

PSYCHOSOCIAL FACTORS DETERMINING SEXUAL PRACTICES AMONG UNDERGRADUATE STUDENTS: FOCUSING ON FAITH-BASED UNIVERSITY-RELATED FACTORS.

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ABSTRACT

Sexual practices among undergraduate students in faith-based universities has been a topic of interest in recent years. To unravel the intricacies of this phenomenon, this study aimed to explore the psychosocial factors that determine sexual practices among undergraduate students in faith-based universities. Specifically, it focused on the roles of emotional intelligence, gender, family type, religion, and academic level in shaping sexual behaviour in these settings. The objective of the study was to provide empirical evidence for parents, educators, and policy-makers to better understand and guide undergraduate students' sexual practices in faith-based universities. This study was conducted at the Fountain University Osogbo, a faith-based institution in Nigeria, using a cross-sectional research design. The researchers employed purposive sampling techniques to recruit 752 participants, comprising first-year and final-year undergraduates. Computer-Assisted Personal Interviews (CAPI) were used to collect data anonymously and increase the response rate. The study found that a majority of the participants (61%) were sexually active, and there were significant difference of emotional intelligence in undergraduate sexual practices $\{t(751) = 12.68, p < 0.05\}$. There was a difference in sexual practices between the entry and exit points of the faith-based academic setting, with more sexual activity observed at the point of exit. The study also revealed that emotional intelligence ($R^2 = 0.03, F(1, 751) = 25.60, p < .05$) and undergraduate level were predictors of undergraduate sexual practices, while traditional demographic factors like gender $\{t(750) = 24.94, p > 0.05\}$, family type, religion and undergraduate level collectively did not have a significant impact ($R^2 = 0.009, F(1, 751) = 2.39, p > .05$). The study's findings suggest that emotional intelligence development is critical in shaping sexual behaviour among undergraduate students in faith-based universities. The study also highlights the complex interplay between psychosocial factors and sexual practices among undergraduate students in faith-based universities, emphasizing the need for further research in this area. Overall, the study provides valuable insights for parents, educators, and policy-makers to better understand and guide undergraduate students' sexual practices in faith-based universities.

Keywords: Emotional Intelligence, Gender, Family Type, Religion, Academic Level and Sexual Behaviour

Introduction

Nigeria is one of the nations in Sub-Saharan Africa where unwanted pregnancy and abortion is still a significant social-health issue (Wado, et al., 2020; Bankole, et al., 2020). Similar to this, STIs (Sexually Transmitted Infections) such as Gonorrhoea, herpes, HIV/AIDs, syphilis, and more are a few of these illnesses are common among undergraduates, prompting social-health initiatives with sexual practices been a major precursor (Eastman-Mueller, et al., 2022; Ajayi, et al., 2019). Undergraduates who participate in sexual activity run the biggest risk of developing these issues, and the risk increases with early sexual experience and multiple partners.

Undergraduates are highly advised to utilize adequate protection, like a contraceptive or abstinence, which has been recommended to prevent unintended pregnancy, abortion, and STIs, if they do decide to partake in the act (Omotoso, 2022). Despite, these advices abortion STIs

prevalence among undergraduates are still high. Thus, necessitating the need to examine factors contributing to this prevalence (Ajayi, et al., 2019). Reputable infections can be passed from one person to another through unprotected intercourse (Cicarese, et al., 2020). Vaginal, oral, and anal sex are the three types of sex that are typically identified to be practiced (Rothman, 2021; Shusterman, 2021). Any sexual action which includes the anal region is referred to as "anal sex" and it includes techniques like piercing the anus with the penis, finger(s), or sex toy(s) (such vibrators), as well as stimulating the anus with the tongue or mouth (Shusterman, 2021). The act of having sex in which the male penis enters the female vagina is known as vaginal sex (Rothman, 2021). The act of stimulating a partner's external genitalia with the mouth, lip, tongue, teeth, and/or throat is known as oral sex (Chnadra, 2021). Other non-penetrative sexual behaviours include hugging, kissing, fondling, stroking each other's genitalia, watching porn, masturbating, and daydreaming. These definitions of sex have been used as defining criteria in other research as well, including this one (Shusterman, 2021; Chnadra, 2021). Thus, necessitating the need for this present study to explore undergraduate sexual practice with the aim of addressing excesses of these behaviours through suggesting focus for interveners.

Previous research has identified several psychosocial factors that influence sexual practices among undergraduate students. For example, a study by Cooper et al. (2014) found that peer norms, attitudes towards sexual behaviour, and sexual self-efficacy were important predictors of sexual activity among college students. Another study by Dariotis et al. (2008) found that religiosity and spirituality were negatively associated with sexual risk-taking behaviours among college students. Thus, suggesting the need to focus on faith-based universities setting with the aim of understanding how these faith-based environment influence undergraduate sexual practice.

Gender roles and expectations have also been shown to play a significant role in sexual practices among undergraduate students. A study by Bordini and Sperb (2013) found that women were more likely than men to engage in sexual behaviours with partners they were emotionally involved with, while men were more likely to engage in casual sexual encounters. Incorporating Cooper et al., (2014), Dariotis et al., (2008) and Bordini and Sperb, (2013) suggest the need for the present study to explore the relationship between emotional intelligence, gender, student level at the university and sexual practices in a faith-based setting. Additionally, Fielder and Carey (2010) found that individuals with depression were more likely to engage in risky sexual behaviour, while those with anxiety were more likely to engage in sexual avoidance while Somefun, (2019) also reported that religiosity help in promote abstinence and health sexual practices. This fuel the curiosity to explore sexual practices in religious settings and compare sexual practices from the point of entry into this kind of setting as well as exist.

Sanchez and colleagues (2015) found that religious commitment was negatively associated with sexual communication among college students, potentially due to the stigma surrounding sexuality in some religious communities. However, the authors noted that emotional intelligence may play a protective role in buffering the negative effects of religious commitment on sexual communication. Hodge et al., (2019) found that individuals who scored higher on measures of emotional intelligence reported more positive sexual experiences, including greater sexual satisfaction and fewer sexual problems. However, the authors noted that the impact of emotional intelligence on sexual outcomes may depend on cultural and contextual factors, such as religious beliefs and practices. In a faith-based university setting, where religious beliefs and values are

likely to play a significant role in individuals' sexual practices. It is crucial to examine how emotional intelligence would predict sexual practices among undergraduate in faith-based setting.

Regarding emotional intelligence, students who are not yet fully developed in this area may struggle to manage their emotions and communicate effectively with their sexual partners. For example, they may struggle to express their boundaries and preferences, which can lead to negative experiences or even sexual assault. On the other hand, students with high emotional intelligence may be better able to communicate effectively with their partners, negotiate boundaries, and make informed decisions about their sexual practices. Regarding gender, societal expectations and norms may influence the way that students experiment with their sexuality. For example, male students may feel pressure to be sexually aggressive and assertive, while female students may feel pressure to be passive and submissive. These gendered expectations can influence the way that young students navigate their sexual experiences and can impact their emotional wellbeing. Students who have higher emotional intelligence may be better equipped to resist these pressures and make decisions that align with their own values and preferences. Thus, the rationale for exploring psychosocial factors such as emotional intelligence, gender, and student level can play a significant role in determining the sexual practices of undergraduate students, especially in faith-based universities.

Present study rationale

It appeared that there is a need to explore religious mechanism which seems to be capable of addressing issues around undergraduate sexual practices, hence the rationale for exploring undergraduate sexual practices in faith-based universities. Sexual practices are a natural aspect of human development that evolves throughout different stages of life, from infancy to late adulthood. The present study focuses on sexual practices among undergraduates who are in the final stages of adolescence and early adulthood. This phase is characterized by several challenges, including adjusting to changes in physical appearance and functioning, managing sexual desires, and integrating sexual attitudes and experiences into one's developing identity (Bradley, et al., 2016). Additional challenges arise from the unfamiliar sensations of sexual arousal, attention related to physical attractiveness, and increased vulnerability created by sexual encounters (Bradley, et al., 2016). Undergraduate may also face peer pressure, easy access to information, societal influence, and unfiltered exposure to pornography, pharmaceuticals, and technology that enhance their predisposition to sex (Erati, 2019). Given their egocentric nature, undergraduates may make poor decisions due to a lack of cognitive and emotional maturity, which can have long-term consequences. The aim of this study is to explore the relationship between emotional intelligence and sexual practices among undergraduates, with a focus on the role of family type (as a derivative of religiosity) as well as undergraduate level at university (as derivatives of school factors) in this relationship. The relevance of fostering sexual health, well-being, and gender equality is underscored by the topic of psychosocial factors influencing sexual practices among undergraduate students in faith-based universities and SDG 3 (Good health and well-being). It highlights the necessity for thorough sexual education, civil discourse, and assistance programs that enable students to make knowledgeable decisions about their sexual practices while honoring their cultural and religious origins.

AIM: The objective of the study is to explore undergraduate sexual practices in faith-based university while focusing on psychosocial factors like emotional intelligence, gender role, and student level at university

METHOD

Participants

Purposive sampling techniques was used to select respondents from Fountain University Osogbo. The rationale for this was to explore sexual practices among undergraduates in faith-based university. The participants age range were 16-30years old ($M=22.17$, $SD=3.87$). A large proportion of the participants were male ($n=502$, 66.5%) as against female ($n=249$, 33.5%). Similarly, majority of the participants were in their final year ($n=426$, 56.4%); Muslim ($n=743$, 98.8%); polygamy ($n=526$, 69.9%); low level of emotional Intelligence ($n=398$, 52.9%).

Measures

Personal Information Questionnaire: A Personal Information Questionnaire is a research tool used to gather information about an individual's personal background and characteristics. This questionnaire typically includes questions related to demographics, such as age, gender, marital status, education, and religion, as well as other personal information that may be relevant to the research study. The questionnaire is structured, and the questions are both open-ended or closed-ended. The purpose of the questionnaire is to collect data that can be analyzed to understand the characteristics and experiences of the individuals being studied.

Sexual Behavioural Scale: The contents of this segment were derived from a study by Ekundayo et al. (2012). The Sexual Behaviour Scale (SBS) comprises 24 items that assess patterns of sexual activity within the previous four weeks. The scale depicts various sexual activities that respondents may engage in. The items are scored on a scale ranging from 0 (Not at all) to 4 (More than thrice), and are categorized into two groups: penetrative and non-penetrative. Each category is further divided into sexually inactive and active within the previous four weeks. Penetrative sexual behaviour refers to the insertion of genitalia into a partner's mouth, anus, or vagina. Non-penetrative sexual behaviour refers to activities such as kissing, hugging, discussing sex, making intimate eye contact, and touching each other's genitals, which may be performed alone or with a partner. Sexually inactive individuals are those who have not engaged in sexual activities within the previous four weeks, including those with a zero frequency of sexual acts. Those who have engaged in sexual activities between 1-4 times within the previous four weeks fall under the sexually active category. The scale was concurrently validated with the original version by Ekundayo et al. (2012) using Pearson's moment correlation ($r(48) = .83$), which revealed a positive correlation. This implies that the adapted version of the Sexual Behaviour Scale measures what it intends to measure and is suitable for use in the primary study. Additionally, the reliability of the Sexual Behaviour Scale was analyzed using the 24 items, yielding a reliability score of 0.7.

Brief Emotional Intelligence Scale (BEIS-10): The brief emotional intelligence scale (BEIS-10) was developed by Davies, et al., (2010). The scale consists of 10 items with five dimensions to emotional intelligence. These are appraisal of own emotions, others' emotion, regulation of own emotions, others' emotion and utilization of emotions. The 10-item scale was rated on a 5-point Likert scale anchored from strongly agree to strongly disagree. Item 1 and 2 measures appraisal or own emotion; item 3 and 4 measures appraisal of others' emotion; item 5 and 6 measures regulations of own emotions; item 7 and 8 measure regulation of others' emotions and lastly item 9 and 10 measures utilization of emotions. The summation provides the levels of emotional intelligence which was ranges low and high reflective to the mean score. Davies et al.,

(2010) reported that the instrument had good internal consistency with reliability coefficient alpha of 0.84. Davies et al., (2010) concluded that their analysis showed that BEIS-10 is a valid and reliable measuring tool of emotional intelligence.

Procedure

Participants were from Fountain University in Osun State, Nigeria. the rationale was to explore emotional intelligence, gender, student level at university roles in undergraduate sexual practices in faith-based university. Two faculties (Faculty of Basic Medical and Health Sciences and Faculty of Natural and Applied Science) out of six faculties in Fountain University. The study also purposely selects three departments from the faculties above from which respondents were drawn. The goal was to observe the moderating role of student level at university in the relationship between emotional intelligence and sexual practices among students in faith-based university. Department of biological science, chemical science and mathematics (Faculty of Natural and Applied Sciences), Nursing science, public health and environmental health sciences (Faculty of Basic Medical and Health Science) were systematically selected from Fountain University Osogbo. The rationale for selecting these department was to ensure homogeneity of the population. First year and finalist students WhatsApp platforms were used to reach respondents from each department, hence the scale were converted into script to permit the use of CAPI. The reason for this was to be able to examine the research issue from the point of entry and exist of the faith-based setting influence on sexual practices, hence provide the rationale to compare two different timelines which provide justification for also using cross-section research design. In an attempt to ensure quality and transparent data collection, an online questionnaire was adopted. A visitation to the population location revealed that the university has a total estimated population of 3740 student. The sample size for this study will be determined using Yamane (1967) sample size formula: $(n) = \frac{N}{1 + N(e)^2}$ where: N= Population size, n= Sample size, e= Error variance $(0.05)^2$ Thus, a total of 400 respondents will be sufficient to represent the study population. However, data was collected via class WhatsApp for each department mentioned above. The questionnaire was design through the use of script for the purpose of ensuring quality data collection and transparency. A total of 752 eventually filled the online questionnaire and all were students in their first year and last year from fountain university Osogbo.

Statistical analysis

Descriptive statistics and inferential statistics are two important branches of statistical analysis. Descriptive statistics involve summarizing and describing the main features of a dataset, such as the mean, median, mode, range, standard deviation, and variance. These statistics provide an overview of the data and help us to better understand the nature of the data we are working with. On the other hand, inferential statistics involve making inferences and drawing conclusions about a population based on a sample of data. This involves using statistical methods to test hypotheses, estimate parameters, and make predictions about the population. Inferential statistics are particularly useful when we want to generalize our findings from a sample to a larger population. The rationale for using both descriptive and inferential statistics depends on the purpose of the analysis. Descriptive statistics are used to describe the main features of a dataset and provide a summary of the data. This can help us to identify patterns, trends, and outliers in the data, as well as to check for errors or missing data. Descriptive statistics are also useful for communicating the main findings of a study to others. Inferential statistics, on the other hand, are used to draw conclusions about a population based on a sample of data. This can help us to make predictions, test hypotheses, and estimate parameters. Inferential statistics are particularly useful when we want to generalize our findings from a sample to a larger population. The use of

descriptive and inferential statistics depends on the nature of the data and the purpose of the analysis. Descriptive statistics are used to describe the main features of a dataset, while inferential statistics are used to draw conclusions about a population based on a sample of data. Both types of statistics are essential tools for understanding and analyzing data.

RESULTS

Descriptive Analysis of Data Set

In an attempt to explore sexual practices among undergraduate the prevalence appears to be the starting point to describe the data obtained.

Table 1: Prevalence of Penetrative and Non-Penetrative Sexual Practices

Categories of Sexual Behaviour	Frequency	Counts	Percentage
Non-penetrative	Sexually Inactive	127	16.9
	Sexually Active	625	83.1
Penetrative	Sexually Inactive	293	39.0
	Sexually Active	459	61.0

Source: Author's Field Survey, 2022

Table 1 indicated that 16.9% of the representative were sexually inactive in relation to non-penetrative sexual behaviour as oppose 83.1% who were sexually active in this regard. Consequently 39% were sexually inactive in relation to penetrative sexual behaviours as oppose 61% who were sexually active in this regard.

The third-stage process which involve further categorization of penetrative and non-penetrative sexual behaviour in relation to sexually active and inactive. Sexual activeness and inactiveness were based of exhibition or exhibition of sexual behaviour within last four weeks. Respondents who indicated they had not exhibit any of the aforementioned sexual behaviour were classified sexually inactive (both at the penetrative and non-penetrative level). However, indication by respondents to exhibit of any of these sexual behaviour with the stipulated period was classified sexually active (both at the penetrative and non-penetrative level). Table 2 below indicated the pattern of sexual practices among undergraduates' students in faith-based university.

Table 2 Pattern of Sexual Practices among Faith-based Students

Sexual Practices	Frequency	Rank	Counts	Percentage
Sexually Inactive	0	1	120	16.0
Sexually Active	1-4	2	632	84.0

Source: Author's Field Survey, 2022

Table 2 indicated that a large proportion of students were sexually active (84%) as oppose 84% who were sexually inactive. Further analysis based on point of entry and exist was also carried and indicated in Table 2. By point of entry and exist, the study refers to fresh students who had spent at least a session (a single academic year), hence point of entry. On the other hand, point of exist refer to student at their final year who had spent four years and above.

Point of Entry-Exist and Sexual practices in Faith-Based Setting

To achieved this a descriptive comparison was carried out between data provided by the first year students and students at the final year. Table 3 provide the sexual practices prevalence between freshers and finalists of faith-based university.

Table 3: Sexual Practice Prevalence among Freshers and Finalists Undergraduates Students

Point of Entry/Exist	Categories of Sexual Behaviour	Sub-Categories Sexual Behaviour	Counts	Percentage
Freshers	Non-penetrative	Sexually Inactive	74	22.7
		Sexually Active	252	77.3
Finalists	Penetrative	Sexually Inactive	139	42.6
		Sexually Active	187	57.4
	Non-penetrative	Sexually Inactive	53	12.4
		Sexually Active	373	87.6
Penetrative	Sexually Inactive	154	36.2	
	Sexually Active	272	63.8	

Source: Author's Field Survey, 2022

The table 3 revealed that at the point of entry 22.7% of fresher student were sexually inactive in relation to non-penetrative sexual behaviour as against 12.4% of finalists within same categories, hence showing a decreasing trend toward non-penetrative sexual behaviour. However, 77.3% of freshers were sexually active in relation to non-penetrative sexual behaviour as at the point of entry. Thus, at the point of exist (finalists) there was an increasing trend (87.6%).

In the aspect of penetrative sexual behaviour 42.6% were sexually inactive in this regard as at the point of entry although still a negative trend was recorded as there was a decrease percentile (36.2%) of finalists who were sexually inactive in this regard. Unfortunately, there was a contrasting trend as 57.4% of freshers were sexually active towards penetrative sexual behaviour as against 63.8% of finalists who were sexually active towards the penetrative sexual behavioural domain, hence making sexual behaviour among students in faith-based worrisome.

Gender and Sexual Practice

The data spread was also observed from a gender perspective through the use of cross tabulation. Table 4 provide outcome of this observation.

Table 4 Cross Tabulation between Gender, and Sexual Practices in Faith-based Universities

Variables	Sexually Inactive	Sexually Active
Male	68(13.5%)	434(86.5%)
Female	52(20.8%)	198(79.2%)

Source: Author's Field Survey, 2022

Table 4 presents the results of a cross-tabulation between gender and sexual practices among students in faith-based universities. The table is divided into two columns that represent two categories of sexual activity: "sexually inactive" and "sexually active." The rows represent the two genders: "male" and "female." According to the table, out of all the male students surveyed, 68 or 13.5% reported being sexually inactive, while 434 or 86.5% reported being sexually active. On the other hand, out of all the female students surveyed, 52 or 20.8% reported being sexually inactive, while 198 or 79.2% reported being sexually active. Therefore, the table suggests that a higher percentage of male students are sexually active compared to female students, while a higher percentage of female students are sexually inactive. It is important to note that this data is specific to faith-based universities and may not be representative of other educational settings.

Emotional Intelligence and Sexual Practices

This section observed faith-based students emotional intelligence in relation to their sexual practices and present the outcome of this observation in Table 5. The level of emotional intelligence was categories as low and high by comparing individual undergraduate score to the mean score of the group. Individual below the mean were classified as having low emotional intelligence while those with scores above the mean were classified as having high emotional intelligence.

Table 5: Emotional Intelligence and Sexual Practices in Faith-based Universities

Emotional Intelligence	SP Categories	SP levels	N/ Percentage	Frequency	Percentage
Low	Penetrative	Sexually active	398, 52.9%	270	67.8
		Sexually inactive		128	32.2
	Non penetrative	Sexually active		348	87.4
		Sexually inactive		50	12.6
High	Penetrative	Sexually active	354, 47.1%	193	54.5
		Sexually inactive		161	45.5
	Non penetrative	Sexually active		276	78.0
		Sexually inactive		78	22.0

Source: Author’s Field Survey, 2022

The data is divided into four categories based on the level of emotional intelligence (low vs. high) and the type of sexual activity (penetrative vs. non-penetrative) and whether the participants were sexually active or inactive. The column headings indicate the two levels of emotional intelligence, i.e., low and high, while the row headings represent the two types of sexual activity, i.e., penetrative and non-penetrative. The cells in the table represent the number and percentage of participants in each category, based on their sexual activity and emotional intelligence level.

Regarding penetrative sexual practices individual with low emotional intelligence were sexually active (67.8%) as against 54.5% who had high emotional intelligence. Likewise, non-penetrative sexual practices were high among students with low emotional intelligence as oppose those with high emotional intelligence. It should also be noted that Table 5 only presents the frequencies

and percentages of the participants in each category, without providing any statistical tests or measures of effect size yet. As such, it's unclear whether the observed differences are statistically significant or practically meaningful.

Thus, study hypothesized that:

1. Emotional intelligence will significantly predict undergraduate sexual practices in Fountain University Osogbo.
2. Undergraduate levels (first year student and finalists) at the university have a significant difference on their sexual practices.
3. There is a significant difference in the level of emotional intelligence among undergraduate sexual practice in Fountain University Osogbo.
4. There is a gender difference among undergraduate sexual practices in Fountain University Osogbo.
5. Psychosocial factors (such as family type, religion, undergraduates' level) will significantly predict undergraduate sexual practices in Fountain University Osogbo.

Rationale for Inferential Analysis

The first and last hypotheses will be tested using regression analysis (specifically simple linear and multiple regression analysis). Simple linear regression analysis was used because a single independent variable (emotional intelligence) is used to predict the value of a dependent variable (sexual practices). This technique is useful when we want to examine the linear relationship between two variables. Multiple regression analysis, on the other hand, involves using several independent variables to predict the value of a dependent variable. This technique is useful when we want to examine the simultaneous effects of multiple predictors on an outcome variable as illustrated by the last hypothesis. Other hypothesis will be tested using independent sample t-test. The rationale for this was to statistically test if the observed descriptive difference reported are significant enough. The rationale for using an independent sample t-test is that it allows the study to determine whether any observed differences between the two groups are statistically significant or simply due to chance. By comparing the means of the two groups and calculating the t-statistic and p-value, we can determine whether the observed difference is large enough to be considered statistically significant or if it could have occurred by random chance.

Hypotheses Testing

The first hypothesis stated that emotional intelligence will significantly predict undergraduate sexual practices in Fountain University Osogbo. This was tested using simple linear regression at 0.05 level of significance, hence the outcome was presented in Table 6:

Table 6: Linear Regression Summary Table Showing (Independent) Predictive role of Emotional Intelligence on Sexual Practices

<i>Variable</i>	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>P</i>
(Constant)	46.42	3.24		14.31	0.00
Emotional Intelligence	-.45	0.09	-0.18	-5.06	0.00

($R^2= 0.033$, $F(1, 751)=25.60$, $p<.05$)

Table 6 showed that emotional intelligence significantly predict undergraduate students sexual behaviour ($R^2= 0.03$, $F(1, 751)=25.60$, $p<.05$). the result showed that emotional intelligence explained 33% of the variance in undergraduate students' sexual behaviour. The table also indicated the regression model predicts the dependent variables significantly because $p <$

0.05 as such the hypothesis which stated that emotional intelligence predicts undergraduate sexual practices in faith-based university is accepted.

The second hypothesis which stated that undergraduate levels (first year student and finalists) at the university have a significant difference on their sexual practices was tested using independent sample t-test at 0.05 level of significance. The outcome of the analysis is presented in Table 7.

Table 7: Summary of Independent Sample t-test of Undergraduate level on Sexual Practices

Variable	Undergraduate Level	N	Mean	S. D	df	t	P
Sexual Practices	Freshers	326	2.55	1.50	750	-.33	.003
	Finalists	426	2.87	1.46			

{t (751) = 24.94, p<0.05}

Table 7 above indicated that there is a significant difference in sexual practices between first year students and finalist among undergraduates in Fountain University. It recorded {t (750) = 24.94, p>0.05} The hypothesis which states that undergraduate levels (first year student and finalists) at the university have a significant difference on their sexual practices is accepted.

The third hypothesis which stated that there is a significant difference in the level of emotional intelligence among undergraduate sexual practice in Fountain University Osogbo. This hypothesis was also tested using independent sample t-test and the outcome of the analysis was present in Table 8.

Table 8: Summary of Independent Sample t-test of Emotional Intelligence level on Sexual Practices

Variable	E.I Levels	N	Mean	S. D	df	t	P
Sexual Practices	Low	398	1.54	0.50	751	4.39	0.00
	High	354	1.39	0.49			

{t (751) = 12.68, p<0.05}

Table 8 revealed that the difference observed in the descriptive analysis has a statistically significant since it recorded {t (751) = 12.68, p<0.05}. Invariably, there is a significant difference among undergraduate sexual practices between student with low and high emotional intelligence. Therefore, the hypothesis which stated that there is a significant difference in the level of emotional intelligence among undergraduate sexual practice in Fountain University Osogbo was accepted.

The notion that there is a significant gender difference among undergraduate sexual practices in Fountain University Osogbo was also tested using independent sample t-test at 0.05 level of significance. The outcome of the analysis was presented in Table 10.

Table 9: Summary of Independent Sample t-test of Gender on Sexual Practices

Variable	Gender	N	Mean	S. D	df	t	P
Sexual Practices	Male	502	1.48	0.50	750	1.38	0.30
	Female	250	1.44	0.50			

{t (750) = 12.68, p<0.05}

The Levene' test for equality of variance acknowledge that there is a difference in sexual practices between male and female. However, Table 9 also shows the results of the t-test for equality of means. The t-value (1.038) is the test statistic, which measures the difference between the means of the two groups relative to the variability within the groups. The degrees of freedom (df) for the t-test are calculated using the formula: $df = n_1 + n_2 - 2$, where n_1 and n_2 are the sample sizes of the two groups. The p-value for the t-test is .300, which is greater than .05, indicating that there is no significant difference in the means of the two groups. This means that the prevalence of sexual behaviour is not significantly different between the two groups. Based on the aforementioned, there was no significant gender difference in undergraduate sexual practices in faith-based university. Thus, the hypothesis which stated that there is a significant gender difference among undergraduate sexual practices in Fountain University Osogbo is rejected ($t(750) = 12.68, p < 0.05$).

The last hypothesis stated that psychosocial factors (such as family type, religion, undergraduates' level) will significantly predict undergraduate sexual practices in Fountain University Osogbo. This was tested using multiple regression analysis and was presented in Table 10.

Table 10: Summary of Multiple Regression table showing joint prediction of Family Type, Religion, Undergraduates' Level on Sexual Practices of students

Variables	B	t	p	β	P
Constant	22.22	1.26	<.05		
Family Type	2.15	1.06	>.05	0.00	>.05
Religion	.81	0.01	>.05	0.09	
Undergraduate Level	1.5	2.41	<.05	0.04	

($R^2 = 0.009, F(1, 751) = 2.39, p > .05$)

Table 10 revealed that family type, religion and undergraduate level do not jointly predict undergraduate sexual practices in faith-based university $F(1, 751) = 2.39, R^2 = 0.009; p > 0.05$. Thus, the stated hypothesis is therefore rejected. The $R^2 = 0.009$ indicated that family type, religion and undergraduate level as independent variable could only explain less than a percent of undergraduate sexual practices in faith-based university. Although, independently, undergraduates' level had a significant contribution to undergraduate sexual practices as against family type and religion.

DISCUSSION

The result indicated a high sexual practice among students in faith-based university though finalists had contributed to the high sexual practices as oppose freshers (Non-penetrative Sexual Practices (NSP): 252(77.3% vs. 373(87.6%); Penetrative Sexual Practices (PSP) 187(57.4%) vs. 272(63.8%)). This finding commensurate Olaleye, et al., (2020) who reported a higher percentage of young people been sexually active base using the street-perspective. Logically it can be deduced based on these two findings that faith-based setting was able to limit sexual practices among young people (students) compared to the street. Thus, to be able to achieve Sustainable Developmental Goal Three (Good health and well-being) there is a need to create environment to curb excessive penetrative sexual practices among students and young adult irrespective of faith-based setting nor street-wise.

Observing same data collected based on two different timelines revealed that more than half of freshmen engaged in sexual activity related to penetrative sex, it was found that freshmen were primarily sexually active concerning non-penetrative sexual behaviour. In contrast, most finalists engaged in more penetrative and non-penetrative sexual behaviours than freshmen. When comparing this two separate timeline with Olaleye, et al., (2020) indication of 64.3% prevalence of sexual practices among young adult. It was discovered that freshmen had 57.4% prevalence of sexual practices as oppose 63.8% for finalists. This implies a great need to pay attention or concern to undergraduate sexual practices and faith-based setting. Considering intricate morality surrounding faith-based setting further indicate greater concern about young adult or undergraduate students sexual and reproduction health, morality and religious doctrine.

It is crucial to take gender into account and comprehend any potential discrepancies when analyzing sexual habits among undergraduate students in the setting of faith-based universities. This study aimed to investigate and contrast the levels of sex activity among male and female students, and the descriptive analysis produced some intriguing results. The findings of this survey showed that more male students (86.5%) than female students (79.2%) reported engaging in sexual activity. This descriptive finding draws attention to the possibility of gender-specific differences in sexual participation within the sampled group. It is important to remember that these percentages do not, by themselves, provide a complete picture of the complex elements determining sexual practices. Furthermore, it is important to note that the lack of a statistically significant difference in sexual behaviours across genders shows that sexual activity usually involves the consent and participation of both genders. This discovery undermines long-held beliefs that exclusively blame or hold accountable one gender and emphasizes the significance of viewing sexual activities as a cooperative and consenting act. The results of this study highlight the necessity of a thorough and gender-inclusive strategy when addressing sexual practices among undergraduate students in faith-based universities. Such a strategy should take into account the numerous variables that affect sexual behaviours and respect the autonomy and agency of both male and female pupils. Additionally, it highlights the significance of encouraging sexuality-related open and polite conversations, well-informed choices, and the development of encouraging environments that enable students to make positive decisions about their sexual behaviour.

Within the context of sexual practices among undergraduate students, the role of emotional intelligence emerges as a significant factor influencing their engagement in such activities. This study sought to explore the relationship between emotional intelligence and sexual practices among these students, revealing intriguing findings that shed light on the interplay between emotional intelligence and sexual behaviours. The results of this study indicate that undergraduate students with low emotional intelligence were more likely to engage in sexual practices compared to those with high emotional intelligence. This observation underscores the importance of emotional regulation and control in influencing sexual decision-making processes. Students who possess lower emotional intelligence may struggle with managing their emotions effectively, potentially leading to impulsive or uninformed choices regarding their sexual behaviours.

Furthermore, the significant relationship between emotional intelligence and sexual practices highlights the impact of emotional intelligence on individuals' overall sexual experiences. This finding is consistent with previous research conducted by Hedge et al. (2019), which also revealed a positive association between emotional intelligence and sexual satisfaction. The study by Hedge et al. demonstrated that individuals with higher emotional intelligence scores reported greater

sexual satisfaction and experienced fewer sexual problems. These findings further support the notion that emotional intelligence plays a crucial role in shaping individuals' sexual experiences and behaviours. Understanding the relationship between emotional intelligence and sexual practices among undergraduate students has important implications. It suggests that interventions aimed at promoting healthy sexual behaviours and decision-making should consider the development of emotional intelligence skills. Enhancing emotional regulation, empathy, and effective communication can empower students to make informed choices, establish boundaries, and engage in positive sexual experiences.

Within the context of sexual practices among undergraduate students in faith-based universities, the influence of psychosocial factors, including family type, religion, and undergraduate level, becomes a focal point of investigation. This study aimed to explore the relationship between these factors and the sexual practices of undergraduate students, yielding intriguing findings that shed light on the complex interplay between psychosocial variables and sexual behaviours. The results of this study indicate that while family type, religion, and undergraduate level collectively do not predict sexual practices among undergraduate students from faith-based universities, there is a significant relationship between undergraduate level and sexual practices. This finding suggests that as students' progress through different levels of their undergraduate education, their sexual practices may undergo changes or evolve. The lack of predictive power of family type and religion on sexual practices implies that individual differences and personal choices play a more prominent role in shaping sexual behaviors among students in faith-based universities. Despite shared religious beliefs and diverse family backgrounds, the influence of these factors alone may not be sufficient to determine the sexual practices of undergraduate students. This underscores the importance of considering additional contextual factors and individual agency in understanding sexual behaviours. The significant relationship between undergraduate level and sexual practices highlights the dynamic nature of sexual behaviours as students' progress in their academic journey. It suggests that factors specific to the university environment, such as exposure to new experiences, increased independence, and expanded social networks, may contribute to variations in sexual practices among students. These findings align with previous research that indicates a correlation between transitional periods, such as entering university, and changes in sexual behaviours.

Conclusion

This study concluded that there is a high sexual practice among undergraduate in faith-based university. Difference in emotional intelligence, undergraduate level determines the sexual practices among undergraduate in faith-based university. Though, gender difference, psychosocial factors such as family type, religion and undergraduate level collectively do not have significant role in undergraduate students' sexual practices.

Recommendation

Based on this study findings interventions and support services in faith-based colleges can benefit from an understanding of the complex interaction between undergraduate level and sexual practices. Targeted educational programs that address the distinctive problems and opportunities given at various levels of undergraduate education are made possible by the recognition of the potential impact of university experiences on students' sexual behaviours. Universities can enable students to navigate their sexual lives responsibly and maintain their general well-being by offering comprehensive sexual health education, encouraging informed decision-making, and

establishing supportive settings. Educational institutions should give students the skills they need to handle intimate relationships and sexual encounters appropriately by emphasizing emotional intelligence as a crucial component of sexual health education. Healthy sexual behaviours among undergraduate students can be encouraged through tactics including integrating emotional intelligence training, encouraging open dialogues about emotions and sexual well-being, and offering support services that cater to emotional needs. To be able to achieve

The accomplishment of SDG Goal 3: Good Health and Well-Being is supported by these recommendations. Faith-based educational institutions can assist their students' wellbeing and sexual health by adopting thorough programs for teaching on the subject, creating a welcoming environment, and equipping them with the knowledge and skills necessary to make informed decisions. This is in line with SDG 3's goal of ensuring that everyone has access to sexual and reproductive health services, such as information, education, and contraception, while also lowering the prevalence of HIV/AIDS and other STDs. Faith-based universities support the overarching objective of guaranteeing everyone's health and well-being through encouraging healthy sexual activities.

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Ethical approval

This study was approved by the department of Psychology, Obafemi Awolowo University and postgraduate committees for ethical committees.

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