divorce, though the association between the number of premarital sex partners and divorce rates is not monotonic (Wolfinger, 2016; Smith and Wolfinger, 2022). In contrast, women who marry as virgins have disproportionately low divorce rates (Smith and Wolfinger, 2022; Wolfinger, 2016). Research on conservative religious communities suggests sexual behavior outside prescribed marital situations can lead to lower overall satisfaction and increased conflict (Perry, 2019; Perry et al., 2021).

However, Kahn and London (1991) also offer insight into why premarital sexual activity might influence divorce rates. Using a bivariate probit model, they found that sample selection completely explained the effect of premarital sex on marital stability. In other words, premarital sexual activity does not cause women or men to get divorced. Instead, persons who have multiple sex partners prior to marriage are more likely to be the same individuals who are inclined to leave an unfulfilling marriage.

In conclusion, the effects of promiscuity among University of Benin students encompass a multidimensional impact on their psychological, social, and academic spheres. Research suggests that engaging in promiscuous behavior may contribute to heightened levels of stress, anxiety, and depression, affecting the psychological well-being of individuals. Socially, students may face challenges related to peer relationships, encountering stigmatization or isolation. Moreover, the academic dimension reveals potential disruptions in focusing on studies, leading to concerns about grades and academic progress. Recognizing these varied consequences highlights the need for tailored interventions and support systems within the University of Benin community, addressing not only the behavioral aspects but also fostering mental health, healthy social dynamics, and academic success among its student population.

2:6 THEORETICAL FRAMEWORK

This study will draw upon a multi-faceted theoretical framework, integrating perspectives from Social Learning Theory, and Rational Choice Theory, to provide a comprehensive understanding of promiscuous behaviors among University of Benin undergraduates residing in halls of residence.

Firstly, The Social Learning Theory (Bandura, 1977) posits that individuals learn behaviors through observation, imitation, and modeling, as well as through direct experience with reinforcement and punishment. In the context of university halls of residence, this theory is particularly relevant due to the close-knit and often influential social environment. Social Learning Theory, developed by Albert Bandura, explains that people learn by observing the actions of others and the outcomes of those actions. It suggests that individuals, especially children, do not need to experience things directly in order to learn; rather, they can watch how others behave and then decide whether to imitate that behavior. For example, if a person sees someone being rewarded for a particular action, they are more likely to adopt that behavior themselves. This is known as vicarious reinforcement.

The theory also emphasizes that learning is not purely automatic. Instead, it involves internal mental processes such as paying attention to the behavior, remembering it, and being motivated to act on it. People do not simply copy everything they see, they observe, think, and make choices based on what they have learned from others. Bandura also introduced the concept of reciprocal determinism, which means that learning is influenced by the interaction between personal factors (like thoughts and beliefs), the environment, and behavior. In essence, Social Learning Theory highlights the importance of role models and social context in shaping how people learn and behave.

Further explanation would be given below on how individuals according to Bandura learn behaviour and how this behaviour is applied to everyday life to be specific, how undergraduates learn behaviour in their various halls of residence.

Observational Learning: This goes beyond just seeing; it's about paying attention and remembering. In the close quarters of University of Benin halls, undergraduates are constantly exposed to the actions and conversations of their peers. If they frequently witness casual hookups, open discussions about multiple sexual partners, or a seemingly carefree attitude towards sexual encounters, these behaviors become more salient. Moreover, if they observe that such actions don't lead to negative social repercussions – like gossip, judgment, or exclusion – but instead appear to be accepted or even lead to increased social standing, students might infer that these behaviors are acceptable or even desirable for themselves. This continuous exposure can gradually shift their perceptions of what constitutes "normal" or "acceptable" sexual conduct within the hall environment.

Modeling: Beyond general observation, specific individuals can become powerful models. This often includes older students, those perceived as popular or charismatic, or established peer groups that hold significant influence within the hall's social hierarchy. When these influential figures engage in promiscuous activities, their actions are often seen as examples. Younger or less experienced students, particularly those seeking social integration or validation, may internalize these behaviors as benchmarks for "fitting in" or achieving social desirability. They might actively imitate these models, believing that adopting similar sexual practices will lead to similar social rewards or acceptance. The unspoken message is often: "If they do it and thrive, perhaps I should too."

Reinforcement and Punishment: Learning isn't just about observation; it's also about consequences. In halls of residence, social rewards can be potent motivators. These might include heightened popularity, increased attention from peers, acceptance into coveted social circles, or even a perceived boost in status or "coolness". For instance, students who boast about sexual conquests might receive admiration or laughter, reinforcing the behavior. Conversely, the absence of perceived negative consequences is just as crucial. If students engage in promiscuous behaviors without experiencing social ostracism, damage to their reputation, or immediate, visible health risks (like STIs), this lack of punishment implicitly reinforces the behavior. The pervasive, often unstated, belief that "what happens in the hall

stays in the hall" can create a powerful perceived "safe space" for certain behaviors, where external societal norms or consequences feel distant and irrelevant, thereby perpetuating high-risk actions.

Self-Efficacy: This refers to an individual's belief in their own capability to succeed in specific situations. In the context of sexual behavior in halls, sexual self-efficacy is critical. If a student's social environment constantly reinforces promiscuous norms, it can erode their belief in their ability to resist peer pressure, assert their boundaries, or consistently engage in safer sexual practices (e.g., insisting on condom use, communicating about consent). A student with low sexual self-efficacy might feel powerless to act against the prevailing norms, even if they internally disagree with them or are aware of potential risks. Conversely, a supportive environment that champions responsible sexual decision-making can bolster a student's self-efficacy, empowering them to make healthier choices.

Rational Choice Theory:

Rational Choice Theory (RCT) suggests that people are rational actors who make decisions by weighing costs and benefits to achieve the best possible outcome for themselves. Think of it as a mental balancing act: individuals look at all their options, consider what they'll gain (benefits) versus what they'll lose (costs), and then choose the path that offers the greatest personal satisfaction or utility. This isn't always about money; utility can be anything from happiness and social status to avoiding pain or trouble. Choices are always made with an eye on maximizing this utility, but within real-world limitations like available resources, rules, and social norms (Becker, 1976; Coleman, 1990).

However, critics point out that people aren't always perfectly rational. Emotions, habits, and limited information often play a big role, leading to decisions that don't always fit the "perfectly logical" mold (Simon, 1957).

The key tenets of Rational choice theory include; Firstly, Rational choice theory sees Individuals as Rational Actors. People are assumed to have stable preferences and to pursue their self-interest in a consistent and logical manner. They are not impulsive or random in their choices. Secondly, there is Utility Maximization. The ultimate goal of every decision is to maximize utility. Utility can be anything that an individual values, such as pleasure, wealth, status, safety, or avoidance of pain. Thirdly, there is Cost-Benefit Analysis. Before making a choice, individuals implicitly or explicitly conduct a cost-benefit analysis. They consider all available options, assess the potential positive outcomes (benefits) and negative outcomes (costs), and then select the option where the benefits outweigh the costs to the greatest extent. While Rational Choice Theory acknowledges that perfect information is rarely available, it assumes individuals strive to obtain and utilize relevant information to inform their choices. Preferences are assumed to be transitive (if A is preferred to B, and B to C, then A is preferred to C) and complete (individuals can compare any two options). Fourthly, choices are made within a set of constraints, which can include limited resources (time, money), social norms, legal restrictions, and available opportunities. These constraints influence the range of feasible options. Lastly, Rational Choice Theory typically focuses on individual-level decision-making as the primary unit of analysis, explaining broader social phenomena as the aggregation of individual choices.

Despite its widespread use, RCT faces several criticisms, critics argue that perfect rationality is unrealistic. Individuals often operate under "bounded rationality," meaning their decision-making is limited by cognitive constraints, available information, and time pressures. (Simon, 1957)

Rational choice theory often overlooks the significant role of emotions, habits, social norms, and unconscious biases in decision-making, which can lead to choices that are not purely utility-maximizing. Also, the assumption of adequate information is often violated in real-world scenarios, leading to

suboptimal choices. While Rational Choice Theory can be useful for explaining past behaviors, its predictive power can be limited due to the complexity of human motivation.

Applying Rational Choice Theory to promiscuity among University of Benin Undergraduates in halls of residence means we're looking at it as a series of deliberate choices. Students, in this view, engage in such behavior because they perceive the benefits to outweigh the costs at that moment, aiming to maximize their personal utility. These are tagged Perceived Benefits (What Students Might Gain) for example, Some students might see multiple partners as a way to boost their image, gain acceptance within certain peer groups, or feel more desirable. This can lead to increased social standing or a sense of belonging.

Also, the pursuit of pleasure, excitement, novelty, or a temporary escape from stress can be strong motivators. It might also fulfill a need for attention, validation, or fleeting intimacy. In some cases, promiscuity could be linked to tangible gains like gifts, paid outings, or even direct money, especially if a student faces financial hardship. In other cases, being away from home in the halls offers a degree of freedom. Some might engage in varied sexual experiences to explore their identity and sexuality. For others, it could be an act of defiance against parental expectations or societal norms, offering a sense of control or payback.

Now, moving down to Perceived Costs (What Students Might Risk or Lose), students who engage in promiscuity are exposed to Risks like Sexually Transmitted Infections (STIs) and unintended pregnancies are significant potential costs. Also, Students might fear being negatively labeled, experiencing social stigma, or losing respect from peers. Emotionally, Potential costs which include guilt, regret, emotional distress, unhealthy attachment patterns, or feeling Academically, Time spent on relationships could distract from studies, leading to poorer academic performance. Also, The fear of parents finding out, disappointing them, or even losing financial support can be a strong deterrent for some.

From a rational choice perspective, a University of Benin undergraduate student in a hall of residence might engage in promiscuous behavior if, in their subjective assessment, the cumulative perceived benefits (e.g., social status, pleasure, emotional validation) outweigh the cumulative perceived costs (e.g., health risks, reputational damage, emotional distress).

It's crucial to remember that this is a subjective calculation for each individual. What one student perceives as a high cost (e.g., reputational damage), another might perceive as negligible if their immediate social circle values different things. Similarly, the perceived benefits will vary greatly based on individual preferences, values, and circumstances.

These theories are not mutually exclusive but rather complementary. Social Learning Theory explains how norms and behaviors are acquired, particularly within the immediate peer environment of halls, and Rational Choice Theory helps to understand the decision-making processes of individuals within these learned behaviors and ecological contexts, considering their perceived costs and benefits.

By employing this integrated theoretical framework, the study can thoroughly investigate the multifaceted factors contributing to promiscuity among University of Benin undergraduates within halls of residence, providing a robust foundation for analysis and recommendations.

CHAPTER 3 RESEARCH METHODOLOGY

3.0 PREAMBLE

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.

3.1 RESEARCH DESIGN

This study's design focuses on promiscuity among students at the University of Benin's residence halls. As a survey and exploratory study, its strength will be in quantitative and qualitative methods for data collection and analysis, including the use of semi-structured questionnaires. Interviews of the various porters in the halls of residence would be conducted

A cluster will be used to select research participants, and convenient sampling will be used to obtain respondents in the study area.

3.2 POPULATION OF THE STUDY

The total population of this study according to the university's records, there are approximately 77,000 students in total, spread across various faculties and departments. Students living in the University of Benin residence halls are included in the study population. The University of Benin is located in a highly vulnerable and busy area. where the school is open to both males and females. Records show that there are roughly 7,000 students living in the four residence halls (Hall 1, Hall 2, Hall 3, and Hall 4). This counts for more than quarter of the students population in admitted in the school system.(2025)

3.3 SAMPLE SIZE

160 students makes up the sample size for this study research; 40 students from each of the residence halls—Hall 1 (Queen India), Hall 2 (Tinubu Hall), Hall 3 (Aminu Kano), and Hall 4 (Akanu Ibiam)—will be chosen in a random manner to answer questions relating to promiscuity among the university of Benin students and 4 students, two males, and two females were selected for a well-structured interview.

3.4 SAMPLING TECHNIQUE

Probabilistic sampling techniques will be used in this study to select the desired respondents; where a multi stage technique was adapted in selecting place and people. Multi-stage sampling, also known as multi-stage cluster sampling, is a sampling technique that involves selecting a sample from a population in successive stages, moving from larger, broader groups to smaller, more specific units at each step and it is divided into 3 stages. The first stage involves the division of the entire population into primary sampling units. The second stage involves the division of the selected primary units into smaller sampling units. The final stage involves the final selection of the individual study participants from the smallest selected units. For this study the multi stage sampling technique was adapted First, a simple

random sampling was used to randomly selected respondents and participants. For the interview,4 participants (2 males,2 females) would be used. This is to ensure gender balance while maintaining flexibility in selecting participants.

3.5 INSTRUMENT FOR DATA COLLECTION

To effectively carry out this study, both the qualitative and quantitative method of data collection were employed. The quantitative method involved a semi-structured questionnaire and the qualitative method involved an in-depth interview with the participants.

3.6 METHOD OF DATA COLLECTION

To complete this study, the questionnaires and interview would administer a face to face method and a one time survey method.

3.7 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT

The research instruments were validated. This includes giving the instrument to an expert to review the question in line with the study objective to ensure that the content therein tallies with the study objectives and will not go against the ethics of research.

3:8 METHOD OF DATA ANALYSIS

This study will use descriptive statistics for the quantitative method which includes frequency and percentage in analyzing the data from the questionnaire and content analysis for the qualitative method where information gotten from the interview will be contently analyzed using thematic structure.

3:9 ETHICS IN RESEARCH

The following ethical considerations were observed in this study; "confidentiality, justice, non maleficence, beneficiate and cultural sensitivity".

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter reviews the result and analysis of the qualitative data, the compilation of the questionnaire and the results and the analysis of the quantitative findings of the study, deducing information from the in depth interview collected during the conceptual phase of this study and calculated in percentage. Below every investigated data is an attending interpretation to effectively communicate results.

SECTION A: SOCIO DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

TABLE 1.1: AGE OF THE RESPONDENTS

AGE	RESPONSES	PERCENTAGE[%]
16-18	26	16.3%
19-21	59	36.9%
22-24	59	36.9%
25-above	16	10.0%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

From the above table 1.1, the results shows the age of the respondents, the results therefore reveals that the respondents 16-18 are accounted as 16.3%, respondents between the ages of 19-21 are accounted as 36.9%, respondents between 22-24 are accounted as 36.9% also and respondents above 25 are 10%. This shows that respondents between the age of 19-21 and 22-24 count as the majority of the population. The dominance of respondents within the ages of 19–21 and 22–24 can be explained by the demographic structure of the study population. Since the research was carried out among undergraduate students, it is expected that the majority of them would naturally fall within this youthful age bracket. This is the age range where most individuals are enrolled in tertiary institutions, and as such, they were the most accessible during the data collection process. In addition, this finding aligns with the general population structure of Nigeria, which is youth-dominated, as statistics consistently show that

young adults make up the largest segment of the population. Therefore, the concentration of respondents within these age categories is not surprising, but rather reflects both the setting of the study and the wider demographic reality.

TABLE 1.2: GENDER OF THE RESPONDENTS

GENDER	RESPONSES	PERCENTAGE
MALE	80	50%
FEMALE	80	50%
TOTAL	160	100%

SOURCE, FIELD SURVEY 2025

From the above table, the results show the sex of the respondents, the results show that 50% are males and 50% are females. The equal distribution of respondents across sex categories, with 50% male and 50% female, can be attributed to the sampling approach which ensured gender inclusiveness and balanced representation. Such distribution is methodologically significant, as it minimizes gender-related bias and allows for a more objective analysis of the data. Furthermore, the parity observed reflects the demographic structure of the study population, where males and females are relatively proportionate, thereby making the sample an accurate representation of the wider population.

TABLE 1.3: LEVEL OF STUDY OF THE RESPONDENTS

LEVEL OF STUDY	RESPONSES	PERCENTAGE
100	20	12.5%
200	22	13.8%
300	42	26.3%
400	61	38.1%
500	15	9.4%
TOTAL	160	100%

SOURCE, FIELD SURVEY 2025

In determining the class level, the study shows that class level of students in the University of Benin range from 100 level to maximum of 600 level. The table also shows the majority of students are 400 level students as they constitute 38.1% of the entire respondents, followed by 300 level students with 26.1%, 200 level with 13.8%, 100 level with 12.5% and 500 level with 9.4% respectively

TABLE 1.4: HALLS OF RESIDENCE OF RESPONDENTS

HALLS	RESPONSES	PERCENTAGE
HALL 1	40	25%
HALL 2	40	25%
HALL 3	40	25%
HALL 4	40	25%
TOTAL	160	100%

SOURCE, FIELD SURVEY,2025

The above table clearly illustrates that the respondents who filled the questionnaires are all students that reside within the confines of Hall 1- Hall 4 of the halls of residence provided by the University of Benin. The questionnaires were equally shared as record shows that 25% each were distributed to the halls of residence.

TABLE 1.5: RELATIONSHIP STATUS OF THE RESPONDENTS.

RELATIONSHIP STATUS	RESPONSES	PERCENTAGE
SINGLE	81	51.6%
IN A RELATIONSHIP	48	30%
ITS COMPLICATED	30	18.8%
MARRIED	0	0%
TOTAL	160	100%

SOURCE, FIELD SURVEY 2025

On marital status, the study shows that University of Benin is highly saturated with Single students, data shows that 51.6% of students are single, 30% are in a relationship, 18% say it's complicated and lastly 0% are not married. The finding that 51.6% of the respondents are single can be explained by the demographic composition of the University of Benin student population. Most students fall within the youthful age bracket of late adolescence to early adulthood, a stage typically characterized by the pursuit of education, personal growth, and career preparation rather than marital commitments. In the Nigerian context, social and cultural expectations also encourage individuals to attain a certain level of academic and economic stability before entering marriage. Consequently, the predominance of single respondents is consistent with both the age structure of university students and prevailing societal norms that prioritize education over early marriage.

SECTION B: RESEARCH QUESTIONS

OBJECTIVE 1: PERCEPTIONS AND ATTITUDES OF STUDENTS TOWARDS PROMISCUITY

TABLE 2.1:WHAT DO YOU UNDERSTAND BY THE TERM PROMISCUITY?

WHAT DO YOU UNDERSTAND BY PROMISCUITY?	RESPONSES	PERCENTAGE
A STATE OF BEING PROMISCOUS	63	39.4%
SEX WITH MULTIPLE PERSONS	97	60.6%
TOTAL	160	100%

SOURCE, FIELD SURVEY 2025

From the above table, it shows that 100% of University of Benin students have an idea of what promiscuity is, 60.6% view promiscuity as having sex with different partners, while 39.4% view promiscuity as a state of being promiscuous. The fact that 100% of the respondents indicated that they have an idea of what promiscuity is can be attributed to the high level of awareness among university students. This may be linked to their exposure to formal education, peer interactions, access to media and the internet, as well as the prevalence of discussions on sexual behavior within both academic and social spaces. University students are generally young adults who are actively engaged in exploring issues related to relationships and sexuality, hence it is not surprising that all respondents demonstrated awareness of the concept.

TABLE 2.2: AWARENESS OF PROMISCUITY

DO YOU THINK PROMISCUITY IS COMMON IN YOUR HALL?	RESPONSES	PERCENTAGE
YES	120	75%
NO	32	20%
NOT SURE	8	5%
TOTAL	160	100%

SOURCE, FIELD SURVEY 2025

From the above table, 75% of participants agree that promiscuity is prevalent in the University of Benin, especially halls of residence, while 20% disagree on this assertion. In support of this, a respondent said promiscuity is a “normal thing” in the University of Benin [IDI- Business Administration,400 level, 13-08-2025]. In contrast to this assertion, another respondent said promiscuity does not exist in the University of Benin[IDI- Law, 100 level, 13-08-2025].While 5% of respondents were not sure if promiscuity is common among their halls.

HOW DO OTHER STUDENTS IN YOUR HALL VIEW PROMISCUITY?	RESPONSE	PERCENTAGE
POSITIVELY	31	19.4%
NEGATIVELY	47	29.4%
INDIFFERENTLY		

TABLE 2.3: PREVALENCE OF PROMISCUITY AMONG WHICH SEX

IF YES, WHAT GENDER DO YOU THINK IS MORE PROMISCOUS?

GENDER	RESPONSE	PERCENTAGE
MALE	82	51.25%
FEMALE	40	25%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

The above result proves that the majority of the persons involved in promiscuity are the male gender with 51.25% while the females are less promiscuous with 25%.

TABLE 2.4: OBSERVATION OF PROMISCOUS ACT

HOW DO YOU PERSONALLY FEEL ABOUT PROMISCOUS BEHAVIOUR AMONG STUDENTS?	RESPONSES	PERCENTAGE
ACCEPTING	22	16.8%
INDIFFERENTLY	49	32.6%
DISAPPROVING	78	50.8%
TOTAL	160	100

SOURCE; FIELD SURVEY 2025

In posit of the table above, majority of the respondents concur that promiscuity is disapproving with 50.8%, while 32.8% view promiscuity indifferently and 16.8% accept promiscuous behaviour among students.

	38	23.7%
NOT SURE	44	27.5%
TOTAL	160	100%

TABLE 2.5; OBSERVATION OF PROMISCUOUS ACT

SOURCE; FIELD SURVEY 2025

Results from table 2.5 shows that respondents say that promiscuity in their halls of residence are viewed negatively with 29.4%, while 27.5% are not sure of how other people view promiscuity in their halls, 23.7% view indifferently and then 19.4% of respondents feel people in their halls view promiscuity positively. To support this assertion, a respondent said her roommate constantly talks about promiscuous acts and they constantly laugh over the different guys they have slept with[IDI- social works 200 level, 13-08-2025].

OBJECTIVE 2: FACTORS CONTRIBUTING TO PROMISCUOUS BEHAVIOUR

TABLE 3.1: PERCEPTION OF PROMISCUITY

WHAT FACTORS DO YOU BELIEVE LEAD TO PROMISCUITY AMONG STUDENTS	RESPONSE	PERCENTAGE
PEER PRESSURE	56	35%
FINANCIAL NEED	51	31.9%
FREEDOM FROM PARENTS	48	30.0%
BOREDOM	5	3.1%
TOTAL	160	100

SOURCE, FIELD SURVEY 2025

Results from the above table shows that the majority of the respondents suggested that peer pressure is the reason why students engage in promiscuous acts as they 35% of their response. While 31.9% respondents said it is as a result of financial need. 30.0% said it is freedom from parental control, and lastly, 3.1% said it is as a result of boredom.

TABLE 3.2: PERCEPTION OF PROMISCUITY

DO YOU THINK LACK OF PRIVACY CONTRIBUTES TO PROMISCUITY?	RESPONSES	PERCENTAGE
YES	66	41.3%

NO	76	47.5%
NOT SURE	18	11.3%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

From the table above, 47.5% of respondents believe that lack of privacy does not contribute to promiscuity, while 41.3% believe that lack of privacy can contribute to promiscuity, 11.3% were not sure if lack of privacy contributes to promiscuity.

TABLE 3.3: PERSONAL ATTACHMENT TO PROMISCUITY

HOW OFTEN DO YOU FEEL PRESSURED BY PEERS TO ENGAGE IN SEXUAL ACTIVITY	RESPONSES	PERCENTAGE
FREQUENTLY	12	7.5%
OCCASIONALLY	36	22.5%
RARELY	62	38.8%
NEVER	50	31.3%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

From the above table, results show that 38.8% of respondents are rarely pressured by their friends to engage in promiscuous act . While 31.3% say they are never pressured by their peers, 22.5% say they are occasionally pressured by their friends and 7.5% say that they are frequently pressured by their friends to engage in sexual activity. To further prove a point, a respondent said that almost all the guys she engage in sexual activity with are all pioneered by her friend group. [in depth interview IDI- Science Lab Technology[SLT], 400 level, 13-08-2025].

TABLE 3.4: PROMISCUITY IN THE HALLS OF RESIDENCE

DO YOU BELIEVE ACCESS TO THE OPPOSITE SEX IN THE HALLS, CONTRIBUTE TO PROMISCUOUS ACT?	RESPONSES	PERCENTAGE
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YES	81	50.6%
NO	69	43.1%
NOT SURE	10	6.3%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

Results from the above table shows that the majority of the students with 50.6% agree that access to the opposite sex hall contributes to promiscuous acts, while 43.1% of the students disagree that access to halls of residence do not contribute to promiscuous acts. Then 6.3% are not sure of the assertion.

BJECTIVE 3: EFFECTS OF PROMISCUITY ON ACADEMIC PERFORMANCE

TABLE 4.1: KNOWLEDGE OF PROMISCUITY INFLUENCE ON ACADEMIC WELLBEING

DO YOU BELIEVE PROMISCUITY AFFECTS STUDENTS PERFORMANCE?	RESPONSES	PERCENTAGE%
YES	87	54.4%
NO	43	26.9%
NOT SURE	30	18.8%
TOTAL	160	100%

SOURCE FIELD SURVEY 2025

From table the above, 54.4% are of the opinion that promiscuity affects students performance, while 26.9% contradicts the opinion and 18.8% are not sure of the opinion. To further substantiate the result from the table, a respondent said that having sex with multiple partners made her lose focus in school to the extent that she had two carry overs(in-depth interview/IDI, social works 200level 13-08-2025).

TABLE 4.2 KNOWLEDGE ON PROMISCUITY INFLUENCE ON ACADEMIC WELLBEING

IF YES, HOW DOES IT AFFECT ACADEMIC PERFORMANCE	RESPONSES	PERCENTAGE%
TRAUMA	22	13.8%
LACK OF CONCENTRATION	65	40.8%
TOTAL	160	100%

SOURCE FIELD WORK

The result from the above table shows that 40.8% of respondents believe promiscuity can result to lack of focus while 13.8% believe promiscuity can cause trauma.

TABLE 4.3 PROMISCUITY AND EMOTIONAL WELLBEING

HAVE YOU OBSERVED ANY EMOTIONAL OR PSYCHOLOGICAL EFFECTS OF PROMISCUITY ON STUDENTS	RESPONSES	PERCENTAGE%
YES	86	53.8%
NO	53	33.1%
NOT SURE	21	13.1%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

Results from the table above has confirmed that promiscuity affects students emotional wellbeing by 53.8% of the respondents while 33.1% and 13.1% of the participants contradict the opinion.

TABLE 4.4 PROMISCUITY AND EMOTIONAL WELLBEING

DO YOU THINK PROMISCUOUS BEHAVIOUR CAN AFFECT ONE'S SELF ESTEEM	RESPONSES	PERCENTAGE%
YES	104	65.0%
NO	37	23.1%
NOT SURE	19	11.9%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

From the table above, 65.0% are of the opinion that promiscuous behaviour can affect one's self esteem and personal goals while 23.1% and 11.9% are against the opinion.

OBJECTIVE 4: STRATEGIES TO PROMOTE RESPONSIBLE SEXUAL BEHAVIOUR

TABLE 5.1 SOLUTIONS TO PROMISCUITY

WHAT DO YOU THINK CAN BE DONE TO PROMOTE RESPONSIBLE SEXUAL BEHAVIOUR IN HALLS OF RESIDENCE	RESPONSES	PERCENTAGE%
SEX EDUCATION	50	33.3%
COUNSELLING SERVICE	78	52.0%
RELIGIOUS/MORAL CLUB	26	10.7%
STRICT RULES ON VISITORS	3	2.0%
PEER MENTORSHIP PROGRAM	3	2.0%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

Results from table 5.1 shows that the majority of the respondents suggests that promiscuity can be curbed as they constitute 52.0% of the entire respondents while other responses which are sex

education, religious/moral club, strict rules on visitors, peer mentorship program constitute or male up to 33.3%, 10.7%, 2.0%, 2.0%, respectively. The implication of this is that promiscuity among the university of Benin students can be curbed through counselling services according to the respondents.

In support of the above, a respondent said that promiscuity can be curbed if only affected students go for counselling services(IDI-In-Depth Interview- Optometry 500level student 13-08-2025)

TABLE 5.2 SOLUTION TO PROMISCUITY

WOULD YOU BE WILLING TO ATTEND AWARENESS PROGRAMS ON RESPONSIBLE SEXUAL BEHAVIOUR	RESPONSES	PERCENTAGE%
YES	76	50.0%
NO	35	23.0%
MAYBE	41	27.0%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

Based on the above, 50.0% of respondents are willing to attend awareness programs while 27.0% of respondents said maybe they would attend awareness programs and 23.0% said they would not be attending awareness programs.

TABLE 5.3 SOLUTION TO PROMISCUITY

DO YOU THINK STUDENT LEADERS OR HALL EXECUTIVES SHOULD BE INVOLVED IN SENSITIZATION CAMPAIGNS	RESPONSES	PERCENTAGE%
YES	108	67.5%
NO	37	23.1%
NOT SURE	15	9.4%
TOTAL	160	100%

SOURCE; FIELD SURVEY 2025

Based on table 5.3 above, we can see that respondents agree that student leaders and hall executives have a part to play in the reduction of the rate of promiscuousness among students in the halls of residence with a frequency of 67.5%. While a frequency of 23.1% and 9.4% respondents are on the contrary.

TABLE 5.4: SOLUTION TO PROMISCUITY

HOW EFFECTIVE DO YOU THINK THESE STRATEGIES WOULD BE IN REDUCING PROMISCUITY?	RESPONSES	PERCENTAGE
VERY EFFECTIVE	52	32.5%
SOMEWHAT EFFECTIVE	86	53.8%
NOT EFFECTIVE	13	8.1%
NOT SURE	9	5.6%
TOTAL	160	100

SOURCE; FIELD SURVEY 2025

From the above table, findings show that 53.8% of the participants agree that the strategies put in place to reduce promiscuity will be somewhat effective, 32.5% agree that it would be very effective, while 8.1% and 5.6% have a contrary opinion on it.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

This research was designed to investigate the perception, causes, effects, and potential solutions to promiscuity among students of the University of Benin. The study set out to determine students' awareness of the concept, explore the socio-economic and psychological factors contributing to it, and evaluate its consequences on academic performance and social life.

The findings demonstrated that most students possess a sound understanding of what promiscuity entails. For the majority, it was defined as involvement in multiple sexual relationships without genuine commitment, often accompanied by risky or irresponsible behavior. This shows that promiscuity is not a hidden or unfamiliar issue but one well recognized among undergraduates.

A number of underlying factors were identified as responsible for the prevalence of promiscuous behavior. Peer pressure emerged as a leading cause, as students are often influenced by the lifestyles and expectations of their social groups. Economic hardship was also a dominant factor; some students admitted that financial struggles push them into transactional or survival sex in exchange for money or material benefits. Furthermore, freedom from parental oversight, which comes with living independently, increases opportunities for risky behavior. Students also pointed to idleness and boredom, explaining that insufficient academic or extracurricular engagement can lead to indulgence in promiscuous activities. Finally, media exposure, particularly through social networking sites, movies, and music, was found to glamorize casual sexual behavior and normalize promiscuous lifestyles among young people.

The consequences of promiscuity were shown to be multi-layered. Health-wise, students risk exposure to sexually transmitted infections (STIs), unwanted pregnancies, and unsafe abortions. Psychologically, many struggle with guilt, regret, anxiety, or low self-worth after engaging in such behaviors. Socially, promiscuity has been linked to strained relationships, stigmatization, and damage to one's reputation both within and outside the university. Academically, the effects include absenteeism, lack of concentration, and declining performance, which in severe cases may culminate in academic failure or withdrawal.

The data further confirmed that promiscuity is a widespread challenge at the University of Benin. Although often treated as a private matter, its prevalence highlights a social problem that calls for urgent institutional and communal intervention.

5.2 Conclusion

The study has provided an in-depth assessment of promiscuity among students, revealing it as a complex issue shaped by interrelated biological, psychological, social, cultural, and economic dynamics. It is not simply the product of individual weakness but rather a reflection of broader structural and social influences.

From a biological perspective, sexual drive and hormonal changes in young adults play a natural role. However, these biological tendencies are often intensified by psychological factors such as emotional stress, loneliness, and low self-esteem. Socially, the influence of peers and the desire to belong exert a powerful pull on students' choices. Cultural and religious contexts also shape how promiscuity is judged and experienced, creating tension between traditional moral values and the liberal attitudes promoted by modern media. Economic pressures remain among the strongest contributors, with financial struggles leading some students to commodify sex as a survival strategy.

This research makes it clear that promiscuity is a multifaceted problem with implications that extend far beyond physical health. It affects students' mental well-being, their academic pursuits, and the moral climate of the university community. If left unchecked, it threatens to erode not only personal development but also the social fabric and reputation of the institution.

Consequently, addressing promiscuity requires a comprehensive and collaborative approach, involving the university administration, student bodies, religious groups, and families. It is only through holistic strategies that the tide of promiscuity can be meaningfully reduced, creating an environment that supports academic excellence, personal discipline, and moral responsibility.

5.3 Recommendations

Based on the findings of this study, several recommendations are made to mitigate promiscuity among students of the University of Benin:

1. Strengthening Sex Education and Counselling Services

The university should implement inclusive sex education programs that go beyond abstinence-only teaching. Such programs should provide realistic and evidence-based information on sexual health, contraception, and the dangers of risky sexual behaviors. In addition, counseling centers should be adequately staffed and publicized so students feel comfortable seeking help when dealing with peer pressure, stress, or relationship issues.

2. Encouraging Participation in Religious and Value-Based Associations

Active engagement in religious and moral clubs should be promoted. These groups provide a sense of belonging, moral guidance, and opportunities for students to channel their energy into positive activities. By fostering strong social support systems, such groups can counteract the pressures that often push students toward promiscuity.

3. Enforcing Hostel and Visitation Regulations

University authorities should review and reinforce rules guiding visitation in student hostels. By limiting unsupervised access, opportunities for sexual misconduct within campus premises can be reduced. While students' rights to privacy should be respected, clear and fair guidelines are necessary to curb excessive abuse of freedom.

4. Introducing Peer Mentorship and Role Modeling

Since peer influence is a critical factor, peer mentorship programs should be created where responsible senior students guide their juniors. Positive role models can help instill discipline, boost self-esteem, and provide students with alternatives to risky lifestyles.

5. Expanding Financial Support Systems

Economic pressures are a central driver of promiscuity. To address this, the university should collaborate with government agencies, NGOs, and alumni networks to expand scholarship schemes, grants, and entrepreneurial training opportunities. Work-study programs can also help students generate income without resorting to transactional sex.

6. Promoting Responsible Media Engagement

Awareness campaigns should be organized to sensitize students about the influence of media consumption on their behavior. Students should be encouraged to adopt responsible media habits by engaging with educational and motivational content rather than pornography or sexually suggestive material.

If these recommendations are consistently implemented, the University of Benin can significantly curb the prevalence of promiscuity and create an environment where students thrive academically, socially, and morally. The long-term benefits would not only be improved health and academic outcomes but also the production of graduates who embody discipline, responsibility, and readiness to contribute meaningfully to national development.

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Questionnaire on Promiscuity Among Undergraduate Students in the Halls of Residence – University of Benin

Dearest Gentle reader, my name is IGBINOSA OSASERE FAITH, A student from the department of Sociology and Anthropology, University of Benin and I am currently doing my final year project with the topic, PROMISCUITY AMONG UNDERGRADUATE STUDENTS IN THE HALLS OF RESIDENCE. This questionnaire is designed to explore the prevalence, causes, and perceptions of promiscuous behavior among undergraduate students residing in Halls 1 to 4 of the University of Benin. Your honest and anonymous responses will help in understanding the situation better and contribute to finding possible solutions. Your identity will be kept strictly Thank you for your anticipated cooperation

Section A: Demographic Information

1. Age:

- 16–18
- 19–21
- 22–24
- 25 and above

2. Gender:

- Male
- Female
- Prefer not to say

3. Level of Study:

- 100L
- 200L
- 300L
- 400L
- 500L

4. Hall of Residence:

- Hall 1
- Hall 2
- Hall 3
- Hall 4

5. Relationship Status:

- Single
- In a relationship
- It's complicated
- Married

Section B: Research Questions

Objective 1: Perceptions and attitudes of students towards promiscuity

6. What do you understand by the term 'promiscuity'? _____

7. Do you think promiscuity is common among students in your hall?

- Yes No Not sure. If yes, what gender do you think is more Promiscuous _____

8. How do you personally feel about promiscuous behavior among students?

- Accepting Indifferent Disapproving

9. In your opinion, how do other students in your hall view promiscuity?

- Positively Negatively Indifferently Not sure

Objective 2: Factors contributing to promiscuous behaviour

10. What factors do you believe lead to promiscuous behavior among students? (Select all that apply)

- Peer pressure Financial need Freedom from parental control Boredom Substance use
 Others: _____

11. Do you think lack of privacy in the halls contributes to promiscuity?

- Yes No Not sure

12. How often do you feel pressured by peers to engage in sexual activity?

- Frequently Occasionally Rarely Never

13. Do you believe access to the opposite sex in the halls contributes to promiscuous behavior?

- Yes No Not sure

Objective 3: Effects of promiscuity on academic performance and well-being

14. Do you believe promiscuity affects students' academic performance?

Yes No Not sure

If yes, how does it affect academic performance? _____

15. Have you observed any emotional or psychological effects of promiscuity on students?

Yes No Not sure

16. Do you think promiscuous behavior can affect one's self-esteem or personal goals?

Yes No Not sure

Objective 4: Strategies to promote responsible sexual behaviour

17. What do you think can be done to promote responsible sexual behavior in the halls? (Tick all that apply)

Sex education Counseling services Religious/moral clubs Stricter rules on visitors Peer mentorship programs

18. Would you be willing to attend awareness programs on responsible sexual behavior?

Yes No Maybe

19. Do you think student leaders or hall executives should be involved in sensitization campaigns?

Yes No Not sure

20. How effective do you think these strategies would be in reducing promiscuity?

Very effective Somewhat effective Not effective Not sure

Final Thoughts (Optional)

Do you have any other comments or suggestions regarding promiscuity in the halls of residence?
