

Social Variables and Promiscuity among Senior Secondary One Students in Eket Senatorial District of Akwa Ibom State

IBOK, Rosemary Anthony

Roseibok85@gmail.com

ATANDA, Luqman Ayanlola

Federal Polytechnic Ayede, Oyo State

al2941939@gmail.com

UDOEDUOK, Etido Sunday

Akwa Ibom State Library Board, Akwa Ibom State

Etidoime2020@gmail.com

Abstract: The study sought to determine the relationship between social variables and promiscuity among SS1 students in Eket Senatorial District of Akwa Ibom State. Three research questions were raised and three hypotheses were formulated to guide the study. A correlational research design was adopted while population of the study comprised all the 15,222 Senior Secondary One (SS1) students in the 63 public secondary schools in Eket Senatorial District, Nigeria. A sample size of 375 Senior Secondary One (SS1) was selected for the study. A simple random sampling technique was used to select a sample size of 25 public secondary schools out of 63 as well as 15 SS1 students from each of the sampled schools for instrument administration. The researcher's developed and validated instrument titled "Social Variables and Students Promiscuity Questionnaire (SVSPQ) were used for data collection. Pearson Product Moment Correlation (PPMC) was used to answer the research questions and testing of hypotheses, all at the degree of freedom of 373 and at .05 significant levels. Findings of the study revealed a very high positive and significant relationship between peer pressure, family discipline, exposure to video films and promiscuity among SS1 students in Eket Senatorial District of Akwa Ibom State. The findings further showed a high positive and significant relationship between parental upbringing, desire for materialism and promiscuity among SS1 students in the study area. Conclusion was drawn from the findings while the researcher recommends among other things that, school administrators, parents and teachers should wake up to their responsibilities of monitoring and advising students on the kind of associations they should keep, so as to reduce peer influences towards premarital sex.

Keywords: Prevalence, *Diabetes*, Residents, Gashua, Yobe, Nigeria.

Introduction

Promiscuity is a common social problem affecting the general health and well-being of secondary school adolescents in Nigeria. As one of the contemporary social problems, young ones are usually observed involving in promiscuous activities due to some social variables within their living environment. Some of the social variables include but not limited to parental upbringing, parental level of education, peer pressure, family discipline, desire for materialism

and many others. Epstein (2012) noted that the social interaction and connectedness between students, parents, teachers and peers in the social environment may have severe impact on the overall behaviour and moral conduct of learners in secondary schools.

Social conditions within the environment where young ones live tend to be fundamental determinants of promiscuity among students. This is because human beings are never static; changes occur in all aspects of human life, be it physical, social, emotional, psychological and intellectual. These changes took place at different rates according to one's environment. According to Safra and Collinge (2011), if the environment is favorable, one will develop maximally behaviourally, physiologically, socially and emotionally; but if the environment is unfavorable, promiscuous behaviour as well as other maladaptive behaviour sets in. A favourable environment of learning is one that promotes the growth and development of good behaviour and conduct of the individual.

Secondary school students', male or female, tend to develop strong sexual urge or desires at adolescence period due to social factors observed within their environment. This is because adolescence period is mostly considered very turbulent, as the psychological and physiological changes accompanying this period predispose young people to a number of risky sexual behaviours. The adolescence period seem to be very influential in exposing students to risk of promiscuity because according to Okeke and Deborah (2016), students' lifestyle at adolescence period is predominantly characterized by experimentation and risk taking. More often than not, this earns them social stigma that could cause serious harm to their overall health and well-being.

Therefore, it is observed that if an in-dept and critical study is conducted on social variables and promiscuity among senior secondary one students in Eket Senatorial District of Akwa Ibom State, will go a long way in solving some of the health related problems associated with premarital sex among students.

Therefore, it is observed that if an in-dept and critical study is conducted on social variables and promiscuity among senior secondary one students in Eket Senatorial District of Akwa Ibom State, will go a long way in solving some of the health related problems associated with premarital sex among students.

Statement of the Problem

Promiscuity has become a common social problem which negates societal moral standards. Both male and female students are sometimes involved in promiscuous acts in Eket Senatorial District, Akwa Ibom State. As observed by the researcher in the study area, it is very common to find two members of opposite sex who are not yet married sharing romantic expressions, love and sex. Some of the observed acts of promiscuity common among students are masturbation, lesbianism, rape, homosexuality, coitus among others. Though promiscuous acts are highly discouraged and unappreciated, it is common to find students engaging in such unacceptable act with opposite sex. Sometimes, one would hear a student briefing his or her friends about their sexual experiences with a lover. Such condition may be attributed to social variables such as peer pressure, exposure video films, desire for materialism and parental upbringing among others.

Peer pressure sometimes lures many students into sexual relationship with the view of receiving social acceptance and recognition among friends. Due to pornography shown on home video and phones, it is very common to see some students copy the immoral behaviours of actors and actresses. The prolonged desire for material things as observed by the researcher sometimes make some students' exchange sex for money, phones and materials possession. It is also observed in the study area that due to parents' inability to give adequate information about sex, some students' venture into promiscuous acts. Sometimes, when a child is present and parents are discussing issues about sex, such a child is usually sent away from sight. An inquisitive child who ventures to ask questions about sex is usually called "a bad child". Many homes in the study area consider discussions of sexual issues as a taboo. Most parents find it too difficult, awkward and uncomfortable discussing sex related issues with their children because of this. In most

homes, children are usually condemned and beaten when they mention a word referring to some sexual organs. As a result of these social pressures, some secondary school students in the study area are exposed to sexual transmitted diseases, unwanted pregnancy, abortion, school dropout, poor school performance and many other social problems.

Though the Federal Government through the Federal Health Management Board (FHMB) has been engaging in series of campaigns to create public awareness on the dangers of promiscuous practices, the issue of indiscriminate acts of promiscuity still persists in the study area. Also, although researches might have been conducted by academic researchers on sexual promiscuity, the researcher observed that no research have been conducted on promiscuity in connection with social variables in the present study area. Therefore, the researcher sought to fill this gap by investigating the relationship between social variables and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State.

Purpose of the Study

The purpose of the study is to determine the relationship between social variables and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State.

Specifically, the study sought to determine:

1. The relationship between peer pressure and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State.
2. The relationship between parental upbringing and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State.
3. The relationship between desire for materialism and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State.

Research Questions

The following research questions are put together to guide the study:

1. What is the relationship between peer pressure and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State?
2. What relationship exists between parental upbringing and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State?
3. What is the relationship between desire for materialism and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State?

Hypotheses

The following null hypotheses were tested at .05 level of significance.

H_01 : There is no significant relationship between peer pressure and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State.

H_02 : There is no significant relationship between parental upbringing and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State.

H_03 : There is no significant relationship between desire for materialism and promiscuity among senior secondary one students in Eket Senatorial District, Akwa Ibom State.

Review of Related Literature

Promiscuity is the practice of engaging in sexual activity frequently with different partners or being indiscriminate in the choice of sexual partners. The term can carry a moral judgment if the social ideal for sexual activity is monogamous relationships. According to Leclerc-Madlala (2013), promiscuity refers to engagement to sexual activities with different partners and that behaviour can have undesirable effects such as HIV/AIDS and other sexual transmitted diseases (gonorrhea, syphilis, candida, herpes). Luke (2009) added that an alarming proportion of

sexually promiscuous female students in universities end up being pregnant and forced to leave school prematurely.

Barnett, Maticka-Tyndale and Team (2011) noted that female students are sometimes involved in cross-generational promiscuous acts to overcome their poverty stricken backgrounds. The authors added that severe financial hardships, cultural practices, gender-norms and partner separation are key factors which propel female students into promiscuity. Hornby (2009) defined promiscuous habit as having many sexual partners or the uncontrollable sexual urge which is not appropriate or suitable. It is also having sex with some body one is not married to. Promiscuous acts according to Onyebuchukwu, Sholarin and Emerenwa (2015) is an act of engaging in sexual relationship (intercourse) before marriage. The author added that such acts practiced by people who are unmarried. According to Nabaraj and Saraswati (2017), promiscuity can also be seen as a sexual activity practiced by people who are unmarried.

Peer Pressure and Students Promiscuity

Peer pressure is a strong predictor of students' promiscuity. Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms (Kirk, 2010). According to Ryan (2011), peer pressure comes to play when people of similar age or age brackets encourage or urge other people of the same age bracket to do something or to keep from doing something else, no matter if the person personally wants to do it or not. This is because as students begin to socialize with their peers, they tend to shift from values they learnt from home socialization to reliance on their peers. A number of students see some of their peers as role models. Teachers, parents and peers all provide adolescents with suggestions and feedback about what they should think and how they should behave in social situations. These models can be a source of motivation or a lack thereof.

Modelling refers to individual changes in cognition, behaviour, or effects that result from the observation of others (Ryan, 2011). Observing others perform a particular behaviour or voice a certain opinion such as playing truant can introduce an individual to new behaviours and viewpoints that may be different from his or her own. Observation also enlightens an individual on the consequences of such behaviour and opinions. Depending on these consequences, observation of a model can strengthen or weaken the likelihood that the observer will engage in such behaviour or adopt such beliefs in the future.

Parental Upbringing and Students Promiscuity

Parenting or child rearing promotes and support the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to intricacies of raising children and not exclusively for biological relationship. Parents are expected to teach the children moral values, attitude and acceptable pattern of behaviour expected of them in the society. Through family interaction, parents may have influence on child sexual behaviour and in so doing transmit values, knowledge and attitudes about sex. According to Brooks (2012), the style of parenting have significant role to play in students sexual attitude and behaviour. The author added that female students raised in households characterized by uninvolved and permissive parents, are likely to be involved in concurrent sexual promiscuous relationship. According to Gavazzi (2012), permissive parents are characterized by less demand and their children have difficulties with self-control and demonstrate egocentric tendencies that can interfere with proper development of peer relationships. As noted by Shinyanga, Iringa and Mbeya (2012) parents with permissive style of parenting are most likely to produce children who are sexually promiscuous.

Uninvolved parents, on the other hand, do not guide their children nor discipline them. They usually have "I don't care attitude" and their adolescent females tend to display personalities which could be associated with sexual promiscuity. Psychologists and sociologist agree that the pattern of a person's character and socialization is laid within the confines of the home because, the greater part of the child's life is spent at home. Brooks (2012) asserted that the home serves

as the bedrock of education in every child's life, because the first interaction start with the immediate environment, such as learning the mother tongue and interacting with the brothers and sisters in the home. The family lays the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home. The father is to provide the necessary tools for the education of the children, while the mother is supposed to supplement the father's effort.

Desire for Materialism and Students Promiscuity

Materialism is viewed as a personal value that is reflected by people's beliefs about the importance that possessions play in their lives and the display of their acquired assets (Roberts, 2011). Owning the right possessions is a key to happiness and the success is judged by the things they own. The possession of materials things sometimes bring happiness and joy to the acquired. As noted by Richins (2011), a great portion of time and energy is dedicated to acquiring, possessing and thinking about material things. Students with materialistic inclination are more concerned about tangible objects than intangible feelings or ideas. They can be driven to have more and more money or possessions to the extent where they neglect to consider their emotional well-being. Sometimes, the assets they gain do not give them the pleasure in life or enhance their subjective well-being.

Most students have set making a lot of money one of their future goals. Materialistic values in students affect the balance between their private life and the level of sacrifice they are willing to make for the public. Students with materialistic values have decreased subjective possessions, social statuses and images with those of others. When they have no material possessions that their peers have, Pugh (2009) noted that they experience this deficit acutely and feel they need to compete with the high materials achievers. Students from low socio-economic homes often feel insecure in life. As noted by Sivanathan and Pettit (2010), students from poorer families, who are deprived of the opportunity plan for the future of themselves and family members, feel insecure about their life so they accord more importance to possessions and money than people from families with higher education and better financial status. Moreover, students who feel inadequate in terms of personal and professional competencies try to compensate insecurity with a high-status automobile. Chan and Cai (2009) stated that students growing up in families where the parents lack financial stability would become more materialistic than those who are from families where the parents are more financially secure.

Methodology

Research Design

The correlational research design was adopted for the study. Therefore, this design is considered suitable for this study because it enables the researcher to measure the interrelationship between social variables and promiscuity among senior secondary one (SS1) students in Eket Senatorial District of Akwa Ibom State. The population for the study comprised all the 15,222 Senior Secondary One (SS1) students in the 63 public secondary schools in Eket Senatorial District, Nigeria (Directorate of Planning and Research Statistics, Akwa Ibom State Secondary Education Board, Uyo, 2021). A sample size of 375 Senior Secondary One (SS1) was selected for the study. Thereafter, random sampling method (hat and draw) was used to select 15 students from each of the sampled schools, which gave a total of 375 sampled respondents. The researcher's developed and validated instrument titled "Social Variables and Students Promiscuity Questionnaire (SVSPQ) were used for data collection. The SVSPQ had two sections. Section A contained 25 items, 5 each on social variables while section B contained 10 items measuring students' promiscuity. SVSPQ was measured in a four point rating scale of: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. The questionnaire instrument was personally administered on the respondents in their respective schools by the researcher together with two trained research assistants. The research assistant was given instruction by the researcher on how to go about with the exercise. Also, the researcher sought for the permission

of the respective principals to allow the respondents respond to the items in the instrument. In addition to items written on the questionnaire, the subject was given verbal instructions and clarifications where necessary. Copies of the questionnaire were filled and collected instantly by the researcher to avoid loss of questionnaire. Data generated was analyzed using Pearson Product Moment Correlation (PPMC) statistics.

Results

Research Question 1

What is the relationship between peer pressure and promiscuity among senior secondary one (SS1) students in Eket Senatorial District, Akwa Ibom State?

Pearson Product Moment Correlation (PPMC) was used for answering the research questions, using the r-value to determine the magnitude or weight of relationship between variables.

Table 1: Correlation analysis of responses between peer pressure and promiscuity among SS 1 students

Variables	$N \sum x$ $\sum y$	$\sum x^2 \sum xy r\text{-value}$ $\sum y^2$	Remark
Peer Pressure (x)	375 5416	76984	Very High Positive Relationship
Promiscuity among SS1 Students (y)	375 5494	75237 0.86 74718	

Source: Field data (2022)

Result in Table 1 shows a correlation value of 0.86. From the decision rule, it is noticed that a very high positive relationship occur between peer pressure and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State. The implication of this result is that students tend to exhibit promiscuous acts if they observed or perceived their friends to be sexually active and vice versa.

Research Question 2

What relationship exists between parental upbringing and promiscuity among senior secondary one (SS1) students in Eket Senatorial District, Akwa Ibom State?

Table 2: Correlation analysis of responses between parental upbringing and promiscuity among SS 1 students

Variables	$N \sum x$ $\sum y$	$\sum x^2 \sum xy r\text{-value}$ $\sum y^2$	Remark
Parental Upbringing (x)	375 5374	81074	High Positive Relationship
Promiscuity among SS1 Students (y)	375 5494	80453 0.62 74718	

Source: Field data (2022)

Result in Table 2 shows a correlation value of 0.62. Hence, from the decision rule, it is noticed that a high positive relationship exists between parental upbringing and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State. This result implies that students tend to be involved in premarital sex if they do not learn values of responsible sexual behaviour from parents and vice versa.

Research Question 3

What is the relationship between desire for materialism and promiscuity among senior secondary one (SS1) students in Eket Senatorial District, Akwa Ibom State?

Table 3: Correlation analysis of responses between desire for materialism and promiscuity among SS 1 students

Variables	$N \sum x$ $\sum y$	$\sum x^2 \sum xy r\text{-value}$ $\sum y^2$	Remark
Desire for Materialism (x) Promiscuity among SS1 Students (y)	375 5349 375 5494	76984 73923 0.66 74718	High Positive Relationship

Source: Field data (2022)

Result in Table 3 reveals a correlation value of 0.66. From the decision rule, it is seen that a high positive relationship occur between desire for materialism and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State. The implication of this result is that students tend to be involved in sex out of wed-lock if the urge for material possessions is strong and vice versa.

Testing of Hypotheses

Hypothesis 1

There is no significant relationship between peer pressure and promiscuity among senior secondary one (SS1) students in Eket Senatorial District, Akwa Ibom State.

Pearson Product Moment Correlation (PPMC) was used for testing of hypotheses by comparing the r-value with the critical value, so as to determine the direction or significant of the relationship between variables all at .05 level of significance and at 373 degree of freedom.

Table 4: Pearson Product Moment Correlation analysis of responses between peer pressure and promiscuity among SS 1 students

Variables	$N \sum x$ $\sum y$	$\sum x^2 \sum xy r\text{-value}$ $\sum y^2$	r-crit Decision
Peer Pressure (x) Promiscuity among SS1 Students (y)	375 5416 375 5494	76984 75237 0.86* 74718	0.196 Rejected H_0

* Significant; $P < .05$; $df = 373$; critical $r = 0.196$

Source: Field data (2022)

Table 6 shows that the calculated r-value of 0.86 is greater than the critical value of 0.196 at the degree of freedom of 373 and at .05 significant levels. Hence, the null hypothesis is therefore rejected, while the alternate hypothesis is retained. This means that there is a significant relationship between peer pressure and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State.

Hypothesis 2

There is no significant relationship between parental upbringing and promiscuity among senior secondary one (SS1) students in Eket Senatorial District, Akwa Ibom State

Table 5: Pearson Product Moment Correlation analysis of responses between parental upbringing and promiscuity among SS 1 students

Variables	$N \sum x$ $\sum y$	$\sum x^2 \sum xy r\text{-value}$ $\sum y^2$	r-crit Decision
Parental Upbringing (x) Promiscuity among SS1 Students (y)	375 5374 375 5494	81074 80453 0.62* 74718	0.196 Rejected H_0

* Significant; $P < .05$; $df = 373$; critical $r = 0.196$

Source: Field data (2022)

Table 7 shows that the calculated r-value of 0.62 exceeded the critical value of 0.196 at the degree of freedom of 373 and at 0.05 significant levels. Hence, the null hypothesis is therefore rejected, while the alternate hypothesis is retained. This means that there is a significant relationship between parental upbringing and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State

Hypothesis 3

There is no significant relationship between desire for materialism and promiscuity among senior secondary one (SS1) students in Eket Senatorial District, Akwa Ibom State.

Table 6: Pearson Product Moment Correlation analysis of responses between desire for materialism and promiscuity among SS1 students

Variables	$N \sum x$ $\sum y$	$\sum x^2 \sum xy \sum y^2$ r-value	r-crit Decision
Desire for Materialism (x)	375 5349	76984	
Promiscuity among SS1 Students (y)	375 5494	73923 0.66* 74718	0.196 Rejected H_0

* Significant; $P < .05$; $df = 373$; critical $r = 0.196$

Source: Field data (2022)

Table 8 shows that the calculated r- value of 0.66 exceeds the critical value of 0.196 at the degree of freedom of 373 and at .05 significant levels. Hence, the null hypothesis is rejected, while the alternate hypothesis is retained. This means that there is a significant relationship between desire for materialism and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State.

Discussion of Findings

The researcher made a combined discussion of results gotten from the research questions and hypotheses of the study.

Result from research question one and hypothesis one revealed that there is a very high positive and significant relationship between peer pressure and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State. This finding is in tandem with the finding of the study conducted by Musa and Abdullahi (2013) who found a significant influence of peer pressure on students' promiscuous behaviour. This finding is also in line with that of Alo, Lawrence, Benedict, Uche and Omaka (2016). The authors found a significant association between peer relationship and students sexual behaviour. This corroborates the finding of Collins (2017), that young people who are active in religious affairs would have increased contact with adults who might mentor them to delay sexual involvement. Involvement in religious institutions would also enhance the chances of young people making friends with peers who have restrictive attitudes towards premarital sex. Based on this finding, the researcher wishes to observe that peer pressure could make students appreciate promiscuous acts.

Results from research question two and hypothesis two revealed a high positive and significant relationship between parental upbringing and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State. This finding is in line with the finding of the study conducted by Esuabana (2017), who found a significant influence of parents teaching of sex education and students' involvement in pre-marital sexual behaviour. This finding also agrees with that of Omowunmi (2010), who found that greater percentage of students usually engaged in premarital sex due to poor impartation of sex education by parents at home. The author added that parents' inability to provide or give adequate information about sexual behaviour is associated with students' engagement in sexual risk-taking behaviour in school. This corroborates the finding of Fatusi and Blum (2011) that students' premarital sexual behaviour in public is as a result of lack of parents' early initiation of sex education to children at home; and that such condition is prevalent in Nigeria because of low educational levels of parents. From the above finding, the

researcher wishes to observe that students' involvement in promiscuity is strongly associated with parent inability to teach their children issues about sex.

Results from research question three and hypothesis three revealed a high positive and significant relationship between desire for materialism and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State. This finding is in line with the finding of the study conducted by Ekpenyong and Ekpenyong (2016), who found that students' sexual relationship is significantly associated with their utmost desire for materialism. This finding is also in consonance with the finding of the study conducted by Jacob (2012), who found that students' sexual behaviour is associated with their strong desire to acquire material things. This corroborates the finding of Abdullahi (2014) that in most public schools, while some male students rape girls, others use money power to engage in sex. The author added that students between the ages of 15-29 engage in sex for material goods in Nigeria. Based on this finding, the researcher wishes to observe that strong desire for material possessions could induce students into sex.

Results from research question four and hypothesis four revealed a very high positive and significant relationship between family discipline and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State. This finding is in line with the finding of the study conducted by Tumuti (2013), who found that students from highly disciplined homes are less likely to be involved in deviant behaviour in schools than those from less disciplined homes. This finding also conform to that of Crosswhite and Kerpelman (2018), which revealed that lack of proper discipline from parents at home increases the chances of sexual molestation among students. Hence, it is observed from this finding that lack of family discipline can encourage adolescent involvement in promiscuous acts.

Results from research question five and hypothesis five revealed a very high positive and significant relationship between exposure to video films and promiscuity among SS1 students in Eket Senatorial District, Akwa Ibom State. This finding is in line with the finding of the study conducted by Ijaduola (2007), who found that consistent watch of video films with sexual content significantly influence students premarital sexual behaviour. This corroborates the finding of Elegbe and Salako (2014), that majority of students who regularly watch Nollywood films portraying romantic and sexual actions often experiment sexual behaviour in schools. This finding is also in tandem with the finding of the study conducted by Adieza (2014), who found that most video films depict sexually related behaviour and when children watch such movies, they are sexually aroused especially the adolescents and this could often lead to anti-social vices such as sexual addiction, lesbianism and homosexuality. Based on this finding, the researcher wishes to observe that consistent viewing of video films with sexual content can induce students into promiscuity.

Conclusion

Based on the findings of the study, the following conclusions were drawn.

Peer pressure has a strong association with students' promiscuous behaviour. Students tend to get involved in sex before marriage if they perceive their friends to be sexually active. Consistent watching of video films with sexual contents could increase students' desire for premarital sex which could lead to unwanted pregnancy, school attrition and sexual transmitted diseases. Also, strong desire for material possession (financial favours and gifts) tends to strengthen students' urge for sex out of marital relationship. Students' involvement in promiscuous acts is associated with parent inability to teach their children issues about sex as well as less discipline at home. The overall conclusion of the study is that social factors have strong connection with promiscuity among SS1 students.

Recommendations

- 1.) School administrators, parents and teachers should wake up to their responsibilities of monitoring and advising students on the kind of associations they should keep, so as to reduce peer influences towards premarital sex.
- 2.) Parents should ensure that sex education is given to children particularly at early stage of adolescent so as to increase their knowledge about sexual promiscuity.
- 3.) Parents, teachers and the school administrators should always educate the students on the need to be contented with what they have and shun greed, so as not to be attracted by material possession most youth receive as exchange for sex.

References

1. Barnett, J., Maticka-Tyndale, E. and Team, T. (2011). The gift of agency: Sexual exchange scripts among Nigerian youth. *Journal of Sex Research*, 48(4): 349-359.
2. Brooks, B. (2012). *The process of parenting*. McGraw-Hill, Wadsworth, 29p.
3. Chan, K. and Cai, X. (2009). Influence of television advertising on adolescent in China: An urban-rural comparison. *Young Consumers*, 10(2): 133-145.
4. Epstein, J. (2012). School, family and community partnerships: caring for children we share. In J. Epstein, M. Sanders, B. Simon, K. Salinas, N. Janson and F. Van Voorhis (Eds.), *School family and community partnerships: Your handbook for action*. C.A Corwin, Thousand Oaks, 17-29p.
5. Kirk, A. (2010). Riding the bull: Reform in Washington, Kentucky, and Massachusetts. *Journal of health Politics, Policy and Law*, 25(1): 133-173.
6. Lerclerc-Madlala, S. (2013). Age disparate and intergenerational sex in southern Africa: the dynamics of hyper-vulnerability. HSRC Pretoria Press, Pretoria, 19p.
7. Nabaraji, A. and Saraswati, A. (2017). Attitude towards premarital sex among higher secondary school students in Pokhara sub-Metropolitan City. *Journal of Community Medicine and Health Education*, 7(5): 2-6.
8. Okeke, S. and Deborah, O. (2016). Psychological predictors of premarital sexual relationship among in-school adolescents in a Western Nigeria City. *Universal Journal of Public Health*, 4(4): 196-202.
9. Onyebuchukwu, I., Sholarin, M. and Emerenwa, A. (2015). Age, gender, religiosity and family factors on sexual attitude and behaviour of university of Ibadan undergraduate student. *Research on Humanities and social sciences*, 5(6): 130-139.
10. O'Regan, E. (2011). *Teaching adolescent with behaviour disorder*. Mosby and company, Texas, CV, 101p.
11. Pugh, A. (2009). *Longing and belonging: Parents, children, and consumer culture*. University of California Press, Berkeley, 62p.
12. Richins, M. (2011). Materialism, transformation, expectation, and spending: Implication for credit use. *Journal of Public Policy and Marketing*, 30(2): 141-156.
13. Ryan, A. (2011). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist*, 35, 101-112.
14. Safra, J. and Collinge, N. (2011). Environmental determinants of students sexual promiscuity. *Child Development*, 2(5): 92-103.