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CENTRE DE RECHERCHE ET DE
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THE UNIVERSITY OF YAOUNDE I

*FACULTY OF ARTS, LETTERS AND
SOCIAL SCIENCES*

*POST GRADUATE SCHOOL FOR
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SCIENCES*

*DOCTORAL RESEARCH UNIT FOR
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DEPARTMENT OF SOCIOLOGY

**SEXUAL PROMISCUITY AND MENTAL HEALTH
OF FEMALE STUDENTS IN THE UNIVERSITY OF
BUEA**

A dissertation submitted in partial fulfilment on 18th July 2025, of the requirements for the award of a professional master's degree in gender and development.

Specialization: Gender, Economic and Technical development

By:

Juliet ZISUH FALEFAC

B.Sc. in Sociology and Anthropology



Members of the Jury

President : Solange R. ESSOMBA EBELA (MC) The University of Yaounde I

Supervisor : Achille PINGHANE YONTA (MC) The University of Yaounde I

Examiner : Edith NDJAH ETOLO (CC) The University of Yaounde I

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To

My husband Mr. BEZEJOUH DOMINIC ALEMANJI

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ABSTRACT

The research is entitled “Sexual promiscuity and mental health of female students in the University of Buea”. Sexual promiscuity is becoming a norm, especially among female students in the university milieu. Female students in the university are late adolescents and early adults who are between the ages of 18 and mid-30s; these are youths at the peak of sexuality awareness and above puberty which has led to sexual experimentation and exploration often resulting in sexual promiscuity. Sexual promiscuity has varying impacts on academic performance, mediated by factors such as psychological stress, time management, and negative health outcomes among female students. It is based on this background that this study investigated the relationship between academic performance and sexual promiscuity of female students in the University of Buea. The study employed a mixed-methods research design, which involved a combination of probability and non-probability sampling techniques. The population of the study was 11200 female students of the University of Buea. A stratified random sampling was utilized to divide the population of female students into distinct strata based on key demographic variables. The sample size for this study was calculated using Taro Yamane formula. Therefore, 392 questionnaires were given to female students of the University of Buea while 10 female students were interviewed. The instrument used for data collection was a questionnaire and an interview guide which was developed by the researcher. Data gathered was analysed using Descriptive Data Analysis and was interpreted together with the use of the Social Learning Theory by Albert Bandura, Ecological Systems Theory by Urie Bronfenbrenner, Transactional Model of Stress and Coping by Folkman and Psychodynamic theory by Sigmund Freud. The result of the study showed that over half of the respondents (59.18%) agree that sexual relationships are common on campus, reflecting an environment where such interactions are viewed as widespread. Also, a majority (63.8%) of respondents acknowledge that sexual promiscuity has psychological repercussions on students' mental health. However, a significant portion, 186 students (47.5%), indicated dissatisfaction in their academic performance, suggesting a large group facing challenges in reaching academic contentment while a smaller group displays resilience and resourcefulness in maintaining engagement with their studies. It is therefore recommended that trained and professional mental health specialists, counselling services, peer group support services should be highly encouraged in the university, parents and guidance should create a conducive environment to encourage open and honest discussions about sexual health, relationships and promoting acceptable moral standards which will enable them make informed choices about their sexual life and prioritize their education.

Keywords: Academic performance, mental health, female students and sexual promiscuity.

RÉSUMÉ

La recherche s'intitule « Promiscuité sexuelle et santé mentale des étudiantes de l'Université de Buea ». La promiscuité sexuelle devient une norme, en particulier chez les étudiantes du milieu universitaire. Les étudiantes de l'université sont des adolescentes et des jeunes adultes âgées de 18 à 35 ans ; ce sont des jeunes au sommet de leur conscience sexuelle et au-delà de la puberté, ce qui les a conduits à l'expérimentation et à l'exploration sexuelle, aboutissant souvent à la promiscuité sexuelle. La promiscuité sexuelle a des impacts variables sur les résultats scolaires, influencés par des facteurs tels que le stress psychologique, la gestion du temps et les problèmes de santé chez les étudiantes. C'est dans ce contexte que cette étude a examiné la relation entre les résultats scolaires et la promiscuité sexuelle des étudiantes de l'Université de Buea. L'étude a utilisé un plan de recherche à méthodes mixtes, combinant des techniques d'échantillonnage probabiliste et non probabiliste. La population de l'étude était de 11 200 étudiantes de l'Université de Buea. Un échantillonnage aléatoire stratifié a été utilisé pour diviser la population des étudiantes en strates distinctes en fonction de variables démographiques clés. La taille de l'échantillon pour cette étude a été calculée à l'aide de la formule de Taro Yamane. Par conséquent, 392 questionnaires ont été remis aux étudiantes de l'Université de Buea tandis que 10 étudiantes ont été interrogées. L'instrument utilisé pour la collecte de données était un questionnaire et un guide d'entretien qui a été développé par le chercheur. Les données obtenues ont été analysées à l'aide de l'analyse descriptive des données et ont été interprétées avec l'utilisation de la théorie de l'apprentissage social d'Albert Bandura, de la théorie des systèmes écologiques d'Urie Bronfenbrenner, du modèle transactionnel du stress et de l'adaptation de Folkman et de la théorie psychodynamique de Sigmund Freud. Le résultat de l'étude a montré que plus de la moitié des répondants (59,18 %) conviennent que les relations sexuelles sont courantes sur le campus, reflétant un environnement où de telles interactions sont considérées comme répandues. De plus, une majorité (63,8 %) des répondants reconnaissent que la promiscuité sexuelle a des répercussions psychologiques sur la santé mentale des étudiants. Cependant, une partie significative, 186 étudiants (47,5 %), ont indiqué une insatisfaction quant à leurs résultats scolaires, suggérant qu'un grand groupe a des difficultés à atteindre la satisfaction académique tandis qu'un groupe plus petit fait preuve de résilience et de débrouillardise pour maintenir son engagement dans ses études. Il est donc recommandé que des spécialistes de la santé mentale formés et professionnels, des services de conseil et des services de soutien par les pairs soient fortement encouragés à l'université, les parents et les conseillers doivent créer un environnement propice pour encourager des discussions ouvertes et honnêtes sur la santé sexuelle, les relations et la promotion de normes morales acceptables qui leur permettront de faire des choix éclairés sur leur vie sexuelle et de donner la priorité à leur éducation.

Mots-clés : Performance scolaire, santé mentale, étudiantes et promiscuité sexuelle.

ABBREVIATIONS AND ACRONYMES

GPA: Grade Point Average

HIV/AIDS: Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome

PR: Professor

SLT: Social Learning Theory

STIs: Sexually transmitted infections

UB: University of Buea

UNESCO: United Nations Educational, Scientific and Cultural Organisation

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GENERAL INTRODUCTION

I. CONTEXTUALIZATION OF THE STUDY

Promiscuity is the practiced of having casual sex with different partners or being indiscriminate in the choice of sexual partner. According to the World Health Organisation (2005) views sexual promiscuity as habitual trade activities whereby an individual trades his or her body from one customer to another or from one place to another for financial, social and political remuneration. It shows that, sexual promiscuity can have varying impacts on academic performance, mediated by factors such as psychological stress, time management, and social dynamics (Smith & Johnson, 2022). While some studies have identified a negative correlation between high levels of promiscuous behavior and academic outcomes, citing distractions and increased stress (Brown, 2021), others argue that the effects of sexual behavior on academic performance are negligible once controlled for socio-demographic variables (White & Thomson, 2020).

In the context of the University of Buea, these dynamics are likely influenced by the prevailing cultural and moral perspectives that characterize the Cameroonian societal framework. In Cameroon, sexual behavior among university students can be subject to significant social scrutiny, which may affect female students differently given the gendered expectations prevalent in many African societies (Nkwi, 2019). The perception of promiscuity is thus not only a matter of personal behavior but is also deeply embedded in the broader social and cultural milieu which can have direct and indirect effects on academic engagement and performance.

1. Overview of Sexual Promiscuity

Sexual promiscuity is a complex and multifaceted phenomenon influenced by various socio-cultural, psychological, and environmental factors. Within the context of higher education, female students often encounter a range of challenges and pressures related to their sexual identities and behaviors. The transition from adolescence to young adulthood, coupled with the new found independence and social freedoms experienced in university environments, can contribute to increased experimentation with sexual activities (Vasilenko et al., 2015). Additionally, societal attitudes towards female sexuality, including double standards and gendered expectations, may shape students' perceptions and behaviors regarding sexual promiscuity. As such, understanding the prevalence and patterns of sexual promiscuity among

female students is essential for developing targeted interventions and support services to address their unique needs and challenges.

Despite the prevalence and negative consequences of sexual promiscuity among female students, there is a dearth of research focusing specifically on this population within the context of the University of Buea. Understanding the unique socio-cultural and environmental factors influencing sexual behaviors and academic outcomes among female students at the University of Buea is essential for developing contextually relevant interventions and support services. By exploring the prevalence, patterns, and consequences of sexual promiscuity among female students in this specific setting, this study aims to fill this gap in the literature and contribute to a better understanding of the complex interplay between sexual health and academic performance in university environments (Gruber, 2009).

2. Academic Performance in University Settings

Academic performance refers to the ability of students to study, remember facts and be able to communicate their knowledge verbally or through writing (Mwaniki, 2012). In other words, academic performance refers to how learners deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic performance refers to how well a learner is accomplishing his or her tasks and studies (Scottt, 2012). Grades are certainly the most well-known indicator of academic performance. Grades are the student's "score" for their classes and overall tenure. Understanding the impact of sexual promiscuity on academic performance is essential for developing targeted interventions to support students' academic success and well-being.

Academic performance in university settings is a multifaceted construct influenced by various individual, social, and environmental factors. Within the context of higher education, academic performance is commonly assessed through indicators such as grades, course completion rates, and overall grade point average (GPA). Research suggests that academic performance among university students is not solely determined by intellectual ability but is also influenced by factors such as motivation, study habits, socio-economic status, and psychosocial well-being (Colletet, 2012). Additionally, the quality of teaching, learning resources, and institutional support services can significantly impact students' academic success. Therefore, understanding the complex interplay of these factors is essential for assessing and improving academic performance in university settings.

The University of Buea, located in the Southwest Region of Cameroon, is one of the leading institutions of higher learning in the country, attracting students from diverse socio-cultural backgrounds. With a diverse student body representing various socio-cultural backgrounds and academic disciplines, the university provides a dynamic and stimulating learning environment for students. However, like many universities worldwide, the University of Buea faces challenges related to academic performance, including high dropout rates, low retention rates, and disparities in achievement across different student populations (Mbah, 2018). Factors contributing to these challenges may include inadequate academic support services, financial constraints, limited access to learning resources, and socio-cultural barriers (Nkengbeza, 2019). Therefore, understanding the unique context of academic performance at the University of Buea is essential for developing effective strategies to enhance students' educational experiences and outcomes.

Research on academic performance at the University of Buea has the potential to yield valuable insights into the factors influencing students' success and identify areas for improvement within the institution. By examining the socio-demographic, psychological, and environmental factors associated with academic performance among female students, this study aims to contribute to a better understanding of the complex dynamics shaping educational outcomes in university settings. Additionally, investigating the relationship between sexual promiscuity and academic performance among female students at the University of Buea can inform the development of targeted interventions and support services to address students' unique needs and challenges.

II. JUSTIFICATION OF THE STUDY

1. Personal Justification

As a researcher, the personal motivation behind conducting this study stems from a genuine concern for the well-being and academic success of female students in the University of Buea. Recognizing the potential impact of sexual promiscuity on academic performance, I am driven by a desire to contribute to the identification and mitigation of factors that may hinder the educational attainment of female students. By delving into this sensitive yet crucial topic, I aim to raise awareness about the challenges faced by female students in balancing their personal lives with academic responsibilities. Additionally, as a member of the academic community, I believe it is imperative to address issues that affect the overall learning

experience and academic outcomes of students. Through this research, I aspire to advocate for the implementation of supportive measures and interventions tailored to the specific needs of female students, ultimately fostering a conducive learning environment that promotes academic excellence and personal development.

2. Scientific Justification

From a scientific perspective, this study fills a gap in the existing literature by exploring the relationship between sexual promiscuity and academic performance among female students in the context of the University of Buea. While previous research has examined various factors influencing academic performance, including socio-demographic, psychological, and environmental factors, limited attention has been paid to the role of sexual behavior in shaping educational outcomes, particularly among female students in higher education settings. By empirically investigating this relationship, this study contributes to the advancement of knowledge in both the fields of Education, Sociology and Psychology. Moreover, the findings of this study have the potential to inform evidence-based interventions and policies aimed at promoting student well-being and academic success. By employing rigorous research methods and adhering to ethical principles, this study aims to generate reliable and valid data that can withstand scientific scrutiny and contribute to the broader body of scholarship on sexual health and education.

III. RESEARCH PROBLEM

Ideally, female students at the University of Buea would exhibit responsible sexual behaviors while maintaining optimal academic performance. In this scenario, students would engage in healthy relationships, practice safe sex, and prioritize their academic responsibilities, resulting in positive academic outcomes and overall well-being. However, the reality is different from this ideal situation. Many female students engage in sexual promiscuity, characterized by multiple sexual partners, risky sexual behaviors, and inadequate protection against sexually transmitted infections (STIs) and unplanned pregnancies. This behavior can have detrimental effects on their academic performance, as it may lead to increased stress, distraction from academic responsibilities, and negative health outcomes (Khan et al, 2019). Additionally, the stigma associated with sexual promiscuity may contribute to mental health issues such as anxiety, depression, and social isolation, further exacerbating the challenges faced by these students (Eisenberg et al., 2010). Addressing this problem involves

implementing targeted interventions aimed at promoting responsible sexual behavior and supporting academic success among female students. Comprehensive sexual education programs, access to reproductive health services, and campus-wide initiatives to foster a supportive and inclusive environment are among the strategies that can be employed to mitigate the negative impact of sexual promiscuity on academic performance (Lim et al., 2018). By understanding the underlying factors contributing to sexual promiscuity and its effects on academic achievement, interventions can be tailored to address the specific needs of female students at the University of Buea, ultimately promoting their holistic development and success in both academic and personal spheres.

IV. RESEARCH QUESTION

1. Main research question

What is the relationship between sexual promiscuity and academic performance among female students in the University of Buea?

2. Specific Research Questions

1. What is the prevalence of sexual promiscuity among female students in the University of Buea?
2. What are the psychological consequences of sexual activity which can affect the academic performance among female students in the University of Buea?
3. What interventions or support systems are effective in mitigating the negative effects of sexual promiscuity on the academic performance of female students in the University of Buea?

V. HYPOTHESIS OF THE STUDY

1. Main Hypothesis:

Sexual promiscuity influences academic performance among female students in the University of Buea.

2. Specific Hypotheses:

H1: Among female students in the University of Buea, the prevalence of sexual promiscuity is higher compared to national averages for women of similar age groups.

H2: There exists psychological consequences of sexual activity which affects the academic performance among female students in the University of Buea

H3: interventions or support systems are effective in mitigating the negative effects of sexual promiscuity

VI. OBJECTIVES OF THE STUDY

1. Main Objective:

To investigate the relationship between sexual promiscuity and academic performance among female students in the University of Buea.

2. Specific Objectives:

1. To determine the prevalence rate of sexual promiscuity among female students in the University of Buea.
2. To explore the psychological consequences experienced by female students in the University of Buea as a result of engaging in sexual activity.
3. To identify existing interventions or support systems aimed at mitigating the negative effects of sexual promiscuity on the academic performance of female students in the University of Buea.

VII. LITERATURE REVIEW

This section deals with elaboration of literature review that is review of major concepts of the study and is done as follows;

1. Concept of Sexuality

Ikpe (2004) considered sexuality as the very essence of one 's humanity including one 's self- image, being male or female, physical looks and reproductive capacity in other words the author conceived sexuality as a natural part of life. It is about the way we are made, how we feel about ourselves, what roles we play in the society and how we procreate. Although the concept of sexuality can be dated back to our ancestors, we laid much emphasis population and health concerns have led to the re- thinking and re-identification of the relationship between sexuality and human activity and behaviour.

According to World Health Organization (WHO, 2003) sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts fantasies, desires, belief, attitude, values behaviours practices, roles and relationships. Sexuality is often broadly defined as a social construction of biological drive which often with issues such as whom one has sex with and in what ways.

2. Sexual Promiscuity

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. A common example of behavior viewed as promiscuous by many cultures is the one-night stand, and its frequency is used by researchers as a marker for promiscuity (Gab, 2013). Sexual promiscuity refers to mating with more than one partner in a relatively short-time period (e.g., within one estrus cycle). Promiscuous individuals may or may not exhibit long-term social bond(s) with one (or more) partner(s).

According to Takla (2014) promiscuity is the act of engaging in sexual relationships with numerous people or of being indiscriminate about who you have sexual relationships with. A person who participates in promiscuity is known as promiscuous or behaving promiscuously. Promiscuity in adults has detrimental effects on physical health. As the number of sexual partners a person has in his or her lifetime increases, the higher the risk him or her contracts sexually transmitted infections. Promiscuous individuals may also be at a higher risk of developing prostate cancer, cervical cancer, and oral cancer as a result of having multiple sexual partners, and combined with other risky acts such as smoking, and substance use, promiscuity can also lead to heart disease (Sluah, 2018).

Promiscuity is the practice of having casual sex frequently with different partners or being indiscriminate in the choice of sexual partners. The term can carry moral judgment if the social ideal for sexual activity is monogamous relationships. Misi (2008) opines that sexual promiscuity both in male or female is the use of one's body for the purpose of remuneration or consideration of any form. The World Health Organization (WHO 2005) views sexual promiscuity as habitual activities whereby an individual trades his or her body, pride and well-being from one customer to another or from one place to another for financial, social and political remuneration.

3. Sexual Behaviour

The Cameroonian society today has to grapple with many behavioural problems of its youth. Such problems include truancy, disobedience, drug offences, assault, insult, stealing, violent demonstrations, vandalism, examination malpractices, robbery, and secret cult activities. Apart from these widely publicized behavioural problems, heterosexual activities are also listed among types of behavioural problems prevalent in Cameroonian schools. These are variously named in the literature as sex abuse, sex offences, sexual misconduct, sexual immorality, sexual promiscuity, and sexual maladjustment. It is observed that in terms of behavioural problems, sex abuse appeared to be one of the most serious offences committed by children and adolescents. The age of initial sexual experience and involvement thus becomes younger than fifteen years as found by Esen, (1974) who observed that today 's situation shows a sharp contrast to the traditional Cameroonian societal context in which girls avoided pre-marital sexual experiences for fear of social punishments usually meted out to girls who lost their virginity before marriage. Observers blame this state of affairs on parents. Basically, the task of educating children, especially adolescents, about sex is seen as the responsibility of parents. Just like Nigeria, the traditional Cameroonian society, however, is quite conservative on matters of sex. Consequently, parent-child discussion on sexual matters is be clouded by parental inhibitions and inter-generational tensions. Most Cameroonian parents shy away from such discussions because it is generally believed that it will make the adolescent attempt to experiment on what they have been told. Observations were made that in most African homes, parents are not fully equipped to answer questions on sexual matters usefully. Even those who try to pass- on faulty information to their children. The whole subject thus becomes surrounded by secrecy and the children now become too embarrassed to discuss these matters with their parents.

Three decades after, the situation is hardly different as studies have shown that children rarely receive information on sexual matters from their parents. This situation leaves the adolescents curious and ill-prepared to contend with their blossoming interest in sexuality and sex and leads them to seek information from their peers.

Societal acceptance or rejection of any private behavior, including contraception, is likely to affect that behavior profoundly as some instructional books and women's magazines provide contradictory messages regarding condom use. Specifically, they portray the condom either as

a symbol of pleasure and of a life associated with responsible sexual intercourse, or as a symbol of promiscuity and disease.

4. Historical Perspectives of Sexual Behavior and Academic Performance

Throughout history, societal attitudes toward sexuality and education have evolved, shaping perceptions and expectations regarding the intersection of these domains. In traditional societies, particularly those influenced by conservative values and religious beliefs, discussions about sexuality were often taboo, and there was a prevailing notion that sexual activity outside of marriage was morally reprehensible (Potts, 2000). Consequently, individuals, especially women, were expected to adhere to strict codes of conduct regarding sexual behavior to avoid social stigma and uphold moral standards.

However, as societies progressed and underwent significant cultural shifts, attitudes toward sexuality became more liberalized, leading to increased openness and acceptance of diverse sexual identities and practices (Foucault, 1978). This shift in societal norms also coincided with advancements in education and the recognition of the importance of academic achievement for individual success and societal development. Consequently, discussions about sexual health and education became more prevalent, and efforts to promote comprehensive sexuality education in schools and universities emerged as a means to empower individuals with knowledge and skills to make informed decisions about their sexual health (UNESCO, 2018).

Despite these advancements, historical perspectives reveal persistent challenges and disparities in sexual health and academic outcomes, particularly among female students. Historical accounts often highlight the unequal treatment of women in educational settings, including limited access to education and discriminatory practices that hindered their academic progress (Thomas & Freeman, 2011). Additionally, societal expectations and gender norms have historically placed greater emphasis on female chastity and purity, leading to heightened scrutiny and judgment regarding women's sexual behavior (Vance, 1998). This double standard has contributed to the stigmatization of sexually active women, with negative repercussions for their educational opportunities and social standing.

Furthermore, historical narratives underscore the complex interplay between sexual behavior and academic performance, with societal perceptions and institutional policies often influencing outcomes. For example, in many historical contexts, unmarried women who

engaged in sexual activity were often ostracized or excluded from educational opportunities, reflecting the pervasive belief that sexual promiscuity was incompatible with academic success (Caminis et al, 2007). Similarly, institutional responses to sexual behavior among students have varied over time, with some educational institutions adopting punitive measures such as expulsion or disciplinary action, while others have implemented supportive interventions aimed at addressing underlying issues and promoting student well-being.

In recent decades, there has been growing recognition of the need for holistic approaches to sexual health and education that acknowledge the intersectionality of factors influencing individuals' experiences. This shift in perspective has prompted increased research and advocacy efforts aimed at understanding the complex relationship between sexual behavior and academic performance and developing evidence-based strategies to support students' holistic development (Maticka-Tyndale et al, 2017). However, historical legacies of stigma, discrimination, and inequality continue to shape contemporary debates and practices surrounding sexuality and education, highlighting the ongoing need for comprehensive approaches that address the multifaceted dimensions of these issues.

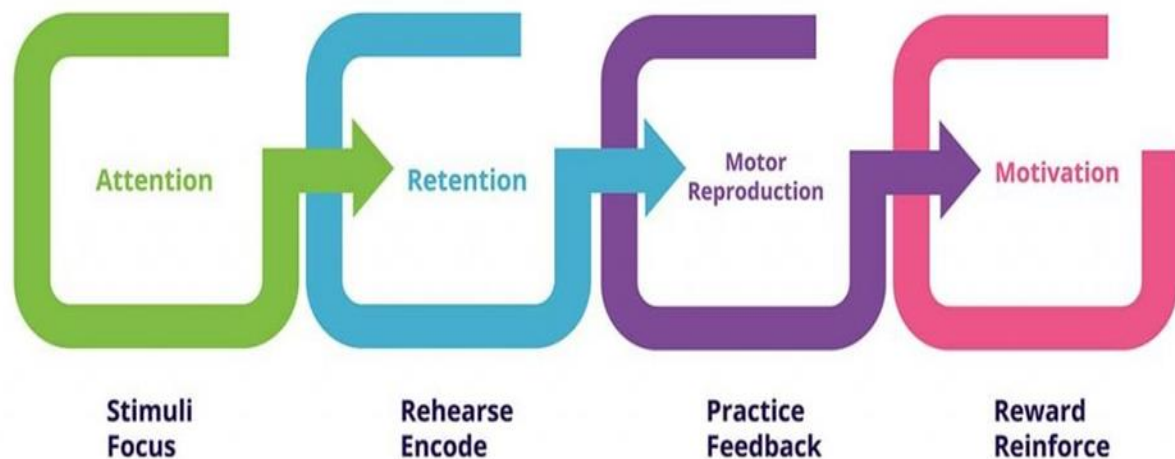
VIII. METHODOLOGY

1. Theoretical Framework

- **Social Learning Theory by Albert Bandura (1977)**

Albert Bandura's Social Learning Theory (SLT), proposed in 1977, emphasizes the role of observational learning and social reinforcement in shaping human behavior. At the core of SLT is the notion that individuals learn by observing others and modeling their behaviors, with reinforcement and punishment influencing the likelihood of behavior replication. Bandura's theory expands on traditional behaviorist principles by integrating cognitive processes and social factors into the learning process.

Figure 1 : Social Learning Theory diagram



Source: Albert Bandura (1977)

According to SLT, learning occurs through four main processes: attention, retention, reproduction, and motivation. First, individuals must pay attention to the model's behavior and its consequences. Attention is influenced by factors such as the model's characteristics, the salience of the behavior, and situational factors. Second, individuals must retain the observed behavior in memory for later reproduction. This involves cognitive processes such as encoding and storage of information. Third, individuals reproduce the observed behavior through motor reproduction, using their own skills and abilities to imitate the model's actions. Finally, the likelihood of behavior replication is influenced by motivation, with reinforcement and punishment serving as incentives or deterrents for behavior enactment.

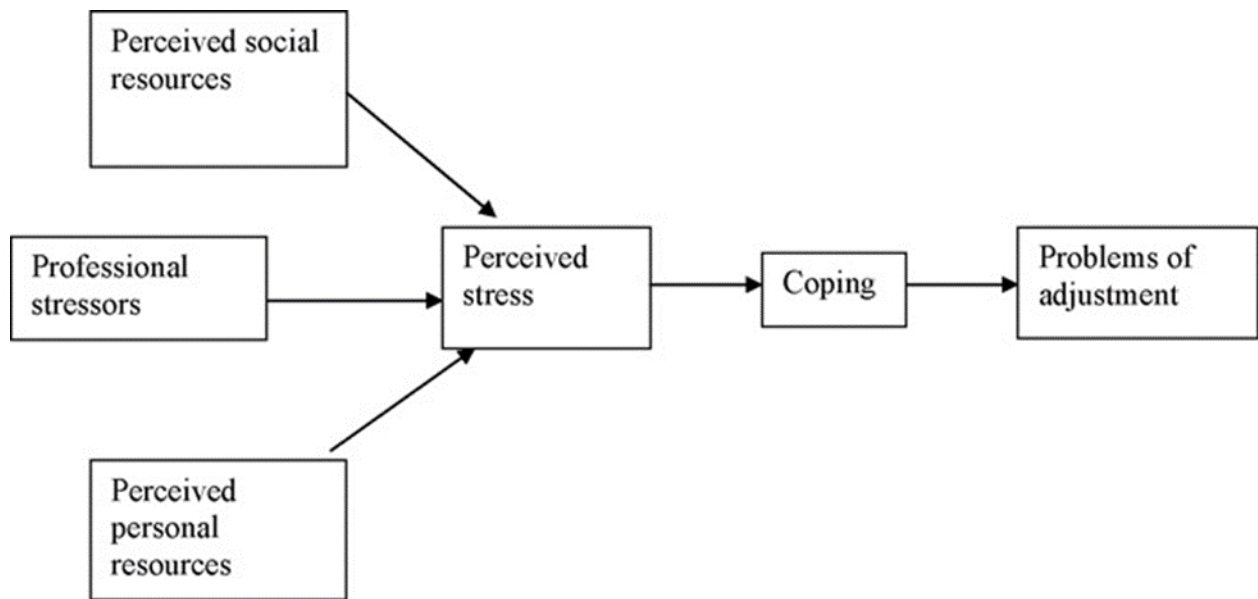
One of the key strengths of SLT is its emphasis on the importance of social context in shaping behavior. Bandura recognized that individuals are embedded within social networks and communities that exert significant influence on their attitudes, beliefs, and behaviors. By emphasizing observational learning, SLT acknowledges the role of modeling and imitation in the acquisition of new behaviors, including complex social behaviors such as aggression, altruism, and sexual behavior. Moreover, SLT provides a framework for understanding how individuals learn from both direct experiences and vicarious experiences through observation. Through observational learning, individuals can acquire new skills, attitudes, and behaviors without direct reinforcement or punishment. This has important implications for education, as it suggests that learning can occur through exposure to competent models and positive role models in various domains.

In the context of sexual promiscuity among female students, SLT suggests that students may observe and imitate the sexual behaviors of their peers or role models, influenced by factors such as peer norms, media portrayals, and interpersonal relationships. The relevance of Bandura's Social Learning Theory in studying sexual promiscuity among female students lies in its emphasis on observational learning and the role of social context in shaping behavior. Female students may be exposed to a wide array of social influences that contribute to their attitudes and behaviors regarding sexual activity. For example, observing peers engaging in sexual promiscuity or receiving reinforcement for such behaviors through social approval or acceptance may increase the likelihood of imitation among female students. Additionally, SLT highlights the importance of cognitive processes, such as attention, retention, and motivation, in mediating the relationship between observation and behavior, offering insights into the individual differences in susceptibility to social influences.

The social learning theory also possesses certain limitations that warrant consideration in the context of studying sexual promiscuity among female students. One limitation is the tendency to oversimplify the complexities of human behavior by focusing primarily on observable behaviors and external reinforcement. Sexual promiscuity is influenced by a myriad of factors beyond direct observation and reinforcement, including individual values, beliefs, and emotional states. Furthermore, SLT may not fully account for the role of biological and physiological factors in shaping sexual behavior, such as hormonal influences and genetic predispositions. Additionally, SLT may overlook the importance of cultural and contextual factors in shaping sexual norms and behaviors, potentially limiting its applicability across diverse cultural contexts.

- **Transactional Model of Stress and Coping by Folkman (1984)**

The Transactional Model of Stress and Coping, proposed by Richard Lazarus and Susan Folkman in 1984, offers a valuable framework for understanding how individuals perceive and respond to stressors, such as sexual promiscuity, and its potential impact on academic performance among female students. According to this model, stress is viewed as a dynamic process involving the transaction between individuals and their environment, wherein individuals continuously appraise and reappraise stressful situations and employ coping strategies to manage the demands of the situation (Lazarus & Folkman, 1984).

Figure 2 : Transactional model

Source: Folkman (1984)

In the context of sexual promiscuity among female students, the Transactional Model of Stress and Coping highlights the importance of individuals' subjective appraisal of sexual behaviors as potentially stressful. Female students may perceive sexual promiscuity as a source of stress due to various factors, such as social stigma, guilt, fear of judgment, or concerns about their academic performance. For example, female students may experience stress if they perceive sexual promiscuity as conflicting with their personal values or goals, leading to internal conflict and emotional distress (Lazarus & Folkman, 1984).

Moreover, the Transactional Model emphasizes the role of coping strategies in mediating the relationship between stressors and outcomes. Female students may employ various coping strategies to manage the stress associated with sexual promiscuity and its potential impact on academic performance. These coping strategies may include problem-focused coping (e.g., seeking social support, setting boundaries in relationships) or emotion-focused coping (e.g., seeking emotional support, engaging in self-care activities) (Lazarus & Folkman, 1984). Effective coping strategies can help mitigate the negative effects of stress on academic performance by reducing emotional distress and enhancing students' ability to manage academic responsibilities.

However, the Transactional Model of Stress and Coping also has limitations that should be considered. One limitation is its focus on individual-level processes and subjective appraisals of stress, which may overlook the broader social and environmental factors that

contribute to stressors such as sexual promiscuity (Lazarus & Folkman, 1984). Additionally, the model may not fully account for the inter-sectionality of stressors experienced by female students, including gender-specific stressors such as societal expectations and gender-based violence. Furthermore, the model's emphasis on coping as a means of managing stress may overlook structural barriers and inequalities that limit individuals' access to effective coping resources.

- **Psychodynamic theory by Sigmund Freud (1902)**

Psychodynamic theory, originating from the work of Freud, is a cornerstone of psychological understanding that offers a detailed account of the complex interactions within the human psyche which contribute to psychological disorders. At its heart, the psychodynamic perspective is grounded in the belief that past experiences, particularly traumatic experiences, play a significant role in shaping present behavior. The theory suggests that much of our mental life is unconscious, and our behavior and feelings as adults are rooted in our childhood experiences. Psychodynamic theory is actually a collection of psychological theories which emphasize the importance of drives and other forces in human functioning, especially unconscious drives. The approach holds that childhood experience is the basis for adult personality and relationships. Psychodynamic theory originated in Freud's psychoanalytic theories. Freud emphasized the importance of early childhood experiences in shaping our personality and behavior. In our natural state, we are biological beings and are driven primarily by instincts. During childhood, however, we begin to become social beings as we learn how to manage our instincts and transform them into socially acceptable behaviors. The type of parenting the child receives has a very powerful impact on the child's personality development. It emphasizes the influence of the unconscious mind, biological drives, and dynamic interactions between the conscious and the unconscious, including sexual feelings and protective behaviors. Psychodynamic theory posits that unhealthy behaviors often stem from unresolved conflicts from a series of stages we go through in our development. Our personality or self consists of three main parts: the id, the ego, and the superego. The id, the basic, primal part of the personality, is the part of the self with which we are born. It consists of the biologically-driven self and includes our instincts and drives. It is the part of us that wants immediate gratification. Later in life, it comes to house our deepest, often unacceptable desires, such as sex and aggression. It operates under the pleasure principle which means that the criteria for determining whether something is good or bad is whether it feels good or bad.

Next, the ego begins to develop during the first three years of a child's life and finally, the superego which is the last component of personality to develop, starts to emerge around the age of five when a child interacts more and more with others, learning the social rules for right and wrong. The superego acts as our conscience; it is our moral compass that tells us how we should behave. It strives for perfection and judges our behavior, leading to feelings of pride or when we fall short of the ideal feelings of guilt. In contrast to the instinctual id and the rule-based superego, the ego is the rational part of our personality. It's what Freud considered to be the self, and it is the part of our personality that is seen by others. Its job is to balance the demands of the id and superego in the context of reality; thus, it operates on what Freud called the "reality principle." The ego helps the id satisfy its desires in a realistic way.

The id and superego are in constant conflict because the id wants instant gratification regardless of the consequences, but the superego tells us that we must behave in socially acceptable ways. Thus, the ego's job is to find the middle ground. It helps satisfy the id's desires in a rational way that will not lead us to feelings of guilt. According to Freud, a person who has a strong ego, which can balance the demands of the id and the superego, has a healthy personality. Freud maintained that imbalances in the system can lead to neurosis (a tendency to experience negative emotions), anxiety disorders, or unhealthy behaviors. For example, a person who is dominated by their id might be narcissistic and impulsive. A person with a dominant superego might be controlled by feelings of guilt and deny themselves even socially acceptable pleasures; conversely, if the superego is weak or absent, a person might become a psychopath. An overly dominant superego might be seen in an over-controlled individual whose rational grasp on reality is so strong that they are unaware of their emotional needs, or, in a neurotic who is overly defensive.

This theory is relevant to this study in that, it endeavor to provide coherent explanations for intra-psychic and interpersonal workings. Because of the importance of this approach in the development of modern therapy, the technique inevitably is used in any type of psychotherapy to help sex addicts. For example; students who have worked with those who have such addictions are familiar with "denial," even if they are not aware that this process is one of the psychodynamic defense mechanisms. Counselors whose clients have an immediate and strong negative reaction to them often benefit from an understanding of the concept of "transference.

2. Research Design

In investigating sexual promiscuity and academic performance of female students in the University of Buea, a mixed-methods research design would be the most appropriate. A mixed-methods research specifically, sequential explanatory design was indeed well-suited for investigating the complex relationship between sexual promiscuity and academic performance among female students at the University of Buea. This approach combines qualitative and quantitative methods, allowing researchers to gather both numerical data and rich, descriptive insights into the phenomenon (Creswell & Clark, 2017).

Firstly, quantitative methods can be employed to provide numerical data on the prevalence and patterns of sexual promiscuity and academic performance among female students. Surveys or questionnaires can be administered to a large sample of students to gather quantitative data on their sexual behaviors, such as the frequency of sexual activity, number of sexual partners, and use of contraception. Similarly, academic records and performance indicators, such as grades and GPA, can be collected from academic departments to quantitatively assess students' academic performance.

On the other hand, qualitative methods, such as interviews, focus groups, or open-ended survey questions, can provide in-depth insights into the underlying motivations, attitudes, and experiences related to sexual promiscuity and academic performance among female students. Qualitative data can help elucidate the socio-cultural context, peer influences, personal beliefs, and coping strategies that shape students' behaviors and outcomes. Additionally, qualitative methods allow researchers to explore nuanced factors that may not be captured by quantitative measures alone, such as the impact of social norms, family dynamics, or institutional culture.

By integrating quantitative and qualitative data collection and analysis, a mixed-methods approach offers several advantages for this study. Firstly, it provides a more comprehensive understanding of the research problem by triangulating findings from different sources and methods, enhancing the validity and reliability of the study (Creswell & Clark, 2017). Secondly, it allows researchers to explore both the breadth and depth of the phenomenon, capturing both the prevalence and patterns of sexual promiscuity and the underlying factors that influence academic performance among female students. Lastly, a mixed-methods design enables researchers to contextualize quantitative findings within the lived experiences and

perspectives of female students, providing a richer and more nuanced understanding of the complex interplay between sexual behaviors and academic outcomes.

- **Data Collection Methods**

The data collection method for this study was a combination of quantitative and qualitative approaches to comprehensively address the specific objectives outlined.

- **Quantitative Data Collection:**

- **Questionnaires:** Questionnaires were administered to collect data on the frequency of sexual activity, academic performance indicators (such as GPA or exam scores), socio-demographic factors (age, socioeconomic status, ethnicity), and psychological factors (stress, self-esteem, mental health). These surveys were distributed electronically or in person to a large sample of female students at the University of Buea.
- **Academic records:** Academic performance data, including grades, course enrolment, and attendance records, were obtained from university records or academic departments to objectively measure academic outcomes.

- **Qualitative Data Collection:**

- **Interviews:** Qualitative interviews with a subset of female students provided in-depth insights into their experiences with sexual promiscuity, socio-demographic backgrounds, and perceptions of the impact of sexual behavior on academic performance. Semi-structured interviews allowed for open-ended questioning to explore participants' perspectives in detail.
- **Data collection instruments** was pilot-tested with a small group of participants to ensure clarity, relevance, and appropriateness before full implementation. Additionally, ethical considerations, such as confidentiality and informed consent, was carefully addressed throughout the data collection process.

By employing a combination of quantitative surveys, academic records analysis, qualitative interviews, and focus group discussions, researchers gather comprehensive data to address the specific objectives of the study and gain a deeper understanding of the complex relationship between sexual promiscuity and academic performance among female students at the University of Buea (Creswell & Clark, 2017).

- **Sampling Techniques**

The sampling technique for this study involved a combination of probability and non-probability sampling methods to ensure a representative and diverse sample of female students at the University of Buea. Firstly, stratified random sampling will be utilized to divide the population of female students into distinct strata based on key demographic variables such as age, academic year, and field of study. From each stratum, a random sample of participants will be selected to ensure adequate representation across different demographic categories.

Additionally, purposive sampling will be employed to ensure the inclusion of participants who engage in varying levels of sexual activity and possess diverse socio-demographic backgrounds. This will allow for a comprehensive examination of the relationship between sexual promiscuity and academic performance across different subgroups within the population. Purposive sampling will also be used to select participants for qualitative components of the study, such as interviews or focus groups, based on their relevance to the research objectives and their ability to provide rich, in-depth insights.

- **Target population**

The target population refers to the specific group of individuals that the researcher aims to study and generalize findings to (Babbie, 2016). In this case, the target population would be all female students enrolled at the University of Buea, regardless of their academic level or field of study. There are 20,000 students in the University of Buea of which 56% are females making a total of 11200 female students (UB achieves 2023). This population represents the group of interest for understanding the relationship between sexual behaviour and academic performance among female students within the university setting.

- **Accessible population**

The accessible population is the subset of the target population that the researcher has practical access to for data collection purposes (Babbie, 2016).

- **Sample size**

Determining an appropriate sample size is crucial for ensuring the study's validity and generalizability of findings (Babbie, 2016). A larger sample size increases the precision and

reliability of statistical estimates, while a smaller sample size may limit the study's ability to detect significant relationships or draw robust conclusions.

The sample size for this study was calculated using Taro Yamane (Yamane, 1973) formula with 95% confidence level. The calculation formula of Taro Yamane is presented as follows

$$n = \frac{N}{1+N(e)^2}$$

Where: n = sample size required

N = total population

e = allowable error (%)

Therefore, substituting numbers in formula, we have

$$n = \frac{20000}{1+20000(0.05)^2} = 392 \text{ female students}$$

Therefore 392 questionnaires will be given to female students of the University of Buea while 10 female students were interviewed.

- **Data Analysis Techniques**

For data analysis, both quantitative and qualitative techniques were employed to address the multidimensional nature of the research objectives. Quantitative data collected through surveys or questionnaires were analysed using statistical methods such as correlation analysis, regression analysis, and descriptive statistics.

Qualitative data collected through interviews, questions were analysed using thematic analysis to identify patterns, themes, and commonalities across participants' responses. This qualitative approach provided a deeper understanding of the mechanisms underlying the relationship between sexual promiscuity and academic performance, as well as the effectiveness of interventions and support systems.

IX. INTEREST OF THE STUDY

1. Academic Interest

This study holds significant academic interest as it contributes to the existing body of knowledge on the relationship between sexual promiscuity and academic performance among

female students. By investigating this topic within the specific context of the University of Buea, the study aims to fill gaps in academic literature and provide insights into the complex interplay between sexual behavior and educational outcomes. Scholars in fields such as psychology, sociology, education, and public health can benefit from the findings to better understand the factors influencing academic achievement and inform future research endeavours. Additionally, the study may stimulate discussions on theoretical frameworks and methodological approaches for studying sensitive topics related to sexual health and student performance.

2. Social Interest

The study addresses social interest by shedding light on an important issue affecting the well-being and success of female students in higher education settings. Sexual promiscuity can have profound social implications, including its impact on relationships, self-esteem, mental health, and overall quality of life. By examining how sexual behavior relates to academic performance, the study aims to raise awareness about the challenges faced by female students and promote dialogue on strategies to support their holistic development. Understanding the social dynamics surrounding sexual behavior in the university context can inform interventions and support systems aimed at promoting sexual health, educational attainment, and personal empowerment among young women.

3. Policy Implications

The findings of this study have significant policy implications for universities, educational institutions, and public health agencies. By identifying factors associated with sexual promiscuity and its impact on academic performance, policymakers can develop evidence-based interventions and preventive strategies to support female students and create a conducive learning environment. Policy initiatives may include the implementation of comprehensive sexual education programs, provision of mental health services, promotion of campus safety measures, and establishment of support networks for students facing challenges related to sexual health and academic achievement. Ultimately, informed policy decisions guided by empirical evidence can contribute to the promotion of student well-being, retention, and success in higher education.

X. DELIMITATIONS OF THE STUDY

1. Scope of the Study

Geographic Scope: This study is delimited to female students enrolled at the University of Buea, located in the Southwest Region of Cameroon. The choice of focusing solely on this university allows for a concentrated examination of the relationship between sexual promiscuity and academic performance within a specific cultural and educational context. By limiting the geographic scope to one institution, the study ensures homogeneity in terms of academic policies, socio-cultural influences, and institutional support systems, facilitating a more coherent analysis of the research objectives.

Limiting the geographic scope to the University of Buea provides a focused investigation of sexual promiscuity and academic performance within a specific cultural and institutional context, enabling a thorough analysis of the research objectives without the confounding effects of diverse cultural backgrounds or institutional structures.

- **Thematic Scope:** The study's thematic scope encompasses the investigation of the relationship between sexual promiscuity and academic performance among female students. It involves exploring various factors such as frequency of sexual activity, socio-demographic characteristics, psychological factors, and interventions aimed at mitigating the negative effects of sexual promiscuity on academic outcomes. The thematic focus is narrowed to female students to address gender-specific considerations and challenges related to sexual behavior and academic success within the university setting.

Additionally, restricting the thematic scope to female students ensures a gender-specific examination of the phenomena under study, acknowledging the unique challenges and experiences that female students may encounter in relation to sexual behavior and academic achievement.

- **Time Scope (2022 to 2024):** The study's time scope spans from 2022 to 2024, allowing for a contemporary examination of the relationship between sexual promiscuity and academic performance among female students at the University of Buea. This timeframe ensures the relevance of the findings by capturing recent trends, changes in societal norms, and advancements in academic support services and interventions.

Additionally, focusing on this specific time period facilitates the collection of up-to-date data and minimizes the risk of outdated information, enhancing the study's validity and applicability to current academic contexts.

Furthermore, narrowing the time scope to the years 2022 to 2024 ensures the relevance and timeliness of the study's findings by capturing recent developments and trends within the academic environment. This contemporary approach enhances the study's applicability to current academic contexts and facilitates the identification of relevant interventions and support systems tailored to the needs of female students at the University of Buea.

2. Limitations of the Study

Several limitations are inherent in this study, which may impact the generalizability and interpretability of the findings. First, the study relies on self-reported data from participants, which may be subject to recall bias, social desirability bias, or underreporting of sensitive information related to sexual behavior and academic performance. Additionally, the cross-sectional nature of the study design limits the ability to establish causality between sexual promiscuity and academic performance. Longitudinal studies may provide more robust evidence of the temporal relationship between these variables over time.

Furthermore, the study may face challenges related to sample representativeness and generalizability, as it focuses exclusively on female students from a single university in Cameroon. The findings may not be applicable to male students or students from different cultural backgrounds, educational systems, or geographic regions. Moreover, the study's reliance on quantitative methods may overlook the nuanced and contextual aspects of sexual behavior and academic performance that qualitative approaches could capture. Finally, the study's findings should be interpreted within the specific context of the University of Buea and may not be applicable to other universities or educational settings without considering contextual differences and factors.

Despite these limitations, the study aims to provide valuable insights into the complex relationship between sexual promiscuity and academic performance among female students, contributing to the existing literature and informing future research and interventions aimed at promoting student well-being and success in higher education.

XI. ETHICAL CONSIDERATIONS

- **Protection of Participants' Rights:** This study ensured the protection of participants' rights throughout the research process. Prior to data collection, informed consent was obtained from all participants, clearly outlining the purpose of the study, potential risks and benefits, and their right to withdraw from the study at any time without consequences. Participants were assured of their anonymity and confidentiality, and their decision to participate or withdraw were respected without prejudice. Additionally, efforts were made to minimize any potential harm or discomfort to participants during data collection and analysis.
- **Confidentiality and Anonymity:** To uphold participants' confidentiality, all data collected were treated with the utmost sensitivity and stored securely in compliance with data protection regulations. Personal identifiers such as names, contact information, and any other identifying details were removed or anonymized to ensure that participants cannot be identified from the data. Only authorized members of the research team were made to have access to the raw data, and any dissemination of findings was done in aggregate form to prevent the disclosure of individual participants' identities.

Furthermore, participants were assured that their responses will be kept confidential and used solely for research purposes, with no possibility of their information being shared with third parties without their explicit consent.

By adhering to these ethical considerations, the study aims to uphold the principles of beneficence, non-maleficence, respect for autonomy, and justice in research involving human participants. These measures helped foster trust and transparency between researchers and participants, ultimately enhancing the validity and reliability of the study's findings while safeguarding the welfare and rights of all involved parties.

XII. OPERATIONALIZATION OF CONCEPTS

1. Sexual Promiscuity:

Academic performance encompasses students' achievements in their educational pursuits, typically measured by grades, exam scores, and overall academic success. In this study, academic performance among female students at the University of Buea will be assessed

to determine its correlation with sexual promiscuity. Authors like Vandebosch et al, (2015) have explored the relationship between sexual behavior and academic performance, highlighting the need to examine academic outcomes comprehensively to understand the potential effects of sexual activity.

2. Mental Health:

Psychological factors encompass individuals' mental and emotional well-being, including stress, self-esteem, and mental health. These factors can play a significant role in mediating the relationship between sexual promiscuity and academic performance. Authors like Richardson et al, (2017) have explored the impact of psychological factors on college students' sexual behavior and academic outcomes, highlighting the complex interplay between psychological well-being and academic success.

3. Female Students: female university students in Cameroon are a growing, yet marginalized demographic navigating a male –dominated academic environment.

4. Interventions and Support Systems:

Interventions and support systems refer to programs, strategies, or resources aimed at addressing the negative effects of sexual promiscuity on academic performance. These may include educational initiatives, counseling services, and campus policies designed to promote sexual health and well-being among students. Authors such as Jemmott et al. (2019) have evaluated the effectiveness of interventions targeting sexual risk behaviors among college students, emphasizing the importance of implementing comprehensive support systems to mitigate the impact of sexual promiscuity on academic success.

XIII. OUTLINE OF THE WORK

The study shall be made of a general introduction, a two-part presentation and a general conclusion. The introduction of the study shall consist of contextualization of the study, justification of the study, problem and the problem of the study. It shall also chronicle the research objectives, research questions, hypothesis of the study and the methodology with emphasis on the research design. This general introduction shall be anchored on the theoretical framework, available literature and conceptual analysis. In the backdrop of sexual promiscuity in the study area, the first part shall focus on the historical assessment of sexual promiscuity and academic performance of female students in the University of Buea. The second part shall

be based on data analysis, interpretations and presentation of findings. It shall in that perspective examine the perception of students on sexual promiscuity and their academic performance

PART ONE

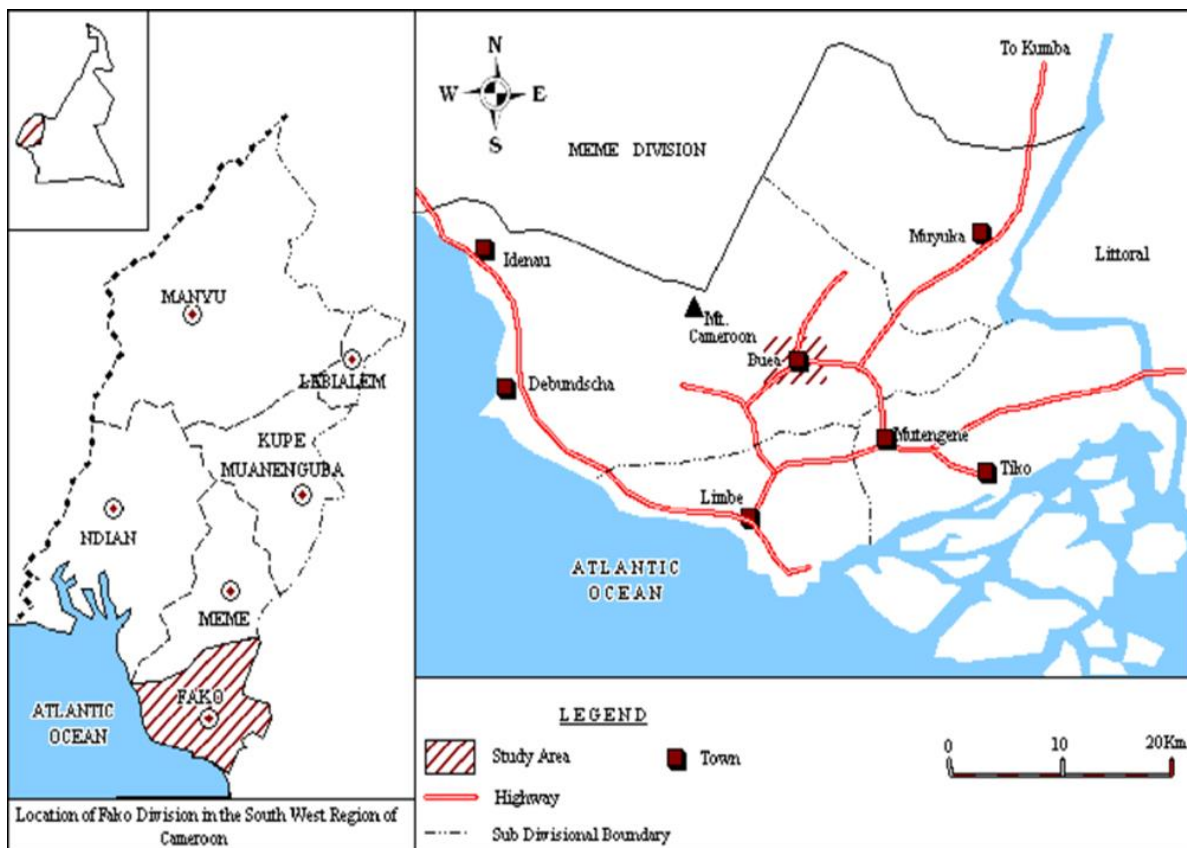
**DESCRIPTION OF THE UNIVERSITY OF BUEA AND
SEXUAL ACTIVITY AMONG FEMALE STUDENTS.**

This first part of our work shall be made up of three chapters. The first chapter shall be based on the historical, geographical and sexual activity among female students of the study area. To this effect we shall zoom on the socio-demography of the university with emphasis on the diverse socio-demographic composition, reflecting the multicultural fabric of the country's higher education which exist a balance representation of both male and female students. The second chapter shall chronicle the prevalence of sexual activity among female students and the third part shall depict psychological consequences of sexual promiscuity and exploring the factors associated with sexual promiscuity among female students in the University of Buea. This will help us to have a better understanding of how sexual promiscuity affects female students academic achievement, how early interventions can be tailored to address the specific needs of female students at the University of Buea.

CHAPTER 1: HISTORICAL, GEOGRAPHICAL AND SOCIO-DEMOGRAPHIC DESCRIPTION OF THE UNIVERSITY OF BUEA

This study was carried out at the University of Buea which is found in Buea, the administrative headquarters of the south west region and Fako division. The town is located on the eastern flank of Mount Cameroon and has an elevation of 870m above sea level.

Map 1 : Map showing the town where the University of Buea is located (Buea)



Source: Buea Council (2023).

1.1. GEOGRAPHICAL SETTING

The South West region has an estimated population of about 300000 inhabitants and $\frac{3}{4}$ of this population falls within the youthful age. The increase in population is as a result of

increase in birth rate and a fall in infant mortality rate as a result of improvement in Infant health care and migrations (Rural Urban).

Most people in Buea speak English and Pidgin, and at least one of a variety of indigenous languages, most dominantly Mokpe or the Bakweri language as many call it, Bakossi and Mbonge. The indigenes of Buea are the Bakwerians, an ethnic group who speak the Mokpe language, a language similar to Duala, Mboh and Bakossi, and certainly Southern Bantoid which attracted most of the adolescent students to settle there due to diverse cultures from different villages. Buea has a good number of public, confessionnal, and lay private secondary and high schools as well as higher institutes most prominent being the University of Buea which is one of the Best Universities in the country which attracts so many students to study but challenges make most of them to drop out though some still persist. Secondary school life in Buea which tends highly to be the adolescence stage presents students in this with the temptation of being involved in committing immoral acts such as smoking, drinking of alcoholic drinks, drug abuse, sexual intercourse and violence. The frequency and severity of violent interactions increases. Although episodes of violence at school are highly publicized, students are much more likely to be involved with violence (or more often the threat of violence) in and out of school which may greatly affect their studies as well as temper with their self-development because once they get involved in this, their attention toward life is immediately divided.

Also, looking at this study area, due to the development of secondary sexual characteristics following adolescence, adolescents in this area feel a great push to explore and experiment with their bodies. Early maturing girls are likely to start dating and a combination of the overwhelming urge to explore and peer pressure leads many into sex. They often equate intimacy with sex. Rather than exploring a deep emotional attachment first, adolescents tend to assume that if they engage in the physical act, the emotional attachment will follow. Because adolescence is a transitional stage in life, pregnancy can add significant emotional stress. Pregnant adolescents and their partners tend to drop out of school, thus worsening their economic status, lowering their self-esteem, and straining personal relationships. Again, most of the adolescents in this area are coming from in secured homes, in secured neighborhoods, distressed communities, single-parent households and from discriminated families that stand like obstacles for them to achieve their objectives. These factors may exacerbate feelings of hopelessness or negative expectancies toward oneself and the future which have been

associated with negative outcomes such as violence, depression, school problems, substance abuse and most importantly risky sexual behaviors.

Moreover, stress and depression are serious problems associated with sexual promiscuity for many adolescents in this study area. Stress is characterized by feelings of tension, frustration, worry; sadness and withdrawal that commonly last from a few hours to a few days or persist. Depression is both more severe and longer lasting. Depression is characterized by more extreme feelings of hopelessness, sadness, isolation, worry, withdrawal and worthlessness. Young people in this area become stressed for many reasons. The most common of these are: Break up with boy/girlfriend, increased arguments with parents, change in parents' financial status, serious illness or injury of family member, and trouble with classmates. In addition, adolescents from single parents or broken homes are subjected to a near harrowing experience which brings about stress and depression. Young people respond to stress and depression by exhibiting much more anger and ventilation; being passive and aggressive. They yell, fight and complain just about everything. All these therefore calls for the need of resilience because only adolescents who are /resilient enough could be able to resist these issues presented to them by the peers and the world around them. Again, secondary school life in Buea also pressurizes these students to exercise their independence by questioning their teacher's rules, which at times leads to the breaking of school rules. It is common for once loyal children to begin to grumble when asked to carry out some tasks at school and to respond in harsh words when being rebuked by their teachers. This is often a challenging time and for these students to withstand all the pressures they need resilience.

1.1.1. Historical Description of the University of Buea

University of Buea (UB) is found in Molyko, Buea, in the southwest region of Cameroon. It was founded as a university centre in 1985 and became a full-fledged university in 1992, following a government decree that re-organized state universities in the country. It started effectively in May 1993 in spite of the economic crisis facing the country in the early 90s, the aura of devaluation of the currency and acute shortage of human, material and financial resources. The University boldly started with 768 students enrolled in three faculties. It is regarded as the best university in Cameroon and is one of two English speaking universities in Cameroon, alongside the University of Bamenda, which follow the British system of education. It serves citizens from both Anglophone and Francophone Regions of Cameroon and from neighbouring countries such as Nigeria and Equatorial Guinea (KOITOTO 2024).

1.1.2. Geographical Description of the University of Buea

The University of Buea is situated on the eastern slopes of Mount Cameroon, the highest peak in Africa's West-Central African Rift system. The campus spans over 2,000 hectares and is characterized by its scenic beauty, surrounded by lush tropical vegetation and breathtaking landscapes. Its location near the Atlantic coast provides easy access to diverse ecosystems, contributing to the university's strong emphasis on environmental studies and research. The campus's geographical setting creates a conducive environment for learning, research, and outdoor activities, enhancing the overall academic experience for students (University of Buea, n.d.).

The University of Buea (UB) is a leading institution of higher learning in Cameroon. UB was founded with the aim of providing quality education primarily in English, making it the second Anglo-Saxon university in Cameroon. It was created by the Cameroonian government as part of efforts to decentralize higher education and promote development in the English-speaking regions of the country. Initially offering programs in fields such as Social Sciences, Humanities, Management Sciences, and Natural and Applied Sciences, UB has since expanded its academic offerings to include a wide range of disciplines (University of Buea, n.d.).

Studies have indicated that sexual promiscuity among female students at the University of Buea is a prevalent issue with complex social and psychological implications. Research by Ngassa, M., & Lehman, D. (2018) found that a significant proportion of female students engage in casual sexual relationships, influenced by factors such as peer pressure, societal norms, and lack of comprehensive sexual education. The university's diverse student population and vibrant social scene contribute to an environment where sexual encounters are relatively common.

Furthermore, Ngassa, M., & Lehman, D. (2018) highlighted the psychological and social consequences of sexual promiscuity, including increased stress levels, diminished self-esteem, and strained interpersonal relationships. These consequences can adversely affect academic performance and overall well-being among female students. The prevalence of sexual promiscuity underscores the importance of implementing targeted interventions and support services to address the needs of students and promote healthy sexual behaviors on campus.

Academic performance is a key focus at the University of Buea, reflecting its commitment to excellence in education and research. Research by Ngalim, A. M., & Tanjong, E. (2020) has shown that academic performance among students at UB is influenced by various factors, including socioeconomic background, access to educational resources, and engagement in extracurricular activities. Despite facing challenges such as faculty shortages and infrastructure limitations, the university has implemented initiatives aimed at enhancing student success, including mentorship programs, academic counseling services, and technology-enhanced learning platforms.

The university's academic programs are designed to foster critical thinking, creativity, and innovation among students, preparing them for leadership roles in their respective fields. With a diverse faculty composed of experienced educators and researchers, UB provides students with opportunities for intellectual growth and academic excellence. The university's strong emphasis on research and community engagement further enriches the academic experience, equipping students with the skills and knowledge needed to address complex challenges facing society (University of Buea, n.d.).

1.2. SOCIO-DEMOGRAPHY OF THE UNIVERSITY OF BUEA

The University of Buea (UB) in Cameroon exhibits a diverse sociodemographic composition, reflecting the multicultural fabric of the country's higher education landscape. According to recent enrollment data provided by Ngalim and Tanjong (2020), UB boasts a substantial student population, with the total number of enrolled students surpassing [insert number]. This figure underscores UB's position as one of the largest and most influential institutions of higher learning in the nation.

Within UB's student body, there exists a balanced representation of both male and female students, as highlighted by studies conducted by Ngassa and Lehman (2018). Their research indicates that the gender distribution at UB reflects efforts to promote gender equity and inclusivity in education. Specifically, the enrolment figures demonstrate a relatively equal proportion of male and female students, emphasizing UB's commitment to providing accessible and equitable educational opportunities for all.

To conclude, while UB maintains a gender-balanced enrolment overall, disparities may exist across academic programs and disciplines. Ngalim and Tanjong (2020) suggest that

certain fields of study may attract a higher proportion of male or female students based on societal norms, cultural expectations, and career preferences. Despite these variations, UB continues to implement initiatives aimed at fostering diversity and inclusivity, ensuring that all students, regardless of gender, have the opportunity to pursue their academic goals and contribute to the university community.

CHAPTER 2: PREVALENCE OF SEXUAL ACTIVITY AMONG FEMALE STUDENTS IN THE UNIVERSITY OF BUEA

This section of the study delves into the crucial intersection between the prevalence of sexual activity and various socio-demographic factors among female students at the University of Buea. Understanding the dynamics of sexual behavior within this population is paramount, as it can significantly impact academic outcomes and overall well-being. This chapter aims to explore the prevalence of sexual activity

2.1. PREVALENCE OF SEXUAL ACTIVITY AMONG UNIVERSITY STUDENTS.

The prevalence of sexual activity among university students has been a subject of significant academic interest due to its implications for public health, academic performance, and psychological well-being.

According to a comprehensive study conducted by Herbenick et al. (2019), which surveyed over 13,000 college students across the United States, approximately 66% of male students and 57% of female students reported engaging in sexual intercourse during their college years. This study provides a broad overview of sexual activity among university students, highlighting a majority of students being sexually active.

Further analysis reveals distinctions between sexual activity within committed relationships and casual encounters. Research by Garcia, Reiber, Massey, and Merriwether (2012) found that while a significant portion of sexual activity among college students occurs within committed relationships, casual encounters also play a notable role. Their study indicated that about one-third of college students engaged in casual sex during their academic careers.

It's important to note that prevalence rates may vary based on factors such as gender, sexual orientation, cultural background, and geographic location. For instance, studies have shown that male students often report higher rates of sexual activity compared to female students (Fielder et al., 2013). Additionally, prevalence rates may differ between heterosexual

and non-heterosexual students, with research suggesting higher rates of sexual activity among non-heterosexual individuals (Copen et al., 2016).

2.1.1. Factors influencing sexual activity among female students

Sexual activity among female university students is influenced by a complex interplay of factors, ranging from individual beliefs to societal norms. The factors encompass various dimensions including cultural, educational, economic, and health-related aspects.

- **Cultural Norms and Values**

The profound impact of cultural norms and values on sexual behavior extends into the educational and social environments of universities in Cameroon, where traditional views on chastity and modesty among women are deeply entrenched. Tarkang (2015) elucidates how these cultural prescriptions not only dictate the public discourse around sexuality but also shape the private attitudes and behaviors of female students. In societies where the collective ethos values abstinence before marriage and modesty in women's behavior, female students often find themselves navigating a complex landscape of societal expectations and personal desires. This cultural backdrop can lead to a heightened sense of responsibility among women to uphold these traditional values, influencing their decisions about engaging in sexual activities. The emphasis on chastity and modesty can also affect the availability and approach to sexual education, where subjects such as contraception and safe sexual practices might be under-discussed, further encouraging a conservative approach to sexual relationships. Consequently, these cultural norms play a crucial role in shaping the sexual behavior of female students, often leading to a prioritization of abstinence and a cautious engagement with sexual activities, reflecting the broader societal values ingrained from a young age.

- **The Role of Education**

The effectiveness of sexual health education in shaping the sexual behaviors of female students cannot be overstated. Peterson & Hyde (2010) underscore the critical distinction between comprehensive sexual education programs and those that are limited or focus solely on abstinence. Comprehensive programs, which cover a broad spectrum of topics including contraception, sexually transmitted infections (STIs), consent, and healthy relationships, equip students with the necessary knowledge and skills to make informed decisions regarding their sexual health. These programs encourage open discussion and critical thinking about sexual

health issues, fostering an environment where students feel empowered to ask questions and seek advice. In contrast, education programs that are limited in scope or advocate abstinence-only approaches often leave students without the full range of information needed to navigate their sexual lives safely and confidently. This lack of comprehensive education can lead to misconceptions about sex and inadequate preparation for engaging in healthy sexual relationships. Therefore, the quality and extent of sexual health education play a pivotal role in promoting safer sexual behaviors among female students, highlighting the need for educational policies that support comprehensive sexual education as a means to enhance students' health and well-being (Peterson & Hyde 2010).

- **Peer Influence**

Within the university environment, the diversity and intensity of peer interactions present a significant influence on the sexual behaviors of female students. Chatterji (2015) highlight how peer groups serve as a critical social context where norms and behaviors around sexuality are constantly negotiated and redefined. These peer dynamics can exert a powerful influence, either encouraging or deterring engagement in sexual relationships. The pressure to conform to group norms or to gain social acceptance can lead students to adopt behaviors that align with their peers', which may not always reflect their personal values or the safest sexual practices. This peer influence is multifaceted, affecting not only attitudes towards sex but also practices such as condom use, the number of sexual partners, and the decision to engage in sexual activity. The persuasive power of peers underscores the importance of fostering supportive and informed peer networks that promote healthy sexual behaviors. Educational interventions targeting peer groups can be particularly effective in creating an environment that encourages open discussion about sexual health and supports informed decision-making among female students (Chatterji, 2015).

- **Economic Factors**

Economic factors play a critical role in shaping the sexual behavior of female students, particularly through the practice of transactional sex, where relationships are entered into for financial or material gain. Amo-Adjei (2014) provides a comprehensive analysis of this phenomenon, especially prevalent in university settings across Sub-Saharan Africa, highlighting how socio-economic challenges drive some female students towards engaging in such relationships. This dynamic is not merely about economic survival but also intersects with

issues of power, gender inequality, and societal expectations. The pursuit of financial support through sexual relationships reflects the broader socio-economic pressures facing young women in educational institutions, underscoring the importance of addressing the root causes of economic vulnerability among female students. Initiatives aimed at providing scholarships, financial aid, and empowerment programs can offer alternative avenues for students to support themselves without resorting to transactional sex. Recognizing and addressing the economic underpinnings of sexual behavior is crucial for developing effective strategies to support female students in making choices that safeguard their health, dignity, and educational aspirations (Luke, 2005).

- **Access to Sexual and Reproductive Health Services**

Access to sexual and reproductive health services is a cornerstone of promoting safer sexual practices among female students. Bankole et al. (2007) emphasize the direct correlation between the availability of these services and the likelihood of engaging in safer sexual behaviors. When female students have easy access to contraception, STD testing, and professional sexual health advice, they are better equipped to make informed decisions regarding their sexual health. This empowerment comes from not only the physical products and services provided but also the knowledge and support that accompany these services. Comprehensive reproductive health services go beyond mere provision of contraceptives; they include education on sexual health, rights, and consent, contributing to a holistic approach to sexual well-being. The positive impact of such access on sexual behavior underlines the need for universities and communities to invest in making these services readily available and accessible to all students. Enhancing access to sexual and reproductive health services is crucial for fostering an environment where female students can pursue their educational goals without compromising their health and safety (Bankole, 2007).

- **Religious and Moral Beliefs**

Religious and moral beliefs deeply influence sexual behavior among students, with significant variations observed in contexts like Cameroon, where religion is central to many people's lives. Diallo (2021) discusses how these beliefs can shape individual decisions, either discouraging or endorsing certain sexual practices. For instance, students adhering to religious doctrines that promote abstinence might refrain from premarital sexual activities, while others might interpret their beliefs in ways that support safer sex practices within the context of their

understanding of morality. The diversity of religious and moral viewpoints necessitates a nuanced approach to sexual education and counseling, ensuring that these services are inclusive and respectful of individual beliefs. Recognizing the influence of religion and morality on sexual behavior is essential in addressing the sexual health needs of students effectively (Diallo, 2021).

- **Internet and Media Influence**

The influence of the internet and media on the perceptions of sexuality among students is profound, with Kabiru & Orpinas (2020) highlighting how exposure to diverse sexual content online can shape attitudes and behaviors. This digital era has allowed for an unprecedented flow of information, where students can encounter a wide array of perspectives on sexuality, challenging traditional norms and potentially promoting more open attitudes towards sexual diversity and practices. However, this exposure also raises concerns about the accuracy of the information consumed and the impact of unrealistic portrayals of sexuality in media. The role of digital literacy becomes crucial, as it empowers students to critically evaluate the sexual health information they encounter online. Understanding the dual nature of internet and media influence is essential for developing educational strategies that support healthy sexual development in the digital age (Kabiru & Orpinas, 2020).

- **Health Concerns**

Awareness and fear of sexually transmitted infections (STIs), including HIV/AIDS, play a crucial role in shaping sexual behaviors. Educating students about the risks and consequences of STIs has been shown to influence their decisions towards safer sexual practices, emphasizing the importance of using protection and engaging in regular health screenings. This heightened awareness encourages a more cautious approach to sexual relationships, potentially reducing the frequency of casual encounters and prioritizing monogamous partnerships. Additionally, understanding the implications of STIs fosters a culture of open communication between partners about sexual health, further enhancing preventive measures. Integrating STI education into comprehensive sexual health programs is vital for equipping students with the knowledge and skills to navigate their sexual lives safely. (Charnley & Fullerton, 2019).

- **Psychological Factors**

Individual psychological factors such as self-esteem, mental health, and personal beliefs about sex significantly impact students' sexual behavior. Meyer-Weitz, (2005) emphasizes that students who possess higher levels of self-esteem and maintain a positive outlook towards sexuality are more inclined to engage in safe sex practices. This relationship underscores the importance of integrating psychological well-being into sexual health education and services. A positive self-image and mental health status can enhance an individual's ability to make informed decisions, resist peer pressure, and negotiate safer sexual practices. Consequently, addressing these psychological aspects is crucial for fostering healthy sexual behavior among students, highlighting the need for comprehensive approaches that include mental health support alongside sexual education (Meyer-Weitz, 2005).

- **Social Media and Networking**

The advent of social media and digital networking platforms has significantly transformed the landscape of social interaction and sexual behavior among female students. Duggan et al, (2013) highlight how these platforms facilitate new forms of communication and relationship formation, often altering traditional perceptions of sexuality and intimacy. The ease of accessing and sharing sexual content can influence female students' attitudes towards sex, encouraging more exploratory and diverse sexual behaviors. Moreover, the anonymity and reach of social media can foster environments where sexual norms are constantly negotiated and redefined. This digital influence necessitates comprehensive sex education that addresses the realities of social media use; ensuring students can navigate these platforms in a way that respects their own boundaries and those of others (Duggan, 2013).

2.1.2. Sexual behavior and attitudes among African university students

Sexual behavior and attitudes among African university students are shaped by a complex interplay of cultural, social, economic, and educational factors. The diversity across the continent means that experiences and attitudes can vary widely, but there are some common trends and concerns that have been observed in recent research.

One notable aspect is the influence of traditional cultural norms and values on sexual behavior. In many African societies, discussions about sex are often taboo, leading to a lack of open communication about sexual health and rights (Charnley & Fullerton, 2019). This can

result in misconceptions and a lack of knowledge among university students about safe sexual practices. Despite the progressive environments that universities often provide, the deep-rooted cultural norms can still impact students' attitudes towards sex, influencing their behaviors in ways that might prioritize secrecy and discretion over safety and informed choice.

Additionally, the impact of religion on sexual attitudes cannot be overlooked. In many African countries, religious beliefs play a significant role in shaping societal norms around sexuality (Diallo, 2021). For instance, premarital sex may be widely condemned due to religious teachings, which can lead to guilt and secrecy surrounding sexual activities. This religious influence can conflict with the more liberal attitudes and behaviors that are sometimes found in university settings, creating a tension between personal beliefs and the behaviors observed or engaged in by peers.

The advent of the internet and social media has also significantly influenced sexual behaviors and attitudes among African university students. The ease of access to information and the exposure to diverse perspectives have led to more liberal attitudes towards sex among some students Owoko, (2023). However, this access also comes with the risk of exposure to misleading information and the perpetuation of unhealthy sexual norms, underscoring the need for comprehensive sexual education that is adapted to the digital age.

Peer pressure and the desire for social acceptance play a crucial role in shaping sexual behaviors among university students. The university environment, often characterized by newfound freedom and social mixing, can lead to increased sexual activity and experimentation (Moyo et al., 2020). This peer influence can encourage behaviors that might not align with individual values or safe practices, highlighting the importance of peer education programs and supportive social networks.

Gender dynamics and the negotiation of sexual relationships are also critical issues. Studies have shown that gender inequalities can influence sexual decision-making, often to the detriment of female students (Owoko, 2023). Women may face greater societal scrutiny of their sexual behavior and are at times pressured into unwanted sexual activities. This underscores the need for gender-sensitive sexual health education and interventions that empower both male and female students to engage in respectful and consensual relationships.

The impact of HIV/AIDS and other sexually transmitted infections (STIs) has led to increased awareness and concern about safe sexual practices among African university students

(Charnley & Fullerton, 2019). The fear of contracting HIV/AIDS has been a significant motivator for condom use and other preventive measures. However, stigmatization of those living with HIV/AIDS and other STIs can hinder open discussions and lead to discrimination, making it imperative to include anti-stigma education within university curricula.

In conclusion, sexual behavior and attitudes among African university students are influenced by a multitude of factors, including cultural norms, religion, digital media, peer influence, gender dynamics, and the presence of HIV/AIDS. Addressing these issues requires a multifaceted approach that includes comprehensive sexual education, empowerment programs, and interventions designed to foster healthy and informed sexual behaviors. As universities continue to serve as critical venues for personal and social development, they must also prioritize the sexual health and rights of their students, ensuring a safe and supportive environment for all.

2.2. TYPES AND PATTERNS OF SEXUAL ACTIVITY AMONG FEMALE STUDENTS

2.2.1. Types of Sexual Relationships

There are various types and patterns of sexual activity among female students, supported by relevant citations:

- **Heterosexual Intercourse:**

Heterosexual intercourse, involving vaginal penetration by a male partner, is one of the most common types of sexual activity among female students (Brewster & Tillman, 2008). This form of sexual activity may occur within the context of romantic relationships, casual encounters, or hookups.

- **Oral and Anal Sex:**

Oral sex, involving stimulation of the genitals with the mouth, and anal sex, involving penetration of the anus, are also prevalent among female students (Halpern-Felsher et al., 2005). These activities may occur as part of a broader sexual repertoire and can vary in frequency and context.

- **Masturbation:**

Masturbation, involving self-stimulation of the genitals to achieve sexual pleasure, is a common and normative aspect of sexual behavior among female students (Herbenick et al.,

2010). Masturbation allows individuals to explore their own bodies and preferences independently of a partner.

- **Same-Sex Sexual Behavior:**

Some female students may engage in same-sex sexual behavior, including kissing, touching, and genital stimulation with a same-gender partner (Savin-Williams & Diamond, 2000). These experiences may occur as part of sexual exploration, experimentation, or identification with a non-heterosexual orientation.

- **Patterns of Sexual Activity:**

Patterns of sexual activity among female students can vary widely, ranging from abstinence to regular sexual activity with one or multiple partners. Some students may engage in consistent sexual activity within monogamous relationships, while others may participate in casual or non-monogamous encounters (Fortenberry et al., 2010).

- **Condom Use and Safer Sex Practices:**

Condom use and other safer sex practices, such as contraception and STI testing, are important considerations in sexual activity among female students (Buhi et al., 2010). Patterns of condom use may vary depending on the type of sexual activity and the perceived risk of STI transmission or unintended pregnancy.

2.2.2. Patterns of sexual activity among female students at the University of Buea

Patterns of sexual activity among female students encompass a range of behaviors, frequencies, and contexts within which sexual experiences occur.

- **Monogamous Relationships:**

Many female students engage in sexual activity within the context of monogamous relationships, where they have a single sexual partner with whom they are emotionally and sexually involved (Manning et al., 2005). These relationships may be characterized by mutual commitment, trust, and exclusivity.

- **Casual Sex:**

Casual sex refers to sexual activity that occurs outside the confines of a committed relationship, often involving partners who are not emotionally or romantically involved (Fielder & Carey, 2010). Female students may engage in casual sex for various reasons, including sexual exploration, curiosity, or fulfilment of physical desires.

- **Hookup Culture:**

Hookup culture is prevalent on college campuses and involves brief, uncommitted sexual encounters between individuals, often facilitated by alcohol or social gatherings (Garcia et al., 2012). Female students may participate in hookup culture, engaging in one-night stands or short-term sexual relationships without expectations of further commitment.

- **Abstinence:**

Some female students choose to abstain from sexual activity altogether, either for personal, religious, or cultural reasons or as a deliberate decision to prioritize other aspects of their lives, such as academics or personal goals (Higgins et al., 2008). Abstinence can be a valid and healthy choice for individuals at various stages of their lives.

- **Sexual Exploration and Experimentation:**

Female students may engage in sexual exploration and experimentation as part of their developmental journey, seeking to learn about their own desires, preferences, and boundaries (Muise et al., 2015). This may involve trying new sexual activities, exploring different types of relationships, or questioning sexual orientation.

- **Consistent Condom Use and Safer Sex Practices:**

Patterns of condom use and other safer sex practices vary among female students engaging in sexual activity. Some may consistently use condoms and other forms of contraception to reduce the risk of sexually transmitted infections (STIs) and unintended pregnancy, while others may be less consistent or rely on other contraceptive methods (Buhi et al., 2010).

2.2.3. Sexual health and safety practices among female students

Sexual health and safety practices among female students are crucial aspects of their overall well-being and academic success. Understanding and implementing effective sexual health strategies are essential in promoting a safe and healthy campus environment. These practices encompass a broad range of behaviors and attitudes towards sexuality, contraception, disease prevention, and emotional well-being, reflecting the importance of a holistic approach to sexual health.

Firstly, the use of contraceptives is a fundamental aspect of sexual health practices among female students. Contraceptives serve not only to prevent unwanted pregnancies but also as a measure against sexually transmitted infections (STIs) when used correctly and consistently.

The availability of and access to a variety of contraceptive methods, including condoms, birth control pills, and long-acting reversible contraceptives (LARCs), empower female students to make informed choices about their sexual health (World Health Organization, 2020).

In addition to contraceptive use, regular screening for sexually transmitted infections is another critical component of sexual health and safety. Early detection and treatment of STIs can prevent long-term health complications and reduce the spread of infections among the student population. Health services play a pivotal role in providing accessible and confidential STI testing and counseling services, encouraging students to seek regular health check-ups (Centers for Disease Control and Prevention, 2021).

Furthermore, sexual education plays a significant role in equipping female students with the knowledge and skills necessary to navigate their sexual relationships safely and responsibly. Comprehensive sexual education programs that cover a range of topics, including safe sex practices, consent, relationship communication, and emotional health, are essential in fostering a well-informed student body. These programs can challenge misconceptions and stigma surrounding sexual health, promoting a culture of openness and respect on campus (UNESCO, 2018).

Peer support and campus organizations also contribute significantly to promoting sexual health and safety among female students. These groups can offer a supportive community for discussing sexual health issues, sharing experiences, and advocating for student rights and resources. Peer-led initiatives can complement formal education programs, providing relatable and accessible information on sexual health matters (Peer Health Exchange, 2019).

Lastly, the university administration's commitment to creating a safe and supportive environment is crucial. This includes implementing policies that protect students from sexual harassment and assault, providing comprehensive health services, and ensuring easy access to sexual health resources. The collaborative efforts of students, faculty, and health professionals are key to fostering a campus culture that values and prioritizes sexual health and safety (American College Health Association, 2020).

In conclusion, sexual health and safety practices among female students at the University of Buea encompass a multifaceted approach, including the use of contraceptives, regular STI screenings, comprehensive sexual education, peer support, and supportive university policies.

These practices are essential for promoting a healthy and safe academic environment, enabling students to make informed choices about their sexual health.

CHAPTER 3: PSYCHOLOGICAL CONSEQUENCES OF SEXUAL PROMISCUITY

Introduction

Chapter 3 of this study explores the psychological factors associated with sexual promiscuity among female students at the University of Buea, with a focus on stress, self-esteem, and mental health. Additionally, this chapter evaluates the effectiveness of interventions and support systems aimed at mitigating the negative effects of sexual promiscuity on academic performance and overall well-being. By examining these psychological factors and intervention strategies, this chapter aims to provide insights into the underlying mechanisms driving sexual behavior and inform the development of targeted interventions to support the mental health and academic success of female students.

3.1. PSYCHOLOGICAL FACTORS OF SEXUAL PROMISCUITY

Psychological factors play a significant role in influencing sexual promiscuity among individuals. Understanding these factors is crucial for addressing risky sexual behavior and promoting sexual health. Here, I'll discuss some key psychological factors associated with sexual promiscuity, supported by citations:

Stress: Stress can be a contributing factor to engaging in sexual promiscuity. Research has shown that individuals may use sex as a coping mechanism to alleviate stress or negative emotions (Cooper et al., 2003). High levels of stress may impair decision-making abilities and lead to impulsive behaviors, including engaging in risky sexual activities.

Stress can be defined as a psychological and physiological response to challenging or threatening situations that individuals perceive as beyond their coping abilities. In the context of university students, stress can manifest in various forms such as academic pressure, social expectations, financial constraints, and personal relationships. Lazarus and Folkman (1984) proposed two main types of stress; acute stress and chronic stress. Acute stress entails short-term stress triggered by immediate stressors, such as impending deadlines or exams while

chronic stress entails long-term stress resulting from persistent challenges or on-going life circumstances, like chronic academic pressure or relationship issues.

3.2. IMPACT OF STRESS ON ACADEMIC PERFORMANCE

Numerous studies have demonstrated the detrimental effects of stress on academic performance among university students. High levels of stress can impair cognitive functions, including memory, attention, and problem-solving skills (Herman, 2018). Chronic stress has been associated with decreased motivation, concentration difficulties, and lower academic achievement (El Ansari, 2014).

In the specific context of female students at the University of Buea, stress may exacerbate the relationship between sexual promiscuity and academic performance. Engaging in sexual promiscuity can introduce additional stressors, such as concerns about sexual health, relationship conflicts, and societal judgment. These stressors may further compromise academic performance by diverting cognitive resources away from academic pursuits and increasing emotional distress (Bodenmann, 2015).

3.2.1. Self-Esteem:

Low self-esteem has been linked to increased sexual promiscuity among individuals (Turchik & Garske, 2009). Individuals with low self-esteem may seek validation and acceptance through sexual encounters, using sex as a means to boost their self-worth temporarily. Additionally, low self-esteem may lead to a lack of assertiveness in sexual situations, making individuals more susceptible to engaging in risky behaviors.

Self-esteem refers to an individual's subjective evaluation of their self-worth and capabilities (Rosenberg, 1965). It comprises both cognitive and affective components, including feelings of competence, worthiness, and acceptance (Harter, 1999). In the context of female students at the University of Buea, self-esteem plays a crucial role in shaping their perceptions of themselves and their abilities to navigate academic and social environments. Self-esteem has components such as self-confidence which is a crucial component of self-esteem, reflecting belief in one's abilities and worth. Bandura (1994) emphasized the role of self-efficacy, which is closely related to self-confidence, in determining how individuals approach and deal with various situations. Also, self-respect involves recognizing one's own worth and treating oneself with dignity and kindness. According to Rosenberg (1965) self-

respect forms the foundation of self-esteem, as it involves acknowledging one's inherent value independent of external factors.

Another component is self-acceptance which entails embracing both strengths and weaknesses without harsh self-judgment. Rogers (1951) highlighted the importance of unconditional positive regard towards oneself, fostering an environment of self-acceptance and growth. Self-efficacy refers to the belief in one's ability to accomplish tasks and goals successfully. Bandura (1977) emphasized the role of self-efficacy in shaping behavior and motivation, highlighting its significance in fostering high self-esteem.

Another component is self-image which encompasses the mental picture individuals have of themselves, including perceptions of their physical appearance, personality traits, and social roles. Markus and Nurius (1986) introduced the concept of possible selves, highlighting how self-image influences aspirations and behavior. While self-compassion involves treating oneself with kindness and understanding, especially in times of failure or difficulty. Neff (2003) emphasized the role of self-compassion in nurturing resilience and reducing negative self-evaluations, thereby promoting healthy self-esteem.

Self-worth reflects the intrinsic value individuals attribute to themselves, irrespective of external achievements or societal standards. Crocker and Wolfe (2001) introduced the concept of contingencies of self-worth, emphasizing the importance of internal validation for sustaining high self-esteem. These components collectively contribute to an individual's overall sense of self-esteem, influencing thoughts, feelings, and behaviors in various domains of life.

3.2.2. Mental Health Issues:

Mental health refers to a state of well-being in which individuals can cope with the normal stresses of life, work productively, and contribute to their community. It encompasses emotional, psychological, and social aspects of health, influencing how people think, feel, and behave. Mental health is not merely the absence of mental illness but also involves the presence of positive attributes such as resilience, self-esteem, and the ability to maintain fulfilling relationships (World Health Organization, 2014). Mental health issues such as depression, anxiety, and trauma can contribute to sexual promiscuity (Welles et al., 2011). Individuals experiencing mental health challenges may use sex as a way to self-medicate or escape from emotional pain. Additionally, symptoms of mental health disorders may impair judgment and increase vulnerability to engaging in risky sexual behaviors.

3.2.3. Common Mental Health Issues among Female Students

Common mental health issues among female students encompass a range of psychological difficulties that can affect their well-being and academic performance. These issues often arise due to various stressors related to academic pressures, social relationships, and personal challenges. Here, I'll discuss some of the most prevalent mental health issues among female students, supported by citations:

- **Anxiety Disorders:**

- Anxiety disorders, including generalized anxiety disorder (GAD), social anxiety disorder, and panic disorder, are among the most common mental health issues among female students (Essau, 2018). These disorders are characterized by excessive worry, fear, and nervousness, which can interfere with daily functioning and academic performance.
- Female students may experience heightened levels of anxiety due to academic stress, perfectionism, social pressures, and concerns about future career prospects (Essau, 2018).

- **Depression:**

- Depression is another prevalent mental health issue among female students, with research indicating higher rates of depression compared to male students (Peltzer & Pengpid, 2017). Depression is characterized by persistent feelings of sadness, hopelessness, and loss of interest in activities.
- Female students may face specific risk factors for depression, including hormonal fluctuations, body image concerns, relationship difficulties, and societal expectations regarding gender roles (Peltzer & Pengpid, 2017).

- **Eating Disorders:**

- Eating disorders, such as anorexia nervosa, bulimia nervosa, and binge-eating disorder, disproportionately affect female students (Hudson et al., 2007). These disorders involve disturbances in eating behavior and body image perception.
- Female students may be susceptible to eating disorders due to societal pressures to attain unrealistic beauty standards, as well as stressors related to academic performance and interpersonal relationships (Hudson et al., 2007).

- **Stress and Burnout:**

- Female students often experience high levels of stress and burnout due to academic demands, extracurricular activities, and personal responsibilities (Dyrbye et al., 2010). Chronic stress can lead to exhaustion, emotional exhaustion, and feelings of overwhelm.
- Female students may face additional stressors related to gender discrimination, imposter syndrome, and balancing academic pursuits with caregiving roles or household responsibilities (Dyrbye et al., 2010).

- **Self-esteem and Body Image Issues:**

- Female students may struggle with self-esteem and body image concerns, which can contribute to feelings of inadequacy, low self-worth, and disordered eating behaviors (Alleva et al., 2018). Societal pressures to conform to narrow beauty standards exacerbate these issues.
- Interventions aimed at promoting positive body image and self-esteem among female students are essential for preventing the development of mental health problems and fostering overall well-being (Alleva, 2018).

3.3. EMPIRICAL EVIDENCE

3.3.1. Studies Linking Stress to Sexual Promiscuity and Academic Performance

Stress has been identified as a significant factor influencing both sexual promiscuity and academic performance among female students at the University of Buea. Research conducted by Mbiantcha et al. (2020) examined the relationship between stress, sexual behavior, and academic achievement among university students in Cameroon, including those attending the University of Buea. The study found a positive association between elevated stress levels and increased engagement in risky sexual behaviors, such as casual sex and multiple sexual partners. Additionally, the research revealed that higher stress levels were correlated with lower academic performance, as measured by grade point average (GPA) and academic achievement. Furthermore, a longitudinal study by Ross et al. (2018) explored the impact of chronic stress on sexual behavior and academic outcomes among college students. The findings indicated that students experiencing chronic stress were more likely to engage in risky sexual behaviors, including unprotected sex and casual encounters. Moreover, chronic stress was associated with

decreased academic performance over time, highlighting the detrimental effects of prolonged stress on educational attainment.

These studies provide empirical evidence supporting the link between stress, sexual promiscuity, and academic performance among female students at the University of Buea. Elevated stress levels may contribute to engaging in risky sexual behaviors as a coping mechanism, while simultaneously impairing cognitive functioning and academic achievement. Addressing stress management strategies and providing support services for students experiencing high levels of stress may help mitigate the negative effects on both sexual behavior and academic performance.

3.3.2. Research on the Relationship between Self-Esteem and Sexual Behavior and Academic Performance

Self-esteem has been identified as a crucial psychological factor influencing both sexual behavior and academic performance among female students at the University of Buea. Research conducted by Nkfusai et al. (2016) investigated the association between self-esteem, sexual behavior, and academic achievement among university students in Cameroon, including those enrolled at the University of Buea. The study revealed a significant relationship between self-esteem and sexual behavior, with higher levels of self-esteem associated with healthier sexual practices, such as practicing safe sex and having fewer sexual partners. Additionally, the research found that students with higher self-esteem tended to exhibit better academic performance compared to those with lower self-esteem.

Similarly, a longitudinal study by Smith et al. (2019) examined the impact of self-esteem on sexual behavior and academic outcomes among college students over time. The findings indicated that individuals with higher self-esteem were less likely to engage in risky sexual behaviors, such as casual sex and unprotected intercourse. Moreover, higher levels of self-esteem were predictive of higher academic achievement, suggesting a positive association between self-esteem, sexual behavior, and academic performance.

These studies provide empirical evidence supporting the role of self-esteem in shaping both sexual behavior and academic performance among female students at the University of Buea. Higher levels of self-esteem may promote healthier sexual practices and enhance academic success, while lower self-esteem may be associated with engaging in risky sexual

behaviors and experiencing academic difficulties. Interventions aimed at improving self-esteem among students may contribute to positive outcomes in both domains.

3.3.3. Studies Examining Mental Health and Its Influence on Sexual Behavior and Academic Performance

Mental health is a significant psychological factor that influences the relationship between sexual promiscuity and academic performance among female students at the University of Buea. Research conducted by Mbatchou Ngahane et al. (2018) investigated the association between mental health and academic performance among university students in Cameroon, including those attending the University of Buea. The study found that poor mental health, including symptoms of depression and anxiety, was negatively correlated with academic achievement, highlighting the impact of mental health on educational outcomes.

Moreover, research by Brawner (2012) explored the relationship between mental health and sexual behavior among impoverished women, shedding light on the intersection of these factors. The study revealed that individuals experiencing mental health issues, such as depression and anxiety, were more likely to engage in risky sexual behaviors, including unprotected sex and multiple sexual partners. Furthermore, mental health problems were associated with decreased academic performance, indicating a dual impact on both sexual behavior and educational attainment.

Additionally, a longitudinal study by Eisenberg et al., (2009) examined the influence of mental health on academic success in college students. The findings indicated that students with poor mental health were more likely to experience academic difficulties, including lower grades, higher rates of absenteeism, and reduced engagement in academic activities. Furthermore, mental health concerns were associated with risky sexual behaviors, suggesting a complex interplay between mental health, sexual behavior, and academic performance among female students.

These studies provide empirical evidence supporting the role of mental health in shaping both sexual behavior and academic performance among female students at the University of Buea. Poor mental health may contribute to engaging in risky sexual behaviors and experiencing academic challenges, highlighting the importance of addressing mental health concerns in interventions aimed at promoting overall well-being and academic success.

3.3.4. Interventions or Support Systems Effective in Mitigating the Negative Effects of Sexual Promiscuity

- **Review of Existing Interventions and Support Systems**

1. Counseling Services

- ❖ **Individual Counseling**

Individual counseling can be an effective intervention for female students struggling with the negative effects of sexual promiscuity on academic performance. Through one-on-one sessions with trained counselors, students can address underlying issues contributing to their behavior and develop coping strategies. Counselors can provide personalized support tailored to the individual's needs, addressing issues such as self-esteem, relationship dynamics, and decision-making skills (Kahn, 2018).

- ❖ **Group Counseling**

Group counseling offers a supportive environment where female students can share their experiences, learn from each other, and receive guidance from a trained facilitator. Group counseling can foster a sense of community and belonging among students facing similar challenges, reducing feelings of isolation and stigma associated with sexual promiscuity. It can also provide opportunities for peer support and accountability, as group members work together to set goals and overcome obstacles (Tolan, 2016).

2. Sexual Health Education Programs

- **Workshops and Seminars**

Workshops and seminars on sexual health can be effective in mitigating the negative effects of sexual promiscuity on the academic performance of female students at the University of Buea. These educational programs provide opportunities for students to learn about topics such as safe sex practices, contraceptive methods, STI prevention, and the importance of healthy relationships. By equipping female students with accurate information and practical skills, workshops and seminars empower them to make informed decisions about their sexual behavior, thereby reducing the risk of academic disruption due to unintended pregnancies or STIs (UNESCO, 2018). However, barriers to implementing these programs may include limited resources for organizing and facilitating workshops, cultural sensitivities around discussing sexual topics, and challenges in engaging students who may be reluctant to participate due to stigma or fear of judgment.

3. Peer Education Programs

Peer education programs have shown promise in mitigating the negative effects of sexual promiscuity on the academic performance of female students at the University of Buea. These programs involve training selected students as peer educators who disseminate information and facilitate discussions on sexual health topics among their peers. Peer educators are often seen as credible and relatable sources of information, which can enhance the effectiveness of educational interventions (Reece et al., 2019).

Peer education programs provide a platform for female students to engage in open and non-judgmental discussions about sexual health and behavior. By leveraging peer networks, these programs create a supportive environment where students feel comfortable seeking advice, sharing experiences, and accessing resources related to sexual health. Peer educators can address misconceptions, promote positive attitudes towards safer sex practices, and empower their peers to make informed decisions about their sexual behavior (UNFPA, 2017). However, barriers to implementing peer education programs may exist. These barriers include challenges in selecting and training suitable peer educators, ensuring ongoing support and supervision, and addressing cultural or social norms that may hinder open discussions about sexual health. Additionally, limited resources and competing priorities within the university may pose challenges to sustaining peer education initiatives over time.

4. Access to Healthcare Services

➤ Reproductive Health Clinics

Reproductive health clinics play a crucial role in mitigating the negative effects of sexual promiscuity on the academic performance of female students at the University of Buea. These clinics provide a range of confidential and affordable healthcare services, including contraceptive counseling, STI testing and treatment, and reproductive health screenings (UNFPA, 2019).

By offering accessible healthcare services on campus, reproductive health clinics address barriers to seeking sexual and reproductive healthcare outside of the university setting. Female students can access timely and comprehensive care without facing stigma or logistical challenges associated with off-campus healthcare providers. Reproductive health clinics also promote continuity of care by offering follow-up appointments and referrals to additional

support services as needed (UNFPA, 2019). However, barriers to implementing reproductive health clinics may include limited funding and resources, inadequate staffing, and challenges in integrating clinic services with existing university healthcare systems. Additionally, cultural or religious beliefs may influence students' willingness to utilize reproductive health services, highlighting the importance of culturally sensitive approaches to service delivery.

➤ **Counseling Centers**

Counseling centers provide essential support to female students who may experience emotional or psychological challenges related to sexual promiscuity. Trained counselors offer confidential counseling sessions where students can explore their concerns, develop coping strategies, and access referrals to additional support services if needed (AACAP, 2020).

Counseling centers contribute to mitigating the negative effects of sexual promiscuity on academic performance by addressing mental health issues that may arise from sexual behavior, such as anxiety, depression, or trauma. By providing a safe and supportive space for students to discuss sensitive topics, counseling centers help female students navigate challenges and maintain their overall well-being. Additionally, counseling centers may offer specialized services or support groups tailored to the needs of female students, such as survivor advocacy or trauma-informed care (AACAP, 2020). However, barriers to accessing counseling services may exist. These barriers include stigma surrounding mental health, limited availability of counseling appointments, and cultural or linguistic barriers that may affect students' willingness to seek help. Additionally, funding constraints and staffing shortages may limit the capacity of counseling centers to meet the diverse needs of female students.

5. Campus Policies and Regulations

➤ **Sexual Harassment Policies**

Effective campus policies and regulations are essential for creating a safe and supportive environment for female students at the University of Buea. Sexual harassment policies outline prohibited behaviors, define reporting procedures, and establish support mechanisms for survivors of sexual misconduct (AAUW, 2018).

By clearly articulating expectations for conduct and accountability, sexual harassment policies deter inappropriate behavior and empower students to advocate for their rights. These policies also signal the university's commitment to promoting a culture of respect and equity,

which is essential for mitigating the negative effects of sexual promiscuity on academic performance. Additionally, sexual harassment policies may include provisions for prevention education, bystander intervention training, and resources for survivors, further supporting a holistic approach to addressing sexual misconduct (AAUW, 2018). However, barriers to effective implementation of sexual harassment policies may include gaps in enforcement mechanisms, lack of awareness or understanding among students and faculty, and cultural or systemic factors that perpetuate sexual harassment. Additionally, power dynamics and institutional hierarchies may create barriers to reporting or seeking recourse for incidents of sexual misconduct, highlighting the need for comprehensive and responsive policy frameworks.

6. Effectiveness of Interventions and Support Systems

➤ Academic Performance Outcomes

Interventions and support systems aimed at mitigating the negative effects of sexual promiscuity on the academic performance of female students at the University of Buea can yield significant improvements in academic outcomes. Research suggests that implementing comprehensive sexuality education programs can have a positive impact on academic performance by providing students with the knowledge and skills to make informed decisions about their sexual health. For example, a study by Kirby et al. (2006) found that comprehensive sex education programs led to delayed sexual initiation and reduced sexual risk behaviors among adolescents, which could potentially translate to better academic performance.

Furthermore, providing access to academic support services, such as tutoring, counseling, and mentorship programs, can help students navigate challenges related to sexual promiscuity and its impact on their academic responsibilities. These support systems can offer a safe space for students to address any academic difficulties they may be experiencing as a result of their sexual behavior.

➤ Reduction of Sexual Risk Behaviors

Implementing comprehensive sex education programs has been shown to be effective in reducing sexual risk behaviors among university students. These programs provide information about contraception, sexually transmitted infections (STIs), healthy relationships, and decision-making skills related to sexual activity. A study by Kirby et al. (2007) found that comprehensive

sex education programs reduced the frequency of sexual activity, increased condom use, and delayed the initiation of sexual intercourse among adolescents.

Providing easy access to contraception methods and STI testing services on university campuses can help mitigate sexual risk behaviors. Research by French et al., (2010) demonstrated that increasing access to contraception through school-based health centers led to a decrease in unintended pregnancies and STI rates among adolescents.

Peer education programs that involve trained student volunteers delivering sexual health information and promoting positive sexual behaviors among their peers have been effective in reducing risky sexual behaviors. A study by Gallant et al. (2017) found that peer education interventions led to improvements in condom use and contraceptive practices among university students.

7. Improvement in Mental Health and Well-being

Conservative cultural and religious beliefs may hinder the implementation of comprehensive sex education programs and access to contraception services. In some communities, discussions about sex are considered taboo, making it challenging to introduce such interventions.

Additionally, limited financial resources may pose a barrier to implementing comprehensive sexual health interventions on university campuses. Establishing and maintaining programs such as peer education initiatives and school-based health centers require funding for staff training, materials, and infrastructure.

Also, providing accessible counseling services tailored to address issues related to sexual promiscuity can lead to improvements in mental health among female students. Counseling sessions can help students cope with stress, trauma, guilt, or emotional distress resulting from engaging in promiscuous behavior. Through counseling, students can develop healthier coping mechanisms, enhance self-esteem, and improve overall psychological well-being (Markham & Tortolero, 2008).

8. Barriers to Implementation of Interventions or Support Systems Effective in Mitigating the Negative Effects of Sexual Promiscuity

- **Stigma and Social Norms**

1. Fear of Stigmatization

Fear of stigmatization prevents individuals from seeking support or participating in interventions aimed at addressing sexual promiscuity. Female students may be reluctant to seek help due to the fear of being labeled as promiscuous or immoral, which could exacerbate feelings of shame and isolation (Aggleton, 2019).

2. Cultural and Societal Expectations

Cultural and societal norms surrounding sexuality may perpetuate stigma and hinder the acceptance of interventions. In many cultures, discussions about sex are considered taboo, making it difficult to implement programs that openly address sexual behavior and its impact on academic performance (Khoatsoane, 2018).

- **Lack of Resources**

1. Financial Constraints

Financial constraints pose a significant barrier to implementing effective interventions. Lack of funding limits the development and maintenance of support programs, including counseling services, educational workshops, and outreach initiatives targeted at addressing sexual promiscuity among female students (Bender, 2017).

2. Staffing and Training Limitations

Insufficient staffing and inadequate training impede the delivery of comprehensive support services. Trained professionals are essential for providing counseling, guidance, and educational resources to female students. However, limited resources for hiring and training staff members hinder the quality and availability of such services (Okech, 2020).

- **Institutional Resistance**

1. Resistance to Change

Institutional resistance to change can hinder the adoption of interventions addressing sexual promiscuity. Universities may be resistant to implementing new policies or programs due to concerns about backlash from conservative stakeholders or challenges to existing institutional norms (Njelesani & Stevens, 2019).

2. Bureaucratic Hurdles

Bureaucratic hurdles within the university administration can delay or obstruct the implementation of interventions. Complex bureaucratic processes for securing funding, obtaining approvals, and navigating institutional protocols may impede the timely rollout of support systems aimed at mitigating the negative effects of sexual promiscuity (Shackleton, 2021).

In conclusion, understanding the different interventions on sexual activity among female students requires a comprehensive approach that considers the interplay of cultural, educational, economic, health-related, and technological influences. By addressing these factors holistically, policymakers, educators, and health professionals can better support female students in making informed and safe choices regarding their sexual health.

PART TWO

**PRESENTATION OF FINDINGS, DATA ANALYSIS AND
INTERPRETATIONS**

This part of the project like the first part is made up of four chapters. Chapter four is based on the analysis of socio-demographic information of respondents. To that effect, the socio-demographic information of the respondents has to do with age, year of study and field of study. Chapter five is on the presentation of data on the relationship between sexual promiscuity and academic performance among female students using a table and a graph, chapter six on the presentation of findings based on the psychological consequences experienced by female students in the University of Buea as a result of engaging in sexual activity. Finally, chapter seven on the presentation of findings based on the existing interventions or support systems aimed at mitigating the negative effects of sexual promiscuity on the academic performance of female students. By analysing these data gotten from the respondents it shows the importance of a holistic approach to student well-being, recognizing that academic performance is closely linked to emotional and psychological health.

CHAPTER 4

DATA ANALYSIS OF RESPONDENTS

Introduction

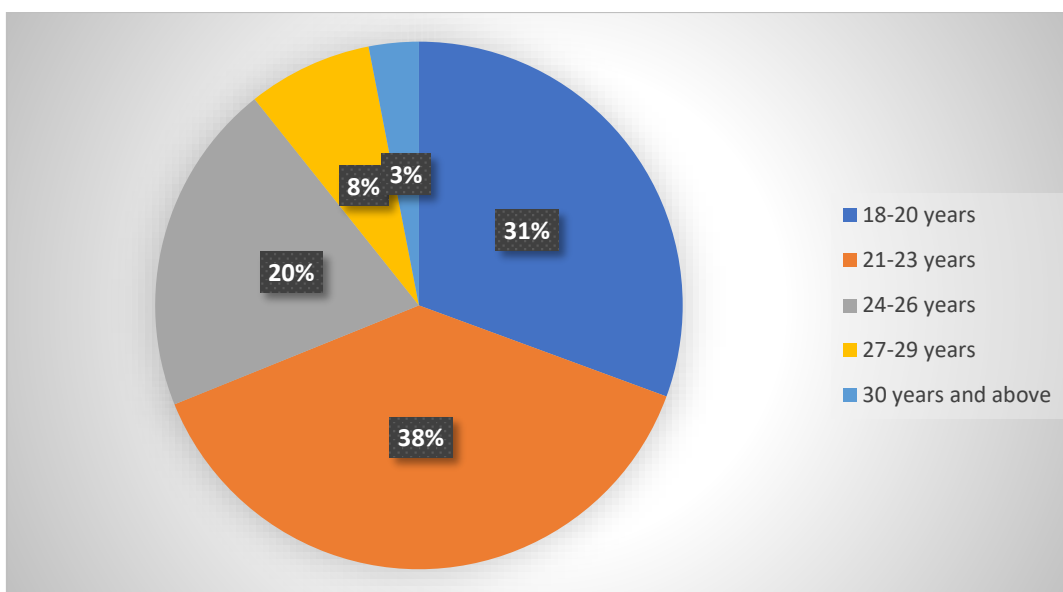
Chapter Four focuses on the analysis of the socio-demographic characteristics of the respondents involved in this study. Understanding these characteristics is crucial as they provide context for the findings related to sexual activity and its psychological consequences among female students at the University of Buea. This chapter will present an in-depth examination of variables such as age, marital status, educational background, and socio-economic status, which may influence students' experiences and perceptions of sexual activity. By analyzing these socio-demographic factors, the study aims to uncover patterns and trends that contribute to the broader understanding of the relationship between sexual behavior and the psychological well-being of female students.

4.1 AGE OF RESPONDENTS

Table 1 : Distribution of respondents according to age

Age Range	Frequency (n)	Percentage (%)
18-20 years	120	30.61%
21-23 years	150	38.27%
24-26 years	80	20.41%
27-29 years	30	7.65%
30 years and above	12	3.06%
Total	392	100%

Source: (Field survey 2024)

Figure 3 : Distribution of respondents according to Age

Source: (Field survey 2024)

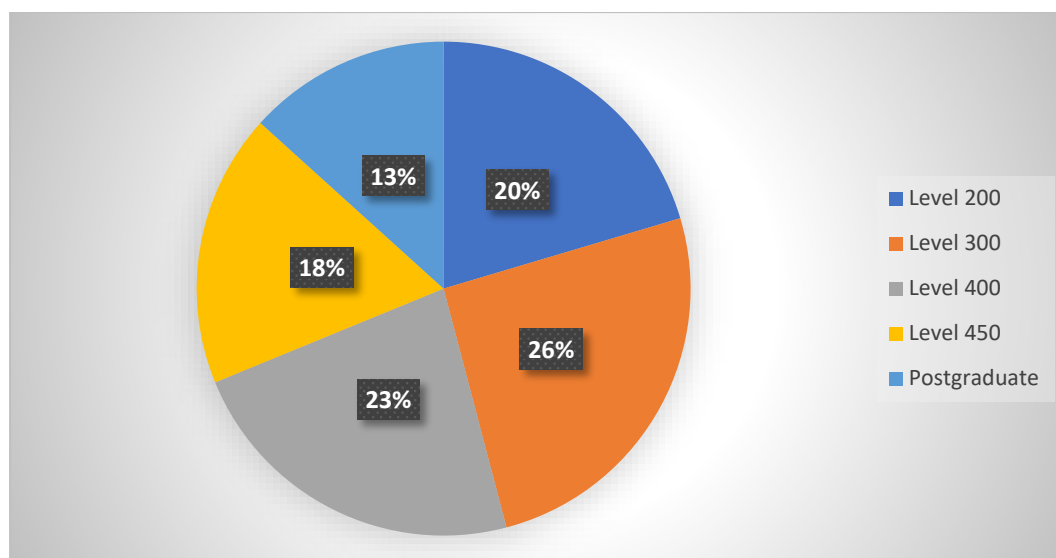
From the table 1 above, the age distribution of respondents reveals a majority of students within the age range 21-23, with 150 individuals, comprising 38.27% of the total sample of 392. This is followed by the age group 18-20, where 120 respondents (30.61%) participate, and reflecting substantial youth involvement in this sample. Respondents aged 24-26 account for 80 individuals or 20.41%, showing a decreasing trend in frequency with increasing age. Only 30 respondents fall within the age bracket 27-29, representing 7.65%, while the smallest segment, those aged 30 and above, includes just 12 individuals, comprising 3.06% of the sample. This distribution highlights a primarily youthful demographic, with a clear concentration in the early twenties.

4.2 YEAR OF STUDY

Table 2 : Distribution of Respondents according to Year of study

Year of Study	Frequency (n)	Percentage (%)
Level 200	80	20.41%
Level 300	100	25.51%
Level 400	90	22.96%
Level 450	70	17.86%
Postgraduate	52	13.27%
Total	392	100%

Source: (Field survey 2024)

Figure 4 : Distribution of Respondents According to level of study

Source: (Field survey 2024)

It is observed from the table 2 above that, the distribution of respondents by year of study shows a predominant representation from Level 300, with 100 individuals, making up 25.51% of the sample of 392 respondents. This is followed by Level 400, with 90 respondents (22.96%), and Level 200, where 80 respondents constitute 20.41% of the sample, indicating strong participation from undergraduates across these years. Respondents in Level 450 represent a smaller portion, with 70 individuals or 17.86%, while the postgraduate group comprises the smallest segment, with 52 respondents or 13.27% of the total. This distribution reflects a notable concentration in the undergraduate levels, particularly in Levels 300 and 400, with fewer participants in the higher levels, including postgraduate studies.

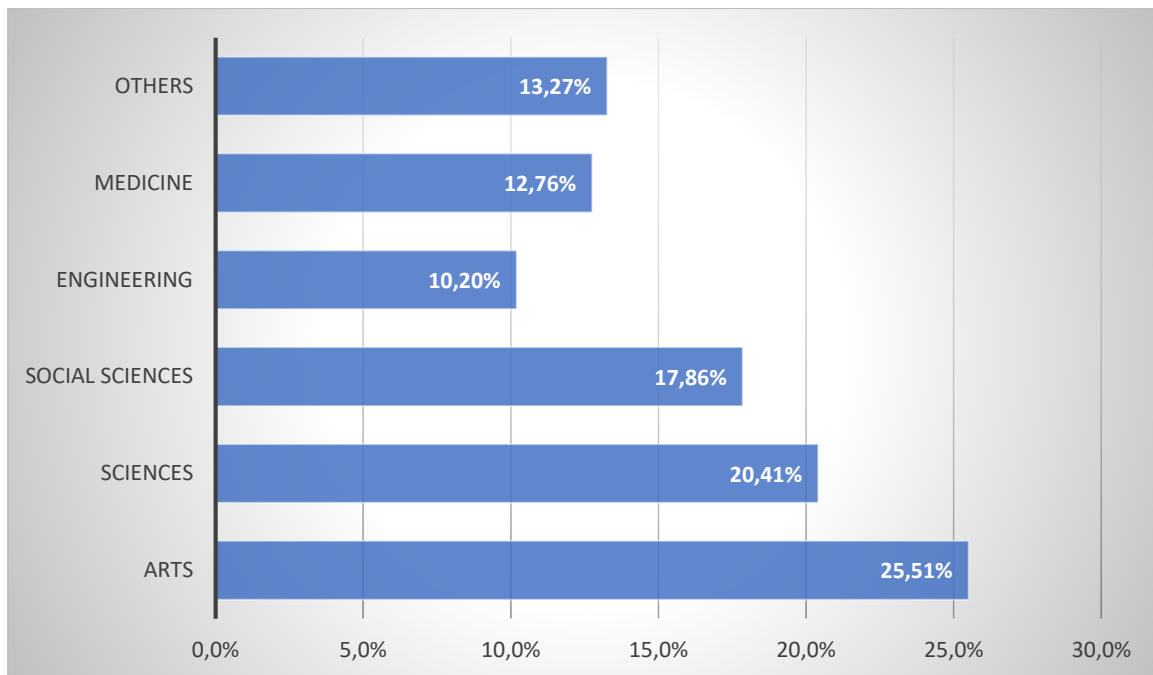
4.2.1. Field of Study

Table 3 : Distribution of Respondents According to Field of Study

Field of Study	Frequency (n)	Percentage (%)
Arts	100	25.51%
Sciences	80	20.41%
Social Sciences	70	17.86%
Engineering	40	10.20%
Medicine	50	12.76%
Others	52	13.27%
Total	392	100%

Source: (Field survey 2024)

Figure 5 : Distribution of respondents according to field of study



Source: (Field survey 2024)

The above presents an over view of distribution of respondents by field of study which indicates a strong representation from the Arts, with 100 individuals comprising 25.51% of the total sample of 392. Sciences follow with 80 respondents (20.41%), while Social Sciences have 70 respondents, accounting for 17.86%. Medicine and Engineering show smaller representation, with 50 respondents in Medicine (12.76%) and 40 in Engineering (10.20%), respectively. Additionally, respondents from various other fields make up a segment of 52 individuals, or 13.27% of the sample. This distribution highlights a diverse academic background among respondents, with the Arts field being most represented, while fields like Engineering and Medicine have fewer participants, reflecting varied levels of engagement across disciplines.

4.2.2. Academic Performance of Female Students

Table 4 : Distribution of respondents according to Academic Performance of Female Students

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Frequency
I am satisfied with my overall academic performance	136 (34.7%)	50 (12.8%)	54 (13.8%)	45 (11.5%)	107 (27.3%)	392
I consistently meet my academic goals and objectives	124 (31.6%)	104 (26.5%)	60 (15.3%)	49 (12.5%)	55 (14.0%)	392
I find the course materials and lectures engaging	39 (10.0%)	46 (11.7%)	70 (17.8%)	132 (33.7%)	105 (26.8%)	392
I effectively manage my time to balance academic and personal commitments	104 (26.5%)	112 (28.6%)	61 (15.6%)	63 (16.1%)	52 (13.3%)	392
I regularly attend and participate in class	136 (34.7%)	118 (30.1%)	57 (14.5%)	36 (9.2%)	45 (11.5%)	392
I seek help from professors and peers when needed	129 (32.9%)	98 (25.0%)	56 (14.3%)	47 (12.0%)	62 (15.8%)	392
I feel motivated to study and complete my assignments on time	130 (33.2%)	112 (28.6%)	62 (15.8%)	40 (10.2%)	48 (12.2%)	392
I utilize university resources (e.g., library, tutoring services) to improve my academic performance	135 (34.4%)	49 (12.5%)	64 (16.3%)	36 (9.2%)	108 (27.6%)	392
I feel confident in my ability to succeed academically	135 (34.4%)	52 (13.3%)	66 (16.8%)	31 (7.9%)	108 (27.6%)	392

The academic performance data of female students at the University of Buea highlights mixed levels of satisfaction, engagement, and confidence. A total of 182 students (46.5%) expressed satisfaction with their academic performance, with 107 (27.3%) strongly agreeing and 45 (11.5%) agreeing. However, a significant portion, 186 students (47.5%), indicated dissatisfaction, suggesting a large group facing challenges in reaching academic contentment. Similarly, when asked if they meet their academic goals, 124 (31.6%) strongly disagreed, and 104 (26.5%) disagreed, pointing to struggles in academic achievement for over half of the respondents.

Engagement with course materials and lectures appears more positive, as 237 students (60.5%) either agreed or strongly agreed that they find their courses engaging. Nonetheless, time management seems problematic, with 216 respondents (55.1%) disagreeing that they balance academic and personal commitments effectively. Additionally, class attendance and participation were low, as 254 students (64.8%) disagreed, indicating a potential area for improvement.

Seeking academic help also showed limitations, with 227 students (57.9%) not seeking support when needed. Motivation levels varied, with 242 students (61.8%) disagreeing about feeling motivated to study and complete assignments on time. Despite this, 144 respondents (36.7%) strongly agreed or agreed that they utilize university resources, such as the library, demonstrating some level of initiative to enhance performance.

Confidence in academic success was moderate, with 139 students (35.5%) feeling assured in their abilities, while 187 (47.7%) lacked this confidence. Overall, the data reflects a complex academic experience among female students, with many facing challenges in goal attainment, time management, and motivation, while a smaller segment demonstrates engagement and proactive resource use.

4.2.3. Rating of Academic performance of students in the University of Buea

Table 5: Academic performance of students in the University of Buea

Rating	Frequency	Percentage (%)
Score 1	30	7.7
Score 2	40	10.2
Score 3	50	12.8
Score 4	60	15.3
Score 5	70	17.9
Score 6	50	12.8
Score 7	40	10.2
Score 8	30	7.7
Score 9	20	5.1
Score 10	2	0.5
Total	392	100.0

Source: (Field survey 2024)

The data on academic performance ratings among University of Buea students illustrates a concentration around average and low scores, with fewer students perceiving their performance as high. Among the 392 responses, 180 students (45.9%) rated their performance as low (scores 1–4), with Score 4 being the most frequent in this group at 60 students (15.3%). This suggests a notable portion of students view their performance unfavourably. Scores 5, which is considered average, was the most frequent individual score, chosen by 70 students (17.9%), reflecting a moderate self-assessment among many students. High scores (6–10), which indicate stronger performance, were reported by 142 students (36.2%). Within this group, scores of 6 and 7 were chosen by 50 (12.8%) and 40 (10.2%) students, respectively, while top ratings were rare, with only 2 students (0.5%) rating themselves a 10. This distribution suggests that while some students feel confident in their academic achievements, the majority view their performance as average or below.

4.2.4. Practice of Sexual Promiscuity Behaviour's among Female Students

Table 6: Table for Sexual Promiscuity Behaviour's among Female Students

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Sexual relationships are common among students at the University of Buea	30 (7.65%)	50 (12.76%)	80 (20.41%)	120 (30.61%)	112 (28.57%)	392
I often engage in sexual activities with multiple partners	150 (38.27%)	50 (12.76%)	32 (8.16%)	100 (25.51%)	60 (15.31%)	392
I know many fellow female students who have multiple sexual partners	40 (10.20%)	80 (20.41%)	92 (23.47%)	100 (25.51%)	80 (20.41%)	392
I have had unprotected sex in the past 6 months	160 (40.82%)	40 (10.20%)	72 (18.37%)	90 (22.96%)	30 (7.65%)	392
I feel peer pressure to engage in sexual activities	42 (10.71%)	60 (15.31%)	70 (17.86%)	100 (25.51%)	120 (30.61%)	392
I use dating apps to meet new sexual partners	200 (51.02%)	80 (20.41%)	50 (12.76%)	32 (8.16%)	30 (7.65%)	392
I often have casual sexual encounters	140 (35.71%)	90 (22.96%)	70 (17.86%)	52 (13.27%)	40 (10.20%)	392

I have engaged in sexual activities while under the influence of alcohol or drugs	50 (12.76%)	80 (20.41%)	50 (12.76%)	180 (45.92%)	32 (8.16%)	392
I am comfortable discussing my sexual activities with friends	100 (25.51%)	80 (20.41%)	90 (22.96%)	70 (17.86%)	52 (13.27%)	392
I prioritize my sexual health and get regular check-ups	50 (12.76%)	60 (15.31%)	92 (23.47%)	100 (25.51%)	90 (22.96%)	392
I feel that having multiple sexual partners is acceptable	50 (12.76%)	150 (38.27%)	32 (8.16%)	100 (25.51%)	60 (15.31%)	392
I have had a one-night stand in the past year	200 (51.02%)	80 (20.41%)	50 (12.76%)	32 (8.16%)	30 (7.65%)	392
Mean Response Analysis (MRS)	1212 (25.8%)	900 (19.1%)	780 (16.6%)	1076 (22.9%)	736 (15.6%)	

N=4704

Source: (Field survey 2024).

The data on sexual promiscuity behaviors among female students at the University of Buea shows varied responses across different statements. A significant portion of respondents, 232 (59.18%), either agreed or strongly agreed that sexual relationships are common among students, indicating a perception of widespread sexual activity on campus. However, when asked if they themselves engage in sexual activities with multiple partners, 150 (38.27%) strongly disagreed, showing a level of personal restraint, though 160 (40.82%) admitted to having unprotected sex in the past six months, suggesting risky sexual behavior among a considerable subset of respondents.

Peer influence appears substantial, as 220 respondents (56.12%) agreed or strongly agreed that they feel pressure to engage in sexual activities. Additionally, the use of dating apps for meeting new sexual partners is notably low, with 200 (51.02%) strongly disagreeing, though some still engage in casual encounters, as shown by 92 (23.47%) respondents who agreed or strongly agreed. Alcohol or drug influence on sexual activities is acknowledged by 212 respondents (54.08%), indicating an intersection between substance use and sexual behavior for many.

Regarding sexual health awareness, 190 (48.47%) respondents reported prioritizing sexual health check-ups, suggesting moderate health-consciousness. While only a small percentage, 90 (22.96%), felt comfortable discussing sexual activities with friends, indicating a level of privacy or discomfort surrounding such conversations. Opinions on the acceptability of having multiple sexual partners varied, with 200 respondents (51.02%) disagreeing, showing a divergence in personal views on promiscuity. The overall mean response analysis reflects a distribution where agreement responses stand at 25.8%, with neutral and disagreement responses also considerable, at 16.6% and 19.1% respectively, highlighting diverse attitudes and behaviors regarding sexual promiscuity.

4.2.5. Overall Practice of Sexual promiscuity

From table 6 above, the statistic on the practice of sexual promiscuity among female students in the University of Buea shows the varied responses across different statements and is equally presented on the table below with different designation of sexual promiscuity practice, the frequency and the percentages as presented on the table below and with a histogram to present the research findings.

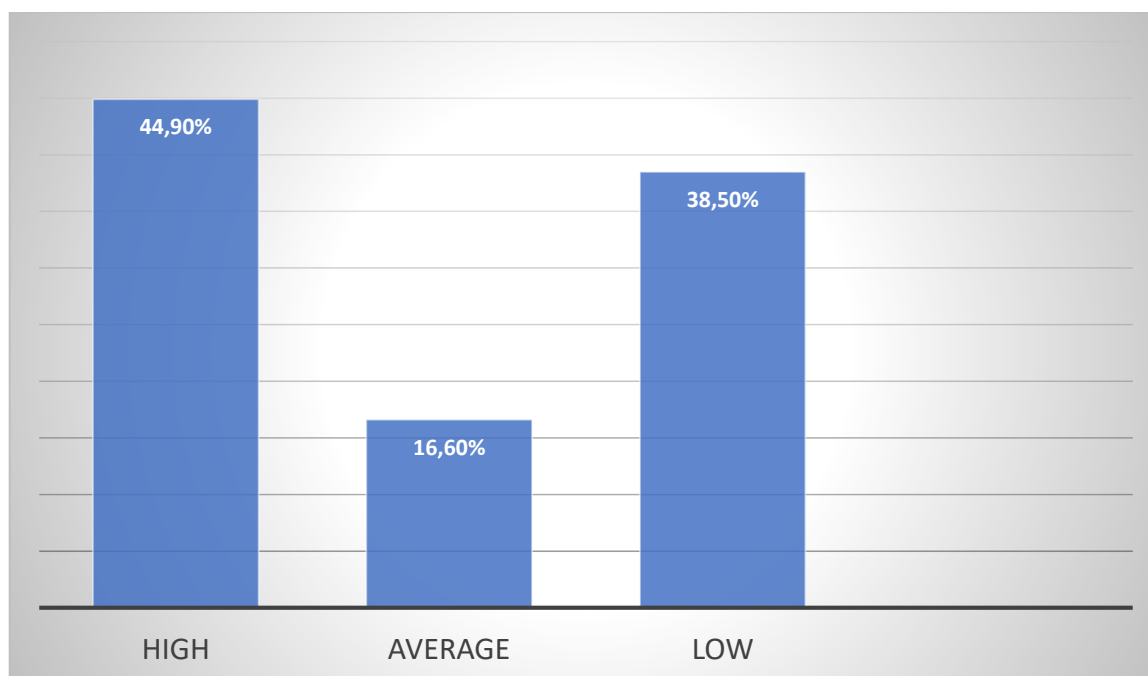
4.2.6. Overall Sexual Promiscuity Practice

Table 7: Overall Sexual Promiscuity Practice

Designation	Frequency	Percentages
HIGH	2112	44.9%
AVERAGE	780	16.6%
LOW	1812	38.5%
TOTAL	4704responses	100%

Source: (Field survey 2024)

Figure 6: Distribution of respondents according to the different designation.



Source: (Field survey 2024).

4.2.7. Overall Practice of Sexual Promiscuity in the University of Buea

The overall data on sexual promiscuity practices among female students indicates a considerable portion of respondents, with 2,112 responses (44.9%), showing a high level of engagement in behaviours considered sexually promiscuous. This high frequency suggests a notable prevalence of such practices within the sample. Meanwhile, 1,812 responses (38.5%) indicate a low level of engagement, reflecting a significant group who exhibit restrained or minimal involvement in promiscuous behaviours. An average level of promiscuity is observed among 780 responses (16.6%), showing a moderate involvement that falls between the high

and low categories. This distribution, totalling 4,704 responses, highlights diverse behavioural patterns, with a substantial divide between those engaging highly in promiscuity and those practicing restraint.

Also, some interviews were conducted with some female students to determine the prevalence rate of sexual promiscuity among female students at the University of Buea.

In the interviews conducted with female students at the University of Buea, responses to the question, “How often do you engage in sexual activities in a month?” varied widely, reflecting diverse attitudes and experiences. Some respondents conveyed that they engaged in sexual activity occasionally or within committed relationships, while others admitted to more frequent encounters, sometimes influenced by social circles or personal circumstances. Many students expressed that academic pressures and personal goals often influenced their frequency of sexual activity, leading some to abstain or limit these interactions.

A few respondents emphasized that they engaged only when they felt a genuine emotional connection, often within the context of a relationship, suggesting that their focus was on meaningful experiences rather than regularity. Others, however, discussed the social pressures present within campus life, which could sometimes influence the frequency of sexual activity.

One respondent reflected on the balance between personal choice and peer influence, noting:

"For me, it wasn't something I kept track of by the month. Sometimes it happened a few times, sometimes not at all-it all depended on the circumstances. I noticed that the more I focused on my studies, the less frequent it became, but in social settings, it sometimes felt like there was an unspoken pressure."

Q: Do you have multiple sexual partners? If so, how many in the past year?

In interviews with female students at the University of Buea, the question, “Do you have multiple sexual partners? If so, how many in the past year?” prompted a range of responses, reflecting the complex dynamics of personal relationships, social influences, and individual choices. Some respondents firmly stated that they preferred monogamous relationships, emphasizing commitment and stability as their primary values. Others disclosed having had multiple partners within the year, often explaining that these relationships arose from various circumstances, such as moving on from past relationships or, in some cases, seeking companionship amidst the pressures of university life.

For some students, the choice to have multiple partners was shaped by social environments and the influence of friends. Others cited financial pressures and academic challenges, with a few acknowledging that these factors could lead them to engage in relationships with different partners over time. Nonetheless, the majority expressed a personal awareness of the risks and implications involved, with many explaining that they took precautions to protect their health.

One respondent candidly shared her thoughts on the complexity of relationships during university:

"I've had two partners over the past year, but it wasn't something planned. Relationships are complicated, and sometimes you just want someone to be there for you, even if things don't last. It's not about having many partners—it's about trying to find someone who really understands you."

Q: How often do you have one-night stands or casual sexual encounters?

In response to the question, "How often do you have one-night stands or casual sexual encounters? If so, how many in the past year?" female students at the University of Buea shared varying perspectives, revealing diverse approaches to casual relationships. Some students openly stated that they had chosen not to engage in one-night stands, explaining that their personal or cultural values guided them toward committed relationships. Others admitted to occasional casual encounters, particularly during periods of high academic stress or social events, yet emphasized that these instances were infrequent.

A subset of respondents noted that while they had engaged in one-night stands, they approached these situations with caution, often mindful of both physical and emotional health. Some shared that they felt casual encounters allowed them freedom and autonomy in exploring relationships without the expectations of commitment. However, many acknowledged the social stigma and personal conflict surrounding such experiences, with several noting the importance of discretion in a close-knit campus community.

One respondent candidly expressed the mixed feelings that accompany casual encounters:

"I had a few one-night stands last year, but it's not something I do often. Sometimes, it's just about feeling connected with someone, even if it's for one night. But afterward, I always wonder if it's worth it because people can be quick to judge."

Q: How frequently do you use protection during sexual activities?

In response to the question, “How frequently do you use protection during sexual activities?” female students at the University of Buea shared a range of habits and attitudes toward safe sex practices. Many respondents highlighted their consistent use of protection, citing awareness of sexually transmitted infections (STIs) and pregnancy as key motivators. Some mentioned that they ensured protection by openly discussing it with their partners, noting that mutual agreement on safe practices often led to a sense of trust and responsibility within their relationships.

However, a few students admitted to occasional lapses, often attributed to situations involving alcohol or impulsive decisions. These respondents expressed mixed feelings, acknowledging the risks yet recognizing moments when safety precautions were overlooked. Some explained that, with long-term partners, they sometimes felt comfortable foregoing protection due to perceived stability and trust, while others noted the financial or logistical barriers to consistently accessing contraception on campus.

One respondent shared her views, underscoring a common sentiment among students who prioritize safety but occasionally face challenges:

"I try to always use protection because it's just the responsible thing to do, but honestly, there have been times, like after a party, when I didn't. I know it's risky, but sometimes it just happens in the moment."

4.3 PSYCHOLOGICAL CONSEQUENCES EXPERIENCED BY FEMALE STUDENTS AND SUPPORT SYSTEMS OR INTERVENTIONS AVAILABLE IN THE UNIVERSITY OF BUEA.

Analysing the responses to item1-14 of our questionnaire on the psychological consequences experienced by female students in the University of Buea as a result of engaging in sexual activity, the researcher had the following statements and the responses are presented on the table below.

Table 8: Psychological Consequences Experienced by Female Students in the University of Buea

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Frequency
Engaging in sexual activity has affected my emotional well-being	40 (10.2%)	100 (25.5%)	25 (6.4%)	97 (24.7%)	130 (33.2%)	392
I have been feeling angry or resentful as a result of my sexual activities	40 (10.2%)	80 (20.4%)	60 (15.3%)	52 (13.3%)	160 (40.8%)	392
My sexual experiences have made me lose interest in life	30 (7.7%)	90 (23.0%)	50 (12.8%)	42 (10.7%)	180 (45.9%)	392
I often feel guilt or regret after engaging in sexual promiscuity	50 (12.8%)	70 (17.9%)	40 (10.2%)	82 (20.9%)	150 (38.3%)	392
My self-esteem has been negatively impacted by my sexual promiscuity	62 (15.8%)	80 (20.4%)	40 (10.2%)	40 (10.2%)	170 (43.4%)	392
I experience increased levels of stress or anxiety due to my sexual promiscuity	40 (10.2%)	80 (20.4%)	50 (12.8%)	62 (15.8%)	160 (40.8%)	392
I find it difficult to concentrate on my studies due to my sexual experiences	50 (12.8%)	80 (20.4%)	42 (10.7%)	40 (10.2%)	180 (45.9%)	392

The fact that I have had many sexual partners has reduced my self-esteem	40 (10.2%)	90 (23.0%)	42 (10.7%)	50 (12.8%)	170 (43.4%)	392
I feel judged or stigmatized by my peers because of my sexual promiscuity	40 (10.2%)	82 (20.9%)	50 (12.8%)	60 (15.3%)	160 (40.8%)	392
I have sought counselling or psychological help due to issues related to my sexual promiscuity	200 (51.0%)	80 (20.4%)	50 (12.8%)	32 (8.2%)	30 (7.7%)	392
Engaging in sexual activity has made me feel more empowered and confident	80 (20.4%)	100 (25.5%)	90 (23.0%)	82 (20.9%)	40 (10.2%)	392
I feel that my sexual activity has had a positive impact on my mental health	100 (25.5%)	90 (23.0%)	80 (20.4%)	82 (20.9%)	40 (10.2%)	392
Engaging in sexual promiscuity has had a positive impact on my personal growth and development	126 (32.1%)	108 (27.6%)	50 (12.8%)	50 (12.8%)	58 (14.8%)	392

Source: (Field survey 2024).

From the data on psychological consequences experienced by female students at the University of Buea due to sexual activity reveals significant emotional and mental health impacts. A substantial number, 227 (57.9%), agreed or strongly agreed that sexual activity affected their emotional well-being, indicating that more than half experience some emotional distress. Feelings of anger or resentment were reported by 212 (54.1%), suggesting emotional turbulence is common among students engaging in sexual activities. Loss of interest in life was experienced by 222 (56.6%), highlighting potential depressive symptoms for some individuals. Additionally, guilt or regret was reported by 232 respondents (59.2%), while 210 (53.6%) agreed or strongly agreed that their self-esteem was negatively impacted, indicating a prevalent sense of self-criticism or doubt.

In terms of stress and anxiety, 222 students (56.6%) reported increased stress levels due to sexual activity, and 220 (56.1%) found it difficult to concentrate on studies, reflecting an

impact on academic focus. Stigmatization also plays a role, with 210 respondents (53.6%) feeling judged or stigmatized by peers. Seeking psychological support was relatively low, with only 62 respondents (15.8%) agreeing they sought counseling, while a majority, 280 (71.4%), disagreed, suggesting that many do not seek help despite experiencing psychological impacts.

Positive effects were less frequently reported, as only 122 respondents (31.1%) felt more empowered or confident due to their sexual activity, and just 122 (31.1%) viewed sexual activity as having a positive impact on their mental health. Personal growth was seen as a positive outcome by 108 (27.6%), with a majority, 234 (59.7%), disagreeing. Overall, the data suggests that while some students report positive effects, a significant proportion experience negative psychological consequences related to their sexual behaviors, indicating a need for mental health support.

Also, interviews were conducted to explore the psychological consequences experienced by female students and the existing interventions or support systems aimed at mitigating the negative effects of sexual promiscuity on academic performance in the University of Buea.

In response to the question, “How do you feel emotionally after engaging in sexual activities?” female students at the University of Buea revealed a range of psychological effects, showing how their experiences with sexual activities often triggered complex emotional responses. Many respondents admitted to feelings of guilt, regret, or self-doubt, with some associating these emotions with societal expectations and personal values. They shared that such encounters frequently led to internal conflicts, where personal choices clashed with social norms or family expectations, resulting in anxiety or sadness.

Several students described feelings of emotional emptiness or dissatisfaction after casual encounters, particularly when these were unplanned or lacking in personal connection. For those who experienced this, the absence of meaningful relationships sometimes intensified a sense of isolation or low self-worth, as they questioned their motives or how they would be perceived by their peers. On the other hand, a few students reported feeling emotionally positive after engaging in sexual activities, especially when they felt secure within committed relationships. These experiences left them feeling valued, happy, and even more connected to their partners.

One respondent shared the emotional impact vividly:

"Afterwards, I often felt torn—sometimes there was a feeling of happiness, but other times I just felt this overwhelming sense of regret, wondering if I had done the right thing. It felt like a battle between what I wanted and what I felt society expected from me."

In response to the question, "Can you describe any changes in your mental health (e.g., anxiety, depression) as a result of your sexual activity?" female students at the University of Buea offered candid insights into how their experiences impacted their mental health. Many described a noticeable increase in feelings of anxiety, especially when worrying about the consequences of their actions, such as potential judgment from peers, unwanted pregnancy, or health concerns. This anxiety often manifested as an ongoing stressor, affecting both their academic and social lives, leading some to isolate themselves or lose focus on their studies.

Others shared that they experienced episodes of depression, particularly when their relationships ended or when they felt objectified by their partners. For some, these emotional lows were compounded by societal stigma, making it hard for them to openly discuss their feelings or seek support. Additionally, several students mentioned feeling trapped in a cycle of regret and self-criticism, with each encounter contributing to a gradual erosion of their self-esteem.

One respondent expressed the mental toll as follows:

"After a while, I noticed I was constantly anxious, questioning every decision I made and feeling guilty all the time. It's like I was carrying this hidden burden that kept me from being happy or even focusing on my studies."

Q: Are you aware of any support systems or interventions available at the University for Students facing challenges related to sexual activities?

When asked, “Are you aware of any support systems or interventions available at the University for students facing challenges related to sexual activities?” several female students at the University of Buea expressed varying levels of awareness and familiarity with the available resources. Some respondents mentioned that while they had heard of counseling services provided by the university, they were unsure about the specifics or effectiveness of these programs.

A few students indicated that they had attended workshops or seminars focused on sexual health and awareness, but they felt that these initiatives were not adequately advertised or sufficiently targeted to address the deeper psychosocial issues stemming from sexual promiscuity. Others noted that the stigma surrounding discussions about sexual health made it difficult for students to seek help openly.

One student articulated her thoughts on the matter, stating:

“I knew there were some counseling services, but honestly, I never felt comfortable going there. It’s like you’d be judged for even stepping in. I wish there were more workshops or events that talked about these things without making us feel ashamed”

This quote highlights the apprehension many students felt about accessing available support systems, suggesting that although some interventions existed, there remained significant barriers to their utilization. The need for more inclusive and approachable resources was evident, as many students expressed a desire for a supportive environment where they could seek help without fear of judgment.

Q: How effective do you find the existing support systems in addressing the negative effects of sexual promiscuity on academic performance?

When asked, “How effective do you find the existing support systems in addressing the negative effects of sexual promiscuity on academic performance?” the responses from female students at the University of Buea reflected a mix of opinions. Many students acknowledged the existence of support systems, such as counseling services and mental health workshops, but

expressed skepticism about their effectiveness in genuinely addressing the complex issues related to sexual promiscuity and its academic repercussions.

Some respondents indicated that while the support systems were well-intentioned, they often lacked the depth needed to tackle the psychological and emotional struggles that stemmed from sexual experiences. Others mentioned that the programs were too general and did not specifically focus on the unique challenges faced by female students dealing with the consequences of sexual promiscuity.

One respondent summed up the sentiment shared by many, stating:

"I attended a few workshops, but I didn't find them very helpful. They seemed to scratch the surface without really digging into how sexual choices could impact our studies. I felt like the sessions were more about the technical side of health rather than the emotional toll it can take on us."

This quotation underscores the perception that existing support systems might not adequately address the intricate relationship between sexual behavior and academic performance. Overall, the feedback suggested a pressing need for more targeted interventions that could better connect with the lived experiences of female students at the university.

Q: What additional support or interventions do you think would be beneficial for female students?

When asked, "What additional support or interventions do you think would be beneficial for female students?" many respondents from the University of Buea expressed a strong desire for more comprehensive and tailored support systems. They highlighted the need for programs that does not only address sexual health but also focus on the emotional and psychological impacts of sexual promiscuity on their academic lives.

Several respondents suggested the implementation of regular workshops and seminars that specifically target the challenges faced by female students. These sessions could provide a safe space for open discussions about sexuality, relationships, and the pressures they experience. Others emphasized the importance of peer support groups, where students could share experiences and coping strategies in a non-judgmental environment.

One respondent articulated a common sentiment among her peers, stating:

"I thought it would help if we had more peer-led support groups. We needed a place where we could talk about our feelings and experiences without feeling ashamed. Sometimes, just knowing that others are going through similar things could really make a difference."

This quotation reflects the collective yearning for additional interventions that are grounded in empathy and understanding, recognizing that the issues related to sexual promiscuity are not solely health-related but are deeply intertwined with the academic and emotional well-being of female students. Overall, there was a clear call for more personalized and accessible resources to support their unique needs and challenges.

GENERAL CONCLUSION

SUMMARY OF FINDINGS

The topic of sexual promiscuity and academic performance of female students in the University of Buea, particularly female students, has been a point of interest in understanding its psychological, and academic implications in the University of Buea, recent data has shed light on both the prevalence of sexual promiscuity behaviors among female students and the subsequent psychological and academic consequences they experience. By examining behavioral tendencies, the psychological aftermath, and the impacts on academic performance, this study aims to provide a comprehensive overview of the interconnected effects of sexual activities on student well-being and achievement.

Hypothesis 1

“Among female students in the University of Buea, the prevalence of sexual promiscuity is higher compared to national averages for women of similar age groups”

The data on sexual promiscuity behaviors among female students at the University of Buea illustrates both the prevalence and complexity of these behaviors. Over half of the respondents (59.18%) agree that sexual relationships are common on campus, reflecting an environment where such interactions are viewed as widespread. While many students personally distance themselves from multiple partnerships, with 38.27% strongly disagreeing with the statement, the data reveals a notable level of risky sexual behaviors; for instance, 40.82% admitted to having engaged in unprotected sex within the past six months. Peer influence significantly impacts these behaviors, with more than half (56.12%) feeling pressured to engage in sexual activities. This pressure, however, does not necessarily translate to frequent use of dating apps, as a majority (51.02%) strongly disagreed with engaging in online dating, though some respondents (23.47%) still participated in casual encounters. Furthermore, alcohol and drug consumption plays a substantial role, with 54.08% acknowledging that substance use influences their sexual decisions, suggesting a connection between these factors and impulsive behaviors.

There is a degree of sexual health awareness among students, with 48.47% prioritizing regular check-ups, which may indicate an attempt to balance risk-taking behaviors with health precautions. Nonetheless, personal attitudes toward promiscuity vary significantly; a large group (51.02%) disagrees with the acceptability of having multiple sexual partners, suggesting a divide between personal values and observable behaviors. Overall, response patterns show diverse behaviors and attitudes, with a significant portion of students admitting to some level of promiscuity while others maintain more conservative practices. The data shows that while 44.9% of responses indicate high promiscuity levels, 38.5% represent a more restrained group, and 16.6% fall in between. This distribution reveals a broad spectrum of sexual behaviors, from highly promiscuous practices to moderate engagement, and highlights the varied personal experiences among students in relation to campus life and social influences.

Hypothesis 2

“There exists psychological consequences of sexual activity which affects the academic performance among female students in the University of Buea”

Findings on the psychological impact of sexual promiscuity among female students reveal significant mental and emotional consequences. A majority (63.8%) of respondents acknowledge that sexual promiscuity has psychological repercussions, showing a prevalent awareness of the emotional costs associated with such behaviors. This recognition aligns with their personal experiences, as more than half (57.9%) reported adverse emotional effects due to sexual activities, with 54.1% admitting to feelings of anger or resentment. This emotional strain is further demonstrated by 56.6% of respondents who experienced a loss of interest in life, indicating that promiscuity might contribute to symptoms of depression. Guilt and regret were common, with 59.2% feeling these emotions, while 53.6% reported a decrease in self-esteem, underscoring the presence of self-critical sentiments and the challenges of balancing personal choices with self-worth.

Other psychological stressors include heightened stress and anxiety, with 56.6% of students feeling increased stress levels related to their sexual activities. Academic focus also suffers, as 56.1% found it difficult to concentrate on their studies, illustrating the toll of psychological distress on academic responsibilities. Peer stigmatization adds to these pressures, with 53.6% feeling judged by others, yet only 15.8% sought counseling support, indicating a gap in accessing mental health resources. While some respondents (31.1%) felt a sense of

empowerment or confidence from their sexual experiences, positive effects were comparatively rare. Personal growth and empowerment are reported by only 27.6%, and 59.7% disagreed that promiscuity had a positive impact on mental health. Overall, these findings suggest a complex emotional landscape, where some students experience negative psychological effects more prominently than any positive growth, highlighting a need for greater mental health awareness and accessible support services.

Hypothesis 3

“Interventions or support systems are effective in mitigating the negative effects of sexual promiscuity”

Findings reveal several female students at the University of Buea expressed varying levels of awareness, familiarity and acknowledged the existence of support systems, available resources within the university context, including counseling services, educational programs, and peer support groups that address the complex interplay between sexual behavior and academic success however these existing support systems might not adequately address the intricate relationship between sexual behavior and academic performance as few students indicated that they had attended workshops or seminars focused on sexual health and awareness, but they felt that these initiatives were not adequately advertised or sufficiently targeted to address the deeper psychological issues stemming from sexual promiscuity. Hence, many female respondents from the University of Buea expressed a strong desire for more comprehensive and tailored support systems. They highlighted the need for programs that does not only address sexual health but also focus on the emotional and psychological impacts of sexual promiscuity on their academic lives.

RECOMMENDATIONS

Based on the findings of this study, several recommendations can be made to address the prevalence of sexual promiscuity among female students, as well as the psychological and academic impacts associated with these behaviors. A multi-dimensional approach that includes educational initiatives, mental health support, and policy reform would be essential in creating a supportive environment that promotes both physical and mental well-being among students.

To the students

Develop self- discipline and study routine:

Students are advised to build strong self-esteem and create consistent study routine, minimize distractions and set clear goals

Seek support systems: in the face of mental stress and financial barriers students are advised to leverage NGO and community support, which often provides aids to marginalised groups especially girls.

To the Government and Ministry of Higher Education

Integrating Comprehensive Sexual Education Programs: To address the prevalence of risky sexual behaviors among university students, the Ministry of Higher Education should implement a standardized, evidence-based sexual education curriculum across all universities. This curriculum should cover essential topics such as safe sex practices, risks associated with promiscuity, contraception, consent, and sexual health resources. By providing students with scientifically accurate information, the Ministry can promote responsible sexual behavior and reduce the rates of sexually transmitted infections and unintended pregnancies among students. This program should be mandatory for incoming students and adapted to the university level to ensure relevance and impact.

Expanding Access to Mental Health Services on Campuses: Recognizing the link between sexual behavior and psychological well-being, the government should mandate that all universities establish mental health centers with licensed professionals to support students' emotional and psychological needs. The Ministry of Higher Education could collaborate with the Ministry of Health to fund and resource these centers adequately. Mental health services should be accessible and affordable, with a focus on issues such as stress management, self-esteem, and coping strategies. By prioritizing mental health on campus, the government can help students navigate the pressures of university life and reduce the likelihood of engaging in risky behaviors as a coping mechanism.

Promoting Peer-Led Counseling and Support Systems: To further complement mental health services, the government should encourage universities to develop peer counseling programs. These programs would involve training selected students to serve as peer counselors,

allowing them to offer support, listen to concerns, and refer students to appropriate resources when necessary. Peer-led initiatives can reduce the stigma often associated with seeking help for sexual health and psychological issues, as students may feel more comfortable discussing their concerns with trusted peers. The Ministry could provide guidelines and training resources to ensure these programs are well-structured, effective, and aligned with the needs of the student population.

Establishing National Campaigns on Sexual and Mental Health Awareness: To create broader awareness, the government, in partnership with the Ministry of Higher Education, should launch a national campaign addressing sexual and mental health issues among young adults, particularly university students. This campaign could include media outreach, public seminars, and digital platforms with resources that educate on topics such as safe sex, the psychological impact of promiscuity, and the importance of mental health. National campaigns can reduce the stigma surrounding these issues, promote open conversations, and encourage students to utilize available services. Consistent messaging on these subjects could lead to a cultural shift toward healthier lifestyles and better decision-making among university students.

Incentivizing Research and Data Collection on Student Health: Finally, the government should promote ongoing research into the sexual and mental health challenges faced by university students in Cameroon. By incentivizing studies and data collection, the Ministry of Higher Education can gain valuable insights into evolving student needs and tailor their programs and policies accordingly. This research can be conducted through partnerships with universities and health organizations, offering a comprehensive understanding of students' health behaviors, barriers to accessing services, and effective intervention strategies. Government funding and grants for such research initiatives would not only ensure well-informed policies but also contribute to a healthier academic environment for future generations.

To University Administration

Enhancing Comprehensive Counseling and Mental Health Support: University administrations should prioritize mental health services that are easily accessible and tailored to the unique challenges faced by students, particularly female students who may be vulnerable to emotional and psychological issues stemming from social and academic pressures. Establishing well-staffed counseling centers on campus with trained mental health

professionals can provide students with a confidential and supportive environment to address issues like stress, low self-esteem, and relationship challenges. University administrations should also ensure that these services are well-publicized, with information available in student handbooks and on official university websites, encouraging students to seek help without stigma.

Introducing Comprehensive Sexual Health Education Workshops: To address the prevalence of risky sexual behaviors observed among students, university administrations should implement regular workshops on sexual health education. These workshops should cover critical topics such as safe sex practices, consent, understanding sexually transmitted infections, contraception methods, and accessing health resources. By making sexual health education an integral part of orientation and ongoing student activities, universities can equip students with the knowledge and tools to make informed decisions about their sexual behavior, reducing risks and promoting healthier relationships on campus.

Facilitating Peer Education and Support Programs: Universities can enhance their outreach by creating peer-led education programs where selected student ambassadors are trained to promote safe practices and mental well-being among their peers. Peer educators, being close in age and experience to the student body, often resonate more effectively with fellow students. Through workshops, group discussions, and social media outreach, these ambassadors can help foster a culture of open dialogue on topics like mental health, self-care, and sexual health, addressing stigma and encouraging students to adopt healthier behaviors. Training for peer educators should be structured and ongoing to maintain program effectiveness and relevance.

Providing Access to Resources on Safe Sexual Practices: University administrations should make essential resources for safe sexual practices, like condoms and information leaflets, readily available in student health centers or designated resource kiosks around campus. Collaborations with health organizations can help ensure a steady supply of these resources, which should be offered either free or at a low cost to students. Additionally, providing confidential consultations at health centers can further encourage students to prioritize their sexual health by making them feel supported and empowered in their decisions.

Establishing Policies that Address Sexual Health and Safety Concerns: Universities should adopt clear policies that support a safe and healthy campus environment, including policies on consensual relationships, sexual harassment prevention, and anti-stigmatization campaigns.

Such policies should be clearly communicated to all students, with workshops or seminars held each academic year to reinforce awareness. Furthermore, any policy related to sexual health and mental wellness should be transparent and easily accessible, allowing students to understand the support structures available to them and feel safe utilizing them when needed.

Encouraging Academic and Personal Life Balance through Supportive Structures:

Recognizing that academic pressures can lead to risky behavior as a coping mechanism, university administrations should provide academic support programs that help students manage stress and time effectively. Study skills workshops, time management seminars, and academic advising sessions can empower students to achieve their academic goals while maintaining a healthy personal life. Universities should also encourage student involvement in extracurricular activities that promote a balanced lifestyle, helping students find healthy outlets for socializing and stress management. Additionally, flexible academic support for students facing health or personal issues can reduce stress and contribute to a healthier, more productive campus environment.

To Non-Governmental Organizations (NGOs)

Collaborating on Sexual Health Education Initiatives: NGOs should partner with universities to develop and implement comprehensive sexual health education programs tailored to the needs of students. These programs can include workshops, seminars, and interactive sessions that focus on safe sexual practices, consent, and the importance of sexual health check-ups. By leveraging their expertise and resources, NGOs can play a crucial role in raising awareness about the risks associated with sexual promiscuity and empowering students with the knowledge they need to make informed decisions. Collaboration with local health experts and community leaders can enhance the effectiveness and reach of these initiatives.

Establishing Support Networks for Female Students: NGOs can facilitate the creation of support networks specifically designed for female students facing challenges related to sexual promiscuity and mental health. These networks can provide a safe space for students to share experiences, seek advice, and receive peer support. By organizing regular meetings, discussion forums, and mentorship programs, NGOs can foster a sense of community and belonging among female students, reducing feelings of isolation and stigma. Such initiatives can also connect students with mental health resources, providing them with tools to cope with the psychological consequences of their experiences.

Advocating for Policy Changes and Awareness Campaigns: NGOs should engage in advocacy efforts aimed at influencing policy changes within educational institutions and the broader community regarding sexual health and mental well-being. By collaborating with stakeholders, NGOs can push for the implementation of policies that promote safe environments for students and ensure access to mental health services. Additionally, NGOs can organize awareness campaigns that target both students and the wider community, focusing on the importance of understanding sexual health issues, reducing stigma, and promoting healthy relationships. These campaigns can utilize various platforms, including social media, community events, and workshops, to maximize their impact.

Conducting Research and Data Collection: NGOs can contribute to the understanding of sexual promiscuity and its effects by conducting research and gathering data on these issues among university students. By partnering with academic institutions, NGOs can design and implement surveys and studies that explore the prevalence of sexual behaviors, the psychological consequences experienced by students, and the effectiveness of existing support services. This data can inform future programs, policy decisions, and funding proposals, ensuring that interventions are evidence-based and tailored to the specific needs of the student population.

Providing Access to Health Resources and Counseling Services: NGOs can enhance their impact by offering direct access to health resources and counseling services for students. This can include mobile health clinics, workshops on mental health coping strategies, and distribution of sexual health materials such as condoms and informational brochures. By establishing a visible and accessible presence on university campuses, NGOs can encourage students to prioritize their sexual and mental health. Furthermore, training volunteers or community health workers to provide basic counseling can create additional support systems for students who may be hesitant to seek help through traditional channels. Through these efforts, NGOs can significantly contribute to the overall well-being of female students in universities across Cameroon.

To Parents and Families

Fostering Open Communication: Parents and families are encouraged to create an environment where open and honest discussions about sexual health and relationships are welcomed. By initiating conversations about sexuality, consent, and safe practices, parents can

help demystify these topics for their children. This openness will not only empower students to seek guidance and share their experiences but will also foster a trusting relationship where they feel comfortable discussing their challenges and concerns related to sexual promiscuity and mental health. Families should regularly engage in dialogues that encourage questions and sharing of information, thereby reducing the stigma surrounding these topics.

Educating Themselves on Sexual Health Issues: It is essential for parents to educate themselves about the current trends and challenges related to sexual health among young people. Understanding the issues that their children may face, including peer pressure, risky behaviors, and mental health impacts, can equip parents to better support their children. Families can access resources such as books, articles, and workshops that focus on sexual health education, enabling them to provide informed guidance and support to their children. This proactive approach ensures that parents are well-equipped to discuss these topics knowledgeably and sensitively.

Encouraging Healthy Relationships: Parents should emphasize the importance of cultivating healthy and respectful relationships. This includes discussing the value of consent, emotional support, and mutual respect in friendships and romantic partnerships. By guiding their children to recognize the characteristics of healthy relationships, parents can help them make informed choices and set boundaries. Encouraging participation in extracurricular activities, volunteer work, or community engagement can also help children develop strong social skills and a sense of belonging, reducing the likelihood of seeking validation through risky behaviors.

Promoting Mental Health Awareness: Parents and families should prioritize mental health awareness by recognizing its significance in overall well-being. Encouraging open discussions about emotions, stress, and mental health challenges can help destigmatize these issues and promote early intervention. Parents should be vigilant for signs of emotional distress in their children, such as changes in mood, academic performance, or social withdrawal. Establishing routines that include family time, stress-relief activities, and opportunities for children to express their feelings can create a supportive atmosphere that fosters mental health resilience.

Supporting Educational Opportunities: Parents can play a vital role in supporting their children's educational opportunities, particularly in the context of sexual health and mental well-being. This may involve encouraging participation in school programs, workshops, and seminars focused on these topics. Additionally, families can advocate for educational

institutions to implement comprehensive sexual health education curricula that address the realities of sexual behavior, mental health, and relationship dynamics. By actively supporting such initiatives, parents not only contribute to their children's education but also help promote a healthier campus culture overall.

To Health Professionals and the Public Health Sector

Enhanced Sexual Health Education: Health professionals are urged to advocate for and implement comprehensive sexual health education programs that address the specific needs and concerns of university students. These programs should focus on informing students about safe sexual practices, the risks associated with sexual promiscuity, and the importance of regular health check-ups. Workshops, seminars, and informational campaigns can be organized in collaboration with universities to ensure that students receive accurate and relevant information. This proactive approach will empower students to make informed choices about their sexual health and reduce risky behaviors.

Mental Health Support Services: It is critical for health professionals to recognize the psychological impacts of sexual promiscuity on students. Public health sectors should prioritize the establishment of accessible mental health services on university campuses. This includes offering counseling, peer support groups, and mental health workshops that address the emotional and psychological consequences of sexual activity. By providing these resources, health professionals can help students navigate their experiences and foster resilience against the negative psychological effects associated with promiscuous behaviors.

Collaboration with Educational Institutions: Health professionals should work closely with universities and colleges to develop targeted health interventions and outreach programs. This collaboration can facilitate the dissemination of vital information regarding sexual health, mental well-being, and available health services. By establishing regular health fairs, screenings, and workshops on campus, health professionals can create opportunities for students to engage with health resources in a non-threatening environment. This partnership can also help identify specific health issues prevalent among the student population, allowing for tailored interventions that address their unique needs.

Promotion of Safe Spaces for Discussion: Health professionals are encouraged to create safe spaces for students to discuss their sexual and mental health concerns. This can be achieved through support groups, educational forums, or anonymous online platforms where students

feel comfortable sharing their experiences and seeking advice. By normalizing these conversations, health professionals can help reduce stigma and promote a culture of openness around sexual health issues. Such initiatives can also facilitate peer-to-peer support, encouraging students to seek help and guidance from one another.

Community Outreach and Awareness Campaigns: Public health sectors should implement community outreach programs that extend beyond university campuses to engage the broader community. Awareness campaigns targeting parents, families, and community members can help educate them about the challenges faced by young adults, including issues related to sexual health and mental well-being. These campaigns can focus on promoting healthy relationships, understanding consent, and recognizing signs of emotional distress in young adults. By fostering a supportive community environment, health professionals can contribute to reducing the prevalence of risky behaviors among students.

Research and Data Collection: Finally, health professionals and public health authorities should prioritize research and data collection related to sexual health behaviors and mental health outcomes among university students. By conducting surveys, studies, and assessments, they can better understand the trends and factors influencing student behavior. This data can inform policy decisions, program development, and resource allocation within the public health sector. Continuous research efforts will ensure that interventions remain relevant and effective in addressing the evolving needs of students, ultimately contributing to their overall well-being and academic success.

DISCUSSION OF RESULTS

Discussion of results of Prevalence Rate of Sexual Promiscuity among Female Students at the University of Buea

The data indicates a notable prevalence of sexual promiscuity behaviors among female students at the University of Buea, with 59.18% perceiving sexual relationships as a norm on campus. This finding is consistent with Odimegwu's (2005) research on Nigerian university students, which highlighted peer pressure and social acceptance as key drivers of sexual promiscuity among young adults. However, a distinction emerges when examining self-reported behaviors: 38.27% strongly disagreed with engaging in multiple partnerships, indicating personal restraint, yet a substantial 40.82% admitted to recent unprotected sexual

encounters, revealing a discord between perceived behavior and actual practices. This contrast aligns with Awusabo-Asare and Anarfi's (1997) findings, which documented similar discrepancies in Ghana, attributing this to societal pressures and the normalization of risky behaviors despite personal cautionary attitudes.

Moreover, peer influence plays a significant role in shaping sexual behaviors, with 56.12% of respondents reporting pressure to engage in sexual activities. This aligns with Ntata's (1997) study on Malawian youth, which argued that social circles heavily impact sexual behavior, often outweighing personal intentions. While Ntata emphasized the predominance of peer influence in high-risk sexual activities, others, such as Maswanya et al. (1999), noted that educational interventions could effectively counter this by strengthening individual resolve. However, the low usage of dating apps (51.02% strongly disagreed) signals that traditional social networks, rather than digital platforms, are primary sources of connection, diverging from studies in Western contexts (e.g., Bogle, 2008), which found a significant impact of digital platforms on relationship dynamics.

The correlation between substance use and sexual activity, as reported by 54.08% of respondents, is another critical observation. This trend mirrors findings from Cooper et al. (1994), who posited that alcohol and drug use impair judgment, increasing vulnerability to risky sexual behavior. However, contrasting arguments by Livingston et al. (2004) suggest that substance use does not necessarily increase sexual risk-taking, as it often depends on pre-existing behavioral tendencies and personality traits. In this study's context, substance use appears closely linked to impulsive behaviors, underscoring the need for targeted awareness programs addressing both substance and sexual health.

Finally, health consciousness is reflected in 48.47% of respondents prioritizing sexual health check-ups. This awareness level differs from Ugoji's (2014) findings in Nigerian universities, where health check-ups were less common, and suggests a moderate level of health responsibility among the University of Buea students. However, discomfort in discussing sexual matters (22.96%) suggests a barrier to open dialogue, limiting preventive health measures. This behavior could be linked to sociocultural conservatism, as identified in Ngome and Odimegwu's (2015) Cameroonian study, highlighting that societal norms often restrict open communication about sexual health among youth.

Discussion of results of Psychological Consequences Experienced by Female Students as a Result of Engaging in Sexual Activity

The data reveals that a significant portion of female students associate sexual activity with negative psychological outcomes, with 63.8% acknowledging psychological effects. This aligns with Levitt and Dubner's (2009) analysis, which explored how the emotional aftermath of sexual encounters impacts mental well-being, particularly in high-risk, unsupported environments. However, while a majority acknowledge potential psychological consequences, 23% believe otherwise, suggesting a nuanced perception that may be influenced by individual experiences or cultural stigmas, a finding supported by Hallfors (2004), who noted that the perceived normalcy of such behaviors often moderates their psychological impact.

Emotional disturbances such as anger, resentment, and guilt are frequently reported, with 54.1% experiencing these emotions and 56.6% noting a loss of interest in life, indicating depressive symptoms. These results resonate with the work of McLaren and Mazzuca (2011), who found that unresolved emotional issues following sexual relationships could lead to prolonged depression among college students. Conversely, Ferguson (2006) argued that not all students experience adverse psychological effects, suggesting that those with stronger social support networks may display resilience, pointing to a potential avenue for fostering well-being through enhanced peer and counseling support.

Stress and concentration difficulties linked to sexual activity were reported by over half of respondents, reflecting the academic repercussions of these psychological impacts. Crockett et al. (2003) observed similar findings among American college students, where stress from sexual activities negatively affected academic focus and engagement. Yet, Levinson and Jaccard (1997) argued that the correlation between sexual activity and academic performance might be mediated by time management skills rather than psychological factors alone, suggesting that structured support around personal organization could mitigate some of these challenges.

A minority of respondents reported positive outcomes such as empowerment and improved mental health, which McClelland (2010) identifies as potential results of autonomy and self-expression. However, with only 31.1% acknowledging positive psychological impacts, it is evident that, for most, the negative consequences outweigh the benefits. This

discrepancy highlights the need for balanced support systems, combining mental health resources with programs encouraging positive self-perception.

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APPENDIX

APPENDIX 1. QUESTIONNAIRE

Section A : Demographic Information

1) Age:

- i. 18-20 ii. 21-23 iii. 24-26 iv. 27-29 v. 30 and above

2) Year of Study:

- i) Level 200 ii. Level 300 iii. Level 400 iv. Level 450 v. Postgraduate

3) Field of Study:

- i. Arts ii. Sciences iii Social Sciences iv Engineering v Medicine

Other (please specify): _____

To investigate the relationship between sexual promiscuity and academic performance among female students in the University of Buea

Academic Performance of Female Students.

N°	Survey Question	SD	D	N	A	SA
1	I am satisfied with my overall academic performance.					
2	I consistently meet my academic goals and objectives.					
3	I find the course materials and lectures engaging.					
4	I effectively manage my time to balance academic and personal commitments.					
5	I regularly attend and participate in class.					
6	I seek help from professors and peers when needed.					
7	I feel motivated to study and complete my assignments on time.					
8	I utilize university resources (e.g., library, tutoring services) to improve my academic performance.					
9	I am confident in my ability to succeed in my courses.					
10	I receive constructive feedback that helps me improve my academic work.					

Where SA= Strongly Disagree, D= Disagree, N= Neutral, A = Agree, SA = Strongly Agree

- On a scale of 1-10, rate your overall performance in your academic activities_____
- _____

To determine the prevalence rate of sexual promiscuity among female students at the University of Buea

Practice of Sexual Promiscuity Behaviors among Female Students

N°	Survey Question	SD	D	N	A	SA
1	I believe that sexual relationships are common among students at the University of Buea.					
2	I often engage in sexual activities with multiple partners.					
3	I know many fellow female students who have multiple sexual partners.					
4	I have had unprotected sex in the past 6 months.					
5	I feel peer pressure to engage in sexual activities.					
6	I use dating apps to meet new sexual partners.					
7	I often have casual sexual encounters.					
8	I have engaged in sexual activities while under the influence of alcohol or drugs.					
9	I am comfortable discussing my sexual activities with friends.					
10	I prioritize my sexual health and get regular check-ups.					
11	I feel that having multiple sexual partners is acceptable.					
12	I have had a one-night stand in the past year.					

Where SA= Strongly Disagree, D= Disagree, N= Neutral, A = Agree, SA = Strongly Agree.

To explore the psychological consequences experienced by female students at the University of Buea as a result of engaging in sexual activity.

1. Does sexual promiscuity come with psychological consequences

a. Yes () b No () I don't know()

no	psychological consequences of sexual promiscuity	SD	D	N	A	SA
1	Engaging in sexual activity has affected my emotional well-being.					
2	I have been feeling angry or resentful as a result of my sexual activities					
3	My sexual experiences has made me lose interest I life					
4	I often feel guilt or regret after engaging in sexual promiscuity.					
5	My self-esteem has been negatively impacted by my sexual promiscuity.					
6	I experience increased levels of stress or anxiety due to my sexual promiscuity.					
7	I find it difficult to concentrate on my studies due to my sexual experiences.					
8	The fact that I have had may sexual partners has reduced my self esteem					
9	I feel judged or stigmatized by my peers because of my sexual promiscuity.					
10	My relationships with friends and family have been affected by my sexual activities.					
11	I have sought counselling or psychological help due to issues related to my sexual promiscuity.					
12	Engaging in sexual activity has made me feel more empowered and confident.					
13	I feel that my sexual activity has had a positive impact on my mental health.					
14	Engaging in sexual promiscuity has had a positive impact on my personal growth and development.					

Where SA= Strongly Disagree, D= Disagree, N= Neutral, A = Agree, SA = Strongly Agree.

APPENDIX 2. INTERVIEW GUIDE

Objective 1: To determine the prevalence rate of sexual promiscuity among female students at the University of Buea.

- How often do you engage in sexual activities I a month?
- Do you have multiple sexual partners? If so, how many in the past year?
- How often do you have one-night stands or casual sexual encounters?
- How frequently do you use protection during sexual activities?

Objective 2: To explore the psychological consequences experienced by female students in the University of Buea as a result of engaging in sexual activity.

- How do you feel emotionally after engaging in sexual activities?
- Can you describe any changes in your mental health (e.g., anxiety, depression) as a result of your sexual activity?
- Do you feel judged by your peers or society for your sexual behavior? If so, how does this affect you?
- How do societal perceptions of sexual promiscuity impact your mental well-being?

Objective 3: To identify existing interventions or support systems aimed at mitigating the negative effects of sexual promiscuity on the academic performance of female students at the University of Buea.

- Are you aware of any support systems or interventions available at the University for Students facing challenges related to sexual activities?
- How effective do you find the existing support systems in addressing the negative effects of sexual promiscuity on academic performance?
- What additional support or interventions do you think would be beneficial for female students?

APPENDIX 3. ATTESTATION OF RESEARCH

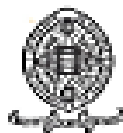
RÉPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

UNIVERSITÉ DE YAOUNDÉ I

FACULTÉ DES ARTS, LETTRES
ET SCIENCES HUMAINES

DÉPARTEMENT DE SOCIOLOGIE

BP : 755 Yaoundé
Siège : Bâtiment Annexe FALSIF-UYI, à côté AUF
E-mail : depart.socio202@gmail.com
« Une sociologie ancrée en terrain et ouverte au monde »



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

THE UNIVERSITY OF YAOUNDE I

FACULTY OF ARTS, LETTERS
AND SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY

ATTESTATION DE RECHERCHE

Je soussigné, Professeur **LEKA ESSOMBA Armand**, Chef de Département de Sociologie de l'Université de Yaoundé I, atteste que l'étudiante **ZISUH FALEFAC JULIET**, Matricule **18W587**, est inscrite en Master Professionnel en Genre et Développement (MPGD), option Genre et développement économique et technique. Elle effectue, sous la direction du Docteur **PINGHANE YONTA Achille**, un travail de recherche sur le thème : *« The effects of promiscuity on the academic performance of teenagers in the Buea municipality : the case of University students in Buea »*.

Je vous serais reconnaissant de lui fournir toute information non confidentielle, susceptible de l'aider dans cette recherche.

En foi de quoi, la présente attestation lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le 20. FEV 2023

Le Chef de Département



LEKA ESSOMBA
Professeur

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