

STUDENTS' PERCEPTION OF CAUSES AND CONSEQUENCES OF SEXUAL DEVIANCE IN TERTIARY INSTITUTIONS IN MUBI METROPOLIS OF ADAMAWA STATE

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Abstract

The paper examined students' perceived causes and consequences of sexual deviance by students of tertiary institutions in Mubi Metropolitan area of Adamawa state. A sample of 300 (150 males, and 150 females) participants was drawn from the three tertiary institutions using stratified and purposive sampling. Four research questions and four hypotheses guided the study. Sexual Behaviour Inventory (SBI) was used to collect the data. The instrument was subjected to face and content validation. The reliability values of 1.0 & 0.67 were obtained using Cronbach Alpha and Spearman's Brown Formula respectively. Descriptive statistics was used to analyse the research questions while t-test was used to analyse the hypotheses. The results reveal that few students perceived that students in tertiary institutions in Mubi Metropolitan practice diverse deviant sexual behaviours. Students' indulgence in sexual deviance was as a result of breakdown in religious and family moral values, their perception that deviant sexual behaviours are not wrong, parental poverty, explosion of information on deviant sexual behaviours on visual and print media and modern communication technology. In addition, the students perceive that deviant sexual behaviours lead to high rate of abortion and murder of defenceless babies, huge government expenditure in the purchase of drug, treatment and feeding of HIV/AIDS victims and depopulation in school enrolment. There is no gender difference in students' perceptions of the consequences of sexual deviance. While Muslims students have higher perception of deviant sexual behaviours compared to Christian students, there are not significance differences in their perceptions of the causes and consequences of deviant sexual behaviours. The implications of the study are highlighted and recommendations made

Key Words: Students, Perception, Causes, Consequences, Sexual Deviance

Introduction

Sexual instinct is one of the greatest instincts in man. However, there are diverse norms established in many societies over its manner of expression and control. Failure to adhere to the standard of expressions of sexual

behaviour in any society therefore becomes a deviation from the norms of sexual expression. Research reveals that the prevalence of risky sexual behaviour is high among students in tertiary institutions in Nigeria despite a high level of knowledge about reproductive

health (RH) issues: This calls for the education of the youth about the lifelong effects of sexual deviance. Education aims at the promotion of moral thinking, feeling, and action and the enlargement of the imagination, among other things (Britannica online, 2010). Akanke (2006) conceives education as a preparation for useful life.

It is worthy of note that one can live useful life only in sound health. This means that every individual requires valid and usable information in order to know how best to handle issues of sexual morality among other things, the violation which is bound to bring about a lot of adverse consequences.

We expect that students in higher institutions of learning, in Nigeria, should be able to handle issues of sexual morality with much care and caution better than any section of population because of their access to quality information. However, we observed with irked that illicit sexual practices seem to be on the increase in tertiary institutions in spite of the Christian and Islamic religious' ethics and teachings on illicit sexual practices (which we considered as sexual deviance) and their consequences as well as the availability of scientific information on the dire consequences of illicit sexuality. Most of these students belong to these two major religions which frown at illicit sexual behaviours most particularly among youths.

An illicit sexual practice refers to the act of engaging in indiscriminate sex without thinking about the possible consequences (Akanle, 2006). According to Ugwu (1999), sexual deviances in the traditional and modern societies are caused by sexual revolution which made sex available to everyone irrespective of age and condition for participating in sexual activities. Diverse kind of sexual deviance such as fornication, adultery, prostitution, sodomy, lesbianism, anal sex, and gay marriage, and incest, sex with mechanical objects, masturbation

and rape abound in our society today. Since schools are mirror-reflection of the society, such deviant sexual practices find fertile ground in higher institutions of learning fuelled by the culture of academic freedom.

Studies revealed that sexual deviance are caused by the early onset of menarche, breakdown in family values, social norms and values, rules on sexuality, poor parenting, changing of values due to increasing urbanisation, exposure to foreign cultures through: urban/rural migration, tourism, mass media and internet, erosion of traditional norms and values, peer influence and lack of parental control (Temin, Okonofou, Omorodion Renne, Coplan, Heggentougen, and Kaufmen 1999), lack of moral education, and information explosion which made available all kinds of information on sexual behaviours in an unguided manner (Ugwu, 1999; Okafor, 2007 and Funmilola, 2004). Other studies identify rapid development in information and communication technology as well as scientific and technological advancement which led to the production and distribution of contraceptive devices, production of books and music and other media which publish a lot of information on sexual techniques and practices as well as the use of photography and cinematography which led to the production of mass movies and photographic images, modern nakedness among girls, all contributed a lot to sexual revolution and deviant sexual practices amongst the Nigerian youths.

Akanle, (2006) explains that thought process determines how individual acts or behaves towards situations or events. This means that beliefs and attitude such as indulging in sexual activities can have a serious impact on human behaviour. If students have positive perception of sexual activities and their diverse consequences, they are more likely to control their

sexual behaviours. However, if they have negative perception, they are most likely to indulge in illicit sexual activities. The sexual script a person adopts is therefore influenced by his attitude, values or perception.

Ekoja and Oluranda (2006) posit that lack of moral education in schools, neglect of indigenous cultural norms and parental negligence are the major factors responsible for the negative perception of Nigerian students on sexual behaviours. They argue that most students seem to have seared their consciousness with hot iron and therefore behave in ways that appear pleasant to them without reference to the moral justification of such behaviours.

There are contradictory reports of gender difference in students' involvement in deviant sexual behaviours Nisi, (2008) and Okafor (2009) reported that male and female students in our tertiary institutions now see heterosexual relationship as a way of life Nisi, where as: Russell Eisenman and Dantzker reported that women are less permissive or more sex negative oral sex, premarital intercourse, love and sex, masturbation, *Playboy* magazine, and pornography.

The girls engage in free sex most likely with the aim of making a few Naira (money) to meet their material and psychological needs. Funmilola (2004) attributes the break down in moral values and indulgence in deviant sexual practices to breakdown in family structure because parents and other family members do not see anything wrong in illicit sexual activities. As such most children grow up not having a good model with reference to sexual behaviour to emulate.

We hypothesized that the major factor responsible for these sexual deviances by students in tertiary institutions, among other things, is their perceptions of sex and sexual behaviours and their consequences

There is no gainsaying that those who engage in deviant sexual practices are bound to face serious consequences. The following have been identified as the major consequences of sexual deviation in tertiary institutions: teenage pregnancy, illegal abortion with its attendant gynaecological problems, sexually transmitted diseases which are likely to result in infertility, HIV/AIDS, low economic and poor academic growth (Nichols, Ladipo, Paxman, and Otolurin, 1986; Sullivan, 1988; Bulus, 1991; Ugwu, 1999; Akanle, 2006; Okafor, 2007; and Oyewo, 2007). It is well established that HIV/AIDS and abortion have untold consequences on the individual's family's and national's economy, the health of the child, the mother and the abortionist, marital stability and the society at large (Ugwu (1999).

Statement of the problem

During our work with students, we observe that students in tertiary institutions in Mubi metropolis seem to engage in indiscriminate sexual activities without being mindful of the untold consequences. Discussion with some students reveals that they perceive everybody is engaged in diverse sexual practices so they do not see anything wrong in indulging in such practices. There are many studies on the causes of sexual immorality in our schools and colleges. However, little attention in research has been given to the role of perception in sexual deviance. This study therefore examined the causes of and consequences of engaging in deviant sexual practices as perceived by students in tertiary institutions in Mubi metropolis. Put in a question form: How do students in tertiary institutions in Mubi Metropolis perceive the causes and consequences of deviant sexual behaviour?

Purpose of the study

The study was designed to achieve the following objectives:

- 1). To determine the causes of deviance sexual practices as perceived by students in tertiary institutions
- 2). To determine how students in tertiary institutions perceive consequences of deviant sexual behaviour on the victims.
3. To determine whether there is differences between Muslim and Christian students in their perceptions of the type of sexual behaviour practice by students and their perceive causes of involvement and consequences of such involvement.
4. To determine gender difference in the perception of the consequences of involvement in deviant sexual behaviours.

Research Questions

The following questions guided the study.

1. What are the different sexual behaviours of students in tertiary institutions in Mubi metropolis?
2. How do students perceive their involvement in deviant sexual behaviours?
3. What are the causes of deviant sexual practices in tertiary institutions?
4. What are students' perceptions of the consequences of deviant sexual practices?
- 5.

Research Hypothesis

The following hypotheses were formulated for the study

HO₁: There is no significant difference between Muslims and Christian students in their perceptions of students' involvement in deviant sexual practices in tertiary institution

HO₂ There is no significant difference between male and female students' perception of factors that influence deviant sexual behaviour.

HO₃ There is no significant difference between Christian and Muslim students' perception of the factors that influence deviant sexual in tertiary institutions.

HO₄ There is no significant difference between male and female students in their perception of the consequences of deviant sexual behaviour.

Research Design

The descriptive survey design was used for the study. According to Hassan (1995), survey method involves direct contact with a sample that has characteristics that are relevant to specific investigation. This study fit into survey method because it seeks to find out students' perception of the causes and consequences of deviant sexual behaviour in tertiary institutions in Mubi Metropolis.

Population and sample

The target population for this study consisted of all students of tertiary institutions in Mubi metropolitan area of Adamawa State namely: Adamawa State University, Mubi; Federal Polytechnic, Mubi and School of Health Technology Mubi.

Stratify and purposive sampling techniques were used to select 100 students from each institution. The students were stratified according to sex and religion after which purposive technique was used to select a total of 300 participants for study.

Instrumentation

Sexual Behaviour Inventory (SBI), developed by the researchers, was used to collect the data for the study. The instrument consists of two sections. The first section seeks for demographic information of the participants whereas the second section measures sexual behaviour and their consequences as perceived by students. The face and

content validity of the instruments was validated by some experts in the Department of Education, University of Maiduguri. The instrument was administered to 50 students of State Polytechnic Yola, to obtain its reliability coefficient. It has a reliability of 0.1 Cronbach Alpha and 0.67 Spearman's ranking

Procedure for Data Collection

One of the researchers and four trained research assistants administered the SBI to participants in each school. Personal contacts between the researcher and the participants enhanced better understanding of the items. A 100% return of the instrument was recorded.

Results of the study

The data collected were analysed using frequency counts and simple percentages to answer the four research questions raised while t- test was employed to test the five null hypotheses. In analysing these research questions, a score of 40% and above is regarded as significant whereas a percentage below 40% is not very significant. The null hypotheses were analysed at 0.05 (95%) significant level. The results of the research questions and hypotheses of the study are presented in the tables below.

Research questions 1: What are the different types of sexual behaviours of students in tertiary institutions in Mubi metropolis?

Table 1: Shows sexual behaviours commonly practiced by students in tertiary institutions

| S/N | Statements | F | % | Ranking |
|-----|---|----|------|---------|
| 1. | Abortion is very common in the school | 61 | 11.6 | 1 |
| 2 | Some students have more than one sexual partner | 53 | 10 | 3 |
| 3. | Some students engage in sex with the same sex partner | 60 | 11.4 | 2 |
| 4 | Some students have frequent sex with boyfriend | 53 | 10 | 3 |
| 5 | Some use contraceptive devices such as drugs and condoms | 50 | 9.5 | 4 |
| 6 | Some students Engage in sex in exchange for money, gift/ favour | 46 | 8.7 | 5 |
| 7 | Some students Engage in oral genital sex/masturbation | 44 | 8.3 | 6 |
| 8 | Some students Engage in anal sex | 41 | 7.8 | 7 |
| 9. | Some students engage in sex with non-students while in school | 41 | 7.8 | 7 |

N=300

From the table, abortion is the most common sexual behaviour practice by students in tertiary institutions as perceived by 11.6% of the participants, followed by sodomy (sex with same partner) - 11.4%, sex with more than one partner – 10%, sex with boyfriend – 10% , and the lest sexual behaviour practice is anal sex –7.8%.

The percentage of the responses for each type of sexual behaviour listed in table 1 is far below 40%. It means that

students perceived that only few students engage in deviant sexual behaviours is below 40%. It means that the population of students who engage in deviant sexual behaviours in tertiary institutions in Mubi Metropolis is negligible.

Research Question 2: How do students perceive their involvement in deviant sexual behaviour?

Table 2: Shows students' perceptions of students' involvement in deviant sexual practices.

| S/N | Statements | F | % | Ranking |
|-----|--|----|------|---------|
| 1. | It is not wrong to have frequent sex since everybody is doing it. | 42 | 11.8 | 5 |
| 2. | Illicit sexual behaviour is sanctioned by parents | 39 | 10.9 | 6 |
| 3. | Students engage in sex for material benefits | 31 | 8.7 | 8 |
| 4. | Use of condom and other contraceptive devices encourage deviant sexual behaviour. | 53 | 14.8 | 2 |
| 5. | Not being aware of the consequences of engaging in illicit sexual behaviour encourage deviant sexual behaviour | 50 | 13.9 | 3 |
| 6. | Abortionists are not aware of the future consequences of their behaviour | 55 | 15.4 | 1 |
| 7. | Students Engage in indiscriminate sex irrespective of the danger of HIV/AIDS | 49 | 13.6 | 4 |
| 8. | Technology helps in reducing unwanted pregnancies and HIV/AIDS pandemic. | 39 | 10.9 | 6 |
| 1. | Many students engage in sex to enjoy themselves. | 79 | 14.9 | 1 |

N=300.

From table 2 above, students perceive that lack of awareness of the future consequences of abortion encourage students' involvements in deviant sexual behaviour – 15.4%, followed by enjoyment derives in sex – 14.9%, the sense of security created through the use of condom and other contraceptives devices – 14.8%, lack of awareness of the consequences of engaging in illicit sexual behaviour – 13.9%, daring the consequences of HIV/AIDS 13.6%, technological help in reducing the unwanted pregnancies and HIV/AIDS

pandemic – 10.9%, parents sanction illicit sexual behaviour 10.9%, and the lest reasons for students involvement in deviant sexual behaviour is desire to gain material benefits - 8.7%.

From the percentages of the responses to each item of the questionnaire in table 2, which are far less than 40% of the sample, it means that few students perceive that students involve in deviant sexual behaviour for the reasons listed in table 2.

Research question 3: What are the perceived causes of deviant sexual practices in tertiary institutions?

Table 3: Shows the perceived causes of sexual deviance by students of tertiary institutions.

| S/N | Statements | F | % | Ranking |
|-----|---|-----|------|---------|
| 1. | Parental poverty leads to illicit sexual practices | 49 | 9.6 | 4 |
| 2. | Mass production and sale of indecent reading and viewing materials such as books and video film cause sexual deviance | 40 | 7.8 | 6 |
| 3. | Poor parenting on sexuality or sexual orientation causes sexual deviance | 98 | 19.2 | 3 |
| 4. | Mass production and accessibility of condoms and other contraceptive materials cause sexual deviance | 50 | 9.8 | 5 |
| 5. | Sex on screen and acceptance of frontal nakedness and exposure of other sensitive parts of the body cause sexual deviance | 101 | 19.7 | 2 |
| 6. | Decline in religious and moral values encourage sexual deviance | 124 | 24.3 | 1 |
| 7. | Sexual harassment in secondary and tertiary institutions causes sexual deviance | 49 | 9.6 | 4 |

N=300

Table 3 shows a summary of perceived causes of sexual deviance by students in tertiary institutions of learning. From the table, the most influencing factors are decline in religious and moral values - 24.3%, indecent video films (blue films), acceptance of frontal nakedness and exposure of other sensitive parts of the body – 19.7%, poor parenting 19.2% while

the least is indecent sales of books and video film on sexual behaviours

However, all these responses are less the 50% of the respondents. This means that students engage in sexual deviance most likely for other reasons from those listed in the questionnaire.

Research question 4: What are the consequences of deviant sexual practices as perceived by students of tertiary institution?

Table 4: Showa perceived consequences of deviant sexual practices by students in tertiary institutions.

| S/N | Statements | F | % | Ranking |
|-----|--|------|------|---------|
| 1. | High incidence of teenage pregnancy | 83 | 9.7 | 5 |
| 2. | High rate of abortion and murder of defenceless babies | 10.2 | 12.0 | 3 |
| 3. | High rate of maternal mortality arising from abortion related issues | 37 | 4.4 | 11 |
| 4. | High incidence of breast cancer | 31 | 3.6 | 12 |
| 5. | Emotional instability of abortionist | 57 | 6.7 | 7 |
| 6. | Material infertility arising from use of contraceptive and abortion complications | 85 | 10.1 | 4 |
| 7. | Financial burden in procuring abortion treatment of abortion complications and post-abortion check | 58 | 6.8 | 6 |
| 8. | Huge government expenditure in purchase of drug and, treatment and feeding of HIV/AIDS victims | 23 | 14.5 | 1 |
| 9. | Loss of eternal salvation | 52 | 6.2 | 10 |
| 10. | High family expenditure in the treatment of HIV/AIDS victims and burial expenses | 56 | 6.6 | 8 |
| 11. | Low labour productivity arising from HIV/AIDS scourge/ pandemic | 54 | 6.4 | 9 |
| 12. | Loss of investment on students leading to depopulation in school enrolment | 110 | 13.0 | 2 |

N=300

Table 4 shows that students in tertiary institutions in Mubi metropolis identified the following as consequences of engaging in deviant sexual practices: Huge government expenditure in drug purchase, treatment and feeding of HIV/AIDS victims- 14.5%, depopulation in school enrolment – 13%, high rate of abortion and murder of defenceless babies – 12%, material infertility arising from use of

contraceptive and abortion complications 10.1%, and the least reason is high incidence of breast cancer. From the percentages of the responses, it clear that few students perceive that deviant sexual behaviour have consequences.

HO₁: There is no significant difference between Muslims and Christian students in their perceptions of students' involvement in deviant sexual practices in tertiary institution.

Table 5: Show shows the differences between Muslim and Christian students' perceptions of students' involvement in sexual activities.

| Religious | N | Mean | SD | Df | t value | t critical | Decision |
|-----------|-----|------|------|-----|---------|------------|-------------|
| Muslims | 150 | 24.5 | 4.48 | | | | |
| Christian | 150 | 20.3 | 4.19 | 298 | 2.287 | 1.960 | Significant |

*P < 0.05

The t-test analysis in Table 5 shows that the calculated t value of 2.287 is above the critical t value of 1.960 at $P \leq 0.05$ significant level. The null hypothesis is

therefore rejected, meaning there is significance difference in the perception of Muslim and Christian students in how they perceive sexual deviance.

Hypothesis 2: There is no significant difference between Muslim and Christian students in their perceived of the causes of sexual deviance in tertiary institutions.

Table 6: T-test analysis of respondents' perceived causes of sexual irresponsibility.

| | N | Mean | SD | SEM | Df | t value | t critical | Decision |
|-----------|----|------|-------|------|-----|---------|------------|-----------------|
| Muslims | 50 | 57.9 | 10.35 | 3.27 | 298 | 0.98 | 1.960 | Not significant |
| Christian | 50 | 47.8 | 14.37 | 4.55 | | | | |

*P < 0.05

The table shows that the calculated t value is 0.98 which is less than the critical value of 1.960 at $P \leq 0.05$ significant level. The null hypothesis is therefore retained, meaning there is no significant different

between Muslim and Christian Students in their perception of the causes of sexual deviance in tertiary institutions in Mubi Metropolis. .

Hypothesis 3: There is no significant difference between Muslim and Christian students in their perceived consequences of deviant sexual behaviour in tertiary institutions.

Table 7: Shows differences in Muslim and Christian students' perceptions of the consequences of deviant sexual behaviours

| | X | N | SD | SEM | Df | t value | t critical | Decision |
|------------|-------|-----|------|------|-----|---------|------------|-----------------|
| Muslims | 25.73 | 150 | 7.19 | 1.86 | | | | Not significant |
| Christians | 25.33 | 150 | 7.49 | 1.94 | 298 | 0.169 | 1.960 | |

**P<0.05

Table 7 shows that that the calculated t value is .169 which is less than the critical t value of 1.960 at $P \leq 0.05$ level of significance. The null hypothesis is hereby retained, meaning there is no significant difference between Muslim and Christian

students in their perception of sexual deviance.

Hypothesis 4: There is no significant difference between male and female students in their perception of the consequences of deviant sexual behaviour in tertiary institutions.

Table 8: show males and females perceptions of the consequences of deviant sexual behaviours in tertiary institutions in Mubi Metropolis.

| | N | X | SD | SEM | df | T _{cal} | t critical | Decision |
|--------|-----|-------|------|------|-----|------------------|------------|-----------------|
| Male | 150 | 28.33 | 6.95 | 1.79 | | | | Not significant |
| Female | 150 | 24.06 | 8.77 | 2.26 | 298 | 1.28 | 1.96 | |

*P < 0.05

The table shows that the calculated t value of 1.28 is less than the critical t value of 1.960 at 0.05 level of significance, meaning there is no significant difference between Muslim and Christian. The null hypothesis is thus retained, meaning male and female students do not vary in various in their perceptions of the consequences of deviant sexual behaviours in tertiary institutions in Mubi Metropolis

Discussions

The study reveals that students perceived that students in tertiary institutions engage in all manner of sexual behaviours. The most common sexual behaviours students engage in are abortion, sodomy (sex with same partner), sex with more than one partner and sex with boyfriend. However, the percentages of the population who engage in such behaviours are negligible. Hence, it is concluded that very few students in tertiary institutions in Mubi Metropolis perceive that students practice deviant sexual behaviour. These findings are contrary to the reports of Sullivan (1988), Funmilola (2004), Ekoja and Olurunda (2006), and Okafor (2009) that illicit sexual practices have become a way of life in our institutions of higher learning. The difference in the findings could be attributable to either differences in the instruments used for the studies or population and sample sizes used for the studies.

Students perceive that students in tertiary institutions have different false perceptions for their involvement in deviant sexual behaviour. Some engage in deviant sexual behaviour because they perceived it to be right since everybody is doing it; they enjoy it; due to lack of awareness of the future consequences of abortion and sense of protection from danger of the consequences of deviant sexual behaviours provided by the use of condom, other contraceptive devices and technology helps in reducing unwanted pregnancies.

In addition, some lack awareness of the general consequences of deviant sexual

behaviours while others engage in it with the full knowledge of the consequences of HIV/AIDS. This poor perceptions supports the work of Akanle (2006) who reported that thought processes determine to a great extent how individuals behave towards situations and the reports of Ugwu (1999) and Bulus (1991) that breakdown in family values, poor modelling, growth of science and technology and secularization are the factors responsible the destruction of the thought and moral conscience of the youths

It is worthy of note that very low percentage of the participants have these perceptions. We therefore conclude that students in tertiary institutions in Mubi Metropolis are not well informed of cultural and religious ethics for indulgence in deviant sexual behaviours

Supporting the reports of Ugwu (1999) and De Torre (1988). Golden (1994), Oyewo (2007) for the factors that led to sexual revolution in our institutions of higher learning, the study reveals that students engage in deviant sexual behaviours for different reasons. Some engage in it due to the decline in religious and moral values; poor parenting on sexuality and sexual orientation; the exposure to sexual behaviours' on the print and screen media; parental poverty; sense of security provided by the availability of condoms and other contraceptive materials, and sexual harassment in secondary schools and tertiary institutions.

This notwithstanding, very low percentages of the participants have these perceptions of the causes of deviant sexual behaviours. We hereby concluded that very few students in tertiary institutions in Mubi Metropolis have low and poor perceptions of the causes of deviant sexual behaviours.

Students in tertiary institutions perceive diverse consequences for involvement in deviant sexual behaviours; ranging from huge government expenditure on the purchase of drugs and treatment of HIV/AIDS victims; high rate of

abortion; loss of investment on students leading to depopulation in school enrolment, and high rate of infertility. This supports the reports of Ugwu (1999), De Torre (1988). Golden (1994) and Oyewo (2007) that illicit sexual practices have untold consequences on the learners, family and the society.

It is worthy to note that low percentages of the participants have these perceptions of the consequences of deviant sexual behaviours by students in tertiary institutions in Mubi Metropolis. It is therefore concluded that students in tertiary institutions in Mubi have low perceptions of the consequences of engaging in deviant sexual behaviours.

Muslim students' statistically have higher perception of students' involvement in deviant sexual behaviours in tertiary institutions in Mubi Metropolis compared to the Christian students. However, there is no statistical significant difference in their perceptions the causes of students' involvement in deviance sexual behaviours and in their perception of the consequences of deviant sexual behaviour in tertiary institutions

Furthermore, the study reveals that there is no statistically significant difference between male and female students in their perception of the consequences of deviant sexual behaviours in tertiary institutions in Mubi Metropolis. This supports the reports of Nisi (2008) and Okafor, (2009) that male and female students in our tertiary institutions now see heterosexual relationship as a way of life.

Conclusion

Despite the observed seeming indulgence of students in deviant sexual behaviours in tertiary institutions in Mubi Metropolis, students' perception of their indulgence, the causes for their indulgence and the consequences of their indulgence in deviant sexual behaviours are low. While there is significant difference between Muslim and Christian students' perceptions of students' indulgence in

deviant sexual behaviours, there is no significant difference in their perceptions of the causes and consequences of such indulgence. There is also no significant gender deference in students' perceptions of the consequences of deviant sexual behaviours. We conclude that students on the whole have low perceptions of students' indulgence in deviant sexual behaviours and their consequences.

However, due to the adverse consequences of engaging on deviant sexual behaviour on the individual's health, social, economic and academic development; family and the society, there is need to provide students with adequate knowledge on sexuality and sexual behaviours and their consequences. Students also need to develop skills in handling issues of sexual harassment in schools, particularity between students and lecturers These present fertile ground for human development counselling practice. According to behaviourists, all behaviours are learned and can be unlearned. Amoral behaviours which are prevalent in our schools can be corrected through appropriate counselling as well as religious teaching which focuses on religious ethic on morality and inner conversion by appealing to peoples' conscience

Recommendations

Based on the findings of this study, the following recommendations are offered

1. Schools in conjunction with the counselling departments and health organisations should organise seminars, conferences, work-shops and other enlightenment campaigns periodically for students in both secondary schools and tertiary intuitions to reduce cases of sexual deviance. Critical issues on morality should be discussed. Counsellors could use techniques such as Cognitive Behaviour Modification Therapy (CBMT), Assertive training, video-Therapy, Rational Emotive Therapy and

modelling in order to re-order the thinking of students towards sexual behaviour (Ekoja, 2006; Okafor, 2009).. In such workshops and seminars, the use of condoms and contraceptives devices should be deemphasise as they gives youth false sense of security

2. Counselling services should be provided in school and non-school setting. More trained counsellors should be posted to all UBE schools to help children and adolescents who are in their formative and impressionable years
3. Religious leaders should pay more attention to morality preaching in churches and mosques..
4. Sex education should be introduced in schools so that our adolescents are taught how to handle issues on sexual development.
5. Researchers should carry our more research on the issues of sexual deviance n schools at both secondary schools and tertiary institutions.
6. Parents teachers and elders should reframe from sexual deviance so as to serve as good model of youth
7. Parents should monitor the kind of visual and print media that their children watch , browse and read, especially in their teens in order to save them from being introduced to deviance sexual behaviours

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