SPECIAL PSYCHOLOGY | RESEARCH ARTICLE

The perceptions and attitudes of undergraduate students in Obafemi Awolowo University towards Alternative Sexual Relationships (ASRs)

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Abstract: The paper examines the perceptions and attitudes of undergraduate students in Obafemi Awolowo University (OAU) towards alternative sexual relationships (ASRs). In most parts of Africa, ASRs are largely frowned against, as most countries on the continent have illegalised the practice. While literature abounds generally on the acceptance or otherwise of ASRs, studies x-raying this subject matter from the perspective of an enthusiastic and exploratory youth population among undergraduate students in Nigeria are scanty. The paper adopts descriptive research design and mixed (quantitative and qualitative) method. Structured questionnaire and semi-structured interviews were used to collect data. Data were analysed using inferential and descriptive statistical tools of the Statistical Package for Social Sciences (SPSS). Findings show that majority of undergraduate students in OAU (70.4%) hold negative perception of ASRs; and 55.2% of the students hold negative attitude towards ASRs. On gender basis, while more male students (56%) show negative attitude towards ASRs, a lower percentage (54.37%) of female students shows negative attitude towards the practice. The paper also finds that background characteristics (age, gender, religion and level of study) of students do

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PUBLIC INTEREST STATEMENT

The paper is on the views of undergraduate university students on those sexual relationships and habits, which most societies, especially those in Africa, consider to be morally wrong. While many Africans consider the practice of these sexual relationships (like those between men or women, and humans and animals) as immoral acts, the views and opinions of vibrant young people have not been adequately heard. It is important to consider the views of this population because they like to try their hands on “new” things and such activities which society often considers as “abnormal.” By so doing, the stand of this young population on this societal discourse and debate is aired. This paper found that young undergraduate students in a Nigerian university consider these forms of sexual relationships as abnormal and they reject it. Nevertheless, female students tend to be more accommodating of the practice than their male counterparts.
not influence their perceptions and attitudes towards ASRs. The paper concludes that OAU students condemn and do not condone ASRs.

Subjects: Philosophy of Mind; Philosophy of Psychology; Testing; Measurement and Assessment; Social Psychology; Cognitive Psychology; Cultural Studies

Classifications and Keywords: Perception; Attitude; Student; Alternative Sexual Relationship; Obafemi Awolowo University

1. Introduction
The paper examines the perceptions and attitudes of undergraduate students in Obafemi Awolowo University (OAU) towards alternative sexual relationships (ASRs). While heterosexuality, the conventional sexual relationship between men and women is the most rampant form of sexual identity across the world, other alternative sexual identities such as homosexuality (lesbian and gay), bisexuality, transgender, asexuality and bestiality are often seen as non-normative and treated as deviant behaviours (Allotey, 2015). In Africa, all forms of alternative relationships such as of homosexuality–lesbian, gay, bisexual and transgender; and asexual and bestial persons experience all sorts of societal discrimination, harassment and victimisation. Also, largely, in most parts of the globe, the environment has become unsafe for people involved in ASRs. For example, the United Nations Human Rights Office (OHCHR, 2010) established that laws have criminalised homosexuality, with the punishment ranging from arrest to imprisonment and execution in more than 70 countries worldwide. Although the past decades have seen an improvement in attitude towards homosexuality, a development which Mucherah et al. (2016) attribute to increased level of education, albeit, several studies still show prevalent negative attitudes and prejudices towards homosexuality. This is also the case with other ASRs.

There is high level of societal rejection of non-normative sexual identities in Africa, with very low tolerance for homosexuality and other non-normative or alternative sexual behaviours. According to Bruce-Jones and Paoli (2011), homosexual acts are deemed illegal in about 37 countries in Africa. While the likes of Burkina Faso, Cape-Verde, Guinea-Bissau, among others, have no written or explicitly stated laws criminalising homosexuality, countries such as Nigeria, Benin, Burundi, and Cameroon have criminalised homosexuality and make the act punishable by law (Global Legal Research, 2014). Undermining this trend of Africa’s attitude towards homosexuality, and other alternative sexual orientations, to date, South Africa remains the only country on the continent to legalise same-sex marriage. Nevertheless, Africa is generally characterised by public outburst and outrage against alternative sexual orientations in forms of protests, persecutions and even killings (Allotey, 2015). For example, the Ugandan gay activist, David Kato, was murdered for his activist stance and pursuit of gays’ right. Despite the legalised state of homosexuality in South Africa, Thapelo Makhutle, a Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) activist was killed in 2012 (Defenders, 2012).

There is no gainsaying the fact that homosexuality and other ASRs have become issues of considerable study and debate across the globe as well as in Nigeria. These relationships have thus grown from the closet to become public issues. There is therefore, the need for more empirical interrogation of the subject matter. Studies have taken a world view or African approach to homosexuality and other ASRs (cf. Bruce-Jones & Paoli, 2011; Cardoso & Werner, 2003; Evans-Pritchard, 1970, 1971; Herek, 2000; Hinsch, 1990; McAnulty & Burnette, 2003; Murray & Roscoe, 1998; F. P. Rice, 1999; X. Rice, 2011; Roscoe, 1998). Several studies exist on homosexuality and other ASRs and the attitudes and perceptions of people towards the practice and those who indulge in the practice in Nigeria (cf., Atoi & Ojedokun, 2013; Ikpe, 2004; Izugbara, 2004; Mapayi et al., 2013; Onourah, 2012; Onuche, 2013; Raheemson, 2006).
The controversy that the issue of ASRs continues to generate in Nigeria, its frequency among the young population and the scanty empirical research on the topic are factors that stimulate a strong interest for this paper. This paper intends to bring to limelight, the perspectives and voices of undergraduate students in Obafemi Awolowo University (OAU), Nigeria on ASRs, thereby contributing to the ongoing debates and knowledge on ASRs in Africa. Although numerous studies have been done on this subject matter, nevertheless, most of the studies have often focused on an aspect of ASRs (homosexuality) in Nigeria, there still remains scanty empirical attempts to specifically and holistically examine the perceptions and attitudes of Nigerian undergraduate students towards ASRs. This is the literature gap the study intends to fill. This is important as the perceptions, thinking and orientation of students and youth population may be contrary to those of the adult population.

Following this introduction section, the next section conceptualises alternative sexual relationships (ASRs), the subsequent section presents the theoretical framework upon which the paper is built. Section four of the paper reviewed extant relevant literature on perceptions and attitudes towards ASRs among youth populations, while section five is on the methodology adopted for the paper. The subsequent section presents the results and data analysis, while section seven is the findings. The final section gives the conclusion.

2. Conceptualising alternative sexual relationships (ASRs)
Alternative sexual relationships (ASRs) encapsulate a wide range of sexual relations outside of the conventional male-female sexual relations. They include homosexuality (gay and lesbian); bisexuality; asexuality; bestiality; and transgender. Homosexuality, according to Griffith and Hatfield (1995), involves a form of sexual orientation in which the individual creates an identity for himself or herself and considers himself or herself only sexually attracted to people of the same sex. When people are sexually attracted to people of same-sex (whether male-male or female-female), it is considered to be acts of homosexuality. While male homosexuals are called gay, female homosexuals are referred to as lesbians.

Bisexuality refers to the act of having sexual desires towards both sexes—male and female. This implies that a bisexual man can have sexual relationships with people of opposite sex and same sex. Masters et al. (1995, p. 372) refer to bisexuals as those “men or women who are sexually attracted to people of either sex.” Bisexuality may also include those who are married, but are also involved in extramarital homosexual affairs. Asexuality implies a total lack of sexual attraction (Bogaert, 2006). However, asexuality could be deeper than just a mere lack of sexual attraction, but extends to lack of sexual desire (Bogaert, 2012). This is the case because an individual without sexual attraction may still have sexual desire which is likely to drive the urge for sex.

Bestiality involves sexual relationships with animals, other than humans. It involves having sexual desires towards animals. Bestial individuals are those who prefer to have sexual intercourse with animals rather than humans. Although a bestial may also have or be having sexual relations with other humans, they however have a special desire and urge for sexual intercourse with animals. Transgender is the act of transforming one's gender from male to female or vice versa. A transgender sees himself and herself more as the opposite sex rather than his or her natural sex; and so, takes actions to see that he or she is “transformed” into the opposite sex. A transgender male will therefore see himself as a female and take up sexual relationships with another male. Vidal-Ortiz (2008) refers to transgender as any act supporting a person’s wish and desire to change to a preferred gender- that is moving from one gender to the other.

3. Theoretical framework
The paper adopts the symbolic interactionist theory to explain the perceptions and attitudes of students towards ASRs. The symbolic interactionist theory is a micro-sociological perspective or
The theory is associated with Cooley, Becker, Schultz, Blumer, Goffman, Parker, Demzin, Kuhn, Norman, Hochschild, Hilbert and Mead. The theory argues that the symbols and meanings people attach to things are critical to their understanding of such things, and the interpretation they make of them. This presupposes that the meaning people ascribe to life events determines their perception of such events. Therefore, individual explanations for social phenomena are based on the individual’s interpretation of everyday occurrences within the environment, his social interaction with other individuals and groups, his ideas, symbols and values. The symbolic interactionist theorists argue that the society and social interaction of the individual and gained experiences shape the individual’s basis for social life and the perception of social occurrences around him. The theory posits that everyday social interactions are modified meanings of the symbols people attach to social things.

The major arguments of the symbolic interactionist theory are therefore, that first, humans are able to think and look at meanings and interpretation of social phenomena in line with their interaction with others in the society. Also, the theory posits that the ability to think shapes social interaction, as such, people act towards things and interpret them in line with the meanings they ascribe to them. The symbolic interactionist theory is important for this study as it will help to provide clearer and better understanding of the perceptions and attitudes towards ASRs, the rationale for such patterns of perceptions and attitudes, and its prevalence among students of OAU. It will be useful to explain how the general perceptions and attitudes of societies and groups (religious, gender, age, etc.) influence the perceptions and attitudes of members of the group or society among OAU students.

The symbolic interactionist theory has been criticised for its micro-level analysis, focusing only on the small-scale patterns of social life. The theory also fails to identify and acknowledge the fact that individual interpretation and perception of social events are subject to other structural forces. Its face-to-face social interaction model makes it difficult to explain broader social phenomena. The theory also relegates and downplays the place of pre-established rules in social actions or interactions.

4. Perceptions and attitudes towards ASRs among youth populations

Across the globe, acts of homosexuality are arguably the most common form of ASRs and the practice is prevalent among youths. Generally, this category of people (the youth) often holds a somewhat different and peculiar perception about the practice. In a study among selected youths in the United States, Horn (2006) finds that level of academic study has huge influence on the perceptions and attitudes of young students towards homosexuality. Lower level of education seems to show more prejudice towards gay men and lesbians than those who have higher level of education. The Pew Research Centre (2014) also shows a major shift in attitudes towards same-sex marriage and other ASRs among youths in the United States. This is true to the extent that majority of youths born in the 1980s are more receptive to gays and lesbians’ rights than the older generation.

Also, gender differences have been observed to affect youth perceptions and attitudes towards homosexuality. This is also as Herek and Glunt (1993, p. 239) found with respect to the United States that young females are more positive and receptive of homosexuality than their young male counterparts. The study by Lehman and Thornwall (2013) also supports the claim of gender influence on perceptions and attitudes of youths towards homosexuality. Herek and Capitanio (1995) further found that young adults show more negative attitudes towards men who are gay than towards women who are lesbians. In a study in Singapore, Lim (2002) however shows that people generally harboured negative attitudes towards homosexuals; cutting across both male and female. His study shows no gender difference with respect to perceptions and attitudes towards homosexuality.

The need to adhere to the traditional and natural gender role distinction has also been identified as a contributing factor to people’s negative attitudes towards homosexuality and other ASRs among Singaporeans (Allotey, 2015). However, while men homosexuals are judged harshly,
women homosexuals receive less harsh judgments. In a study by Herek (1988), it shows that religion is a major factor to people's attitude towards homosexual behaviours and other ASRs. This is also corroborated by Oti-Boadi et al. (2014) and Arndt and De Bruin (2006). It is shown that “religiosity, adherence to traditional ideologies of family and gender, perception of friends’ agreement with one's own attitudes, and past interactions with lesbians and gay men” (Herek, 1988, p. 451) largely influenced people's perceptions and attitudes towards homosexuality and other ASRs.

Mtemeri (2015) observes that most students were generally hostile towards homosexuals, while some were receptive and tolerant of them. Also, Ncanana and Ige (2014) found with respect to South Africa that although students had high aversion for homosexuals, there was however low level of discrimination towards them. Students had knowledge of the existence of homosexuals in their school, but did not discriminate against them. They believed that while homosexuals were also humans like them, they deserve to be treated just as humans, they deserve the right to freedoms like every other humans. In another study in Gauteng, South Africa, it is observed that heterosexual students generally have negative attitudes and perceptions towards lesbians and gay men (Arndt & De Bruin, 2006). While the study found religion to influence these attitudes, they were, however, unconnected to differences in race. Oti-Boadi et al. (2014) found that Ghanaian students had very high levels of negative attitudes towards homosexuality. The study shows that religion and gender were major determinants of attitudes. Also, the perceptions of students were very negative towards homosexuality and other ASRs (Haruna, 2015). While Christians and Muslims showed more negative attitudes, those who were worshippers of African traditional religion showed less negative attitudes. Essien and Aderinto (2009) sampled the general attitudes of students in the University of Ghana and found that most of them do not welcome the idea of monitoring and putting under watch, sexual behaviour of homosexuals.

5. Research method
The study adopts descriptive and survey research designs. Tables 1–5 The methodological orientation was mixed, comprising quantitative and qualitative methods. The quantitative data collection instrument adopted was a structured questionnaire with closed-ended questions (See appendix I). For the quantitative method, the simple random sampling technique was employed to select participants from among the undergraduate students for the survey. Using Yamane (1973, p. 727–728) statistical formula for sample size calculation, a sample size of 203 respondents was randomly drawn from the total undergraduate student population of 35,000 in OAU. The sample size calculation is presented below:

\[ n = \frac{N}{1 + Ne^2} \]

Where \( n \) = Sample Size

\( N \) = Study Population

\( e \) = margin of error or tolerable error (7.0% or 0.07 is adopted for this study)

For the sample size for this study therefore,

\[ n = \frac{35000}{1 + 35000(0.07)^2} \]

\[ n = \frac{35000}{1 + 35000(0.0049)} \]
This sample size was drawn from four female and male halls of residence (two each) on campus; and two OAU students’ residential areas off-campus comprising one slum and one decent area.

On the other hand, for the qualitative method, the purposive sampling technique was employed to select respondents. The sample size for the qualitative data included six Key Informant Interviewees (KII) who were purposively selected from among hall wardens of students’ halls of residence and landlords and landladies of students’ residential areas off-campus. The breakdown of the KII included four officials of students’ halls of residence; and two landlords and/or landladies. They were selected based on their experience and the possibility of them having the knowledge and relevant information concerning the perceptions and attitudes of OAU students towards ASRs. The qualitative data were collected using semi-structured interview (see appendix II).

The mixed method was adopted by comparing the quantitative and qualitative data through a process of triangulation. Qualitative and quantitative data were collected for the first two objectives, while only quantitative data was used to achieve the third objective. Both strands of data were collected at the same phase of the research (concurrently), data from both sources were given equal priority, both were analysed independently and the results mixed during interpretation. The mixed method was adopted to enhance the credibility of the results from this study; and for a better understanding of the topic. This was important because combining both qualitative and quantitative data allows for “illustrating quantitative and qualitative findings; synthesizing complementary quantitative and qualitative results to develop a more complete understanding of a phenomenon” (Creswell & Plano Clark, 2011, p. 77). The above qualities justified the adoption of mixed data, so as to ensure that the best understanding of the research problem is gained.

Reliability and validity study was conducted for the research. The internal consistency reliability test was conducted on the research questionnaire. This was measured using Cronbach’s Alpha, and the research questionnaire was tested for internal consistency reliability and deemed acceptable at a level of 0.70. For validity, content and face validity were conducted on the research instrument. Content validity was conducted on the research questionnaire, using the scrutiny and inputs of experts in the subject matter. For face validity, a pilot test was conducted on 7% (15) of the original sample size, and necessary modifications and adjustments were made on the research instrument thereafter. Research instruments previously used by other researchers for similar studies, which have therefore, become valid and reliable over time, were also adapted for this study. A confirmatory and explanatory analysis was also done on the research instrument (see appendix III).
Quantitative data were analysed using inferential (regression analysis) and descriptive (tables, pie-charts, percentages and frequency distribution) statistics of the Statistical Package of Social Sciences (SPSS). Qualitative data were analysed using content analysis.

Students’ perception of ASRs was measured using Likert scale which consisted of 16 items. Each item had a range of possible responses from “Strongly Disagree” to “Strongly Agree” with scores ranging from 1–5 respectively. Therefore, in the overall scale, the minimum possible score is 16, while the maximum possible score is 80. Respondents who scored below 40 were deemed to have negative perceptions of ASRs and those who scored above 40 were deemed to have positive perceptions of ASRs. Also, students’ attitude towards ASRs was measured using Likert scale which consisted of 10 items. Each item had a range of possible responses from “Very Uncomfortable” to “Highly Comfortable” with scores ranging from 1–5 respectively. Therefore, in the overall scale, the minimum possible score is 10, while the maximum possible score is 50. Respondents who scored below 25 were deemed to have negative attitudes towards ASRs and those who scored above 25 were deemed to have positive attitudes towards ASRs.

The following null hypotheses were generated and tested using logistic regression analysis.

Hyp01 Background characteristics of OAU students do not influence their perceptions of ASRs.

Hyp02 Background characteristics of OAU students do not influence their attitudes towards ASRs.

**Table 1. Distribution of respondents by background characteristics (N = 203)**

| Background characteristics | Frequency (N) | Percentage (%) |
|----------------------------|---------------|----------------|
| Age (Mean = 21; SD = 2.5)  |               |                |
| 15–19                      | 45            | 22.2           |
| 20–24                      | 134           | 66.0           |
| 25–29                      | 24            | 11.8           |
| Sex                        |               |                |
| Male (Mean = 21.5; SD = 2.5) | 100           | 49.3           |
| Female (Mean = 20.9; SD = 2.5) | 103           | 50.7           |
| Religion                   |               |                |
| Christianity               | 168           | 82.8           |
| Islam                      | 27            | 13.3           |
| Others                     | 8             | 3.9            |
| Ethnicity                  |               |                |
| Yoruba                     | 175           | 86.2           |
| Hausa                      | 1             | 0.5            |
| Igbo                       | 13            | 6.4            |
| Edo/Delta                  | 7             | 3.4            |
| Others                     | 7             | 3.4            |
| Educational level          |               |                |
| 100 L (Mean age = 18; SD = 2) | 19            | 9.4            |
| 200 L (Mean age = 20; SD = 2) | 37            | 18.2           |
| 300 L (Mean age = 21; SD = 2) | 46            | 22.7           |
| 400 L (Mean age = 22; SD = 2) | 89            | 43.8           |

(Continued)
### Table 1. (Continued)

| Background characteristics          | Frequency (N) | Percentage (%) |
|--------------------------------------|---------------|----------------|
| 500 L (Mean age = 24; SD = 3)        | 12            | 5.9            |
| Study field                          |               |                |
| Sciences                             | 106           | 52.2           |
| Humanities                           | 97            | 47.8           |
| Relationship status                  |               |                |
| Dating                               | 68            | 33.5           |
| Single                               | 135           | 66.5           |
| Family type                          |               |                |
| Polygamous                           | 44            | 21.7           |
| Monogamous                           | 159           | 78.3           |
| Upbringing environs                  |               |                |
| Urban                                | 159           | 78.3           |
| Rural                                | 44            | 21.7           |
| Residence                            |               |                |
| Moremi                               | 38            | 18.7           |
| Akintola                             | 33            | 16.3           |
| Fajuyi                               | 33            | 16.3           |
| Awolowo                              | 32            | 15.8           |
| Paraki                               | 34            | 16.7           |
| AP                                   | 33            | 16.3           |
| Household Monthly Income             |               |                |
| 0/5000                               | 107           | 53.0           |
| 5001–20,000                          | 16            | 7.9            |
| 20,001–100,000                       | 29            | 14.4           |
| 100,000–above                        | 50            | 24.8           |
| Total                                | 202           | 100.0          |
| Mean of the household monthly income |               |                |

SD = Standard Deviation.  
**Source:** Field Survey 2019.

### Table 2. Distribution of respondents’ perception of ASRs

| Perception Indices | Strongly Disagree N(%) | Disagree N(%) | Indifferent N(%) | Agree N(%) | Strongly Agree N(%) | Mean(SD) |
|--------------------|------------------------|---------------|-----------------|------------|---------------------|----------|
| I feel lesbians are in a normal sexual union | 96(47.3) | 55(27.1) | 25(12.3) | 19(9.4) | 8(3.9) | 1.95(1.15) |

(Continued)
| Perception Indices                                                                 | Strongly Disagree N(%) | Disagree N(%) | Indifferent N(%) | Agree N(%) | Strongly Agree N(%) | Mean(SD) |
|-----------------------------------------------------------------------------------|------------------------|--------------|-----------------|-----------|---------------------|----------|
| I feel gays are in a normal sexual union                                           | 110(54.2)              | 61(30.0)     | 15(7.4)         | 14(6.9)   | 3(1.5)              | 1.71(0.97) |
| I feel transgender are in a normal sexual union                                    | 108(53.2)              | 58(28.6)     | 26(12.8)        | 10(4.9)   | 1(0.5)              | 1.71(0.91) |
| I feel bisexuals are in a normal sexual union                                      | 92(45.3)               | 60(29.6)     | 19(9.4)         | 24(11.8)  | 8(3.9)              | 1.99(1.17) |
| I feel bestials are in a normal sexual union                                       | 125(61.6)              | 54(26.6)     | 18(8.9)         | 5(2.5)    | 1(0.5)              | 1.54(0.80) |
| I feel all the above ASRs have biological causes                                   | 55(27.1)               | 46(22.7)     | 46(22.7)        | 45(22.2)  | 11(5.4)             | 2.56(1.25) |
| I feel all the above ASRs give better sexual pleasure                              | 83(40.9)               | 53(26.1)     | 50(24.6)        | 14(6.9)   | 3(1.5)              | 2.02(1.03) |
| I feel all the above ASRs are results of the influence of western media            | 36(17.7)               | 35(17.2)     | 31(15.3)        | 75(36.9)  | 26(12.8)            | 3.10(1.33) |
| I feel all the above ASRs are results of identity clash between Western and African culture | 42(20.7)               | 46(22.7)     | 54(26.6)        | 48(23.6)  | 13(6.4)             | 2.72(1.21) |
| I feel all the above ASRs are normal relationships between two individuals         | 102(50.2)              | 49(24.1)     | 26(12.8)        | 19(9.4)   | 7(3.4)              | 1.92(1.15) |
| I feel all the above ASRs are not culturally right in the African sense            | 32(15.8)               | 27(13.3)     | 23(11.3)        | 58(28.6)  | 63(31.0)            | 3.46(1.45) |

(Continued)
6. Results and data analysis

6.1. Background characteristics of respondents

6.2. The perceptions of OAU students of ASRs

Qualitative interviews conducted with key informant respondents also align significantly with the quantitative data as shown in the Figure 1 above. On the acceptance and whether ASRs are rampant
among OAU students, a security officer in Obafemi Awolowo Hall of residence posits that “At all, it is not rampant . . . Not rampant. Even though the cleaners see used condoms on the ground when cleaning but still, they have not been caught.”1 Another security officer in Akintola Hall of residence shares this opinion when he avers that OAU students condemn ASRs.2 Also adding her voice to the perception of OAU students when asked whether OAU students in her house indulge in ASRs, a landlady at Paraki submits “No, mba ooo [No ooo], they don’t.”3 In his own opinion, a supervisor at Moremi Hall of residence avers that OAU students in his hall of residence do not practice ASRs and in fact, they (the hall warden, porters and security men) are always keeping an eye on the students so they would not misbehave.4 The Hall Warden at Fajuyi Hall of residence paints a more lucid picture to explain the perception of OAU students of ASRs. In his words:

Since I have been here for the past 8 years, I don't think I have seen that kind of behaviour in any of them. I have just been hearing it but not with our students residing here. The little I know about their relationships is the boy-to-girl. But to the extent of [lesbianism or homosexuality, or sleeping with animals], I have not seen any of them or heard that they have been doing that kind of thing.5

Also sharing his view on the perception of OAU students of ASRs, a landlord at AP posits that with his experience over the years, having served as landlord to varieties of OAU students, he has not come across or heard of any of them involved in any form of ASRs.6 Albeit, another landlady at Paraki is of the opinion that there may be possibility of OAU students being involved in ASRs, but she is certain not among the students living in her house. According to her, “They [OAU students] might be practicing it somewhere but I have not seen and I am sure the people here [my house] too, they don't practice it.”7

6.3. The attitudes of OAU students towards ASRs
Table 3. Distribution of respondents' attitudes towards ASRs. Respondents were asked how comfortable they were interacting with the following people.

| Attitude Indices                                      | Very Uncomfortable N(%) | Somewhat Uncomfortable N(%) | Neutral N(%) | Somewhat Comfortable N(%) | Highly Comfortable N(%) | Mean(SD) |
|------------------------------------------------------|--------------------------|-----------------------------|--------------|---------------------------|-------------------------|-----------|
| Gay men (men who are sexually attracted to other men) | 69(34.0)                 | 52(25.6)                    | 62(30.5)     | 8(3.9)                    | 12(5.9)                 | 2.22(1.14) |
| Lesbian women (women who are sexually attracted to other women) | 73(36.0)                 | 29(14.3)                    | 59(29.1)     | 21(10.3)                  | 21(10.3)                | 2.45(1.34) |
| Bisexual men (men who are sexually attracted to both men and women) | 74(36.5)                 | 35(17.2)                    | 63(31.0)     | 19(9.4)                   | 12(5.9)                 | 2.31(1.22) |
| Bisexual women (women who are sexually attracted to both men and women) | 64(31.5)                 | 35(17.2)                    | 65(32.0)     | 17(8.4)                   | 22(10.8)                | 2.50(1.31) |
| Female-to-male transgender/transsexual (people feeling born in the wrong body as female and actively changing their appearance to match male gender identity) | 89(43.8)                 | 43(21.2)                    | 49(24.1)     | 8(3.9)                    | 14(6.9)                 | 2.01(1.21) |

(Continued)
| Attitude Indices                                                                 | Very Uncomfortable N(%) | Somewhat Uncomfortable N(%) | Neutral N(%) | Somewhat Comfortable N(%) | Highly Comfortable N(%) | Mean(SD)  |
|---------------------------------------------------------------------------------|-------------------------|-----------------------------|--------------|---------------------------|------------------------|------------|
| Male-to-female transgender/transsexual (people feeling born in the wrong body as female and actively changing their appearance to match female gender identity) | 79(38.9)                | 54(26.6)                    | 47(23.2)     | 10(4.9)                   | 13(6.4)                | 2.13(1.18) |
| Asexual men (men who do not have any sexual pleasure or desire)                  | 48(23.6)                | 22(10.8)                    | 87(42.9)     | 24(11.8)                  | 22(10.8)               | 2.75(1.25) |
| Asexual women (women who do not have any sexual pleasure or desire)             | 52(25.6)                | 22(10.8)                    | 81(39.9)     | 28(13.8)                  | 20(9.9)                | 2.71(1.26) |
| Bestial men (men who would rather have sex with animals than humans)            | 130(64.0)               | 30(14.8)                    | 29(14.2)     | 7(3.4)                    | 7(3.4)                 | 1.67(1.06) |
| Bestial women (women who would rather have sex with animals than humans)       | 122(60.1)               | 37(18.2)                    | 29(14.3)     | 8(3.9)                    | 7(3.4)                 | 1.72(1.07) |

SD = Standard Deviation.
Source: Field Survey, 2019.
Table 4. Further distribution of respondents’ attitude towards ASRs

| Attitude Indices | Strongly Disagree N(%) | Disagree N(%) | Indifferent N(%) | Agree N(%) | Strongly Agree N(%) | Mean(SD) |
|------------------|------------------------|---------------|-----------------|-----------|---------------------|----------|
| The sexual acts or gender expressions of people practicing ASRs are against what the Creator or God intended. | 18(8.9) | 21(10.3) | 28(13.8) | 54(26.6) | 82(40.4) | 3.79(1.31) |
| People practicing ASRs have sexual dysfunctions | 37(18.2) | 26(12.8) | 56(27.6) | 58(28.6) | 26(12.8) | 3.05(1.29) |
| People practicing ASRs are mentally sick | 35(17.2) | 48(23.6) | 53(26.1) | 44(21.7) | 23(11.3) | 2.86(1.26) |
| People practicing ASRs never grew up in a family with matured heterosexual men and women. | 54(26.6) | 65(32.0) | 56(27.6) | 20(9.9) | 8(3.9) | 2.32(1.09) |
| People practicing ASRs are sexual and gender perverts | 32(15.8) | 46(22.7) | 65(32.0) | 49(24.1) | 11(5.4) | 2.81(1.13) |
| People practicing ASRs are products of dysfunctional educational institutions | 47(23.2) | 52(25.6) | 56(27.6) | 37(18.2) | 11(5.4) | 2.57(1.18) |
| ASRs results from liberal laws & freedom | 29(14.3) | 39(19.2) | 63(31.0) | 48(23.6) | 24(11.8) | 2.99(1.22) |
| I prefer ASRs to conventional heterosexual relationships | 113(55.7) | 32(15.8) | 39(19.2) | 10(4.9) | 9(4.4) | 1.87(1.15) |

SD = Standard Deviation.
Source: Field Survey, 2019.
Interviews with key informant respondents on the attitudes of OAU students towards ASRs points to the same results from the quantitative data as shown in Figure 2 above. A security officer in Awolowo Hall of residence avers that such practices are not common among the students residing within the hall of residence.\(^8\)

On the other hand, respondents also paint a picture of the possibility of some OAU students having positive attitudes towards ASRs, no matter how few they maybe. According to them, while the general attitude towards ASRs may be negative, a few students may be having positive attitude and in fact practice one form of ASRs or the other.\(^9\)

### 6.4. Gender disaggregation of the attitudes of OAU students towards ASRs

| Gender | Attitudes Negative Positive | Total |
|--------|-----------------------------|-------|
|        | N(%)                        | N(%)  |
| Male   | 56(56.00)                   | 44(44.00) | 100(100) |
| Female | 56(54.37)                   | 47(45.63) | 103(100) |
| Total  | 112(55.17)                  | 91(44.83) | 203(100) |

*Source: Field Survey by the Authors, 2020.*
Table 6. Results from logistic regression analyses showing the effects of background characteristics of respondents on their perception and attitude towards ASRs

| Background characteristics | Perception | | Attitude | |
|----------------------------|------------|------------|-----------|------------|------------|------------|-----------|
|                            | Odds Ratio | P > z      | [95% Conf. Interval] | Odds Ratio | P > z      | [95% Conf. Interval] |
| Age group                  |            |            |                      |            |            |                      |
| 15–19                      | 1.00       |            |                      | 1.00       |            |                      |
| 20–24                      | 0.72       | 0.49       | 0.28                 | 1.86       | 0.96       | 0.94                 | 0.39       | 2.40       |                      |
| 25–29                      | 0.38       | 0.19       | 0.09                 | 1.63       | 1.78       | 0.38                 | 0.49       | 6.45       |                      |
| Sex                        |            |            |                      |            |            |                      |
| Male                       | 1.00       |            |                      | 1.00       |            |                      |
| Female                     | 0.85       | 0.79       | 0.26                 | 2.81       | 1.11       | 0.85                 | 0.37       | 3.37       |                      |
| Religion                   |            |            |                      |            |            |                      |
| Christianity               | 1.00       |            |                      | 1.00       |            |                      |
| Islam                      | 1.21       | 0.69       | 0.47                 | 3.09       | 1.23       | 0.66                 | 0.49       | 3.09       |                      |
| Others                     | 2.08       | 0.36       | 0.44                 | 9.84       | 0.60       | 0.54                 | 0.12       | 3.08       |                      |
| Ethnicity                  |            |            |                      |            |            |                      |
| Yoruba                     | 1.00       |            |                      | 1.00       |            |                      |
| Hausa                      | -          |            |                      |            |            |                      |
| Igbo                       | 1.25       | 0.74       | 0.34                 | 4.66       | 1.17       | 0.80                 | 0.35       | 3.86       |                      |
| Edo/Delta                  | 1.77       | 0.51       | 0.33                 | 9.49       | 3.28       | 0.22                 | 0.50       | 21.33      |                      |
| Others                     | 1.58       | 0.61       | 0.28                 | 8.98       | 0.27       | 0.25                 | 0.03       | 2.52       |                      |
| Educational level          |            |            |                      |            |            |                      |
| 100 L                      | 1.00       |            |                      | 1.00       |            |                      |
| 200 L                      | 1.04       | 0.96       | 0.27                 | 3.91       | 1.29       | 0.70                 | 0.36       | 4.55       |                      |
| 300 L                      | 1.49       | 0.57       | 0.37                 | 5.89       | 1.65       | 0.46                 | 0.44       | 6.21       |                      |
| 400 L                      | 1.18       | 0.81       | 0.30                 | 4.59       | 1.91       | 0.33                 | 0.52       | 7.04       |                      |
| 500 L                      | 1.90       | 0.50       | 0.30                 | 12.25      | 1.39       | 0.72                 | 0.22       | 8.74       |                      |

(Continued)
| Background characteristics | Perception | | | Attitude | | |
|----------------------------|------------|---|---|----------|---|---|
|                            | Odds Ratio | P > z | [95% Conf. Interval] | Odds Ratio | P > z | [95% Conf. Interval] |
| Relationship status        |            |     |                   |            |     |                   |
| Dating                     | 1.00       |     |                   | 1.00       |     |                   |
| Single                     | 0.90       | 0.77| 0.45              | 1.08       | 0.81| 0.56              |
| Family type                |            |     |                   |            |     |                   |
| Polygamous                 | 1.00       |     |                   | 1.00       |     |                   |
| Monogamous                 | 0.68       | 0.36| 0.29              | 0.71       | 0.40| 0.32              |
| Upbringing environment     |            |     |                   |            |     |                   |
| Urban                      | 1.00       |     |                   | 1.00       |     |                   |
| Rural                      | 1.13       | 0.77| 0.50              | 0.89       | 0.77| 0.41              |
| Residence                  |            |     |                   |            |     |                   |
| Moremi                     | 1.00       |     |                   | 1.00       |     |                   |
| Akintola                   | 0.64       | 0.43| 0.21              | 0.79       | 0.64| 0.29              |
| Fajuyi                     | 1.10       | 0.90| 0.23              | 1.28       | 0.74| 0.30              |
| Awolowo                    | 0.47       | 0.35| 0.10              | 0.45       | 0.29| 0.10              |
| Paraki                     | 0.73       | 0.63| 0.21              | 1.54       | 0.47| 0.48              |
| AP                         | 0.63       | 0.46| 0.18              | 1.96       | 0.24| 0.64              |
| Household Monthly Income   |            |     |                   |            |     |                   |
| 0/-5000                    | 1.00       |     |                   | 1.00       |     |                   |
| 5001-20,000                | 0.36       | 0.22| 0.07              | 0.39       | 0.13| 0.11              |
| 20,001-100,000             | 1.02       | 0.97| 0.37              | 1.14       | 0.78| 0.44              |
| 100,000-above              | 1.36       | 0.48| 0.58              | 1.32       | 0.51| 0.58              |

**Source:** Field Survey, 2019.
Table 6 unravels the perceptions and attitudes of OAU students towards ASRs using logistic regression analysis. The assumption from the table is that where p-value (P > z) is greater than 0.05, then the variable is not significant, and where P > z is less than 0.05, then the variable is significant. The table 1 shows that all of the background characteristics measured for this study have P > z greater than 0.05 for both students' perception and attitudes towards ASRs. This implies that background characteristics of respondents do not constitute significant factors influencing their perceptions and attitudes towards ASRs.

7. Discussion
The study has been able to make some findings with respect to the objectives set out to be achieved. The paper set out to achieve the following objectives: to examine the perception of undergraduate students in OAU of ASRs; the attitudes of undergraduate students in OAU towards ASRs; and relationship between the background characteristics (age, gender, religion and level of study) of undergraduate students in OAU and their perceptions and attitudes towards ASRs.

With respect to the perceptions of OAU students of ASRs, the study finds that a larger population of OAU students have negative perception about ASRs. This finding aligns with that of Haruna (2015), who observed with respect to Ghana, that the perceptions of students were very negative towards homosexuality and other ASRs. Plummer (2014) also made a similar finding where he noted that homophobia is still very high in many parts of the world. Majority of the students feel ASRs are not normal sexual relationships and unions, as such, people should not be allowed to engage in the practice. The students feel that those involved in ASRs are demon/Satan possessed and that the practice is against the African culture. The study also reveals that as a result of the negative perception of students against ASRs, the practice is not rampant in OAU; and most of the students condemn the act. Studies on ASRs in Africa also attest to general negative perception of ASRs as un-African (Antonio, 1997; Kretz, 2013; Pew Research Centre, 2014).

The study further finds that the attitudes of OAU students towards ASRs are generally negative. This is clearly demonstrated as majority of the students are either very uncomfortable or somewhat uncomfortable with interacting with people practicing one form of ASRs or the other. The study reveals that most OAU students feel that ASRs are evil acts which God or the creator frowns at; people practicing ASRs suffer from sexual dysfunction and are mentally sick; and that they are gender perverts. The attitudes of OAU students towards ASRs as act against God align with the findings of Epprecht (2004), Kendall (1998), and Murray and Roscoe (1998), who found that religion had increased the negative attitudes towards ASRs. Owing to the general negative attitudes of the students, the study found that most of them do not condone the practice and would rather engage in the conventional sexual relationships than practice any form of ASRs. Also, majority of the students condemn ASRs as immoral; as such, they frown against them. The findings here align with those of Mtemeri (2015), Essien and Aderinto (2009), and Arndt and De Bruin (2006), who observe for instance, that most students were generally hostile and have negative attitudes towards homosexuals. These findings are also in tune with those of Mucherah et al. (2016) and The Law Library of Congress (2014), who posit that in Africa, generally, negative attitudes are melted against ASRs. Nevertheless, on gender basis, the paper finds that female students are more tolerant of ASRs than their male counterparts. This is as more male students hold negative attitudes towards ASRs than female students.

With respect to the factors influencing the perceptions and attitudes of OAU students towards ASRs, the study found that there exist an insignificant relationship between the background characteristics of students (like age, gender, religion, level of study, among others) and their perceptions and attitudes towards ASRs. This finding significantly negates some earlier studies which found such factors as age, religion, level of study, gender, among others influencing people's attitude towards ASRs (see for instance, Horn, 2006; Lehman & Thornwall, 2013). The study found
that students have generally negative perceptions and attitudes towards ASRs irrespective of age, gender, religion, level of study, among others. This aligns with the finding of Lim (2002), which shows for instance, that people generally harboured negative attitudes towards homosexuals irrespective of gender.

8. Hypotheses testing

Hyp0: Background characteristics of OAU students do not influence their perceptions of ASRs

Hypothesis testing rule states that reject H0 where P value (P > z) is less than 0.05, signifying that there is no relationship between variables under consideration, and accept H0 where P > z is greater than 0.05, signifying that there is a relationship between variables under consideration. For the first hypothesis, as demonstrated in Table 6, all of the background characteristics measured for this study has P > z greater than 0.05 for students’ perception of ASRs. This implies that background characteristics of respondents do not constitute the factors influencing the students’ perception of ASRs. This hypothesis is therefore, correct and accepted.

Hyp0: Background characteristics of OAU students do not influence their attitudes towards ASRs.

Also, for the second null hypothesis, as demonstrated in table 6, all of the background characteristics measured for this study has P > z greater than 0.05 for students’ attitudes towards ASRs. This implies that the background characteristics of respondents do not constitute the factors influencing students’ attitudes towards ASRs. This hypothesis is, therefore, also correct and accepted.

9. Conclusion

With respect to the objectives set out in this paper, that is, to examine the perceptions of OAU students of ASRs; examine the attitudes of OAU students towards ASRs; and ascertain whether students’ background characteristics influence their perceptions and attitude towards ASRs, the study made some findings. While all the respondents for the qualitative data alluded to the fact that undergraduate students in OAU generally have negative perceptions and attitudes towards ASRs, a larger proportion of the students who provided the quantitative data also projected their negative perceptions and attitudes towards ASRs. Albeit, the data show that female students are more tolerant of ASRs than male students. Data from the quantitative data collected from student respondents also show that the background characteristics of OAU students do not influence their perceptions and attitude towards ASRs. Generally, OAU students condemn and do not condone ASRs.

Funding
The authors received no direct funding for this research.

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Citation information
Cite this article as: The perceptions and attitudes of undergraduate students in Obafemi Awolowo University towards Alternative Sexual Relationships (ASRs), Oluwafunke Olabisi Omodara & Harrison Adewale Idawu, Cogent Psychology (2021), 7: 1854563.

Notes
1. KI with a security officer in Awolowo Hall of Residence, Obafemi Awolowo University. Interview was held on 11 December 2019 at Awolowo Hall of Residence, Obafemi Awolowo University, Ile-Ife.
2. KII with a security officer in Akintola Hall of Residence, Obafemi Awolowo University. Interview was held on 11 December 2019 at Akintola Hall of Residence, Obafemi Awolowo University, Ile-Ife.
3. KII with a landlady in Paraki, Ile-Ife. Interview was held on 16 December 2019 at respondent’s residence at Paraki, Ile-Ife.

4. KII with a Hall Supervisor in Moremi Hall of Residence, Obafemi Awolowo University, Ile-Ife. Interview was held on 17 December 2019 at the supervisor’s office, Moremi Hall of Residence, Obafemi Awolowo University, Ile-Ife.

5. KII with the Hall Warden, Fajuyi Hall of Residence, Obafemi Awolowo University, Ile-Ife. Interview was held on 18 December 2019 at the Warden’s office, Fajuyi Hall of Residence, Obafemi Awolowo University, Ile-Ife.

6. KII with a landlord at AP, Ile-Ife. Interview was held on 18 December 2019 at the respondent’s residence at AP, Ile-Ife.

7. KII with a landlord at Paraki, Ile-Ife. Interview was held on 16 December 2019 at respondent’s residence at Paraki, Ile-Ife.

8. KII with a security officer in Awolowo Hall of Residence, Obafemi Awolowo University. Interview was held on 11 December 2019 at Awolowo Hall of Residence, Obafemi Awolowo University, Ile-Ife.

9. KII with a Hall Supervisor, Moremi Hall of Residence, Obafemi Awolowo University, Ile-Ife. Interview was held on 17 December 2019 at the supervisor’s office, Moremi Hall of Residence, Obafemi Awolowo University, Ile-Ife; KII with the Hall Warden, Fajuyi Hall of Residence, Obafemi Awolowo University, Ile-Ife. Interview was held on 18 December 2019 at the Warden’s office, Fajuyi Hall of Residence, Obafemi Awolowo University, Ile-Ife.

**Ethical declarations**

Permission was sought from the Obafemi Awolowo University management through the Department of Sociology and Anthropology where ethic review documents and letter of permission were obtained. This was done before the researchers embarked on the field work which took place within the university community.

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APPENDICES

Appendix I. Research Questionnaire.

Introduction: The research is on “The Perceptions and Attitudes of Students in Obafemi Awolowo University (OAU) towards Alternative Sexual Relationships (ASRs).” Kindly answer all questions below; there are no right or wrong answers. Information collected are strictly for research purposes and as such would be kept very confidential.

Instruction: Please, kindly give your MOST SINCERE responses to the questions and select [✓] appropriately where necessary. Thank you.

SECTION A: Background Characteristics

1. Your age as at last birthday ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. ……. …....

2. What is your sex?
   Male [ ]   Female [ ]

3. What is your religion?
   Christianity [ ]   Islam [ ]   Traditional [ ]   Others [ ]

4. What is your ethnic group?
   Yoruba [ ]   Hausa [ ]   Igbo [ ]   Edo/Delta [ ]   Others [ ]

5. What is your current level of study?
   100 L [ ]   200 L [ ]   300 L [ ]   400 L [ ]   500 L [ ]

6. What is your field of study?
   Sciences (All Science Courses) [ ]   Humanities (All non-Science Courses) [ ]

7. What is your relationship status?
   Dating [ ]   Single [ ]

8. What is your family background?
   Polygamous [ ]   Monogamous [ ]

9. What is your upbringing environment?
   Urban [ ]   Rural [ ]

10. Hall/Place of Residence
    Moremi Hall [ ]   AkinTola Hall [ ]   Fajuyi Hall [ ]   Awolowo Hall [ ]   Paraki [ ]   Omole Estate [ ]
11. What is the estimate of your Household monthly income # ………………….. ………………….. ………………….. ………………….. ………………….. ………………….. ………………….. 

SECTION B: Perception of Alternative Sexual Relationships (ASRs)

Please select [✓] appropriately to indicate the degree to which you agree or disagree with the following statements

| Perception Indices | Disagree | Strongly Disagree | Indifferent | Agree | Strongly Agree |
|--------------------|----------|-------------------|-------------|-------|----------------|
| I feel lesbians are in a normal sexual union | | | | | |
| I feel gays are in a normal sexual union | | | | | |
| I feel transgenders are in a normal sexual union | | | | | |
| I feel bisexuals are in a normal sexual union | | | | | |
| I feel bestials are in a normal sexual union | | | | | |
| I feel all the above ASRs have biological causes | | | | | |
| I feel all the above ASRs give better sexual pleasure | | | | | |
| I feel all the above ASRs are results of the influence of western media | | | | | |
| I feel all the above ASRs are results of identity clash between Western and African culture | | | | | |
| I feel all the above ASRs are normal relationships between two individuals | | | | | |

(Continued)
| Perception Indices                                                                 | Disagree | Strongly Disagree | Indifferent | Agree | Strongly Agree |
|-----------------------------------------------------------------------------------|----------|-------------------|-------------|-------|----------------|
| I feel all the above ASRs are not culturally right in the African sense           |          |                   |             |       |                |
| I feel all the above ASRs result from boarding educational experiences            |          |                   |             |       |                |
| I feel all the above ASRs union should be allowed                                |          |                   |             |       |                |
| I feel all the above ASRs are young people's responses to failed conventional relationships and marriages |          |                   |             |       |                |
| I feel those practicing all the above ASRs are demon/Satan possessed              |          |                   |             |       |                |
| I feel all the above ASRs union are believed to grant more freedom for marital expectations than conventional marriage |          |                   |             |       |                |
SECTION C: Attitudes towards Alternative Sexual Relationships (ASRs)

1. How comfortable are you interacting with the following people? Please answer honestly to the best of your knowledge. There are no correct or wrong answers to these questions.

| Attitude Indices | Somewhat Uncomfortable | Very Uncomfortable | Neutral | Somewhat Comfortable | Highly Comfortable |
|------------------|-------------------------|--------------------|---------|----------------------|--------------------|
| Gay men (men who are sexually attracted to other men) |                       |                    |         |                      |                    |
| Lesbian women (women who are sexually attracted to other women) |                       |                    |         |                      |                    |
| Bisexual men (men who are sexually attracted to both men and women) |                       |                    |         |                      |                    |
| Bisexual women (women who are sexually attracted to both men and women) |                       |                    |         |                      |                    |
| Female-to-male transgender/transsexual (people feeling born in the wrong body as female and actively changing their appearance to match male gender identity) |                       |                    |         |                      |                    |
| Male-to-female transgender/transsexual (people feeling born in the wrong body as female and actively changing their appearance to match female gender identity) |                       |                    |         |                      |                    |
| Asexual men (men who do not have any sexual pleasure or desire) |                       |                    |         |                      |                    |
| Asexual women (women who do not have any sexual pleasure or desire) |                       |                    |         |                      |                    |
2. Please select [✓] appropriately to indicate the degree to which you agree or disagree with the following statements.

| Attitude Indices                              | Disagree | Strongly Disagree | Indifferent | Agree | Strongly Agree |
|-----------------------------------------------|----------|-------------------|-------------|-------|----------------|
| The sexual acts or gender expressions of people practicing ASRs are against what the Creator or God intended. |          |                   |             |       |                |
| People practicing ASRs have sexual dysfunctions |          |                   |             |       |                |
| People practicing ASRs are mentally sick      |          |                   |             |       |                |
| People practicing ASRs never grew up in a family with matured heterosexual men and women. |          |                   |             |       |                |
| People practicing ASRs are sexual and gender perverts |          |                   |             |       |                |
| People practicing ASRs are products of dysfunctional educational institutions |          |                   |             |       |                |
APPENDIX II. Interview guide

Research Interview Guide for Hall Wardens and Landlords/Landladies

Introduction: The research is on “The Perceptions and Attitudes of Students in Obafemi Awolowo University (OAU) towards Alternative Sexual Relationships (ASRs).” Alternative sexual relationships (ASRs) include all sexual relationships outside of the conventional heterosexual sexual relationships. They may include Gay (male-male sexual relationship), Lesbian (female-female sexual relationship), Bestiality (sexual relationship with animals), Bisexuality (sexual relationship with both male and female sexes), Asexuality (having no sexual desire and pleasure at all) and Transgender (Transforming from male to female or female to male).

Please, be assured that information collected is strictly for research purposes and as such would be kept very confidential.

(1) Do you think some OAU students living in this hall of residence or those living in your house practice alternative sexual relationships?

(2) Generally, do you think OAU students condemn alternative sexual relationships, or they feel they are acceptable?

(3) Would you say that the practice of alternative sexual relationships is rampant among OAU students?

Note: Other relevant questions were asked as follow up to any of the questions on the interview guide.

| Attitude Indices                                      | Disagree | Strongly Disagree | Indifferent | Agree | Strongly Agree |
|-------------------------------------------------------|----------|-------------------|-------------|-------|----------------|
| ASRs results from liberal laws & freedom              |          |                   |             |       |                |
| I prefer ASRs to conventional heterosexual relationships |          |                   |             |       |                |

Omodara & Idowu, Cogent Psychology (2021), 7: 1854563
https://doi.org/10.1080/23311908.2020.1854563
Appendix III. Explanatory and confirmatory Factor Analysis
Perceptions of Alternative Sexual Relationships (ASRs)

Measure on the scale: D, SD, I, A, SA

Number of item 16

1. Correlation matrix of the items

|   | qb1  | qb2  | qb3  | qb4  | qb5  | qb6  | qb7  | qb8  | qb9  | qb10 | qb11 | qb12 |
|---|------|------|------|------|------|------|------|------|------|------|------|------|
| qb1| 1.0000|      |      |      |      |      |      |      |      |      |      |      |
| qb2| 0.6404| 1.0000|      |      |      |      |      |      |      |      |      |      |
| qb3| 0.4444| 0.5489| 1.0000|      |      |      |      |      |      |      |      |      |
| qb4| 0.5340| 0.5223| 0.4708| 1.0000|      |      |      |      |      |      |      |      |
| qb5| 0.2945| 0.4321| 0.5076| 0.4437| 1.0000|      |      |      |      |      |      |      |
| qb6| -0.0054| 0.0067| 0.0679| 0.1239| 0.0757| 1.0000|      |      |      |      |      |      |
| qb7| 0.3124| 0.2159| 0.1520| 0.2192| 0.1566| 0.2050| 1.0000|      |      |      |      |      |
| qb8| -0.0831| -0.1229| 0.0552| -0.0725| 0.0718| 0.2389| 0.0257| 1.0000|      |      |      |      |
| qb9| -0.0936| -0.1387| -0.0082| -0.0689| 0.0126| 0.1831| -0.0295| 0.3675| 1.0000|      |      |      |
| qb10| 0.5081| 0.5378| 0.3170| 0.4526| 0.2524| 0.1862| 0.4392| -0.0729| -0.0291| 1.0000|      |      |
| qb11| -0.1417| -0.0619| 0.0318| -0.0991| -0.0598| 0.1465| -0.2205| 0.3366| 0.2213| -0.1777| 1.0000|      |
| qb12| 0.0496| 0.0697| 0.0039| 0.0820| 0.1111| 0.0149| 0.0581| 0.3087| 0.1730| 0.0569| 0.2013| 1.0000|
| qb13| 0.4358| 0.4258| 0.3731| 0.2911| 0.2781| 0.0718| 0.3877| -0.1418| -0.0038| 0.4138| -0.0652| 0.1146|
| qb14| 0.0026| 0.0002| 0.0974| 0.0080| 0.1325| 0.2048| -0.0274| 0.1398| 0.1003| 0.0158| 0.2967| 0.2200|
| qb15| -0.0347| -0.0649| -0.0016| -0.1198| 0.0138| 0.0421| -0.0463| 0.1015| 0.2162| 0.0011| 0.2757| 0.1788|
| qb16| 0.2730| 0.3524| 0.2760| 0.2513| 0.2403| 0.2149| 0.2155| 0.0199| 0.0971| 0.3461| -0.0272| 0.0897|

(Continued)
| qb13 | qb14 | qb15 | qb16 |
|------|------|------|------|
| 1.0000 |      |      |      |
| 0.0826 | 1.0000 |      |      |
| 0.0733 | 0.1539 | 1.0000 |      |
| 0.5275 | 0.2265 | 0.1370 | 1.0000 |
2. Data screening

Ho: variables are not intercorrelated

Hi: Variables are intercorrelated

Table 1.0.

| Test                        | DF  | Chi-square | p-value |
|-----------------------------|-----|------------|---------|
| Bartlett test of Sphericity | 120 | 892.974    | 0.000   |

Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.766.

Since the Bartlett’s Test is statistically significant as the p-value (>0.05). There is enough evidence not to reject the null hypothesis of variables are not intercorrelated, this indicates that there are sufficient intercorrelations to conduct the factor analysis. The KMO values are >0.5 because larger values are better and indicate an overall measure of the overlap or shared variance between pairs of variables. Our aims are to identify items that are related but yet provide unique information to the factors we are attempting to identify.

3. Factor Analysis

| Factor | Eigenvalue | Difference | Proportion | Cumulative |
|--------|------------|------------|------------|------------|
| Factor1| 4.14295    | 1.83802    | 0.2589     | 0.2589     |
| Factor2| 2.30493    | 1.01153    | 0.1441     | 0.4030     |
| Factor3| 1.29340    | 0.14846    | 0.0808     | 0.4838     |
| Factor4| 1.14493    | 0.12979    | 0.0716     | 0.5554     |
| Factor5| 1.01515    | 0.11256    | 0.0634     | 0.6188     |
| Factor6| 0.90258    | 0.09885    | 0.0564     | 0.6752     |
| Factor7| 0.80374    | 0.08958    | 0.0502     | 0.7255     |
| Factor8| 0.71415    | 0.04425    | 0.0446     | 0.7701     |
| Factor9| 0.66991    | 0.07115    | 0.0419     | 0.8120     |
| Factor10| 0.59876   | 0.06048    | 0.0374     | 0.8494     |
| Factor11| 0.53828   | 0.08091    | 0.0336     | 0.8830     |
| Factor12| 0.45737   | 0.02624    | 0.0286     | 0.9116     |
| Factor13| 0.43113   | 0.03466    | 0.0269     | 0.9386     |
| Factor14| 0.39646   | 0.05259    | 0.0248     | 0.9634     |
| Factor15| 0.34388   | 0.10148    | 0.0215     | 0.9849     |
| Factor16| 0.24240   | -          | 0.0151     | 1.0000     |

LR test: independent vs. saturated: chi2(120) = 897.53 Prob>chi2 = 0.0000.
Interpretation

The above tables show the contributions of each item, the Eigenvalues, difference and proportion and cumulative, the analysis is the linear combination of variables identified using principal component analysis, that maximise the amount of total variance in a correlation matrix that is explained. The proportion shows the amount of variation contributed by each factor (Factor 1 contributed 25.89% variation, Factor 2 contributed 14.41%, Factor 3 contributed 8.08% and so on). Components with eigenvalues greater than 1 should be retained. This criterion is reliable when the number of variables is <30, therefore in this analysis, Factor 1, 2, 3 and 4 will be retained for factor loading analysis.

3. Factor loadings (pattern matrix) and unique variances

| Variable | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 | Uniqueness |
|----------|---------|---------|---------|---------|---------|------------|
| qb1      | 0.7552  | -0.1328 | -0.0969 | -0.0040 | 0.1726  | 0.3728     |
| qb2      | 0.7960  | -0.1077 | -0.2516 | -0.0304 | 0.0418  | 0.2888     |
| qb3      | 0.6780  | 0.0878  | -0.3890 | 0.1054  | -0.1426 | 0.3499     |
| qb4      | 0.7105  | -0.0732 | -0.2217 | 0.2478  | -0.0260 | 0.3786     |
| qb5      | 0.5889  | 0.1273  | -0.3597 | 0.1731  | -0.0865 | 0.4701     |
| qb6      | 0.1753  | 0.4191  | 0.4416  | 0.3663  | -0.4838 | 0.2304     |
| qb7      | 0.4887  | -0.0456 | 0.5949  | 0.1635  | 0.1903  | 0.3422     |
| qb8      | -0.0784 | 0.6608  | -0.0196 | 0.4829  | 0.2029  | 0.2824     |
| qb9      | -0.0693 | 0.5914  | 0.1504  | 0.1817  | 0.2100  | 0.5457     |
| qb10     | 0.7205  | -0.0542 | 0.2809  | 0.0477  | 0.0972  | 0.3874     |
| qb11     | -0.1603 | 0.6498  | -0.3042 | -0.0951 | -0.1262 | 0.4345     |
| qb12     | 0.1176  | 0.5110  | -0.0952 | -0.0475 | 0.5510  | 0.4101     |
| qb13     | 0.6781  | 0.0542  | 0.2385  | -0.3739 | 0.0491  | 0.3381     |
| qb14     | 0.1038  | 0.5405  | -0.0786 | -0.2513 | -0.4357 | 0.4379     |
| qb15     | -0.0234 | 0.4828  | 0.0198  | -0.5299 | 0.1934  | 0.4478     |
| qb16     | 0.5634  | 0.2603  | 0.2738  | -0.3421 | -0.2022 | 0.3819     |
### 4. Rotation of factor loading

| Variable | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 | Uniqueness |
|----------|---------|---------|---------|---------|---------|------------|
| qb1      | 0.6826  | 0.3598  | -0.0354 | 0.1164  | -0.1307 | 0.3728     |
| qb2      | 0.7963  | 0.1980  | -0.0890 | 0.1444  | -0.0951 | 0.2888     |
| qb3      | 0.7931  | -0.0676 | 0.0196  | 0.0815  | 0.0975  | 0.3499     |
| qb4      | 0.7593  | 0.1779  | -0.0014 | -0.0819 | 0.0801  | 0.3786     |
| qb5      | 0.7100  | -0.0637 | 0.1058  | 0.0206  | 0.1008  | 0.4701     |
| qb6      | 0.0137  | 0.1400  | 0.1444  | 0.0499  | 0.8523  | 0.2304     |
| qb7      | 0.1404  | 0.7665  | 0.0664  | 0.0624  | 0.2055  | 0.3422     |
| qb8      | -0.0037 | -0.0824 | 0.7842  | -0.1329 | 0.2796  | 0.2824     |
| qb9      | -0.1295 | 0.0360  | 0.6197  | 0.1141  | 0.1979  | 0.5457     |
| qb10     | 0.4786  | 0.5823  | -0.0216 | 0.1703  | 0.1227  | 0.3874     |
| qb11     | -0.0109 | -0.5292 | 0.4173  | 0.2931  | 0.1590  | 0.4345     |
| qb12     | 0.0926  | 0.0685  | 0.6730  | 0.2492  | -0.2483 | 0.4101     |
| qb13     | 0.3922  | 0.4367  | -0.1073 | 0.5530  | 0.0089  | 0.3381     |
| qb14     | 0.0981  | -0.3623 | 0.0849  | 0.5042  | 0.3997  | 0.4379     |
| qb15     | -0.1432 | -0.1007 | 0.2878  | 0.6422  | -0.1621 | 0.4478     |
| qb16     | 0.2930  | 0.2599  | -0.0746 | 0.6158  | 0.2827  | 0.3819     |

Steven's (2009) recommends retaining factor loadings of 0.400 or greater than. The retained factor for each item has been bold.
### 6. Summarized Retained factors (construct)

| Variables | Factor 1 | Factor 2 | Factor 3 | Factor 4 | Factor 5 |
|-----------|----------|----------|----------|----------|----------|
| qb2       | 0.7963   |          |          |          |          |
| qb3       | 0.7931   |          |          |          |          |
| qb4       | 0.7593   |          |          |          |          |
| qb5       | 0.7100   |          |          |          |          |
| qb1       | 0.6826   |          |          |          |          |
| qb7       |          | 0.7665   |          |          |          |
| qb10      |          | 0.5823   |          |          |          |
| qb11      |          | 0.4173   |          |          |          |
| qb8       |          | 0.7842   |          |          |          |
| qb12      |          | 0.6730   |          |          |          |
| qb9       |          | 0.6197   |          |          |          |
| qb15      |          |          | 0.6422   |          |          |
| qb16      |          |          | 0.6518   |          |          |
| qb13      |          |          | 0.5530   |          |          |
| qb14      |          |          | 0.5042   |          |          |
| qb6       |          |          |          |          | 0.8523   |
