

## Research Article

### Prevalence and Consequences of Sexual Phenomena in North-Central Nigeria: Perceptions of Teachers, Students, and Parents and Implications for Counselling

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**Abstract:** This study investigated the prevalence and consequences of sexual phenomena as perceived by teachers, students, and parents in North-Central Nigeria, with implications for counselling. Four research questions and four null hypotheses guided the study. A cross-sectional survey design was adopted. From a population of 18,833 teachers, 215,524 students, and 215,524 parents, a sample of 375 teachers (m=193, f=182), 384 students (m=201, f=183), and 384 parents (m=194, f=190) was selected across Plateau, Kwara, and Niger States using a multistage sampling technique. Data were collected using the Prevalence, Perception, and Consequences of Sexual Phenomenon in Schools Questionnaire (PPCSPSQ) and the Prevalence, Perception, and Consequences of Sexual Phenomenon in Families Questionnaire (PPCSPFQ). Reliability, established through test-retest, yielded indices of 0.71 and 0.74, respectively. Descriptive and inferential statistics were used; mean ratings and standard deviations addressed the research questions, while independent t-tests tested the null hypotheses at 0.05 alpha. Findings indicated that teachers perceived sexual phenomena as fairly prevalent, while students and parents perceived them as prevalent in schools and at home, respectively. Teachers, students, and parents also perceived sexual phenomena as having varied and negative consequences. It is recommended that school principals collaborate with Parent Teacher Associations and guidance counsellors to establish counselling units to provide guided sex education, support students with sex-related challenges, and assist victims of institutional-based sexual violence

**Key Words:** Prevalence, Consequences, Perception, Sexual Phenomenon, Teachers, Students, Parents

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#### 1. Introduction

Sexual phenomena are increasingly evident in both school and home environments, manifesting in various forms that have become a prominent topic in contemporary discourse, particularly in the context of technological advancement and globalization. These societal changes have influenced adolescents' and youths' perceptions of sexuality and their sexual decision-making, making schools and families inextricably linked to the prevalence of sexual phenomena in society.

The school system is designed to promote cognitive, affective, and psychomotor development among students. However, studies indicate that adolescents engaged in premarital sexual behaviours often experience poor academic performance. Female students, in particular, may drop out due to unintended pregnancies, disrupting their educational trajectory (Budeba & Timothy, 2014). Male students are similarly affected; without adequate sexuality education, they may engage in sexual harassment, pervasive sexual behaviour, or even organized sexual activities with elements of assault.

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Adolescence is a critical developmental stage where students make independent health-related decisions, including those concerning sexual behaviour. Physiological, psychological, and cognitive changes at this stage increase susceptibility to risky sexual activities. Dabhoiwale (2012) noted that peer influence, exposure to cultism, pornography, substance abuse, and sexual activities can initiate adolescents into sexual immorality, resulting in unintended pregnancies, unprepared parenthood, and exposure to sexually transmitted infections, including HIV. Similarly, Oyediran (2020) observed that sexual immorality has disrupted the lives of many youths, with sexual urges often overwhelming self-discipline, leading to pre-marital sex, sexual misconduct, and promiscuity (Findarticles, 2012; Ekpang & Abuo, 2015).

Beyond students, sexual misconduct also involves teachers and administrators, encompassing sexual abuse, harassment, exploitation, and rape, which have contributed to prostitution, drug abuse, and abortion among affected female students (Adebumiti, 2021; Imasuen & Iyamu, 2018). Government and school authorities have largely remained silent on these issues, leaving victims vulnerable to psychological distress, depression, and school dropout.

Family environments can also exacerbate sexual immorality, especially under conditions of poverty or poor moral upbringing. Adolescents exposed to parental sexual activity or ethical neglect may adopt immoral behaviours (Oyediran, 2020). Sexual phenomena in families are multifaceted, affecting not only adolescents but also younger children who are at high risk of sexual abuse by close relatives, including incest and spousal rape (Akinlasi, Rabi, Olawepo, Adewunmi, Ottun & Akinola, 2014; Phinias, Jerihanos & Kudukwashe, 2017; Ashiru & Orifowomo, 2015). Among adolescents, behaviours such as prostitution and pornography consumption contribute to unwanted pregnancies, abortion, and the spread of sexually transmitted diseases.

Sexual phenomena remain a sensitive and culturally taboo topic, often shrouded in controversy and stigma. It is within this context that the present study investigates the prevalence and consequences of sexual phenomena as perceived by teachers, students, and parents in North-Central Nigeria, with implications for counselling.

## **2. Statement of the Problem**

In recent times, the prevalence of sexual immorality and misconduct in secondary schools and in the family system or homes has become a serious public concern to parents, school-teachers, school authorities, students, medical practitioners, guidance counsellors, government in particular and society in general. These stakeholders are disturbed by the increasing incidence of rape, prostitution, sexual violence and abuse, sexual harassment and sexual perversion leading to unwanted pregnancies, abortions, non-completion of schooling among adolescents, sexually transmitted infections and diseases among others. More worrisome is the fact that these sexual phenomenon are taking place in social institutions that are expected to provide adequate sexuality education and protection to children, adolescent and youths in order to make them less vulnerable to forceful or voluntary pre-marital sex and its consequences for their sexual and reproductive health as well as personality and educational development.

Considering the fact that healthy sexual behaviours are instrumental to developing a society of sound, purpose-driven, and functional individuals, there is a need to address the recurring cases of sexual phenomenon in educational institutions and the family system using research as a tool to advocate for enhanced sexuality education.

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### **Purpose of the Study**

The specific objectives of this study are to examine the:

- i. Prevalent sexual phenomenon as perceived by male and female teachers in senior secondary schools in North-Central, Nigeria.
- ii. Prevalent sexual phenomenon as perceived by male and female students in senior secondary schools in North-Central, Nigeria.
- iii. Prevalent sexual phenomenon as perceived by male and female parents at home or families in North-Central, Nigeria.
- iv. Consequences of sexual phenomenon as perceived by teachers, students and parents in North-Central, Nigeria.

### **Research Questions**

The following research questions guided the study:

1. What are the prevalent sexual phenomenon as perceived by male and female teachers in senior secondary schools in North-Central, Nigeria?
2. What are the prevalent sexual phenomenon as perceived by male and female students in senior secondary schools in North-Central, Nigeria?
3. What are the prevalent sexual phenomenon as perceived by male and female parents at home or families in North-Central, Nigeria?
4. What are the consequences of sexual phenomenon as perceived by, teachers, students and parents in North-Central, Nigeria?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

Ho<sub>1</sub>: There is no significant difference between the perception of male and female teachers on the prevalence of sexual phenomenon in senior secondary schools in North-Central, Nigeria.

Ho<sub>2</sub>: There is no significant difference between the perception of male and female students on the prevalence of sexual phenomenon in senior secondary schools in North-Central, Nigeria.

Ho<sub>3</sub>: There is no significant difference between the perception of male and female parents on the prevalence of sexual phenomenon at home or families in North-Central, Nigeria.

Ho<sub>4</sub>: There is no significant difference among the perception of teachers, students and parents on the consequences of sexual phenomenon in North-Central, Nigeria.

## **3. Review of Related Literature**

### **Sexual Phenomenon in Educational Institutions**

Reports indicate that sexual abuse is on the rise in Nigeria, with schools being common sites for such incidents (Adebumiti, 2021). Several high-profile cases illustrate this trend, including the molestation of an 11-year-old student by peers at Deeper Life High School, Uyo, Akwa Ibom State, and the indefinite suspension of a teacher at the FCT School for the Blind, Abuja, in 2019 for raping two visually impaired students after drugging them. In 2020, Ekiti State dismissed three secondary school students for sexually harassing female classmates, while the principal of Comprehensive Secondary School, Ngo, River State, was suspended for having sexual relations with a 17-year-old student. Similarly, in Ogun State, a private school teacher was arrested for sexual assault of a 15-year-old student, and in Katsina State, a primary school teacher faced legal action for having carnal knowledge of teenage girls (Adebumiti, 2021).

While literature often associates prostitution with female university students (Oyeoku, 2012; Kangiwa, 2015; Wylegly, 2019), it has increasingly penetrated secondary schools. Adolescents from financially disadvantaged backgrounds, lacking sexuality education, and influenced by peer pressure are particularly vulnerable, exposing them to sexually

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transmitted infections (Kangiwa, 2015; Wylegly, 2019). Prostitution is defined as engaging in sexual activity for material gain, typically involving women who accept money for sexual services (Kangiwa, 2015; Wylegly, 2019).

Sexual harassment is widespread across institutions, workplaces, schools, and families (Lei, Bussey, Hay, Mond, Trompeter, Lonergan, & Mitchson, 2019), with reported prevalence ranging from 67% to 99% in public institutions (Imonike, Aluede & Idogbo, 2012; Eom, Restaino, Perkins, Neveln & Harrington, 2015). In Nigeria, sexual harassment poses serious social and psychological risks to victims and broader economic and political consequences for national development (Suleiman, 2017). Bondestan and Lundavist (2020) highlight that precarious work conditions, hierarchical structures, normalized gender-based violence, toxic academic masculinities, a culture of silence, and weak leadership collectively enable sexual harassment in schools.

### **Sexual Phenomenon in the Home**

The family constitutes the most influential microsystem within the social-ecological framework of child development, with parents playing a pivotal role in children's sexual socialization and sex-role development (Agudile, Okechukwu, Subramanian, Langer & Geller, 2020). Through the transmission of behavioural expectations, cultural values, and codes of conduct regarding sexual behaviours, parents shape their children's sexual awareness and adult sex roles.

Within the home, children and adolescents interact with relatives, neighbours, and other acquaintances, exposing them to various forms of sexual abuse and violence. Documented sexual phenomena in the family system include sexual harassment, sexual abuse, rape, and incest. Cases of fathers forcibly engaging in sexual intercourse with minor daughters constitute incest, a sexual crime involving sexual activity with blood relatives (Labe, Amande, Terngu & Atsehe, 2021).

Rape against married women, or "spousal rape," is another pervasive but often unrecognized form of sexual abuse in Nigeria, socially tolerated and excluded from the legal definition of rape (Uwaoma, Osita-Njoku, & Madukwe, 2011; Envuladu, Chia, Banwat, Lar, Agbo & Zoakah, 2012; Ashiru & Orifowomo, 2015). Child rape, also referred to as "child sexual abuse" or "defilement," is a growing concern, particularly for children under ten, who are highly vulnerable due to their inability to resist perpetrators (Awosisi & Ogundana, 2015; Duru, Ederiane & Akinbani, 2014). Perpetrators often include acquaintances, neighbours, teachers, guardians, or close relatives, including fathers, uncles, brothers, cousins, or nephews, a form of abuse classified as incest (Phinias, Jerihanos & Kudakwashe, 2017; Akinlusi, Rabi, Olawepo, Adewunmi, Ottun & Akinola, 2014; Alemika, Mbaegbu & Gondyi, 2014). Such perpetrators exploit proximity and trust to prey on vulnerable children (Awosisi & Ogundana, 2015).

### **4. Methodology**

The study adopted a cross-sectional survey design, which involves collecting data from multiple individuals at a single point in time without manipulating variables (Thomas, 2020). This design was considered appropriate as it facilitated data collection across a defined sample population and allowed for comparisons between and among groups. The population comprised 890 public senior secondary schools, 18,833 teachers, 215,524 students, and 215,524 parents across the North-Central States of Plateau, Kwara, and Niger.

A total of 1,143 respondents were sampled, including 375 teachers, 384 students, and 384 parents, alongside 89 public senior secondary schools. The school sample represented

10% of the total population, consistent with Glenn's (2012) recommendation for manageable sample sizes, while the sample of teachers, students, and parents was determined using Krejcie and Morgan's (1970) table. To ensure proportional representation, one parent or guardian per student was considered, accounting for students without dual parenting.

A multistage sampling technique was employed, combining multiple sampling methods. Initially, 50% of the six North-Central States were selected using simple random sampling, followed by the random selection of 89 schools across Plateau, Kwara, and Niger States. Teachers, students, and parents were then sampled using stratified sampling, with proportional allocation to ensure representation across the three states.

Data were collected using two instruments: the Prevalence, Perception, and Consequences of Sexual Phenomenon in Schools Questionnaire (PPCSPSQ) and the Prevalence, Perception, and Consequences of Sexual Phenomenon in Families Questionnaire (PPCSPFQ). Construct and content validity were established through expert review by scholars in the Department of Guidance and Counselling, University of Abuja. Reliability was determined via a pilot study involving 24 teachers, 24 students, and 24 parents from four schools in FCT Abuja not included in the main study. Test-retest analysis with Pearson Product Moment Correlation yielded reliability indices of 0.71 and 0.74 for the PPCSPSQ and PPCSPFQ, respectively, indicating that the instruments were suitable for administration.

Data were analyzed using both descriptive and inferential statistics with SPSS Version 23. Mean scores and standard deviations addressed the research questions, while independent t-tests tested the four null hypotheses at a 0.05 alpha level.

## 5. Analysis and Results

### Research Question One

What are the prevalent sexual phenomenon as perceived by male and female teachers in senior secondary schools in North-Central, Nigeria?

**Table 1: Analysis of Prevalent Sexual Phenomenon as Perceived by Male and Female Teachers in Senior Secondary Schools in North-Central, Nigeria**

		N = 375					
S/N	Items	Male Teachers (n = 193)			Female Teachers (n = 182)		
		$\bar{x}$	S.D	Decision	$\bar{x}$	S.D	Decision
1	Prostitution and sex work is a prevalent sexual phenomenon in schools.	2.83	.78	Prevalent	2.73	.83	Prevalent
2	Sex for marks is a prevalent sexual phenomenon in schools.	2.51	.89	Prevalent	2.75	.81	Prevalent
3	Rape is a prevalent sexual phenomenon in schools.	2.48	.90	Fairly Prevalent	2.43	.93	Fairly Prevalent
4	Sexual molestation is a prevalent sexual phenomenon in schools.	2.32	.95	Fairly Prevalent	2.42	.95	Fairly Prevalent
5	Self masturbation is a prevalent sexual phenomenon in schools.	2.21	1.10	Fairly Prevalent	2.27	1.06	Fairly Prevalent
6	Voluntary pre-marital sex is a prevalent sexual phenomenon in schools.	2.81	.79	Prevalent	3.03	.70	Prevalent
7	Sexual seduction is a prevalent sexual phenomenon in schools.	2.41	.96	Fairly Prevalent	2.09	1.13	Fairly Prevalent

8	Lesbianism is a prevalent sexual phenomenon in schools.	2.33	.98	Fairly Prevalent	2.21	1.09	Fairly Prevalent
9	Homosexualism is prevalent sexual phenomenon in schools.	2.37	.91	Fairly Prevalent	2.09	1.16	Fairly Prevalent
10	Bisexualism is a prevalent sexual phenomenon in schools.	2.10	1.15	Fairly Prevalent	2.18	1.13	Fairly Prevalent
<b>Section Mean/Standard Deviation</b>		<b>2.44</b>	<b>.94</b>	<b>Fairly Prevalent</b>	<b>2.42</b>	<b>.98</b>	<b>Fairly Prevalent</b>

Table 1 shows that male and female teachers perceived prostitution and sex work (male = 2.83; female = 2.73), sex for marks (male = 2.51; female = 2.75), and voluntary pre-marital sex (male = 2.81; female = 3.03) as the most prevalent sexual phenomena in North-Central senior secondary schools. Other behaviours, including rape, sexual molestation, masturbation, sexual seduction, lesbianism, homosexualism, and bisexualism, were rated as fairly prevalent. Overall, the section mean scores of 2.44 (male) and 2.42 (female) fall slightly below the criterion mean of 2.50, indicating that sexual phenomena are fairly prevalent in these schools as perceived by teachers.

#### Research Question Two

What are the prevalent sexual phenomenon as perceived by male and female students in senior secondary schools in North-Central, Nigeria?

**Table 2: Analysis of Prevalent Sexual Phenomenon as Perceived by Male and Female Students in Senior Secondary Schools in North-Central, Nigeria**

N = 384

S/N	Items	Male Students (n = 201)			Female Students (n = 183)		
		$\bar{x}$	S.D	Decision	$\bar{x}$	S.D	Decision
1	Prostitution and sex work is a prevalent sexual phenomenon in schools.	2.94	.72	Prevalent	2.96	.70	Prevalent
2	Sex for marks is a prevalent sexual phenomenon in schools.	2.95	.70	Prevalent	2.91	.73	Prevalent
3	Rape is a prevalent sexual phenomenon in schools.	2.88	.80	Prevalent	2.98	.67	Prevalent
4	Sexual molestation is a prevalent sexual phenomenon in schools.	2.90	.76	Prevalent	2.98	.69	Prevalent
5	Self masturbation is a prevalent sexual phenomenon in schools.	2.83	.79	Prevalent	2.90	.75	Prevalent
6	Voluntary pre-marital sex is a prevalent sexual phenomenon in schools.	3.00	.69	Prevalent	2.96	.71	Prevalent
7	Sexual seduction is a prevalent sexual phenomenon in schools.	2.63	.89	Prevalent	2.97	.69	Prevalent
8	Lesbianism is a prevalent sexual phenomenon in schools.	2.42	.96	Fairly Prevalent	2.44	.94	Fairly Prevalent
9	Homosexualism is prevalent sexual phenomenon in schools.	2.37	.95	Fairly Prevalent	2.44	.93	Fairly Prevalent
10	Bisexualism is a prevalent sexual phenomenon in schools.	2.34	.98	Fairly Prevalent	2.43	.96	Fairly Prevalent
<b>Section Mean/Standard Deviation</b>		<b>2.73</b>	<b>.82</b>	<b>Prevalent</b>	<b>2.80</b>	<b>.78</b>	<b>Prevalent</b>

Table 2 shows that male and female students perceived prostitution and sex work (male = 2.94; female = 2.96), sex for marks (male = 2.95; female = 2.91), rape (male = 2.88; female = 2.98), sexual molestation (male = 2.90; female = 2.98), masturbation (male = 2.83; female = 2.90), voluntary pre-marital sex (male = 3.00; female = 2.96), and sexual seduction (male =

2.63; female = 2.97) as prevalent in North-Central senior secondary schools. Lesbianism, homosexuality, and bisexuality were rated as fairly prevalent. The overall section means of 2.73 (male) and 2.80 (female) indicate that sexual phenomena are generally prevalent in these schools according to students' perceptions.

### Research Question Three

What are the prevalent sexual phenomenon as perceived by male and female parents at home or families in North Central, Nigeria?

**Table 3: Analysis of Prevalent Sexual Phenomenon as Perceived by Male and Female Parents at Home or Families in North-Central, Nigeria**

		N = 384								
S/N	Items	Male Parents (n = 190)			Female Parents (n = 194)					
		$\bar{x}$	S.D	Decision	$\bar{x}$	S.D	Decision			
1	Fornication is a prevalent sexual phenomenon in the home.	2.90	.77	Prevalent	2.86	.79	Prevalent			
2	Adultery is a prevalent sexual phenomenon in the home.	2.73	.84	Prevalent	2.91	.74	Prevalent			
3	Rape is a prevalent sexual phenomenon in the home.	2.82	.79	Prevalent	2.77	.82	Prevalent			
4	Sexual perversion is a prevalent sexual phenomenon in the home.	2.93	.75	Prevalent	2.96	.73	Prevalent			
5	Sexual exploitation is a prevalent sexual phenomenon in the home.	2.96	.72	Prevalent	2.73	.82	Prevalent			
6	Sexual harassment is a prevalent sexual phenomenon in the home.	2.50	.92	Prevalent	2.75	.88	Prevalent			
7	Pedophilia is a prevalent sexual phenomenon in the home.	2.62	.88	Prevalent	2.56	.90	Prevalent			
8	Incest is a prevalent sexual phenomenon in the home.	2.86	.78	Prevalent	2.56	.91	Prevalent			
9	Pornography addiction is a prevalent sexual phenomenon in the home.	2.92	.74	Prevalent	2.87	.82	Prevalent			
10	Bisexuality is a prevalent sexual phenomenon in the home.	2.75	.88	Prevalent	2.93	.74	Prevalent			
<b>Section Mean/Standard Deviation</b>		<b>2.80</b>	<b>.81</b>	<b>Prevalent</b>	<b>2.79</b>	<b>.82</b>	<b>Prevalent</b>			

Table 3 indicates that male and female parents perceived fornication (male = 2.90; female = 2.86), adultery (male = 2.73; female = 2.91), rape (male = 2.82; female = 2.77), sexual perversion (male = 2.93; female = 2.96), sexual exploitation (male = 2.96; female = 2.73), sexual harassment (male = 2.50; female = 2.75), pedophilia (male = 2.62; female = 2.56), incest (male = 2.86; female = 2.56), pornography (male = 2.92; female = 2.87), and bisexuality (male = 2.75; female = 2.93) as prevalent sexual phenomena within homes and families in North-Central Nigeria. With overall section means of 2.80 (male) and 2.79 (female), the findings indicate that sexual phenomena are generally prevalent in the family setting according to parents' perceptions.

### Research Question Four

What are the consequences of sexual phenomenon as perceived by, teachers, students and parents in North-Central, Nigeria?

**Table 4: Analysis of the Consequences of Sexual Phenomenon as Perceived by Male and Female Teachers in North-Central, Nigeria**

N = 375

S/N	Items	Male Teachers (n = 193)			Female Teachers (n = 182)		
		$\bar{x}$	S.D	Decision	$\bar{x}$	S.D	Decision
11	Prostitution and sex among students can lead to sexually transmitted diseases.	3.00	.69	Agree	3.05	.62	Agree
12	Sex for marks in schools can lead to stigmatization of victims.	3.04	.62	Agree	3.06	.61	Agree
13	Rape of students in schools can lead to unprepared motherhood.	3.02	.64	Agree	2.98	.70	Agree
14	Sexual molestation in schools can lead to termination of students' educational life cycle.	3.02	.63	Agree	2.99	.69	Agree
15	Self masturbation in school can lead to poor performance in academic work.	3.02	.64	Agree	3.02	.65	Agree
16	Voluntary pre-marital sex in schools can lead to unwanted pregnancies.	3.00	.68	Agree	3.00	.68	Agree
17	Sexual seduction of students can lead to non-completion of secondary school.	3.00	.67	Agree	3.02	.64	Agree
18	Lesbianism among female students can lead to poor academic results.	3.07	.62	Agree	3.02	.65	Agree
19	Homosexualism among male students in schools can lead to use of drugs and substances.	3.13	.60	Agree	3.02	.64	Agree
20.	Bisexualism among students in schools can lead to aborted pregnancies.	3.10	.61	Agree	3.00	.69	Agree
<b>Section Mean/Standard Deviation</b>		<b>3.04</b>	<b>.64</b>	<b>Agree</b>	<b>3.02</b>	<b>.66</b>	<b>Agree</b>

Table 4 shows that male and female teachers agreed on all items measuring the consequences of sexual phenomena, with mean scores ranging from 3.00 to 3.13 for males and 2.98 to 3.06 for females. The overall section means of 3.04 (male) and 3.02 (female) indicate that teachers perceive significant consequences associated with sexual phenomena in North-Central Nigeria. These consequences include sexually transmitted infections, victim stigmatization, unprepared motherhood, disruption of students' educational trajectories, poor academic performance, unwanted pregnancies, school dropout, substance abuse, and abortion.

**Table 5: Analysis of the Consequences of Sexual Phenomenon as Perceived by Male and Female Students in North-Central, Nigeria**

N = 384

S/N	Items	Male Students (n = 201)			Female Students (n = 183)		
		$\bar{x}$	S.D	Decision	$\bar{x}$	S.D	Decision
11	Prostitution and sex among students can lead to sexually transmitted diseases.	3.09	.63	Agree	3.03	.65	Agree
12	Sex for marks in schools can lead to stigmatization of victims.	3.12	.60	Agree	3.12	.61	Agree

13	Rape of students in schools can lead to unprepared motherhood.	3.06	.62	Agree	2.96	.76	Agree
14	Sexual molestation in schools can lead to termination of students' educational life cycle.	3.06	.63	Agree	3.20	.58	Agree
15	Self masturbation in school can lead to poor performance in academic work.	3.09	.61	Agree	3.04	.65	Agree
16	Voluntary pre-marital sex in schools can lead to unwanted pregnancies.	3.04	.65	Agree	3.04	.66	Agree
17	Sexual seduction of students can lead to non-completion of secondary school.	3.08	.63	Agree	3.01	.68	Agree
18	Lesbianism among female students can lead to poor academic results.	3.04	.69		3.01	.67	Agree
19	Homosexuality among male students in schools can lead to use of drugs and substances.	2.94	.73	Agree	3.03	.69	Agree
20.	Bisexuality among students in schools can lead to aborted pregnancies.	3.05	.64	Agree	3.02	.67	Agree
<b>Section Mean/Standard Deviation</b>		<b>3.06</b>	<b>.64</b>	<b>Agree</b>	<b>3.07</b>	<b>.66</b>	<b>Agree</b>

Table 5 shows that male and female students agreed on all items measuring the consequences of sexual phenomena, with mean scores ranging from 2.94 to 3.12 for males and 2.96 to 3.20 for females. The overall section means of 3.06 (male) and 3.07 (female) indicate that students perceive significant consequences associated with sexual phenomena in North-Central Nigeria. These include sexually transmitted infections, victim stigmatization, unprepared motherhood, disruption of educational trajectories, poor academic performance, unwanted pregnancies, school dropout, substance abuse, and abortion.

**Table 6: Analysis of the Consequences of Sexual Phenomenon as Perceived by Male and Female Parents at Home and families in North-Central, Nigeria**

N = 384

S/N	Items	Male Parents (n = 190)			Female Parents (n = 194)		
		$\bar{x}$	S.D	Decision	$\bar{x}$	S.D	Decision
11	Fornication in the home can lead to unwanted pregnancies.	2.96	.72	Agree	3.02	.65	Agree
12	Adultery in the home can lead to marital conflict and dissolution.	3.05	.63	Agree	2.95	.78	Agree
13	Occurrence of rape in the home can lead to broken relationship between the victim(s) and the perpetrator(s).	2.95	.74	Agree	3.10	.63	Agree
14	Sexual perversion among family members can lead to false paternity issues and claims.	2.95	.75	Agree	2.98	.78	Agree
15	Sexual exploitation in the home can lead to poor perception of family values.	2.96	.76	Agree	2.88	.90	Agree
16	Sexual harassment in the home can lead to loss of self esteem and personality issues.	2.97	.74	Agree	2.91	.80	Agree

17	Pedophilia in the home can lead to stigmatization of victims.	2.93	.78	Agree	2.98	.73	Agree
18	Incest among family members in the home can lead to aborted pregnancies.	2.88	.89		3.02	.65	Agree
19	Pornography addiction in the home can lead to involvement in sex work and prostitution.	2.97	.74	Agree	3.08	.63	Agree
20.	Bisexualism in the home can lead to sexually transmitted diseases.	2.88	.90	Agree	2.96	.76	Agree
<b>Section Mean/Standard Deviation</b>		<b>2.95</b>	<b>.77</b>	<b>Agree</b>	<b>3.00</b>	<b>.73</b>	<b>Agree</b>

Table 6 shows that male and female parents agreed on all items measuring the consequences of sexual phenomena, with mean scores ranging from 2.88 to 3.05 for males and 2.88 to 3.10 for females. The overall section means of 2.95 (male) and 3.00 (female) indicate that parents perceive significant consequences of sexual phenomena in North-Central Nigeria. These consequences include unwanted pregnancies, marital conflict and dissolution, strained victim-perpetrator relationships, false paternity claims, diminished family values, reduced self-esteem and personality issues, abortion, involvement in sex work and prostitution, and sexually transmitted infections.

H<sub>01</sub>: There is no significant difference between the perception of male and female teachers on the prevalence of sexual phenomenon in senior secondary schools in North-Central, Nigeria.

**Table 7: t-test Analysis of Significant Difference between the Perception of Male and Female Teachers on the Prevalence of Sexual Phenomenon in Senior Secondary Schools in North-Central, Nigeria**

t-test for Equality of Means									
Prevalence of sexual phenomenon in senior secondary schools	Teachers	N	Mean	S.D	t	df	Sig.	Decision	
	Male	193	2.44	.94	0.2012	373	.156	Accepted	
	Female	182	2.42	.98					

\*  $p > 0.05$  = No Significant difference

In Table 7, the result of the test of hypotheses shows that  $t = 0.2012$ ,  $df = 373$ ,  $p = .156$ , indicating that the probability value ( $p$ ) is greater than the alpha level ( $p > 0.05$ ). Thus, the null hypothesis is accepted, which implies that there is no significant difference between perception of male and female teachers on the prevalence of sexual phenomenon in senior secondary schools in North-Central, Nigeria.

H<sub>02</sub>: There is no significant difference between the perception of male and female students on the prevalence of sexual phenomenon in senior secondary schools in North-Central, Nigeria.

**Table 8: t-test Analysis of Significant Difference between the Perception of Male and Female Students on the Prevalence of Sexual Phenomenon in Senior Secondary Schools in North-Central, Nigeria.**

t-test for Equality of Means									
Prevalent sexual phenomenon in senior secondary schools	Students	N	Mean	S.D	t	df	Sig.	Decision	
	Male	201	2.73	.82	-1.120	382	.189	Accepted	
	Female	183	2.80	.78					

\*  $p > 0.05$  = No Significant difference

In Table 8, the result of the test of hypotheses shows that  $t = -1.120$ ,  $df = 382$ ,  $p = .189$ , indicating that the probability value ( $p$ ) is greater than the alpha level ( $p > 0.05$ ). Thus, the null hypothesis is accepted, which implies that there is no significant difference between perception of male and female students on the prevalence of sexual phenomenon in senior secondary schools in North-Central, Nigeria.

$H_{03}$ : There is no significant difference between the perception of male and female parents on the prevalence of sexual phenomenon at home or families in North-Central, Nigeria.

**Table 9: t-test Analysis of Significant Difference between the Perception of Male and Female Parents on the Prevalence of Sexual Phenomenon at Homes or Families in North-Central, Nigeria**

t-test for Equality of Means									
Prevalence of sexual phenomenon in homes and families	Parents	N	Mean	S.D	t	df	Sig.	Decision	
	Male	190	2.80	.81	0.1202	382	.207	Accepted	
	Female	194	2.79	.82					

\*  $p > 0.05$  = No Significant difference

In Table 9, the result of the test of hypotheses shows that  $t = 0.1202$ ,  $df = 382$ ,  $p = .207$ , indicating that the probability value ( $p$ ) is greater than the alpha level ( $p > 0.05$ ). Thus, the null hypothesis is accepted, which implies that there is no significant difference between perception of male and female parents on the prevalence of sexual phenomenon at homes or families in North-Central, Nigeria.

## 6. Discussion of Findings

The study revealed that sexual phenomena are fairly prevalent in senior secondary schools in North-Central Nigeria as perceived by teachers and prevalent according to students. This aligns with previous research reporting widespread sexual abuse, harassment, and promiscuity in Nigerian schools. Adebumiti (2021) documented cases including sexual molestation among students, habitual rape of visually impaired students by a teacher, and unlawful sexual relations involving principals and teachers. Similarly, Lyinto et al. (2017) found that adolescents in Arusha City, Tanzania engage in sexual activities with multiple partners, while Imasuen and Iyamu (2018) observed high rates of sexual abuse in public senior secondary schools in Edo State. Studies by Oriade (2012), Uduma (2014), Isokon et al. (2020), and Okondu et al. (2020) further corroborate the prevalence of illicit sexual behaviours, including premarital sex, harassment, and homosexuality, among secondary and college students across Nigeria.

The findings also indicated that sexual phenomena are prevalent in homes and families as perceived by parents, consistent with prior observations (Labe et al., 2021; Ashiru & Orifowomo, 2015; Phinias et al., 2017; Oshiname et al., 2013; Alemika et al., 2014; Ogunwale et al., 2014). These studies highlight that children and adolescents are often victims of sexual abuse, including incest, marital or spousal rape, and intra-familial sexual exploitation, often perpetrated by fathers, uncles, brothers, cousins, or other close relatives (Labe et al., 2021; Ashiru & Orifowomo, 2015; Phinias et al., 2017; Akinlusi et al., 2014).

Furthermore, the study established that the consequences of sexual phenomena, as perceived by teachers, students, and parents, are predominantly negative and multidimensional, affecting physical health, mental wellbeing, personality, and educational outcomes. These findings corroborate prior studies (Adeola & Adams, 2019; Budeba & Timothy, 2014; Sule et al., 2015; Isokon et al., 2020; Odo et al., 2020). Specifically, involvement in premarital sexual behaviours was linked to relational and

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social problems, poor academic performance, school dropout, unplanned pregnancies, sexually transmitted infections, and depression. High rates of teenage pregnancy, truancy, and self-devaluation were also reported as consequences of sexual immorality among adolescents in various Nigerian states (Adeola & Adams, 2019; Budeba & Timothy, 2014; Sule et al., 2015; Isokon et al., 2020; Odo et al., 2020).

### **7. Conclusion**

The study concluded that sexual phenomena are fairly prevalent in public senior secondary schools according to teachers, and are perceived as prevalent in both schools and homes by students and parents in North-Central Nigeria. Additionally, teachers, students, and parents recognized that sexual phenomena have diverse and negative consequences across educational and family settings. Overall, the findings establish that sexual phenomena constitute a contemporary reality in both school and family institutions, with physical, mental, health, and educational implications.

### **8. Recommendations**

The following recommendations were made in view of the findings of the study

1. Teachers in public senior secondary schools in North-Central states should demonstrate greater attitudinal commitment towards enhancing the sexuality education of students under their tutelage in order to provide relevant knowledge of the diverse consequences associated with sexuality immoral acts among adolescents which hinder their educational and personality development goals.
2. Guidance counsellors and parents/guardians should endeavour to create interactive forums where parents can acquire the requisite knowledge to guide their wards against premature involvement in inappropriate sexual behaviours and acts that undermine their physical, intellectual, personality and educational development.
3. Guidance counsellors should partner with health practitioners, school administrators, media organizations, religious bodies and educational psychologists towards organizing enlightenment programmes that educate members of the public about the physical, mental, educational, and health related consequences associated with involvement in inappropriate sexual behaviours.
4. Teachers should support the school authorities in designing school-based sexuality education programmes that expose students to appropriate sexual information that enable them become less vulnerable to various sexual phenomenon.
5. Secondary school students should be provided with ample awareness about the prevalence of sexual phenomenon and be allowed to discuss their sexual related behavioural challenges with teachers and especially guidance counsellors in order to help them cope with their adolescent stage of development.
6. School principals should collaborate with the Parent Teacher Association and guidance counsellors towards establishing counselling units for the purpose of providing properly guided sex education to students and also assist students with sex related challenges and victims of various forms of institutional based sexual violence.

### **9. Implications for Guidance and Counselling**

The findings of this study have important implications for guidance and counselling. Guidance counsellors should collaborate with school principals to establish school-based counselling units to support victims of sexual abuse and related violence, helping them cope with stigma and restore self-confidence and self-esteem. Furthermore, counsellors should organize educational and sensitization programs for students, teachers, and parents to raise awareness of the consequences of engaging in illicit sexual behaviours, thereby promoting the overall wellbeing of the school community.

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