

**KNOWLEDGE AND ATTITUDE OF UNDERGRADUATE
STUDENTS TOWARDS HOMOSEXUALITY AND ITS
IMPLICATION ON SOCIAL ADJUSTMENT
(A STUDY OF CARITAS UNIVERSITY, AMORJI- NIKE,
EMENE)
ENUGU STATE**

BY

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SOC/2008/038

**DEPARTMENT OF SOCIOLOGY, FACULTY OF
MANAGEMENT AND SOCIAL SCIENCES, CARITAS
UNIVERSITY
AMORJI-NIKE, EMENE, ENUGU STATE**

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TITLE PAGE

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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APPROVAL PAGE

This research work titled “knowledge and attitude of undergraduate students towards homosexuality. A study of Caritas University, Amorji-Nike, Emene, Enugu State, has been approved for the Department of Sociology, Caritas University, Amorji-Nike, Enugu state

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DEDICATION

I dedicate this work to Almighty God for His grace and mercy upon my life.

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The successful completion of this work could not have been possible without the co-operation and support of some individuals to whom I am greatly indebted for their effective contributions to this research work.

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ABSTRACT

With civilization and urbanization on the increase in Nigeria today and also freedom from parents enjoyed by youths and students in various institutions of higher learning in Nigeria, different kinds of sexual orientation has developed which homosexual is one of them. Homosexuality being the romantic or sexual intercourse or behaviour between members of the same sex, has attracted much interest and attention as a social problems that needs to be investigated and solved. However, there have been different kinds of attitude towards the act and those involve in it. In Nigeria, it is strongly frowned at, because it is believed to have a negative effect on the general society, it therefore constitute a deviant behaviour and it is highly against the moral principle of Nigerian society in general and Caritas University in particular. Therefore, this study seeks to examine the attitude of undergraduate students towards homosexuality and its implication on social adjustment, hence examining how the attitudes of undergraduate students affect homosexuals in the school environment. The objective of this study aims on how students get involve in the act and also to ascertain how easy it is to disengage from the act and finally to discover if there is a positive correlation between attitude of undergraduates towards homosexuality and social adjustment of homosexuals.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Homosexuality is romantic or sexual intercourse or behaviour between members of the same sex (Beth 1992:2). As a sexual orientation, homosexuality refers to an enduring pattern of or disposition to experience sexual, affectionate or romantic attractions primarily and exclusively to people of the same sex (Redmond 1999).

The term homosexual is derived from a Greek word “homos” which means same. Thus connoting sexual acts and affections between members of the same sex. Lesbianism is a sexual act between females while Gay generally refers to male homosexuality. The word “Lesbians” is derived from the name of the Greek island “Lesbos”, where the poet Sappho wrote largely about her emotional relation with young women.

Historically, homosexuality has attracted much interest and attention but attitudes towards such preference of having sex with one of the same gender have varied in different epochs and cultural groups ranging from acceptance as among the ancient Greeks, to measured tolerance in the Roman times and outright condemnations. (Greg Reeder 1999).

According to the old testament, Leviticus 16:8-22, 20:13) sex between men is an abomination and any involved will be put to death, other parts of the Bible makes it known that homosexuality is a sin and any involved in it faces strong penalty. Such books of the Bible like the book of Romans 1:18-31, Corinthians 6:9 which says that homosexuals are unrighteous and will not inherit the kingdom of God. This however has affected the Judeo-Christian attitude towards homosexuality for centuries.

Also in primitive time, negative attitude is found in different cultures even in Africa, there has been serious condemnation of homosexuality such that anyone involved in act will be put to death.

In the late 19th century ambivalent attitude have prevailed, that is, opposing feelings about homosexuality such that some people fell homosexuality is normal and they tend to fight for their freedom. In some primitive societies homosexual activities are considered normal and socially acceptable. For instance in Arunta of Central Australia, homosexuality is a common practice. Some nations such as Great Britain, United States and West Germany to mention but a few have recently legalized homosexual relations between consenting adults. In the United states, in the 1940s homosexuality was classified as felony with punishment up to life imprisonment in all states. (Frank Beach 1991).

By the early 1970s at least ten states had legalized such acts between consenting adults. One third of the societies studied by Ford and Beach include many industrialized countries; give little or no sanction to homosexuals.

In recent years in the United States such organizations as the Gay Activities Alliance and the Daughters of Bilitis have attempted to influence public opinion and legislation toward greater tolerance of homosexuals. Their effort and other world associations and conferences such as the 1974 Berkshire conference also the 1973 meeting of the Association of homosexual activists and other various meetings along with Gay advocacy books has created several attitudes among people of the world and attracted attentions. Recently, even in Nigeria, homosexuality is beginning to spread and open up and even though there has been a law against the act, still it is in existence in the country and also in various institution of higher learning in the country. Including Caritas University where there has been cases of homosexual activities amongst students though not too obvious and popular but it exist and there has been various attitudes towards it from other students who do not get involved in the act.

While a lot of research have been carried out in other aspect of students attitude very little or nothing has been done in the area of research on the attitude of students towards homosexuality. It is on this premise that this study seek to unravel the knowledge and general attitude of students towards homosexuality.

1.2 Statement of the problem

With increasing urbanization in Nigeria and relative freedom from parents and guardian enjoyed by students in various institutions of higher learning in Nigeria. There has been different kinds of sexual orientation which includes homosexuality and attitudes towards it. How do people regard to homosexuality and those involved in it is an issue that need to be investigated. While homosexuals face condemnation in some societies. They are accepted in other societies. In Nigeria, it is highly frowned at, because it is believed to have a negative effect on the general behaviour and it is strongly against the moral principle of Nigerian society and Caritas University in particular. Though this act of homosexuality exist in closed and private settings in Caritas University, this case is becoming obvious and privately alarming so much so that the moral ethics for which this mission university is known is under serious threat. The act is like underground water destroying the moral base of this noble university. Like wild fire, it is permeating into the minds of all students of Caritas University.

On the part of the homosexuals, most often they suffer psycho social trauma, social isolation and are society wide regarded as deviants, they are some times regarded and treated as criminals. In future, they may face the danger of childlessness except if they change and get married to opposite sex. This is outright

negation of the order instituted by God. It is a violation against the natural use of man and woman.

Furthermore, the attitude of people towards the acts causes those involved in the act unable to socially and psychologically adjust within the society and relate to people and members of the society.

It is on the above premise that this study seeks to unravel the attitude of undergraduate students of Caritas university towards homosexuality and its effects on social adjustment.

1.3 Research Questions

The following research questions shall guide this study

1. Do students have knowledge about homosexuality?
2. How do students perceive homosexuality?
3. How do students get involved in the act?
4. How easy is it to disengage from the act?
5. What do students think about people who are involve in homosexual act?

1.4 Objectives of the study

The general objective of this study is to investigate the attitude of undergraduate students towards Homosexuality and how it affect social adjustment.

The specific objectives of the study area are as follows:

1. To understand the extent to which students knowledge about homosexuality affects their attitudes and social adjustment.
2. To determine students knowledge about homosexuality.
3. To fnd out how students get involved in the act of homosexuality.
4. To ascertain how easy it is to disengage from the act.
5. To suggest how this social ill will be stopped.

1.5 Significance of the study

This study has both theoretical and practical significance. Theoretically, the study intends to find out the motive behind indulging in homosexuality.

The findings of the study will be of immense values to the educators, psychologists and school administrators on the best ways to handle the problem of homosexuality among undergraduate students.

Again, the findings of this study will help to intimate the guidance counselors on the social and sexual background of these students and how best to offer a programme of intervention for their re-integration into heterosexual world.

Thus, both students and counselors will be better informed about the inherent dangers associated with indulging in homosexuality.

1.6 Definition of terms

HOMOSEXUALITY

Homosexuality is a romantic and sexual intercourse between members of the same sex or gender.

LESBIANISM

Lesbianism is the sexual relationship between two women, when someone is a lesbian it simply means that a woman is having sexual relationship with another woman.

ATTITUDE

This refers to a disposition to react or behave in a certain way towards an issue, event, act or a situation.

UNDERGRADUATE

These are people who are currently undertaking or studying for their first degree in a higher institution of learning.

GAY

This can be referred to as sexual relationship between two men.

SOCIAL ADJUSTMENT

This means adapting to the societal conditions or circumstances of one's environment.

CLOSED AND PRIVATE SETTING

This refers to a secret place where the homosexuals carry out the act without being noticed by anybody.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Relevant literatures are reviewed to give support to the study. These literatures are reviewed under the following subheadings. An overview of homosexuality, involvement of undergraduate in the act of homosexuality, students attitudes towards homosexuality and harassment and fear of homosexuals.

2.2 An overview of homosexuality

Homosexuality has been defined as the romantic or sexual intercourse or behaviour between members of the same sex. (Beth 1992:2). Homosexuality in different societies has provoked several attitudes such as acceptance, banned and punishment. The act of homosexuality has attracted the attention of many scholars regarding how it all began, in other words, the cause and genesis of the act. Moreover, the Holy book, the Bible declares the act of homosexuality as immoral and demonic.

Freud, in his view believed that all humans were born bi-sexual in nature and due to restriction in one direction or the other, both heterosexuality and homosexuality developed (Freud 1953) Early psychologist believed that homosexuality was due to mental illness.

Fuller and Thompson (1973) opined that homosexuality is developed through genetic means. Other view as the Hormonal theorists believe that abnormal levels of some pre-natal hormones can lead to an increased chance of homosexuality in an individual. (Dorner et al, 1983).A sociologist Blutenger (2007) believed that people become homosexuals as a result of same-sex environment with no opposite sex to share their sexual desire with. Week (1986) argued that homosexuality develop through the process of social interaction and that sexuality is defined as a matter of power.

However, there has been different view regarding the causal factors of homosexuality. There has also been varied attitudes toward the act in different society. Among other factors which causes homosexuality is fear of opposite sex, molestation. (Jennifer Mcgrath 2007).

2.3 Involvement of undergraduate in the act of homosexuality

In the late 1800s, a man named Kraft Ebing was the leading theorist on sexual deviance. He did a lot of research on the causes of homosexuality and how people get involved in the act and creates a convincing answer.

The question is “is homosexuality a choice or a genetic issue? Ebing concluded that it is both, in his most well known work “psychopatia sexualis” he opine that people are born homosexual and others become homosexual. He points to same schooling as one of the ways people become and get involve in

homosexual act. He posited that humans have a basic need for sexuality and intimacy and do not lose this need because the socially accepted partners in this intimacy are unavailable. If a young heterosexual boy is placed in a place where there are no women around to get his need for sexual relationship satisfied, he will turn to those around him, that is, other boys in the same predicament. (Blutenger 2007).

This however means some people get involved in homosexual act as a result of single-sex schooling, private boarding schools (Jennifer Mcgrath 2007).

Moreover, it is also believed that homosexuality is a learned behaviour which is influenced by a number of factors, a disrupted family life in early years, a lack of unconditional love on the part of either parent.

These problems can result in a search for love and acceptance, envy of the same or opposite sex, a life controlled by various fears and feelings of isolation. One thing that does seem clear is that homosexuality is brought about by a multitude of root causes which include fear of opposite sex, incest or molestation. (Hersh Berger, 1995).

2.4 Students attitude towards homosexuality on campus

Manning (1995) examined the attitudes towards Gays and lesbians among male and female undergraduate students and graduate students of Bowling Green state, University, Ohio. The subject pool included 99 students between the ages of

18 and 38. The sample included 47 males 52 females, 60 undergraduate students 39 graduates students. A questionnaire measuring attitudes towards gays and lesbians was administered to the subjects.

Two ways analysis of variance was used to determined significance relationships between the independent variable, gender, level of education and the combination of the two factors and the dependent variable, the homophobic scale.

Although a significant relationship between the level of education and combination of gender and the level of education failed to be found, gender did seem to affect the final score on the homophobic scale. Specifically males tend to hold more negative attitudes towards gays and lesbianism than females. Though the results suggest that gender plays a role in attitudes towards homosexuals, the study did not find the reasons behind this result.

Gather (1991) also examined attitudes towards gay and lesbians, as part of a new students orientation, at a rural marth eastern state college, incoming students which were 150 in number were surveyed in 1989 regarding their knowledge and attitudes towards homosexuality, 140 students were also surveyed again in April 1991 after four semester of educational intervention.

The result indicated that new students are uncomfortable with and lacked knowledge about homosexual matters, with less than half expressing comfort with homosexual matters and increased knowledge were reported at the time of the

second survey. One-third or more of the students were informed and could adapt with homosexuals but still has negative thought about the act and those involved.

However, it is shown that not all students have the knowledge about homosexuality and those who get to gain the knowledge tend to express uncomfortable attitude towards the act.

2.5 Harassment and fear of homosexuals

Estela (1992) studied homosexual existence and the attitude towards them in the university. The 20 interviews with lesbian and gay faculty revealed that the University renders the lesbians and gays community invisible and that the university's manifest disinterest creates an oppressive situation for homosexuals. These faculty not known to most of their straight colleagues lives full of secret fears. The result of two institutions studied, one for faculty/staff and the other for students demonstrate that these secret fear are not unwanted. The faculty/staff survey was administered to a random sample of 4,500 and had a return of 44%. A textual analysis of the survey respondents revealed that more than half of the comments were oppositional or hostile towards homosexuals while only 27% were supportive. Also it is revealed that 52% among heterosexual students believe homosexual behaviour is immoral.

Similarly, D. Augelli (1992) in a sample of 121 homosexual undergraduate students, formed that 77 percent of the respondent had experienced verbal abuse

and 27 percent had been threatened with violence, and it is also shown that few victims reports incidents to authorities due to fear of harassment.

Hersh Berger (195) studied 165 lesbians, gays and bisexual youth, 15 to 21 years, to determine the impact of verbal abuse, threats of attacks, and assault on their mental health, found a direct effect of victimization on mental health.

However, homosexuals tend to suffer discrimination and verbal abuse from the heterosexual students who knows about their sexual orientation on campus which after ward causes negative effect on them.

2.6 REVIEW OF RELATED THEORIES

The relevant theories attempting to explain homosexuality are shown below;

2.6.1 Psychoanalysis theory

The psychological perspective otherwise known as the psychoanalysis theory developed in the early 18th century, with several psychologist giving different view on the issue of homosexuality. Psychologist in the 18th, 20th century, most of whom classified homosexuality as a form of mental illness, developed a variety of theories on its origin. The 19th century psychologist Richard Von Kraft Ebing whose “psychopathia Sexualis (1886) included masturbation, sadomasochism, in its list of sexual perversion, saw homosexuality as originating in heredity. Other psychological theorist such as Sigmund Freud characterized it as

a result of conflict of psycho sexual development, including identification with parent of opposite sex, others have looked at social influences and physiological events in fetal development as possible origin. It is likely then that many instances of homosexuality result from a combination of inborn or constitutional factors and environment influences.

This theory however is of the belief that homosexuality is abnormal and result from mental illness and other factors which is mutual dependence between twins, parental attitude towards the roles of individual child (Myers 1982). The psychological analysis of homosexuality also posits that homosexuals experience negative attitude from the heterosexual members of the society, this however could cause psychological defect to such an individual. This theory however gives little or not credence to the genesis of homosexuality in that homosexuality is not a mental disorderliness and that it is very illogical and un-scientific to demarcate between what is physically normal and abnormal. (Holden 1965).

This theory however can not be adopted for this study.

2.6.2 Biological theory

Biological theory of homosexuality was developed in 19th century as a response to the psychological belief of homosexuality. In disagreement to psychoanalytic theory, the biological theory posits that homosexuality is related to

three different factors, the brain, hormones and the genetic factor. In regard to the theory of hormone, it reflects that homosexual men have below average level of male hormones while homosexual women have below average level of female hormones. (Ruse 1988).

Dorner et al, (1983) also posits that abnormal level of some pre-natal hormones can lead to increase chance of homosexuality.

The genetic theory posits that people are born not bred to the homosexual. Many previous reports have presumed that homosexuality arises through the interaction of particular genetic propensities with specific rearing environment. (Fuller and Thompson 1978). The genetic theory also argued that identical twins are more apt to be both homosexual than paternal twins because they are more genetically similar than the fraternal twins.

The brain theory is derived from a study conducted by Simon Levay, when he thoroughly examined tissues from the brains of both straight and gaymen that were deceased. He discovered that there was a difference in a group of neurons or nerve tissue known as the hypothalamus which ultimately controls an individual's body and sex drive. The homosexual hypothalamus was under the size of the straight people's hypothalamus. Levay then concluded that homosexuals have smaller brain in comparing with heterosexuals.

This theory though it appears scientific, it cannot be adopted as a theoretical framework for this study because it failed to explain in a convincing term the causes of homosexuality in Caritas University.

2.7 Social learning theory

According to sociologists, biologist make assumption that homosexuality is the same throughout every society. If all homosexuality is all the same, then we should have equal number of them or incidence in every society. The fact is that homosexuality differ from society to society in the sense of frequency and form. Sociological theory states that it is the individual society that mainly contribute to the development of homosexuality.

Jeffery weeks (1986) holds that sexuality is not biologically given but it is produced by society through webs of social interaction and definition. The social construct however belief that most people are heterosexual because they are simply conforming to social norms and those who are not of that sexual orientation re considered deviant.

Social learning theory focuses on learning that occur within a social context. It considers that people learn from one another, including through concepts as observational, imitation and modeling theory. This theory was propounded by Albert Bendura 1977.

Social learning theory rests on some basic assumptions.

1. People are social beings, they react to the environment or respond to stimuli in the environment. This means social behaviour can be taught.
2. Social behaviour can occur without external reinforcement, individual cognition mediates the cues from the environment.

Social learning theory treats human sexuality as at least learned and cognitively oriented. According to Hovell et al (1994) sexual pleasure and expectancies about sexual pleasure and expectancies about sexual pleasure are among the most powerful of all reinforcement.

However, homosexuality is linked to early qualitative learning and development of one's gender identity and gender role. Parents, peers and media are role modeling to children so therefore they could develop sexual orientation through this means. (Van WYK and Geist 1984).

Social learning therefore can be adoptable as a theoretical framework in that it shows the societal determinant of one's sexual orientation.

2.7 Theoretical framework

The social learning theory holds that sexuality is as a result of individual society and that people learn some part of their behavior which includes their sexuality in the society. Albert Bandura (1977) argued that people learn some parts

of their behaviour from their society, therefore through learning such as observation, imitation, and modeling one gets to develop social behaviour.

However, homosexuality is linked to early qualitative learning and development of one's gender identity and gender role. People learn behaviours from parents, peers, media which could develop homosexuality in one's behaviour. (Van wyk and Geist 19684).

Thus the genesis of homosexuality in Caritas University could be said to have evolved from a construct, that is students who have learned the act of heterosexual behaviour at home and are not allowed to practice that on campus, construct a means of satisfying the urge with same sex and subsequently teach the act to other students. Thus students learn from each other within Caritas University environment.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study adopted survey method. A selected sample from the total population of Caritas students will be selected and distributed with questionnaire. This research technique will be applied here due to its variability in using a sample drawn to represent the element within Caritas University, the universe of this study.

Survey method is appropriate in the study of the attitude of undergraduate students towards homosexuality and its implication on social adjustment.

3.2 Study area and population

The area of the study is Caritas University, Amorji-Nike, Emene in Enugu State of Nigeria. Caritas University was approved by the Federal Government of Nigeria on 16th December, 2004 and was formally opened on 21st January 2005.

The proprietor of the university is the Sisters of Jesus the Saviour, a religious congregation of Reverend sisters founded by Very Rev. Fr. Prof. Emmanuel M.P. Edeh C.S.S.P. The population of this study Area is 2,850 made up of 1,185 male and 1,675 female undergraduate students.

3.3 Sample Size

The sample size of this study is two hundred and eighty five (285), 10% of the study population. The researcher considers this simple size large enough for this study, considering the statically analysis that would be employed and for effective management by the researcher due to financial constraints and time.

3.4 Sampling Technique

The researcher employed systematic random sampling method. This is to ensure subjects have equal opportunity of being selected.

Out of 2,850 students on campus, the researcher decided to select 285 respondents representing 10% of the study population. The researcher selected 120 male student representing 42% of the study population, 165 female representing 58% of the sample size. The total population of male is 1,185 while females is 1,675 representing 42% and 58% of the total population of student respectively.

The males have two building one is three storey building accommodating 790 students, the other is one storey building accommodating 295 students. The girl's hostel has four building, 2 are three storey building accommodating 558 students each and the other two are one storey building accommodating 279 students each. The researcher will select $\frac{2}{3}$ of the male respondent from the Aquinas building with four floors and $\frac{1}{3}$ of the male respondent from the John Vienna building, the researcher will also select $\frac{2}{6}$ of the female respondent from

the three storey building hostel each and 1/6 from the one storey building each. On the whole a total of 285 respondent will be selected.

3.5 Instrument for data collection

The questionnaire was the only instrument used for data collection for this study. The researcher engaged the assistance of two research assistants, who helped in the distribution of questionnaires and retrieval from the respondents. The questionnaire contains two sections. The first section seeks to identify characteristics of the respondents in the study and the second section seeks the information on the attitude and knowledge towards homosexuality.

3.6 Method of data analysis

Frequency table and sample percentage is used in the analysis of the data collected from the field via questionnaire.

CHAPTER FOUR

PRESENTATION ANF ANALYSIS OF DATA

Out of 285 questionnaires distributed 221 were recovered. Analysis of data will be based on the recovered questionnaires, 221.

4.1 DEMOGRAPHIC DATA OF RESPONDENTS

Table 4.1 Distribution of questionnaire

Questionnaire	
Number distributed	285
Number collected	221
Number lost	64

Table one above, indicates that 285. Questionnaires were distributed but 221 were eventually recovered and 64 questionnaires were lost.

This means that the sample size for the study is 221

Table 4.2. Gender distribution of respondents

Gender	Respondents	Percentage (%)
Male	105	48%
Female	116	52%
Total	221	100%

The table above shows that out of 221 respondents, 105 were male and 116 were female which constituted 48% and 52% respectively. This shows that the data was slightly in favor of female, which was due to the random distribution of questionnaire

Table 4.3 Age distribution of respondents

Age	Respondent	Percentage
16-18	70	32%
19-21	96	43%
22-24	40	18%
25-27	10	5%
28-30	5	2%
Total	221	100%

The above table shows that greater number of respondents are between the ages of 19-21, 96 (43%) respondents, they are followed by age group 16-18, 70 (32%) respondents, age group 22-24 are 3rd 40(18%) respondents, while age group 25-27 are only 10(5%) respondents. The least is age group 28-30 with only 5(2%) respondents. This shows that people enter school at early age.

Table 4.4. Religious distribution of respondents

Religion	Respondents	Percentage
Christians	196	89%
Muslims	25	11%
Total	221	100%

The above table shows that 196 (89%) respondents are Christians while 25 respondents, 11% of the study sample are Muslims.

4.2. Analysis of research questions

Q9) What is your view about homosexuality?

Table 4.5 Contingency table for testing research question 2 which seeks to know how students perceive homosexuality.

RESPONSES	FREQUENCY	PERCENTAGE
POSITIVE	11	5%
NEGATIVE	210	95%
TOTAL	221	100%

In the above table, 11(5%) of the respondents have positive opinion about homosexuality while 210(95%) of the respondents have negative view about homosexuality.

This however shows that students perceive homosexuality as a bad act, hence they have negative view about it.

Q8) is Homosexuality a genetic or learned issue.

Table 4.6.

Responses	Frequency	Percentage
Genetic	96	43%
Learned	125	57%
Total	221	100%

Table 4.6 Above shows that 96 (43%) Respondents are of the view that Homosexuality is a genetic issue while 57% Representing 125 Respondents said it is learned.

This table further answers the research question three (3) which seeks to know how students get involved in the act of homosexuality.

Q7) do you think restricted movement can cause same sex sexual intercourse?

Table 4.7 Contingency table for testing research question 3 which seeks to know how students get involve in the act of homosexuality.

Responses	Frequency	Percentage
Yes	137	62%
NO	84	38%
TOTAL	221	100%

In the above table, the 137 respondents representing 62% of the study sample agrees that restricted movement can cause same sex sexual intercourse, 84 respondents representing 38% of the study sample to not agree that restricted movement can cause same sex sexual intercourse.

Based on this result, this it shows that restriction of sexual active youth can cause same sex sexual relationship.

Q10) Do you think homosexuality is dehumanizing

Table 4.8

Responses	Frequency	Percentage
Yes	211	95%
No	10	5%
Total	221	100%

Table 4.8 above shows that 211 (95%) of the respondents believes that homosexuality is dehumanizing, while 10 (5%) of the respondents holds the view that homosexuality is not dehumanizing.

This however shows that more students see homosexuality as a deviant behaviour.

Q11) Do you think homosexuals can easily disengage from the act?.

Table 4.9 Contingency table for testing research question 4 which seeks to know how easy it is to disengage from the act.

Responses	Frequency	Percentage
Yes	116	52%
No	105	48%
Total	221	100%

This table shows that (52%) 116 respondents believe that homosexuals can easily disengage from the act, while 105 (48%) of the respondent are of the view that homosexuals can not easily disengage from the act.

The table above however answer the research question (4) which seeks to know if homosexuals can easily disengage from the act.

Q12) Assuming you have the opportunity would you advocate for legalization of homosexuality.

Table 4.10

Responses	Frequency	Percentage
Yes	10	5%
No	211	95%
Total	221	100%

The above table indicates that the 211 (95%) respondents would not advocate for legalization of homosexuality, while 10 (5%) of the respondents agreed they would advocate for legalization of homosexuality if they had the opportunity

Q13) Do you think homosexuals are mentally disabled?.

Table 4.11

Responses	Frequency	Percentage
Yes	123	56%
NO	98	44%
TOTAL	221	100%

The above table shows that 123 (56%) of the respondents think homosexuals are mentally disabled while 98 (44%) of the respondents think homosexuals are not mentally disabled.

Q14) Do you feel comfortable with homosexuals?

Table 4.12. Contingency table for testing research question 5 which seeks to know what students feel about homosexuals.

Responses	Frequency	Percentage
Yes	104	47%
No	117	53%
Total	221	100%

This table shows that 104 (47%) respondents feel comfortable with homosexuals, while 117 respondents representing 53% do not feel comfortable with homosexuals.

Q15) Can it be said that homosexuality is a choice

Table 4.13

Responses	Frequency	Percentage
Yes	131	59%
No	90	41%
Total	221	100%

The above table shows that 131 (59%) of the respondents see homosexuality as a choice while 90 (41%) respondents believe homosexuality is not a choice.

Q16) do you think that the attitude of undergraduate students towards homosexuals has implication on the homosexual adjustment?.

Table 4.14.

Responses	Frequency	Percentage
Yes	164	74%
No	57	26%
Total	221	100%

The above table shows that 164 (74%) of the respondents thinks that attitude of undergraduate students toward homosexuals do have implication on the homosexual social adjustment, while 57 (26%) respondents disagreed

Q17) Do Homosexuals you know live comfortably with heterosexual students?.

Table 4.15

Responses	Frequency	Percentage
Yes	99	45%
No	122	55%
Total	221	100%

In the above table, 99 respondents which constitute 45% is of the view that homosexuals live comfortably among heterosexual students while 122 respondents representing 55% holds that homosexuals do not live comfortably among heterosexual students.

Q18) In your own thinking, is homosexuality a moral act?

Table 4.16

Responses	Frequency	Percentage
Yes	10	5%
No	211	95%
Total	221	100%

The above table shows that 10 respondents representing 5% thinks homosexuality is moral while 211 respondents which constitute 95% thinks homosexuality is immoral.

Q20) Do you think gender exclusive schools causes homosexuality.**Table 4.17**

Responses	Frequency	Percentage
Yes	157	71%
No	64	29%
Total	221	100%

The above table shows that 157 (71%) respondents think gender exclusive schools causes homosexuality, while 64 (29%) respondents disagree with the saying that gender exclusive schools causes homosexuality.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

Predicated on the data collected for this study the following findings were made:

Firstly, due to restricted movement and life style, students develop available means of satisfying their sexual urge, through learning from others, therefore engaging in same sex sexual intercourse.

This however known by others who do not get involved in the act, make to have negative attitude towards the act and those involve in it, hence seeing them as sexual deviant, therefore limiting relationship between the heterosexual students and the homosexuals which however has implication on the adjustment of the homosexuals in the school environment.

Secondly, the gender exclusive schools us observed to be one of the major causes of homosexuality, in that due to same sex schooling, many who have been involved sex and who do not have in the act of access to opposite sex resort to homosexuality with the aim of satisfying their sexual desire, therefore homosexuality is learned.

Thirdly, was discovered that with concerted effort the homosexuals can change from homosexual to heterosexual.

5.2 Conclusion

The research work conducted on the attitude of undergraduate students towards homosexuality and its implication on social adjustment, using Caritas University as a study area has shown that homosexuality is a social problem, which one of its major causes is restricted movement of the students who are sexually active.

This act, by way of peer interaction is being taught to other students who needs to satisfy their sexual urge, hence increasing like a wick fine in caritas university.

Therefore major steps has to be taken to tackle the cause of this problem so as to manage and sage guard the effect on the society and individuals in our society.

5.3 Recommendations

Based on the findings I hereby recommend as follows:

In order to stop this social ill in our environment, educational policy makers, stakeholders and government should stop gender exclusive schools and probably change them into mixed schools.

Also institutions or schools with restricted life style and movement should be freed and students should be allowed a reasonable freedom of movement, restricted movement and life style should be relaxed to a good extent.

Government should also establish effective rehabilitation center for homosexuals in order to assist them recover from their deviant behaviour.

5.1 Limitations of the study

One of the limitations of the study is that due to time factor, the questionnaire distributed was not fully recovered, hence reducing the sample size of the study from 285 to 221.

Another limitation of this study is that there was no direct contact with the homosexuals, which could have been well done using interview method and which could have given accurate response.

5.5 Suggestion for further studies

Further studies can be carried out using a method that would permit direct contact with the homosexuals so as to get direct response from them.

More so, research is also called to investigate students in mixed institution to really find out if the cause of homosexuality is access to opposite sex when desired at a private place.

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APPENDIX I

Department of Sociology,
Caritas University,
Amorji-Nike, Emene,
Enugu state.

Dear Respondent,

I am a final year student of the department of sociology, caritas university Enugu state. I am carrying out a study on homosexuality and its implication on social adjustment.

You were randomly selected as one of the respondents of this study. The information you will supply is only for academic consumption. Thus confidentiality is highly assured.

You are therefore, kindly required to truthfully answer the questions below by ticking the appropriate box and or fill the spaces provided.

My regards for your understanding.

Yours faithfully,

Adeyanju Tunde.

APPENDIX II
QUESTIONNAIRE
DEMOGRAPHIC DATA

1. Gender-----

2. Age-----

3. Course of study-----

4. Marital status-----

5. Year of study-----

6. Religion-----

7. Do you think restricted movement can cause same sex sexual intercourse?

Yes No

8. Is homosexuality a genetic issue or learned? Genetic Learned

9. What is your view about homosexuality?-----

10. Do you think homosexuality is dehumanizing? Yes No

11. Do you think homosexuals can easily disengage from the act?

Yes No

12. Assuming you have the opportunity, would you advocate for legalization of homosexuality? Yes No

13. Do you think homosexuals are mentally disabled?

14. Do you feel comfortable with homosexuals? Yes No

15. Can it be said that homosexuality is a choice? Yes No

16. Do you think that the attitude of undergraduate students towards homosexuals has implication on the homosexual's social adjustment? Yes No

17. Do homosexuals you know live comfortably with heterosexual student?

Yes No

18. In your own thinking, is homosexuality a moral act? Yes No

19. Can you appraise undergraduate student's attitude towards homosexuals?

20. Do you think gender exclusive schools causes homosexuality?

Yes No