

ASSESSMENT OF ASSOCIATED FACTORS OF PREMARITAL SEX AMONG UNDERGRADUATES IN ADENIRAN OGUNSANYA COLLEGE OF EDUCATION, LAGOS STATE

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Abstract

Students in the higher institution consisting more of adolescents are within the age group of experimentation and tends to explore a range of behaviours that are risky. These includes sexual behaviours like pre-marital sexual intercourse that may be influence by a lot of factors that can lead to sexually transmitted diseases affecting their quality of life. This study assessed the factors influencing premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Ijanikin, Lagos State. The study adopted descriptive survey research design. The population included all students of the college of education while convenience and simple random sampling technique was used to select and administer the research instrument to one hundred and fifty (150) respondents from six (6) schools at the institution. A researchers-developed structured questionnaire titled associated factors of premarital sex questionnaire (AFPSQ) was used and Cronbach's alpha coefficient (α) of the instrument with 0.84 was determined indicating a high level of consistency. Four (4) research hypotheses were tested and analysed using Multiple Regression at 0.05 level of significance. The findings revealed that the null hypotheses were rejected indicating a significant difference on the associated factors and premarital sex among students. Therefore, it was recommended that students should be trained on relating with the opposite sex in a healthy manner; workshop, seminar, symposiums that will always remanding the students based on the negative effects associated to on the detrimental effects of premarital sex should be organized; provision of scholarships by the government to reduce the burden of sex for money and the enforcement of proper dress code by the institution will go a long way to prevent problems of premarital sex among students.

Keywords: Assessment, Factors, Premarital, Sex, Undergraduates

Introduction

It has been observed across time and throughout history that opposing sexes are attracted to one another, including males and females, young boys and girls, male children and female parents (the “Oedipus complex”), and female children

and male parents (Electra complex). It is possible that this attraction is motivated by sexual desire, a sense of self, or a sense of community. Literature has demonstrated that the relationship between the two parties (male and female) has always been intense and out of the usual (Granter et al.,

2015). Premarital sex is typically used to refer to people who are assumed to be underage for marriage or to adults who are engaged in sexual behaviour before marriage but who are eventually prior to marriage (Adegboyega, 2017; Wright, 2015).

Higher education students are typically in the age groups that are known for experimentation and exploration, which are linked to a variety of dangerous behaviours, including risky sexual activities. Premarital sex and other risky sexual behaviours might cause school teens to contract STIs and become pregnant unintentionally (Angelo et al., 2020). Premarital sex is unhealthy and harmful to the public's health, leading to teenage pregnancy, abortions, and sexually transmitted infections, according to public opinion polls, which have consistently demonstrated this (Jariyah, 2022; Rauf, 2021). Premarital sex is sex that occurs before marriage and is typically among young people. It entails incest, rape, defilement, and fornication. The reasons of it have been identified as being adolescent moral degradation, lust, proof of manhood, lust, pornography and its negative effects, insanity, and sex promiscuity (Adegboyega & Jacob, 2017).

The influence of peers on premarital sexual behaviour among teenagers was generally attributed to

relationships, communications, interactions, connections, and control within peer groups. Adolescent students are frequently exposed through peer social interactions to cultural norms and attitudes that are more likely to facilitate premarital sexual behavior. Males are more likely than females to start romantic relationships or sexual encounters, and they also seem to have more freedom to live independently and, most likely, to experiment with sex than girls do. In a survey conducted in Mongolia, nearly half of the young people said they learned about their sexual orientation via friends (Badaki & Adeola, 2017). Wong (2012) was of the view that, the adolescents' shared measure of peer sexual experience revealed a high peer influence, with those who were believed to have had sexual experience being more likely to have had premarital sex than those whose peers had not.

According to Adeola (2014), teenage students' zone of influence has traditionally shifted from their parents to their peers. His research also revealed that peers had a significant impact on students' decisions regarding premarital sexual behaviour. Because peer influence is known to alter students' personalities, attitudes, and behaviours, the consequences of peer sexual behaviour increase the risk that students will engage

in premarital sexual behavior (Adhikari, 2013). Research showed that peer sexual behaviour serves as a model for individual behaviour in all communities, and this is undoubtedly true when it comes to adolescent sexuality (Best & Fortenberry, 2013). A person may occasionally succumb to peer pressure and engage in premarital sex by concomitant behaviours like drinking alcohol and seeing commercial sex workers (Kayode, 2015).

Badaki and Adeola (2017) reported that adolescents who sought knowledge from their peers were more sexually experienced than those who sought information from parents, teachers, and other sources like the media, religious institutions, and adults, etc., according to the researchers' study. They also noted that most Nigerian students' friends would probably appreciate their peers' decision to participate in premarital sexual behaviour more than their parents would.

Additionally, due to adolescents' increased exposure to sexual cues in social and mass media, including magazines, television, and movies, premarital sexual practises have drawn a great deal of their interest and curiosity. The development of information technology has accelerated globalisation and technological progress, which has led to a general trend towards liberated attitudes and values that support pornography and candid conversations

about sexuality. The influence of pornography on young people's attitudes towards premarital sex is growing quickly. The young people's reproductive health is slowly being corroded and damaged by this skewed sexual picture, to the point where a greater portion of their lives in the classroom and in healthy relationships may be adversely affected (Anyama, 2019). Infante (2015) opined that while watching pornography may produce fleeting, very enjoyable experiences, it ultimately results in a number of unfavourable, protracted psychological experiences, which alter adolescents' attitudes towards premarital sex. Adolescents' smartphones are extremely loaded with pornography of all kinds, making it unnecessary for them to do anything other than configure and subscribe. The handset's portability and ease of accessibility have made it the most effective and convenient way for adolescents in secondary schools to acquire pornography, which has a negative impact on their attitudes on premarital sex. When someone is unable to process the visuals due to psychological issues, pornography causes upset and distress (Ali et al., 2024). Pornography is considered voyeurism because it encourages men to treat women as objects rather than as partners. As a result, adolescents who have had several sexual partners or who have experienced STDs are more likely to use

books and other informational sources that feature women as sexual objects. Peer pressure, low self-esteem, poor parental upbringing, financial considerations, the influence of alcohol and hard drugs, and low self-esteem are some of the factors that encourage and push young people to engage in premarital sex (Gbaa et al., 2022).

One-third of the 340 million new STD cases each year in the world's youth are sexually transmitted; these individuals are under the age of 25 (Fernandez et al, 2010). Adolescents in Nigerian society have several behavioural issues related to sex abuse, sex crimes, sexual misconduct, sexual immorality, sexual promiscuity, and sexual maladjustment. A look at all the facts and speculations that has been built around premarital sex among individuals in the society at large and among undergraduate students of Adeniran Ogunsanya College of Education, Oto/ Ijanikin in particular, one can conclude that it is a matter that needs to be addresses and causes carefully assessed to get better understanding or insight into these causes and possibly provide alternative activities or suggestions that can help address this issue for the benefit of the individual, the college community, and the nation at large.

Hypotheses

The following research hypotheses were tested in this study:

- Peer group influence will not significantly contribute to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/ Ijanikin.
- Financial gain will not significantly contribute to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/ Ijanikin.
- Mass media influence will not significantly contribute to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/ Ijanikin.
- Access to internet facilities will not significantly contribute to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/ Ijanikin.

Methodology

Descriptive survey research design was adopted for this study. The population included all students at Adeniran Ogunsanya College of Education. For easy accessibility and administration of the questionnaire, simple random sampling technique was used to select six (6) schools in the college while convenience

sampling technique was used to select one hundred and fifty (150) respondents. This represents the entire population of the study because they possess characteristics of the study.

A researcher-developed structured questionnaire titled associated factors of premarital sex questionnaire (AFPSQ) was the source of eliciting information from the respondents to assess the factors influencing premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/Ijanikin. The questionnaire was divided into two sections (A and B). Section A solicited information about the personal data of the respondents which includes sex, age, type of secondary school attended, parents' occupation, type of family the student come from and if the student's parents are living together, while Section B of the questionnaire solicited information on the students' perception

towards the factors influencing premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/Ijanikin. The questionnaire is a close ended one with modified four (4) point Likert scale of Strongly Agree, Agree, Disagree, and Strongly Disagree consisting 12- item questions. The reliability of the instrument was determined using Cronbach's alpha coefficient (α) with an obtained score of 0.84, indicating a high consistency of the instrument before administration.

The data analyzed in this research are based on information collected from students using the research instrument (questionnaire) for the data collection. The section A (demography data) was analyzed using frequency counts and percentage, while section B was analyzed using Regression analysis at 0.05 level of significance.

Results**Table 1: Demographic Data of the Respondents**

| SEX | FREQUENCY | PERCENTAGE (%) |
|---------------------------------------|------------------|-----------------------|
| Male | 44 | 29.3 |
| Female | 106 | 71.7 |
| TOTAL | 150 | 100 |
| AGE RANGE | | |
| 10-20 | 24 | 16 |
| 21-30 | 118 | 78.7 |
| 31-40 | 8 | 5.3 |
| TOTAL | 150 | 100 |
| SCHOOL | | |
| Science | 40 | 26.7 |
| Education | 30 | 20 |
| Art and Social Science | 25 | 16.7 |
| Vocation and Technical Education | 12 | 8 |
| Early Childhood and Primary Education | 28 | 18.6 |
| Languages | 15 | 10 |
| TOTAL | 150 | 100 |
| PARENT'S OCCUPATION | | |
| Civil Servant | 83 | 55.3 |
| Self Employed | 67 | 44.7 |
| TOTAL | 150 | 100 |
| RESPONDENTS TYPE OF FAMILY | | |
| Monogamy | 99 | 66 |
| Polygamy | 51 | 34 |
| TOTAL | 150 | 100 |
| PARENTS LIVING TOGETHER | | |
| Yes | 124 | 82.7 |
| No | 26 | 17.3 |
| TOTAL | 150 | 100 |

Table 1 shows that 44 of the respondents which represent 29.3% of the total respondents were male while 106 of the respondents which represent 71.7% of the total respondent were female. Therefore, the data above shows that majority of the respondents used were female.

Also it indicates that 24 of the respondents which represent 16% of the total respondents fall within the age range of 10-20 years; 118 of the respondents

which represents 78.7% of the total respondents fall within the age range of 21-30 years and 8 of the respondents which represents 5.3% of the total respondents fall within the age range of 31-40 years old. Therefore, the data above shows that majority of the respondents used for this study fall within the age range of 21-30 years.

The table also shows that 40 of the respondents which represents 26.7% of the total respondents were in School of

Science; 30 of the respondents which represents 20% of the total respondents were in the School of Education; 25 of the respondent which represents 16.7% of the total respondents were in School of Arts and Social Sciences; 12 of the respondents which represents 8% of the total respondents were in School Vocational and Technical Education; 28 of the respondents which represents 18.6% of the total respondents were in School of Early Child hood and Primary Education; while 15 of the respondents which represents 10% of the total respondents were in School of Languages. Therefore, the data above shows that majority of the respondents used for this study were in School of Science.

Furthermore, the table shows that 83 of the respondents which represents 55.3% of the total respondents' parent's occupation were civil servants while 67 of the respondents which represents 44.7% of the total respondents' parent's occupation were self- employed. Therefore, the data above shows that majority of the respondents used for the study parent's occupation were civil servants.

The table further indicates that 99 of the respondents which represent 66% of the total respondents were from monogamy family, while 51 of the respondents which represent 34% of the total respondents were from polygamous family. Therefore, the data above shows that majority of the respondents used for this study were from monogamous family.

Lastly, the table indicates that 124 of the respondents which represent 82.7% of the total respondents agreed that their parents are living together, while 26 of the respondents which represent 17.3% of the total respondents disagreed with the statement. Therefore, the data above shows that majority of the respondents used for this study agreed with the statement that their parents are living together.

Testing of Hypotheses

Hypothesis One

Peer group influence will not significantly contribute to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/Ijanikin. This section was tested using regression analysis and results are as shown below;

Table 2: Regression summary showing how peer group influence contribute to premarital sex

| R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|--------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|-------------|
| | | | | R Square Change | F Change | df1 | df2 | Sig. Change |
| 0.522 ^a | 0.272 | 0.257 | 1.844 | 0.272 | 18.196 | 3 | 146 | 0.000 |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

The modified $R^2 = 0.257$ result from the table indicated a strong level of fit due ($p = 0.000 < 0.05$). This shows that the model used for regression and the data have a good match. The model is therefore accurate. Furthermore, it suggests that peer group influence

contributes 26% to premarital sex (i.e., peer group influence is one of the factors contributing to premarital sex among undergraduates, students engage in premarital sex due to peer pressure and students engage in premarital sex to have sense of belonging among their peer).

Table 3: ANOVA table of how peer group influence contributes to premarital sex

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 185.598 | 3 | 61.866 | 18.196 | .000 ^b |
| Residual | 496.402 | 146 | 3.400 | | |
| Total | 682.000 | 149 | | | |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

According to the data in Table 3, peer group influence significantly contributes to premarital sex. Given ($p = 0.000 < 0.05$), this finding is noteworthy. Because the null hypothesis was rejected,

peer group influence significantly contributes to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/Ijanikin.

Table 4: Coefficients results of the contribution of peer group influence on premarital sex

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 4.594 | .754 | | 6.097 | .000 |
| Peer group influence is one of the factors contributing to premarital sex among undergraduates | .380 | .184 | .168 | 2.061 | .041 |
| Students engage in premarital sex due to peer pressure | .742 | .187 | .308 | 3.959 | .000 |
| Students engage in premarital sex to have sense of belonging among their peer | .470 | .204 | .200 | 2.302 | .023 |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

From the Table 4, the coefficient estimates of ($\beta = 0.380$, $p = 0.041 < 0.05$, $\beta = 0.742$, $p = 0.000 < 0.05$; and $\beta = 0.470$, $p = 0.023 < 0.05$) respectively showed that peer group influence is one of the factors contributing to premarital sex among undergraduates; similarly, students engage in premarital sex due to peer pressure, and that students engage in premarital sex to have sense of belonging among their peer.

Hypothesis Two

Financial gains will not significantly contribute to premarital sex among the undergraduate students in Adeniran Ogunsanya College of Education, Oto/ Ijanikin. This section was tested using regression analysis and results are as shown below;

Table 5: Regression Summary showing how financial gains contribute to premarital sex

| R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|--------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|-------------|
| | | | | R Square Change | F Change | df1 | df2 | Sig. Change |
| 0.440 ^a | 0.193 | 0.177 | 1.941 | 0.193 | 11.673 | 3 | 146 | 0.000 |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

From the table, the adjusted $R^2 = 0.177$ value showed a robust level of fit, because ($p = 0.000 < 0.05$). This shows that the model of regression and the data do fit well together. The model is thus valid. However, it suggests that financial

gains (i.e., financial needs of students, poor family background and fulfilling the basic needs) contribute to premarital sex. It further revealed that financial gains contributed approximately 18% to premarital sex.

Table 6: ANOVA table of how financial gains contribute to premarital sex

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 131.935 | 3 | 43.978 | 11.673 | .000 ^b |
| Residual | 550.065 | 146 | 3.768 | | |
| Total | 682.000 | 149 | | | |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

The findings presented in Table 6 above indicated that financial gains contribute to premarital sex. As a consequence, this finding is noteworthy ($p = 0.000 < 0.05$). As a result, because the

null hypothesis was rejected, financial gains significantly contribute to premarital sex among the undergraduate students in Adeniran Ogunsanya College of Education, Oto/ Ijanikin.

Table 7: Coefficients results of how financial gains contribute to premarital sex

| Model | Unstandardized | Standardized | t | Sig. |
|---|----------------|--------------|-------|------|
| | Coefficients | Coefficients | | |
| | B | Std. Error | | |
| (Constant) | 6.163 | .720 | 8.561 | .000 |
| Financial needs of students lure them into premarital sex | .771 | .165 | 4.685 | .000 |
| Students from poor family have more tendencies of engaging in premarital sex compared to their rich counterpart | .276 | .164 | 1.680 | .095 |
| Premarital sex is rampant among students so as to fulfil their basic needs. E.g. feeding, shelter, clothing, etc. | .209 | .148 | 1.412 | .160 |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

From the Table 7, the coefficient estimates of ($\beta = 0.771$, $p = 0.000 < 0.05$, $\beta = 0.276$, $p = 0.095 > 0.05$; and $\beta = 0.209$, $p = 0.160 > 0.05$) respectively showed that financial needs of students lure them into premarital sex; students from poor family have less tendencies of engaging in premarital sex compared to their rich counterpart; and that students' basic needs

are not significantly connected with premarital sex.

Hypothesis Three

Mass media influence will not significantly contribute to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/Ijanikin. This section was tested using regression analysis and results are as shown below;

Table 8: Regression Summary showing how mass media contribute to premarital sex

| Change Statistics | | | | | | | | |
|--------------------|----------|-------------------|----------------------------|-----------------|----------|-----|-----|-------------|
| R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. Change |
| 0.459 ^a | 0.210 | 0.194 | 1.921 | 0.210 | 12.965 | 3 | 146 | 0.000 |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

From the above table, the adjusted $R^2 = 0.194$ value showed a robust level of fit at ($p = 0.000 < 0.05$). This suggests that the model is accurate. Furthermore, it suggests that mass media account for 19.4% of premarital sex (i.e., students

engage in premarital sex to practice what they see on home videos, premarital sex is common among students who read pornographic magazines, and that listening to radio programmes on sexuality enhances premarital sex among students).

Table 9: ANOVA table showing how mass media contribute to premarital sex

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 143.466 | 3 | 47.822 | 12.965 | .000 ^b |
| Residual | 538.534 | 146 | 3.689 | | |
| Total | 682.000 | 149 | | | |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

The above results in Table 9 showed mass media influence contributes to premarital sex at ($p = 0.000 < 0.05$). Hence, mass media influence significantly contribute to premarital sex among

undergraduate students in Adeniran Ogunsanya College of Education, Oto/Ijanikin, because null hypothesis was rejected.

Table 10: Coefficients results of how mass media contribute to premarital sex

| Model | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|---|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | t | |
| (Constant) | 4.964 | .879 | | 5.648 | .000 |
| Students engage in premarital sex to practice what they see on home videos | .435 | .150 | .232 | 2.911 | .004 |
| Premarital sex is common among students who read ponographic magazines | .768 | .255 | .249 | 3.011 | .003 |
| Listening to radio programmes on sexuality enhances premarital sex among students | .284 | .152 | .143 | 1.860 | .065 |

$p < 0.05$; $F_{0.05}(3, 146) = 2.666574$

From the Table 10, the coefficient estimates of ($\beta = 0.435$, $p = 0.004 < 0.05$, $\beta = 0.768$, $p = 0.003 < 0.05$; and $\beta = 0.284$, $p = 0.065 > 0.05$) respectively showed that students engage in premarital sex to practice what they see on home videos; that premarital sex is common among students who read ponographic magazines; and that listening to radio programmes on

sexuality education does not significantly enhance premarital sex among students.

Hypothesis Four

Access to internet facilities will not significantly contribute to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/Ijanikin. This section was tested using multiple regression analysis and results are shown below;

Table 11: Regression Summary showing how access to internet facilities contributed to premarital sex

| Change Statistics | | | | | | | | |
|---|----------|-------------------|----------------------------|-----------------|----------|-----|-----|-------------|
| R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. Change |
| .486 ^a | .236 | .220 | 1.889 | .236 | 15.042 | 3 | 146 | .000 |
| p < 0.05; F _{0.05} (3, 146) = 2.666574 | | | | | | | | |

From Table 11, the adjusted $R^2 = 0.220$ value showed a robust level of fit at ($p = 0.000 < 0.05$). This suggests a sound model. Furthermore, it suggests that access to internet facilities (i.e., premarital sex is common among students that are

accessible to internet; premarital sex is relatively lower among students living in areas without internet facilities; and that internet should be blamed for prevalence of premarital sex among students) accounted for 22% of premarital sex).

Table 12: ANOVA table of how access to internet facilities contributed to premarital sex

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------------------|
| Regression | 161.027 | 3 | 53.676 | 15.042 | .000 ^b |
| Residual | 520.973 | 146 | 3.568 | | |
| Total | 682.000 | 149 | | | |

p < 0.05; F_{0.05} (3, 146) = 2.666574

The above results in Table 12 showed that access to internet facilities significantly contributes to premarital sex at ($p = 0.000 < 0.05$). Hence, access to internet facilities significantly contribute

to premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/ Ijanikin, because null hypothesis was rejected.

Table 13: Coefficients results of how access to internet facilities contributed to premarital sex

| Model | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|---|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | t | |
| (Constant) | 4.587 | .821 | | 5.585 | .000 |
| Premarital sex is common among students that are accessible to internet | .281 | .131 | .157 | 2.147 | .033 |
| Premarital sex is relatively lower among students living in areas without internet facilities | .748 | .187 | .302 | 4.005 | .000 |
| Internet should be blamed for prevalence of premarital sex among students | .566 | .170 | .250 | 3.332 | .001 |

p < 0.05; F_{0.05} (3, 146) = 2.666574

From the Table 13, the coefficient estimates of ($\beta = 0.281$, $p = 0.033 < 0.05$, $\beta = 0.748$, $p = 0.000 < 0.05$; and $\beta = 0.566$, $p = 0.001 < 0.05$) respectively showed that premarital sex is common among students that are accessible to internet; Premarital sex is relatively lower among students living in areas without internet facilities; and that internet should be blamed for prevalence of premarital sex among students.

Discussion of Findings

Hypothesis one which showed that peer group influence significantly contributes to premarital sex among undergraduate students corroborates with the findings of Adhikari (2009, 2013) who observed that the effect of peer roles are known to alter students' personalities, attitudes, and behaviours, the consequences of peer sexual conduct enhance the possibility that students may engage in premarital sexual behaviour. They emphasised that peer behaviour serves as a model for personal behaviour and that teenagers' sexual orientation is no exception. Students who socialised with peers who had had sex were almost seven times more likely to have done so than those whose peers had not. Also the finding is in line with Guha (2013) who opined that adolescent students who turned

to their classmates for knowledge were more sexually experienced than those who turned to their parents, teachers, and other sources including the media, religious institutions, and adults, etc. They also noted that, given the social environment of Nigerian students, the majority of friends would probably appreciate a peer's decision to participate in premarital sexual behaviour more than their parents would. Hence, the influence of peer group has a big impact on teen students' beliefs, attitudes, and sexual behaviour. Teenage students were subjected to unfathomable pressure to engage in premarital sexual behaviour because they relied more on their peers for advice on things relating to sexual behaviour.

The findings of hypothesis two showed that financial gains significantly contributes to premarital sex among the undergraduate students. The result of the findings is in line with a study carried out by Ojo (2013) where a high number of the young adults engaged in premarital sex due to financial gain. The study showed that 87.4% of those who have had sex before gave the causes as curiosity, felt old enough because of friends and needed money. Also, the result of the findings corroborates with Gbaa et al., (2022) who reported that some youths engaged in premarital sex due to the desire for money.

Adhikari (2013) also reported that the male students can engage in premarital sexual behaviour through associated behaviour such as drinking of alcohol and visiting commercial sex workers.

The result of hypothesis three showed that mass media influence significantly influence premarital sex among undergraduate students. The result of the findings is in line with Anyama (2019) who reported that increased exposure adolescents to sexual stimuli in the media, including magazines, television, and movies, has sparked a great deal of interest and curiosity in premarital sexual practises. The rise of digital technology has accelerated globalisation and technological progress, which has led to a general trend towards emancipated attitudes and ideals that support pornography and candid conversations about sexuality. The influence of pornography on young people's attitudes towards premarital sex is growing quickly. The young people's reproductive health is slowly being corroded and damaged by this skewed sexual picture, to the point where a greater portion of their lives in school and in healthy relationships may be adversely impacted. Furthermore, a report by Lou et al. (2014) is in line with the findings who stated that evidences indicates that the media have associations with adolescents' and young people'

sexual behavior that may be as important as family, school and peers.

Hypotheses four showed that access to internet facilities significantly contributes to premarital sex among undergraduate students. The result of the findings is in line with Infante (2018) who stated that while watching porn on the internet might produce fleeting, very delightful moments, it often results in a number of damaging, long-lasting psychological experiences that have an impact on adolescents' attitudes regarding premarital sex.

Conclusion

Premarital sex among students at Adeniran Ogunsanya College of Education, Otto/Ijanikin is highly influenced by peer group, monetary gain, the media, and access to online resources. Peer group influence may result from the fact that most students avoid their parents, who could advise them on their daily activities and make them independent of their friends' choices, which might negatively affect their sexual behaviour. Students may also be triggered to engage in premarital sex for financial benefit if they believe their parents or guardians aren't providing them with adequate funding in the form of a stipend, pocket money, or sponsorship. The advancement of telecommunication where students can

have access to internet facility without restrictions to pornographic website and sex seducing social media platform can trigger students to engage in premarital sexual intercourse that can predispose them to sexually transmitted diseases and some other health problems

Recommendations

Based on the conclusion on the research on the assessment of the causes of premarital sex among undergraduate students in Adeniran Ogunsanya College of Education, Oto/ Ijanikin, the following recommendations were given:

- Awareness of healthy sexuality should be spread among right from childhood.
- Students should be trained to mingle with opposite sex in a safe and healthy manner.
- Each school should implement different programs such as workshop, seminar, symposiums that will always remanding the students based on the negative effects associated to premarital sex (that is sex before marriage).
- Government should provide scholarship to students on regular basis up to graduation to enable students concentrate on their studies instead of going round and

negotiation for sex for economic reasons.

- Higher institution authorities should aggressively enforce dress code to reduce sexual urge, rape, and temptations that are in some instances facilitated by provocative dresses. This responsibly should not be left to security personnel alone, it should involve all stakeholders.
- Parents should as a matter of reasonability monitor and pay regular visit to their children in higher institutions and provide them with basic materials that will make their stay comfortable.

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