UNIJERPS



Unizik Journal of Educational Research and Policy Studies VOL.22 (1);
July-December, 2026 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

PREDICTIVE POWER OF PORNOGRAPHIC ADDICTION ON THE SEXUAL BEHAVIOUR OF UNIVERSITY UNDERGRADUATES IN SOUTH EAST, NIGERIA

Onunkwo Chukwuma Martin
chumartins3@gmail.com; cm.onunkwo@unizik.edu.ng
Department of Education foundations.
Faculty of Education Nnamdi Azikiwe University, Awka

ABSTRACT

This study investigated the predictive power of pornographic addiction on the sexual behaviour of university undergraduates in South-East Nigeria. The study was necessitated by increasing concerns over risky sexual behaviours among university students and the growing prevalence of compulsive pornography consumption resulting from widespread internet accessibility. A correlational survey research design was adopted. The study was conducted in federal universities across the five states of South-East Nigeria. The target population comprised 148,712 undergraduate students enrolled in the 2024/2025 academic session. A sample of 1,148 respondents was selected using a multistage sampling technique. Data were collected using the Pornographic Addiction Scale (PAS) and the Sexual Behaviour Scale (SBS). The instruments were validated by three experts, while their reliability coefficients, determined using Cronbach's alpha, ranged from 0.74 to 0.85. The questionnaires were administered electronically through Google Forms with the assistance of research assistants. Data were analyzed using simple linear regression at the 0.05 level of significance. The findings revealed that pornographic addiction significantly predicted the sexual behaviour of university undergraduates ($R = 0.639$, $R^2 = 0.409$, $\beta = 0.639$, $t = 28.142$, $p < 0.05$), indicating that 40.9% of the variation in students' sexual behaviour was explained by pornographic addiction. The positive regression coefficient showed that higher levels of pornographic addiction were associated with increased engagement in unhealthy or risky sexual behaviours. The study concluded that pornographic addiction is a statistically significant positive predictor of the sexual behaviour of university undergraduates in South-East Nigeria. It was recommended that universities strengthen counselling services, sexuality education, digital literacy programmes, and behavioural intervention initiatives aimed at promoting responsible internet use and healthy sexual behaviour among undergraduates.

Keywords: Pornographic Addiction, Sexual Behaviour, University Undergraduates, Predictive Power, Risky Sexual Behaviour, South-East Nigeria.

Introduction

The increasing prevalence of unhealthy sexual behaviours among university undergraduates has become a growing public health, educational, and psychosocial concern worldwide. In Nigeria, particularly in South-East Nigeria, reports of risky sexual practices, early sexual initiation, multiple sexual partnerships, inconsistent condom use, and compulsive consumption of sexually explicit materials have raised concerns among educators, counsellors, parents, and policymakers. According to the World Health Organization (2022), risky sexual behaviours expose young adults to sexually transmitted infections, unintended pregnancies, psychological distress, and other adverse health outcomes. These behaviours may also affect students' interpersonal relationships, academic engagement, and overall well-being. Consequently, there is increasing scholarly interest in identifying psychological and behavioural factors that influence the sexual behaviour of university undergraduates.

University education represents a critical stage of emerging adulthood during which students experience increased independence, identity exploration, emotional development, and exposure to diverse social and cultural influences. Arnett (2015) described emerging adulthood as a developmental period characterized by increased autonomy, experimentation, and identity formation. During this stage, many undergraduates gain unrestricted access to smartphones, social media platforms, and internet-enabled devices, making sexually explicit materials readily available. Attwood et al. (2018) observed that many young adults initially consume pornography out of curiosity, sexual exploration, or entertainment. However, repeated exposure may gradually influence sexual attitudes, expectations, and behavioural patterns. Similarly, Wolters and Brady (2021) noted that some university students increasingly rely on pornography as a coping mechanism for loneliness, stress, boredom, anxiety, and other emotional challenges.

Sexual behaviour encompasses a broad range of actions, attitudes, emotions, and interpersonal experiences related to sexuality and sexual expression. Fisher (2022) defined sexual behaviour as the various ways individuals express sexual feelings, attraction, and intimacy through physical, emotional, and digital interactions. Walton and Bhullar (2018) similarly described sexual behaviour as observable activities associated with sexual arousal, gratification, and sexual exploration. Simon (2017) viewed sexual behaviour as consistent patterns of sexual expression shaped by biological drives, personal beliefs, peer relationships, and cultural expectations. Healthy sexual behaviour is generally characterized by consensual, responsible, and respectful practices that promote physical, emotional, and psychological well-being, whereas risky sexual behaviour includes unprotected sexual intercourse, multiple sexual partners, coerced sexual activities, and other practices that expose individuals to adverse physical, emotional, and social consequences (World Health Organization, 2022; Bártová et al., 2021).

One psychological and behavioural factor receiving increasing scholarly attention is

pornographic addiction. Duffy et al. (2016) defined pornographic addiction as a compulsive and repetitive pattern of consuming pornographic material characterized by loss of control, craving, and continued use despite negative academic, psychological, or social consequences. Ugese et al. (2024) described pornographic addiction as a behavioural addiction in which individuals become psychologically dependent on sexually explicit materials for sexual arousal or emotional regulation, resulting in impaired daily functioning and diminished self-control. Franklin (2021) further explained that pornographic addiction is characterized by tolerance, withdrawal symptoms, and persistent use despite its detrimental effects on interpersonal relationships, emotional well-being, and academic responsibilities.

Research has shown that repeated exposure to pornographic materials may gradually reshape individuals' perceptions of sexuality and intimate relationships. According to Bőthe et al. (2020), problematic pornography use is associated with impaired self-regulation, compulsive sexual behaviour, and difficulties in controlling sexual impulses. Likewise, Mestre-Bach and Potenza (2023) reported that excessive pornography consumption is associated with distorted sexual attitudes, unrealistic expectations about intimate relationships, compulsive sexual behaviours, and reduced academic engagement. Lew-Starowicz et al. (2020) further noted that compulsive pornography consumption may reinforce maladaptive sexual scripts and increase susceptibility to risky sexual practices.

Although pornography consumption has become increasingly common among young adults because of technological advancement and widespread internet accessibility, not every individual who consumes sexually explicit materials develops addictive patterns of use. Bőthe et al. (2020) emphasized that pornography becomes problematic only when consumption becomes compulsive, difficult to control, and persists despite significant negative consequences. Individuals experiencing pornographic addiction often exhibit impaired emotional regulation, increased impulsivity, and reduced capacity for responsible sexual decision-making (Grubbs et al., 2022). Consequently, such individuals may increasingly imitate behaviours observed in pornography, seek more novel or extreme sexual stimulation, and engage in impulsive or risky sexual activities (Kraus et al., 2022). These behavioural patterns may ultimately compromise healthy sexual development among university undergraduates.

Despite increasing research on undergraduate sexual behaviour, previous studies have focused predominantly on demographic characteristics, peer influence, substance abuse, family background, religious affiliation, and exposure to digital media. Comparatively fewer studies have examined the predictive influence of behavioural addictions, particularly pornographic addiction, on students' sexual behaviour. Furthermore, available findings remain inconsistent. While studies such as Bulot et al. (2015), Yunengsih and Setiawan (2021), and Rahman and Saxena (2024) reported that pornographic addiction significantly predicts risky sexual behaviour, other studies have

reported weaker associations depending on the study population and sociocultural context. Within Nigeria, empirical evidence remains relatively limited, particularly among university undergraduates in South-East Nigeria, despite increasing internet penetration and widespread access to digital technologies.

The limited empirical evidence regarding the predictive relationship between pornographic addiction and sexual behaviour therefore constitutes an important gap in the literature. Understanding whether pornographic addiction significantly predicts the sexual behaviour of university undergraduates will provide useful evidence for counsellors, psychologists, university administrators, and policymakers in developing effective counselling interventions, sexuality education programmes, and behavioural prevention strategies aimed at promoting responsible sexual behaviour and healthy psychosocial development among university students. Consequently, this study investigated the predictive power of pornographic addiction on the sexual behaviour of university undergraduates in South-East Nigeria.

Research Question

What is the predictive power of pornographic addiction on the sexual behaviour of university undergraduates?

Hypothesis

There is no significant predictive power of pornographic addiction on the sexual behaviour of university undergraduates.

Research Method

A correlational survey design was adopted to examine the predictive influence of paedophilic tendency and pornographic addiction on the sexual behaviour and school adjustment of university undergraduates. This design was appropriate because it allowed the researcher to establish the magnitude and direction of the relationships among the study variables without experimental manipulation.

The study was conducted in the federal universities located in the five states of South-East Nigeria. The target population comprised 148,712 undergraduate students enrolled in the 2024/2025 academic session. Using a multistage sampling technique, 1,148 students were selected to participate in the study. The sample size exceeded the minimum requirement generated through Taro Yamane's formula to improve precision and increase confidence in the findings. Four structured questionnaires served as the instruments for data collection: the Paedophilic Tendency Scale (PTS), Pornographic Addiction Scale (PAS), Sexual Behaviour Scale (SBS), and School Adjustment Scale (SAS). The PTS was developed by the researcher, whereas the remaining instruments were adapted from standardized scales. The instruments were validated by three experts and pilot-tested on 50 undergraduate students outside the study area. Reliability coefficients obtained through Cronbach's alpha ranged from 0.74 to 0.85, confirming that the instruments possessed adequate internal consistency.

The questionnaires were converted to Google Forms and distributed online through

WhatsApp and other students' social media platforms with the support of research assistants. Responses were analyzed using SPSS. Simple linear regression was used to determine the predictive power of each independent variable, while multiple regression examined their combined predictive influence. All hypotheses were tested at the 0.05 level of significance.

Research Question: What is the predictive power of pornographic addiction on the sexual behaviour of university undergraduates?

Table 1: *Regression analysis of the Predictive power of pornographic addiction on the sexual behaviour of university undergraduates?*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	N
1	.639[a]	.409	.408	10.73134	1148

a. Predictors: (Constant), Pono_Addict
b. Criteriont Variable: Sex_Behav

Hypothesis: There is no significant predictive power of pornographic addiction on the sexual behaviour of university undergraduates

Table 2: *Test of significance for the predictive power of pornographic addictionon the sexual behaviour of university undergraduates.*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	16.989	.807		21.064	.000
	Pono_Addict	1.510	.054	.639	28.142	.000

Interpretation of Data

Table 1 presents the regression analysis of the predictive power of pornographic addiction on the sexual behaviour of university undergraduates. The analysis yielded a correlation coefficient (R) of 0.639, indicating a moderately strong positive relationship between pornographic addiction and the sexual behaviour of university undergraduates. The coefficient of determination (R^2) was 0.409, indicating that 40.9% of the variation in the sexual behaviour of university undergraduates was explained by pornographic addiction, while the remaining 59.1% of the variation was attributable to other factors not included in the regression model. This finding indicates that pornographic addiction had a substantial positive predictive power on the sexual behaviour of university undergraduates.

Table 2 presents the test of significance for the predictive power of pornographic addiction on the sexual behaviour of university undergraduates. The analysis produced an unstandardized regression coefficient (B = 1.510) and a standardized regression coefficient (β = 0.639) with a t-

value of 28.142 and a corresponding p-value of .000. Since the probability value was less than the 0.05 level of significance, the null hypothesis was rejected. Therefore, it was concluded that pornographic addiction positively and significantly predicted the sexual behaviour of university undergraduates.

The positive regression coefficient indicates that an increase in the level of pornographic addiction was associated with a corresponding increase in risky or unhealthy sexual behaviour among university undergraduates. In other words, students with higher levels of pornographic addiction were more likely to engage in increased or risky sexual behaviours than those with lower levels of pornographic addiction. The finding further suggests that the observed predictive relationship was statistically significant and unlikely to have occurred by chance.

Summary of the Findings

Based on the analysis of the data, the major finding of the study was that pornographic addiction significantly predicted the sexual behaviour of university undergraduates**.** Specifically, the regression analysis revealed that 40.9% of the variation in the sexual behaviour of university undergraduates was explained by pornographic addiction**.** The test of significance further showed that this predictive relationship was positive and statistically significant ($p < 0.05$). This indicates that university undergraduates with higher levels of pornographic addiction were more likely to engage in unhealthy or risky sexual behaviours than those with lower levels of pornographic addiction.

Discussion of the Findings

The findings of the study revealed that pornographic addiction significantly predicted the sexual behaviour of university undergraduates. The regression analysis showed that pornographic addiction accounted for 40.9% of the variation in the sexual behaviour of university undergraduates, indicating that it is a substantial predictor of students' sexual behaviour. The positive regression coefficient further indicates that higher levels of pornographic addiction were associated with increased engagement in unhealthy or risky sexual behaviours among university undergraduates. This suggests that students who exhibit higher levels of compulsive pornography consumption are more likely to engage in increased sexual activities, risky sexual practices, or maladaptive sexual behaviours than their counterparts with lower levels of pornographic addiction.

The observed relationship may be explained by the influence of repeated exposure to sexually explicit materials on students' sexual attitudes, expectations, and behavioural patterns. Continuous consumption of pornography may normalize risky sexual practices, create unrealistic expectations about sexual relationships, and reinforce permissive attitudes toward casual sexual activities. Frequent exposure may also increase sexual preoccupation, reduce self-control, and encourage the imitation of behaviours portrayed in pornographic materials. These behavioural patterns are consistent with the Social Learning Theory, which posits that individuals acquire and reproduce behaviours through observation, imitation, and reinforcement. Consequently, repeated exposure to sexually explicit content

may contribute to the development of unhealthy sexual scripts that influence students' sexual decision-making and behaviour.

Furthermore, compulsive pornography use may interfere with emotional regulation and impulse control, leading students to seek increasingly novel or intense sexual experiences. The university environment, characterized by increased independence, peer influence, unrestricted internet access, and reduced parental supervision, may further facilitate the expression of these behaviours. These environmental factors may interact with compulsive pornography consumption to increase students' susceptibility to engaging in risky sexual behaviours.

The findings of this study are consistent with those of Bőthe et al. (2020), who reported that problematic pornography use significantly predicted compulsive sexual behaviour among adolescents and young adults. Similarly, the findings corroborate those of Rahman and Saxena (2024), who found that pornographic addiction significantly predicted maladaptive sexual behaviour among young adults. The present findings also lend support to the study by Bulot et al. (2015), which reported that frequent pornography consumption was associated with risky sexual behaviours, including having multiple sexual partners and engaging in casual sexual relationships. Likewise, Yunengsih and Setiawan (2021) found that higher levels of pornographic addiction were significantly associated with increased risky sexual behaviour among students.

Overall, the findings demonstrate that pornographic addiction is an important psychological and behavioural factor associated with the sexual behaviour of university undergraduates. The significant predictive relationship observed in this study underscores the need for universities to strengthen sexuality education, behavioural counselling, digital literacy programmes, and psychological support services aimed at promoting responsible internet use and healthy sexual development among students.

Conclusion

This study investigated the predictive power of pornographic addiction on the sexual behaviour of university undergraduates. The findings revealed that pornographic addiction had a positive and statistically significant predictive relationship with the sexual behaviour of university undergraduates. Specifically, pornographic addiction accounted for 40.9% of the variation in students' sexual behaviour, indicating that it is a substantial predictor of sexual behaviour among university undergraduates. The positive direction of the relationship suggests that higher levels of pornographic addiction were associated with an increased likelihood of engaging in unhealthy or risky sexual behaviours.

The findings underscore the important role of behavioural addictions in shaping the sexual behaviour of university students. They suggest that excessive and compulsive consumption of pornographic materials may influence students' sexual attitudes, decision-making, and behavioural patterns, thereby increasing their vulnerability to risky sexual practices. Consequently, there is a need for

universities to strengthen counselling services, sexuality education, digital literacy programmes, and preventive interventions that promote responsible internet use and healthy sexual development among undergraduates. It is therefore concluded that pornographic addiction is a significant positive predictor of the sexual behaviour of university undergraduates.

Recommendations

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

1. University authorities should strengthen counselling and mental health support services by establishing programmes that educate students on the dangers of excessive pornography consumption and provide confidential counselling and behavioural interventions for those experiencing compulsive pornography use. Such programmes will promote healthier sexual attitudes and responsible sexual behaviour among undergraduates.
2. University counsellors and student affairs units should organize regular seminars, workshops, and peer education programmes on responsible sexuality, digital media literacy, and healthy internet use. These programmes should equip students with self-regulation skills, informed decision-making abilities, and strategies for resisting compulsive consumption of sexually explicit materials.
3. Parents, educators, and relevant government agencies, including the National Universities Commission (NUC), should collaborate to promote digital safety and responsible internet use through appropriate policies, awareness campaigns, and campus-based internet safety initiatives. Such collaborative efforts will help reduce students' exposure to harmful online sexual content and encourage healthy sexual behaviour among university undergraduates.

REFERENCES

Chukwuma, W. A. (2026). Critical Issues in The Management of Students' rights in Contemporary Nigeria. *International Journal of Law, Social Sciences and Environmental Education Studies*, *1*(1).

Chukwuma, W. A. (2026). Influence Of Students' rights On School Discipline: The Nigerian Experience. *International Journal of Law, Social Sciences and Environmental Education Studies*, *1*(1).

Chukwuma, W. A. (2026). Towards Understanding the Impact of Legal Basis for The Establishing Schools in Nigeria. Unizik Journal of Educational Research, Science and Vocational Studies (UJERSVOCS).

Chukwuemeka, C. C., Okoye, P. N., & Eze, M. U. (2023). Mental health support services and psychological wellbeing among university students in South-East Nigeria. *Nigerian Journal of Educational Psychology*, *21*(2), 88–102.

Green, J. G., McLaughlin, K. A., Alegría, M., Costello, E. J., Gruber, M. J., Hoagwood, K., Leaf, P. J., Olin, S., Sampson, N. A., & Kessler, R. C. (2020). School mental health resources and adolescent emotional adjustment. *Journal of Adolescent Health*, *66*(2), 186–194.

Grubb, J. B., Exline, J. J., Pargament, K. I., Hook, J. N., & Carlisle, R. D. (2016). Transgression as addiction: Religiosity and moral disapproval as predictors of perceived addiction to pornography. *Archives of Sexual Behavior*, *45*(1), 125–136. https://doi.org/10.1007/s10508-013-0257-z

Hall, R. C. W., & Hall, R. C. W. (2019). A profile of pedophilia: Definition, characteristics, and treatment. *Current Psychiatry Reports*, *21*(8), 76–84.

Hernandez, M., & Ramos, P. (2020). School adjustment and mental health among adolescent perpetrators of child abuse in the United States. *Journal of Child and Adolescent Trauma*, *13*(4), 487–498.

Hirschfield, P. J., Gasper, J., & Mikyung, L. (2020). School adjustment and adolescent psychosocial development. *Journal of School Psychology*, *81*, 65–80.

Ibezim, C. E., Nwosu, P. C., & Eze, A. U. (2023). Digital media exposure and atypical sexual interests among university students in South-East Nigeria. *Nigerian Journal of Psychology*, *21*(2), 112–126.

Ikechukwu, C. O. (2020). Influence of online pornography on in-school adolescents in Imo State, Nigeria. *International Journal of Educational Research and Development*, *9*(3), 74–88.

Janssen, E. (2018). Sexual response and atypical sexual interests: A psychological perspective. *Annual Review of Sex Research*, *55*(2), 141–162.

Joyal, C. C., & Carpentier, J. (2017). The prevalence of paraphilic interests

and behaviors in the general population: A provincial survey. *Journal of Sex Research, 54*(2), 161–171. https://doi.org/10.1080/00224499.2016.1139034

Kaljahi, E. A. (2016). Academic, social and personal-emotional adjustment of students and academic performance in universities of Northern Cyprus. *International Journal of Higher Education*, *5*(3), 212–221.

Katz, R. C. (1990). Psychological adjustment of adolescent sexual offenders. *Journal of Interpersonal Violence*, *5*(3), 318–329.

Kaylor, L. E., Jeglic, E. L., & Mercado, C. C. (2019). Female sexual offenders: Characteristics and treatment issues. *Aggression and Violent Behavior*, *46*, 152–160.

Kirschner, P. A., Meester, B., & Hendriks, M. (2022). Emotional intelligence, social support and emotional adjustment among adolescents. *Educational Psychology Review*, *34*(2), 645–668.

Koumba-Maguena, M., Dubois, S., & Lambert, J. (2025). Psychological adjustment among adolescents displaying atypical sexual behaviours. *Journal of Child Psychology and Psychiatry*, *66*(1), 84–98.

Kraus, S. W., Martino, S., Potenza, M. N., Park, B. Y., Merrel, J. D., Hoff, R. A., & Heinz, A. J. (2020). Clinical characteristics of problematic pornography use. *Behavioral Sciences*, *10*(3), Article 58.

Ladd, G. W., & Profilet, S. M. (1996). The Child Behavior Scale: A teacher-report measure of young children's aggressive, withdrawn, and prosocial behaviors. *Developmental Psychology*, *32*(6), 1008–1024.

Ladd, G. W., Kochenderfer-Ladd, B., & Coleman, C. C. (2021). School adjustment and academic resilience among adolescents. *Journal of Educational Psychology*, *113*(5), 945–959.

Ladd, G. W., Kochenderfer-Ladd, B., & Coleman, C. C. (2022). School adjustment, peer relationships and educational outcomes. *Educational Psychologist*, *57*(2), 96–111.

Leon, J., Núñez, J. L., & Liew, J. (2021). School adjustment and social integration among adolescents. *Learning and Individual Differences*, *88*, Article 102014.

Marshall, W. L., & Marshall, L. E. (2015). Psychological treatment of individuals with sexual interests in children. *Current Psychiatry Reports*, *17*(6), 1–8.

Martin-Ruiz, M., Fernández-Berrocal, P., & Extremera, N. (2023). Emotional adjustment, emotional intelligence and adolescent wellbeing. *Frontiers in Psychology*, *14*, Article 1187524.

McPhail, I. V., Hermann, C. A., & Nunes, K. L. (2021). Sexual interest in children and sexual offending: A meta-analysis. *Sexual Abuse*, *33*(6), 635–659.

Mella, N., Rojas, M., & Sepúlveda, C. (2021). School adjustment and academic performance among

adolescents. *Educational Studies, 47*(5), 607–622.

Morales-Castillo, M. (2023). Coping, school adjustment and academic achievement in early adolescence. *Journal of Adolescence, 95*, 50–63.

Nwankwo, I. N., Okeke, C. C., & Eze, P. C. (2023). Self-reported atypical sexual interests among university students in South-East Nigeria. *Nigerian Journal of Behavioural Sciences, 15*(1), 89–103.

Nwosu, P. C., Okafor, J. C., & Eze, U. O. (2023). Psychological characteristics associated with paedophilic tendencies among undergraduates. *Nigerian Journal of Clinical Psychology, 11*(2), 54–69.

Okafor, C. N., & Ugwu, F. O. (2023). Pornographic addiction and academic outcomes among university students in South-East Nigeria. *Nigerian Journal of Educational Psychology, 18*(1), 77–91.

Okafor, J. C., Eze, P. O., & Nwosu, P. C. (2022). Childhood sexual abuse and paedophilic ideation among male undergraduates. *Nigerian Journal of Psychological Research, 14*(2), 97–111.

Okeke, C. C., Nwankwo, I. N., & Obi, M. C. (2023). Psychological distress associated with atypical sexual interests among university students. *Journal of African Mental Health, 10*(1), 41–56.

Ohuakanwa, E. C., Ezenwa, A. C., & Nwosu, A. I. (2012). Pornography addiction and psychosocial adjustment of university students in Lagos State. *Nigerian Journal of Guidance and Counselling, 17*(1), 88–102.

Pearson, J., Muller, C., & Frisco, M. L. (2007). Parental involvement, adolescent sexual behavior and school engagement. *Social Problems, 54*(2), 166–186.

Pekrun, R., Goetz, T., Frenzel, A. C., Barchfeld, P., & Perry, R. P. (2009). Measuring emotions in students' learning and performance. *Contemporary Educational Psychology, 34*(2), 125–141.

Perrotta, G. (2020). Pedophilia: Definition, diagnosis and treatment in light of DSM-5. *International Journal of Sexual Health, 32*(4), 423–438.

Pienaar, J. (2023). Understanding paedophilic interests: A contemporary psychological review. *Journal of Forensic Psychology Research and Practice, 23*(2), 120–138.

Reid, R. C., Li, D. S., Gilliland, R., Stein, J. A., & Fong, T. W. (2011). Reliability, validity, and psychometric development of the Hypersexual Behavior Consequences Scale. *Journal of Behavioral Addictions, 1*(3), 115–122.

Rodríguez-Fernández, A., Ramos-Díaz, E., Ros, I., Fernández-Zabala, A., & Revuelta, L. (2018). School adjustment and academic achievement among adolescents. *Frontiers in Psychology, 9*, Article 2219.

Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. *Anesthesia & Analgesia*, *126*(5), 1763–1768.

Seto, M. C. (2018). *Pedophilia and sexual offending against children: Theory, assessment, and intervention* (2nd ed.). American Psychological Association.

Stephens, S., Seto, M. C., Goodwill, A. M., & Cantor, J. M. (2017). Predicting sexual recidivism among offenders with paedophilic interests. *Sexual Abuse*, *29*(7), 655–676.

Ugese, J. T., Aondoakaa, A. T., & Iorfa, S. K. (2024). Social isolation, self-control, stress coping and pornographic addiction among emerging adults. *African Journal of Behavioural Sciences*, *14*(1), 67–82.

Umeatuegbu, C. N., Eze, M. C., & Nnaji, C. O. (2022). Internet accessibility and pornography use among Nigerian university students. *Nigerian Journal of Educational Technology*, *8*(2), 91–105.

Wang, M. T., & Degol, J. L. (2020). School climate and educational adjustment: A comprehensive review. *Educational Psychology Review*, *32*(3), 695–722.

Wang, M. T., Fredricks, J. A., Ye, F., Hofkens, T., & Linn, J. S. (2020). School adjustment and academic achievement during adolescence. *Child Development*, *91*(3), 879–898.

Wery, A., Burnay, J., Karila, L., & Billieux, J. (2016). The short French Internet Addiction Test adapted to online sexual activities: Validation and links with online sexual preferences and addiction symptoms. *Journal of Sex Research*, *53*(6), 701–710