



REGRESSION MODEL FOR PREDICTING UNIVERSITY UNDERGRADUATE STUDENTS' SCHOOL ADJUSTMENT BASED ON PAEDOPHILIC TENDENCY AND PORNOGRAPHIC ADDICTION

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ABSTRACT

This study investigated the predictive power of paedophilic tendency and pornographic addiction on the sexual behaviour and school adjustment of university undergraduates in South-East Nigeria. Specifically, the study examined the individual and joint predictive power of paedophilic tendency and pornographic addiction on sexual behaviour and school adjustment and derived regression models for predicting the criterion variables. Eight research questions and eight null hypotheses guided the study. A correlational survey research design was adopted. The population comprised 148,712 undergraduate students in federal universities in South-East Nigeria during the 2024/2025 academic session. A sample of 1,148 respondents was selected using a multistage sampling procedure. Three instruments were used for data collection, namely the researcher-developed Paedophilic Tendency Scale (PTS), Pornographic Addiction Scale (PAS) and School Adjustment Scale (SAS). The instruments were face-validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Cronbach alpha reliability coefficients of 0.76, 0.79, and 0.74 were obtained for the PTS, PAS and SAS, respectively. Data were collected using Google Forms and analysed using Simple and Multiple Linear Regression analyses at the 0.05 level of significance. The findings revealed that paedophilic tendency significantly predicted university undergraduates' school adjustment ($R = 0.357$, $R^2 = 0.128$, $p < .05$). Pornographic addiction also significantly predicted school adjustment ($R = 0.411$, $R^2 = 0.169$, $p < .05$). Furthermore, paedophilic tendency and pornographic addiction jointly and significantly predicted school adjustment ($R = 0.420$, $R^2 = 0.176$, $F = 122.333$, $p < .05$). The derived regression models further indicated that pornographic addiction made the strongest contribution to the prediction of school adjustment, while paedophilic tendency also contributed significantly. The study concluded that paedophilic tendency and pornographic addiction are significant predictors of university undergraduates' school adjustment, with pornographic addiction exerting the stronger predictive influence. The study recommended that universities should strengthen counselling and mental health services, implement comprehensive sexuality and digital wellness education programmes, establish early identification and intervention mechanisms for students exhibiting maladaptive behavioural tendencies, and promote responsible internet use to enhance students' psychosocial well-being and school adjustment.

Keywords: Paedophilic Tendency, Pornographic Addiction, Sexual Behaviour, School Adjustment, University Undergraduates, Predictive Power.



Introduction

Paedophilic tendencies among university undergraduates may manifest in different forms, ranging from persistent intrusive sexual thoughts and fantasies involving prepubertal children to covert behavioural interests that rarely become publicly visible. Because of the associated stigma, legal implications, and fear of social rejection, individuals experiencing such tendencies often conceal them, making identification and intervention particularly difficult (Perrotta, 2020; Hall & Hall, 2019). Studies have shown that some individuals with paedophilic tendencies experience recurrent sexual fantasies involving minors, while others exhibit excessive interest in interacting with children or engage in the consumption of sexualized images involving minors without necessarily committing physical offences (Seto, 2018). These tendencies are frequently accompanied by cognitive distortions, emotional distress, guilt, shame, anxiety, and poor impulse control, all of which may negatively affect psychological well-being and everyday functioning.

Among university undergraduates, these psychological challenges may extend beyond personal distress to influence behavioural and educational outcomes. Students experiencing persistent atypical sexual interests may find it difficult to regulate their emotions, maintain healthy interpersonal relationships, and concentrate on academic responsibilities. Consequently, they may resort to maladaptive coping mechanisms, including compulsive pornography consumption, social withdrawal, or engagement in risky sexual behaviours. Marshall and Marshall (2015) and Seto (2018) argued that unresolved deviant sexual interests often coexist with emotional instability, poor self-regulation, and impaired social functioning. Similarly, Nwosu et al. (2023) observed that individuals with unresolved paedophilic tendencies may experience heightened psychological conflict capable of influencing their sexual decision-making and social interactions. These behavioural and psychological characteristics may ultimately interfere with students' ability to adjust effectively to the academic, social, and emotional demands of university life.

The consequences of unaddressed paedophilic tendencies extend beyond individual psychological distress to broader educational and societal concerns. Students struggling with these tendencies may experience persistent anxiety, depression, loneliness, and low self-esteem, resulting in reduced academic engagement and poorer school adjustment (Okeke et al., 2023). The intense stigma surrounding paedophilia often discourages affected individuals from seeking professional psychological assistance, thereby increasing the likelihood of emotional deterioration and social isolation (Afolabi et al., 2023). Universities may equally face ethical, legal, and reputational challenges if such behaviours remain unidentified or unmanaged. These concerns underscore the importance of preventive counselling, early psychological assessment, and appropriate intervention strategies within higher education institutions.

Existing empirical evidence on paedophilic tendency and behavioural outcomes remains inconclusive. For instance, Stephens et al. (2017) found that paedophilic tendency significantly predicted sexual behaviour, particularly sexual recidivism among offenders. In contrast, McPhail et al. (2021) reported that paedophilic tendency did not significantly predict sexual behaviour, suggesting that other psychological or environmental factors may moderate the relationship. The inconsistency in these findings highlights the need for further empirical investigation. Moreover, most previous studies were conducted outside Nigeria using forensic or clinical populations rather



than university undergraduates, thereby limiting the applicability of their findings to the Nigerian university context.

Similarly, empirical evidence directly linking paedophilic tendency to school adjustment remains scarce. However, related studies suggest that maladaptive sexual behaviours and atypical sexual interests are associated with poorer educational adjustment. For example, Katz (1990) reported that adolescents exhibiting atypical sexual behaviours demonstrated lower social competence and greater psychological maladjustment than their peers. Likewise, Koumba-Maguena et al. (2025) found that adolescents with sexually inappropriate behaviours experienced significant interpersonal and emotional adjustment difficulties that adversely affected educational functioning. Beyond atypical sexual interests, Pearson et al. (2007) and Darfour Oduro and Grigsby-Toussaint (2022) established those risky sexual behaviours and stigmatized sexual identities were associated with lower school attachment, weaker academic engagement, and poorer educational outcomes. Although these studies provide useful insights, none specifically examined whether paedophilic tendency predicts school adjustment among university undergraduates.

Another important gap in the literature concerns the possible relationship between paedophilic tendency and pornographic addiction. Clinical evidence suggests that some individuals experiencing deviant sexual interests may rely on excessive pornography consumption as a means of coping with intrusive sexual thoughts, emotional distress, or sexual urges ((Arah, 2025; Seto, 2018; Perrotta, 2020). However, empirical studies examining the combined influence of paedophilic tendency and pornographic addiction on university students' sexual behaviour and school adjustment are limited, particularly within the Nigerian context. Consequently, there is insufficient evidence on whether these two maladaptive behavioural variables independently or jointly predict sexual behaviour and school adjustment among university undergraduates. It is this gap that the present study sought to fill by investigating the predictive power of paedophilic tendency and pornographic addiction on the sexual behaviour and school adjustment of university undergraduates in South-East Nigeria.

Research Question

What is the regression model that can be derived in predicting undergraduate students' school adjustment based on their paedophilic tendency and pornographic addiction?

Research Method

The study utilized a correlational survey research design to investigate the predictive influence of paedophilic tendency and pornographic addiction on university undergraduates' sexual behaviour and school adjustment. The design was appropriate because it enabled the researcher to examine the extent to which the predictor variables explained variations in the criterion variables while allowing the variables to be studied in their natural settings.

The research was carried out in South-East Nigeria, comprising Abia, Anambra, Ebonyi, Enugu, and Imo States. The area was selected because it accommodates a large undergraduate population with increasing exposure to digital technologies, making it suitable for investigating issues relating to pornography, sexual behaviour, and school adjustment.



The population comprised 148,712 undergraduate students registered in federal universities in South-East Nigeria during the 2024/2025 academic session. From this population, a sample of 1,148 respondents was selected using a multistage sampling procedure. Although Taro Yamane's (1967) formula yielded a minimum sample size of 399 respondents, the researcher increased the sample size to improve representativeness, increase statistical power, and enhance the credibility of the findings.

Data were collected using four instruments: the researcher-developed Paedophilic Tendency Scale (PTS) and the adapted Pornographic Addiction Scale (PAS) and School Adjustment Scale (SAS). The instruments contained structured Likert-scale items that measured the variables investigated in the study. The instruments were subjected to face validation by three experts from the Faculty of Education, University of Nigeria, Nsukka, who evaluated their clarity, relevance, appropriateness, and adequacy. Their comments led to the modification of some items before the final administration.

Reliability was established through a pilot test involving 50 undergraduate students outside the study area using the Cronbach Alpha method. Reliability coefficients of 0.76 (PTS), 0.79 (PAS) and 0.74 (SAS) confirmed that the instruments possessed acceptable internal consistency for the study.

The questionnaires were administered electronically through Google Forms, with the assistance of students' representatives who shared the questionnaire links across WhatsApp groups and other social media platforms. The online approach enhanced respondents' anonymity, minimized response bias, and encouraged truthful responses to sensitive behavioural issues. The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS). Simple Linear Regression analysis was employed to answer Research Questions 1–4 and test Hypotheses 1–4, while Multiple Regression analysis was used to answer Research Questions 5–8 and test Hypotheses 5–8. All hypotheses were tested at the 0.05 level of significance, while the strength of the predictive relationships was interpreted using the correlation coefficient guidelines recommended by Schober et al. (2018).

Research Question: What is the regression model that can be derived in predicting undergraduate students' school adjustment based on their paedophilic tendency and pornographic addiction?

Table 1: *Regression model that can be derived in predicting undergraduate students' school adjustment based on their paedophilic tendency and pornographic addiction*

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	81.934	.776		105.568	.000
	Pedo_Tend	-.217	.067	-.125	-3.222	.001
	Pono_Addict	-.508	.062	-.320	-8.212	.000



Table 1 presents the regression model for predicting university undergraduates' school adjustment based on paedophilic tendency and pornographic addiction. Using the unstandardized regression coefficients (B), the regression equation is expressed as:

$$\text{SAUU} = 81.934 - 0.217(\text{Paedophilic Tendency}) - 0.508(\text{Pornographic Addiction})$$

where:

SAUU = School Adjustment of University Undergraduates

The regression equation indicates that, holding other variables constant, a one-unit increase in paedophilic tendency results in a 0.217-unit decrease in school adjustment, while a one-unit increase in pornographic addiction results in a 0.508-unit decrease in school adjustment. The constant value of 81.934 represents the estimated level of school adjustment when both paedophilic tendency and pornographic addiction are zero.

The standardized regression coefficients further show the relative contribution of each predictor variable to the regression model. Paedophilic tendency made a significant negative contribution to school adjustment ($\beta = -0.125$, $t = -3.222$, $p = .001$), while pornographic addiction also made a significant negative contribution ($\beta = -0.320$, $t = -8.212$, $p < .001$). Since the probability values for both variables are less than the 0.05 level of significance, both predictors significantly contributed to the model.

The standardized regression model is therefore expressed as:

$$Z_{\text{SAUU}} = -0.125Z_{\text{Pedo}} - 0.320Z_{\text{Pono}}$$

The standardized coefficients indicate that pornographic addiction was the stronger predictor of school adjustment because it had the larger absolute beta coefficient ($\beta = -0.320$), compared with paedophilic tendency ($\beta = -0.125$). This implies that although both variables significantly predicted school adjustment, pornographic addiction exerted a greater negative influence on university undergraduates' adjustment to school. Overall, the regression model demonstrates that higher levels of paedophilic tendency and pornographic addiction are associated with poorer school adjustment among university undergraduates.

Summary of Findings

The findings of the study revealed that:

1. Paedophilic tendency significantly predicted university undergraduates' sexual behaviour and school adjustment. Specifically, higher levels of paedophilic tendency were associated with riskier sexual behaviour and poorer school adjustment among university undergraduates.
2. Pornographic addiction significantly predicted university undergraduates' sexual behaviour and school adjustment. Undergraduates with higher levels of pornographic addiction were more likely to engage in risky sexual behaviours and experience poorer school adjustment.
3. Paedophilic tendency and pornographic addiction jointly and significantly predicted university undergraduates' sexual behaviour and school adjustment. The two predictor variables accounted for a significant proportion of the variation in both outcome variables,



with pornographic addiction emerging as the stronger predictor of both sexual behaviour and school adjustment. The derived regression models further confirmed that increases in paedophilic tendency and pornographic addiction were associated with corresponding increases in risky sexual behaviour and decreases in school adjustment among university undergraduates.

Discussion of the Findings

The findings of the study showed that the regression model derived from paedophilic tendency and pornographic addiction significantly predicted the school adjustment of university undergraduates. The unstandardized regression model indicated that both predictor variables made negative contributions to school adjustment (Arah, 2020). This implies that increases in either paedophilic tendency or pornographic addiction are associated with corresponding decreases in university undergraduates' ability to adjust academically, socially, emotionally, and institutionally. The model further revealed that pornographic addiction had a larger regression coefficient than paedophilic tendency, indicating that it exerts a greater influence on students' school adjustment. The standardized regression coefficients further confirmed that both paedophilic tendency and pornographic addiction made significant negative contributions to the prediction of school adjustment, although pornographic addiction emerged as the stronger predictor. This finding suggests that maladaptive sexual behaviours and psychological tendencies interfere with students' capacity to cope effectively with the academic and social demands of university life. Students who are excessively preoccupied with pornographic materials may devote substantial time to pornography consumption at the expense of studying, attending lectures, completing assignments, and participating in other academic activities. Such behaviours may also contribute to poor concentration, reduced motivation, sleep disturbances, emotional distress, and weakened interpersonal relationships, all of which undermine successful adjustment to university life.

Similarly, paedophilic tendency, although a weaker predictor, significantly contributed to poor school adjustment (Arah, 2017). Students experiencing persistent inappropriate sexual thoughts or attractions may suffer from guilt, anxiety, emotional instability, and internal psychological conflict. These experiences may reduce their ability to interact confidently with peers and lecturers, participate fully in academic activities, and develop healthy social relationships within the university environment. Consequently, both variables negatively affect students' academic engagement, emotional well-being, and social integration.

The present finding is consistent with previous empirical studies. Ohuakanwa et al. (2012) found that pornography addiction was significantly associated with poorer psychosocial and academic adjustment among university students in Lagos State. Similarly, Ikechukwu (2020) reported that excessive pornography uses distracted students from academic activities and contributed to poor school adjustment. Rostam (2023) also found that students addicted to pornography experienced higher levels of anxiety and depression, which negatively affected their educational adjustment. Furthermore, Brown and Johnson (2020) and Hernandez and Ramos (2020) reported that individuals exhibiting maladaptive sexual behaviours experienced significantly lower levels of school engagement and adjustment than their counterparts.



Overall, the findings demonstrate that both paedophilic tendency and pornographic addiction are important predictors of school adjustment among university undergraduates, with pornographic addiction exerting the strongest negative influence. This underscores the need for universities to strengthen counselling services, promote responsible digital media use, provide comprehensive sexuality education, and implement early psychological intervention programmes aimed at reducing maladaptive sexual behaviours and improving students' academic, social, and emotional adjustment.

Conclusion

Based on the findings of this study, it was concluded that paedophilic tendency and pornographic addiction are significant predictors of university undergraduates' sexual behaviour and school adjustment. Individually, both variables significantly predicted sexual behaviour and school adjustment, while their combined influence also significantly predicted the two outcome variables. The derived regression models further showed that increases in paedophilic tendency and pornographic addiction were associated with increased risky sexual behaviour and poorer school adjustment among university undergraduates, with pornographic addiction emerging as the stronger predictor. The study therefore concludes that reducing maladaptive sexual tendencies and problematic pornography use through effective counselling, sexuality education, mental health support, and preventive interventions is essential for promoting healthy sexual behaviour and improving school adjustment among university undergraduates.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. University management should strengthen counselling and mental health services by providing regular psychological screening, confidential counselling, and intervention programmes to identify and support undergraduates exhibiting paedophilic tendencies and pornographic addiction before these behaviours adversely affect their sexual behaviour and school adjustment.
2. University authorities and lecturers should incorporate comprehensive sexuality education, digital literacy, and responsible internet use into students' orientation and awareness programmes to discourage problematic pornography use and promote healthy sexual attitudes and behaviours.
3. Parents, guardians, and counsellors should work collaboratively to provide moral guidance, emotional support, and effective supervision that will help undergraduates develop healthy coping strategies, self-control, and positive interpersonal relationships.
4. Government, university administrators, and mental health professionals should formulate and implement policies that promote students' mental health, strengthen campus counselling services, and support continuous research and preventive programmes aimed at reducing maladaptive sexual tendencies and enhancing students' school adjustment and overall well-being.



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