Crime in Institution of Learning: Some Theoretical Explanations of Engaging in Sex Deviance.

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Abstracts

Common-sense understandings of crime also tend to rely on legal definitions and those behaviors and events that are specified in criminal law. They imply there is some underlying consensus about what constitutes criminality and what does not. But conceptions of crime clearly vary from place to place and change over time. At some time or another, some form of society or another has defined almost all forms of behavior that we now call "criminal" as desirable for the functioning of that form of society.' Scholars have developed a variety of theories to explain various forms of deviant behavior. Such explanations revolve around why the individuals commit crime and why crime and criminal behavior is more prevalent in some locations and periods than others. It is against this backdrop that this paper attempts to analyze the various explanations of crime institution of learning from some theoretical explanation.

Introduction

This piece is an attempt to provide some theoretical explanations of crime. Our society in this 21st century is facing multiple social problems and insurgencies particularly in the North East region of Nigeria. People are killed without reasons, public structures and utilities are daily destroyed, and parents no longer have fame grips of their wards activities, wide spread of corruption and general apathy to the values of the society among others. These activities are criminal and have undermined the social and economic well-being of the society. This paper is divided into three parts. The first part looks at general theoretical overview, then went ahead to examine some psychological and sociological theories that best explain the level of crime in the society and why people commit such crimes.

General Overview

Scholars have developed a variety of theories to explain various forms of deviant behavior. Such explanations revolve around why the individuals commit crime and why crime and criminal behavior is more prevalent in some locations and periods than others. Generally, theories of crime are divided into macro and micro approaches. The psychological theories place significance on a person's anatomy and emotions. Sociological theories of crime are macro in approach and focus on broad issues. They trace the root of crime outside the individual and place it on the social environment. Sociological theories examine the nature of the society (social structure), how crime is learnt through socialization (socio-cultural) and how an audience or a group creates crime during interaction (labeling). According to Barkan (1997) such differences in approach are very important to the proper understanding of the root cause of crime. In what follows, an explanation of the aforementioned theoretical classification is made.

Psychological Theories

Psychological explanations of crime put emphasis not on the larger society and the structural forces in the environment that creates crime; rather the emphasis is on the individual. As argued by Dollard (1939) crime is seen as arising from internal disturbance by the individuals suffering from defective minds. When an individual is frustrated in his/her pursuit of a specific goal, s/he may likely deviate in order to achieve his/her goal. They associated crime with personality trait and maintained that individuals direct their deviant motives towards the frustrating objects. Rape and voyeurism on campus, for instance, are targeted at girls who prove to be difficult or reject love advances. Thus, out of frustration, the advancing individual may rape the girl when the setting provides the opportunity. The Psychopathic Personality Theory as explained by McCord and McCord (1964) argues that children who experience rejection during childhood and thwarted longings for dependency developed unemotional response to others and attendant deviant traits. Similar to this theory is the Maternal Deprivation Theory by Bowlby (1946), which argues that crime is due to lack of affection caused by maternal deprivation. In ther words, those who had been separated from their mothers for a long period during early childhood are affectionless and engage in crime while in search of love which he or she never got during childhood. Crime is seen here as a product of unconscious search for parental love.

The inability of the mediating force (ego) between the drives that need immediate gratification (id) and the social authority (super ego) from birth to formative age accounts for deviant behavior. Thus, when the child is forced to internalize the culture of the society through forceful or uncomfortable ways in the socialization process, the child is likely to be selfish and deviant. Freud's Psychoanalytic Theory cited, in Barkan (1997) argued that when the super ego becomes too weak to control the id's instinctive impulses, it results into delinquency and crime. Freud's theory attempts to put forward a general theory of behavior, not a theory of

crime per se. But his theory has implications for our understanding of crime. Crime in most cases involves a learning process either from peers or the larger society, and the structure of society equally exerts pressure on individuals to engage in crime. The failure of 'ego' to reconcile with 'id' and the 'superego' in the process of socialization may be responsible for deviant acts.

Wolpe's (1973) Conditioned Anxiety Theory explains that sex crime is based on one or three kinds of learned habits as follows:

1. Conditioned anxiety reactions evoked by emotional closeness or physical proximity;
2. Conditioned interpersonal anxiety when females are seen as social spectrum; and
3. Positive erotic conditioning to males.

The theoretical interest is on the first item (conditioned anxiety reactions). Students (male & female) are allowed to mingle freely in most parts of the university environment. Sex temptations and crimes come in as a reaction to the anxiety an individual experiences as a result of perceived sex organs. The orgy like dresses that students put on, in which most parts of the body are exposed, a phenomenon that has been a matter of serious concern to the university authority, may evoke anxiety. Rape could thus be a conditioned reaction to anxiety as a result of the emotional closeness an individual experiences.

Reid (1997) developed the Personality Theory in which he argues that emotional conflict experienced by an individual may cause deviant behavior. Similarly, the Cognitive Development Theory holds that the way people organize their thoughts, i.e., moral reasoning and logical reasoning brings about deviant or non-deviant behavior. People choose the behavior in which they wish to engage. But the theory, like other psychological theories, does not recognize the fact that family and peer relations may limit or motivate one's behavior. Some families rarely take interest in the sex activities of their children. Blum (1971) typified the family into 'low risk' and 'high risk' families. He associated family background with crime. The low risk family is conservative and the high risk family is liberal. Conservative families are strict in observing the behavior patterns of its members and strictly observe societal norms. The liberal families tend to be permissive and loose in adhering to societal norms. Crime exists in permissive families because it is not strict in enforcing social norms. They equally take little interest in religious activities and male/female visitations to their children. His explanation is relevant because it can explain crime among students from high risk families.

Bandura (1973) argued that crime is learned not only from a close reference group, but also from media and parents where deviant acts, like aggressive acts, are tolerated and displayed constantly. There is what is called stimuli with response (classical conditioning) and rewarding of particular behavior (operant conditioning). His explanation may not offer adequate clues for the existence of deviant behavior but it can show how internet café and GSM handset stimulate sex crime by constantly displaying pornographic images. Thus, crime can be learned through such outlets.

James (1890) in his 'The Self and Its Selves' (cited in Lemert 1999) explained that a man's social self is the recognition which he gets from his mates. The self can become an object itself.   Students attached great value to recognition given to them, such as the most fashionable guy, Mr handsome, Miss Campus etc by peers.

On a general note, psychological theories cannot adequately explain sex crime in institutions of learning. Students learn some of their deviant traits from peers and club associates in the process of interaction in their Halls of Residence, class rooms or in social gatherings. The environment thus play significant role in making an individual deviant or otherwise. Psychological theories focus on the individual and thus micro in approach and this makes it difficult to make generalizations since crime is relative. As observed by Reid, (1997) most of the works are based on small samples and in isolated areas, such as rehabilitation centers and prisons. Defense of such deviants in courts as he further argues, will be difficult, since legal systems are based on the premise that people are legally responsible for their conduct, over which they have control.

Sociological Theories

Sociological study of crime takes two dimensions. Structural studies view crime in relation to socio-organizational structure of the society, while process looks at the ways and means by which deviants are produced.

Durkheim (1951) developed Anomic Theory of Crime and Suicide. He developed the theory to explain anomie in the society. Crime, to him, is normal and a product of society. A shift from mechanical to organic solidarity is characterized by unnatural differences in status. People become less homogenous and the traditional mechanism of social control becomes less effective in controlling behaviors. The result is isolation, loneliness and loss of identity, and the consequent state of anomie. This replaces the former state of solidarity and provides an atmosphere for antisocial behavior, like sex crime, arson, insurgency etc to flourish.

He further argued that human nature is basically selfish and if left unchecked will result to chaos. To achieve this, man's passion must be limited through forces exterior to him. This force is the moral authority of society. A shift from mechanical to organic solidarity brings about changes that affect the moral being of the society. Where norms become unclear and ineffective, anomie sets in; controlled aspirations become unlimited, leaving people more adrift. And people find themselves in a state of confusion and frustration which leads

certain individuals to commit suicide. A university student, coming to the institution for the first time, is like a stranger and his situation cannot be much different from persons in the society in transition. Once inside the university environment, students have to undergo social and economic changes before adjusting to the academic environment. A state of anomie is, thus, possible to exist, which makes possible for crime to flourish.

Durkheim's theory laid the foundation for other scholars to develop other theories. Merton (1939) for instance, opines that too much emphasis on goals led people to deviate. In his anomie theory, he asserts that when society's normative structure does not allow the individual to achieve desired goal, the person will deviate as a result of pressure or strain from the social structure. Anomie results when normative structure does not allow individuals to achieve their desired goals. When the society is anomic, individuals may feel compelled to achieve their goals through illegitimate means. In an anomic society, individuals develop a form of adaptation to cope with the strain in the society.

Merton identified five modes of adaptation:

i   Conformity: acceptance of both the societal goals and means. They are normal and logical.
ii   Innovation: acceptance of societal goals but rejection of the means.
iii   Ritualism: rejection of the goals but acceptance of the means.
iv   Retreatism: rejection both societal goals and means.
v   Rebellion: rejection and acceptance of both the goal and the means simultaneously.

The most acceptable form of adaptation is the first, that is, conformity. Students with no access to sex through the legitimate means may be innovative by devising their own strategies of having sex. Rape may thus be a form of innovation. Homosexuals are rebels in this regard because they object to both sexual goals and means.

However, this theory puts too much emphasis on the society rather than the individual, and as a result, the theory cannot fully explain an individual's crime. The theory fails to recognize the dynamic nature of behavior and relativity of crime. However, it is important to note that most Nigerians are either innovative or rebellious in pursuit of wealth or materialism. Very few individuals, if any, conform to cultural means of the society in achieving their goals. Corruption, poverty, greed, influence, opportunity and conscience can equally be factors for rejecting cultural means of achieving desired goals. The male and female students in the university can equally be motivated by some of the factors above in engaging in sex crime.

Weber, (cited in Mcintosh 1997) developed Rational Action Theory. Social action which includes both failure to act and passive acquiescence may be orientated to the past, present and expected future behaviour. Action Theory is based on the premise of an understanding of how people make sense of the situations they find themselves in. For instance, if a female/male student has high demand for money to enable her/him meet up with demands of campus life, she/he may decide to be going out with men/women he/she thinks can meet his/her needs. According to Weber, this is how action should be understood. Thus, action involves a person's judgment when he tries to achieve certain ends by choosing appropriate means on the basis of the facts of the situation.

In institutions of higher learning one tries to make sense out of some female students' preference over lecturers when it comes to relationships than students or non-academic staff. Rational as such actions may be, it is difficult to reduce passion and feeling to abstract numbers like mathematics or to logical thinking as does the rational action theory.

Marxist theories of crime examine the nature of society where individuals are competing with one another. Worth citing here are, for example, Tylor, Walton and Young (1973), Chambliss and Menkoff (1976), Quinney (1980) and Saad (1994). Crime, to them, is a by-product of class conflict; and the class that has superiority in economic and political power tends to define good behavior as that which is characteristic of its class, and can stigmatize the behavior of the lower class as irresponsible and deviant. They are of the view that crime is a reflection of power differentials and response to the capitalist nature of society where the elite work against the powerless. The elites formulate and implement norms and moral codes to their advantage to enable them have control over the life of others. Marx says:

> The ideas of the ruling class are in every epoch the ruling ideas ... The class which
> has the means of material production at his disposal, has control at the same time
> over the means of mental production, (Marx and Engels 1947:39).

Crime in a capitalist society like ours is inevitable, and to some individuals it is a survival strategy predicated on the impulse of exploitation and domination by a few against the majority. According to Abdullahi (1997:29) "given the existence of different classes and the consequent wide differences in their incomes, one can understand why crime exist among the lower stratum of the Nigerian society"

Messner and Rosenfeld (1994) developed the Crimogenic Theory. They argue that society sets up standards for individual, to achieve goals but not all individuals have access for attaining social standards. The theory blames crime on the society itself. Messner and Rosenfeld (1994), for instance, blame the 'American dream' for creating pressure for economic success, which only a few individuals can achieve, while the majority of the citizens turn to crime to achieve the widely cherished dream. They contend that the nature of American

society causes crime. This is because the same value that makes the American dreams attainable makes crime likely and possible. Relatively, assuming academic success is a form of economic success, it could significantly explain sex crime in institutions of learning where great value is attached to academic success, but the means of achieving such value is limited due to multiple factors (low IQ, limited resources to buy academic materials, overcrowded lecture rooms etc) both within and outside the environment.

These limitations sometimes force students to engage in deviant acts to achieve academic success including sex crime. Thus, the dream for economic and academic success equally provides the avenue for crime to flourish in Nigerian institutions of higher learning. Emphasis on economic success encourages crime not only in America, but most parts of the world including Nigeria.

Wilson (1987) developed Economic Deprivation Theory, where he argued that urban living and ethnic discrimination subject members of the lower class to commit violence and other deviant acts out of frustration, anger or economic deprivation. The problem with this theory is that it has reduced stress of economic deprivation to class distinction and racism. But it can explain sex crime in institutions of higher learning when viewed from the economic status of parent's in the larger society. Most students, particularly those from poor backgrounds, were conditioned into sex negotiation (Ikpe 2003) in order to meet up with needs of the academic environment.

Social process theories view crime as a result of interaction between individuals rather than the way society is organized. From the sociological tradition, structural theories of crime are macro while learning theories are micro in approach. They see crime as resulting from the socialization process. Circumstances make normal people learn and practice behaviors that the wider society condemns.

Cultural learning theories of crime that started with ecological studies of Chicago by Burges and Park (cited in Reid 1997) explain the relationship between ecology and crime. They developed Concentric Circle Theory, an ecological theory that divides cities into zones and finds the relationship between crime and some of its divisions. According to them, at the centre of the city is the first zone, central business district and surrounded by it is the second zone, the zone of transition, populated by low income class. Next are the zone of middle class dwellers and commuters. Crime exists in the zone of transition.

They argue that the neighborhood in transition takes in immigrants characterized by high divorce rates and this brings about high rates of crime. This theory, if one views students as transitional dwellers, it becomes relevant to our understanding of crime among students in Halls of Residence and club membership in the university where students of different social backgrounds converge together and interact freely without restriction.

Cultural Transmission Theory

Shaw and Mckay (1929) observe different ethnic groups in Chicago inner zone. The zone accommodated English – Germans in the 1900's, Polish and European immigrants in the 1920s who are later replaced by African – Americans in the 1930s. After examining court records, they came to the conclusion that crime remained higher in inner zones regardless of which ethnic group lived there. They argued that structural conditions like dilapidated houses, high rate of poverty, divorce rate and other vices, account for the existence of crime. There are symptoms of social disorganization which accounted for the high rate of offences in the inner zone.

They also came to the conclusion that impersonality and diversity of urban life was responsible for the high rate of crime. The relevance of this theory is its explanation of how economic and structural conditions facilitate crime in a residential area. Halls of Residence are occupied by students of different socio economic and political backgrounds and as a result of these differences, freedom exists and the likelihood of the existence of deviant acts among students living in the congested Halls of Residence remains high.

Sutherland (1939) developed one of the most popular learning theories: the Differential Association Theory. He argues that differential association with thieves, prostitutes, burglars and the like influences what kind of thief or prostitute someone becomes. In other words, carriers of deviant acts tend to influence others in the process of socialization. In developing his theory on how one becomes a deviant, he provided nine propositions:

1. Crime is learned;
2. It is learned in association with others;
3. Learning of crime occurs within intimate personal groups;
4. Learning includes techniques and direction of motives;
5. Direction is learned from legal codes;
6. One becomes deviant because of favorable definitions to violations;
7. Differential association varies in:
    a. Frequency (how often);
    b. Deviation (time spent during association);
    c. Priority (how earlier in life); and
    d. Intensity (how much important)

8. Involves all mechanism of learning like in other learning; and
9. Deviant behavior is an expression of values and needs, i.e., desire for sex, money, drugs and the like.

His theory is relevant and adopted for this study because the theory focused on relationship between deviant behavior and patterns of interaction among adolescents, in this case students. Learning deviant behavior in a university environment is possible because the university accommodates diverse socio ethnic personalities. New entrants to the university learn both favorable and unfavorable deviant norms from the older students who have spent couple of years in the community. In the process of interaction in the Halls or lecture venues, those with deviant traits teach others directly or indirectly definitions favorable to the violation of university rules. More so, the theory explains that crime is learned through socialization and the university is a favorable ground for socialization.

Crime is not inherited. Like other forms of behavior it is learned within a social network. Learning is possible because of the interaction process going on in the class rooms, Halls of Residence and other recreational centers. Learning is within close groups, peers and the in some cases, the media and the internet cafe. Crime has a motive and in this respect, it is sexual satisfaction. The conflict of norms in the university gives reasons to students for violating or adhering to the rules. For instance, sex outside marriage is against the norms of the society and within the University, the rules governing students conduct is silent on conduct of students on sexual behavior and thus, engaging in sex crime hurts no rule and no punishment is carried on the offenders.

However, Sutherland's theory is silent on how social control label individual deviant and how structural forces of the society push an individual to be deviant. He also failed to account for female crime. He equally neglected the role of the media in the process of becoming a deviant because deviant motives can be learned from the media, particularly, the electronic media. He also failed to acknowledge the impact of modernization, particularly the information technology. Perhaps, in the early 1930's, the advent of globalization was not pronounced to the levels that we are now experiencing. Crime is thus not only by learning, but also through ideas, opportunities and forces external to the person.

Despite its shortcomings, the theory is relevant in explaining sex crime in a university setting where students learn multiple conforming and deviant behaviors in the process of interaction among students. It is very easy for students to learn deviant norms, values and attitudes when they are away from family restrictions.

Interaction among fresh and old students in social clubs, Halls of Residence, classrooms and other places (cafeteria, shops, and roasted meat spots,) can easily facilitate the development of group behavior peculiar to their needs. The social control mechanism of the university authority is weak and as a result, opportunities exist for anomalous acts. Most newcomers follow the dominant norms and sub-cultures of the social clubs which are contrary to those of the university community. The significance of this theory is that it provides clues on how crime is learned in a university environment.

Kornoblum (2000) observes that Differential Association Theory provided clues on how crime is learned in groups that are culturally distinct from the dominant society. He says:

> Teenagers become delinquent because they interacted in group whose culture legitimize crime. It was not a matter of teenage delinquents deviating from conventional norms because the approved goals were closed to them. Rather, they acted as they did because the culture of their peer group made crime an acceptable means of achieving desired goals, (Kornoblum 2000:206).

Students belong to one or more social clubs and associations. The clubs stage shows for entertainment and this provides an avenue for social interaction mostly in the late hours of the night. Most of these clubs and associations, including the students union government, have over the years, developed a system of values, behavior and lifestyle that is opposed to the university regulations. For instance, the university forbids social gathering or night entertainment shows on campus beyond 12:00 mid night, but such shows mostly last beyond 4:00am. Clubs that specialize in orgy-like shows go out of the campus and have their shows till daybreak. This is also against the university rules which forbid students from staging night shows outside the university environment.

Through these night shows and other activities, like pick nicks at Lake Alau, such clubs provide students with opportunities for engaging in pleasurable patterns of behaviors like smooching and pre-marital sex. Fresh and young students learn such behaviors from older students. The young ones then internalize and act on such norms. Sex norms are equally learned through interaction in this setting. Exposure to deviant norms leads the individual to learn, internalize and act on those norms. Most clubs and associations define to student members dressing code, eating habits, visitation and the like, which in most cases are in conflict with university rules and regulations. Clinard and Meier say that:

> Conflict among norms affects crime through differential social organizations, determined by neighborhood structures, peer group relationships and family

organization. An individual's normative conflict results in criminal behavior through differential association in which the deviant learns criminal definitions of behaviors from personal associates, (Clinard and Meier 1998:142).

Cloward and Ohlin (1960) developed Differential Opportunity Theory and argue that there is differential access to illegitimate means. Crime in a neighborhood is a reflection of social organization. Neighborhoods are characterized by deviant sub-cultures that are well organized and integrated with adults who are well to do through organized crime and who spend a lot of time with adolescents. The adolescents thus look up these adults as role models and turn to crime themselves in order to become materially successful. Social clubs on campus are seen as social avenues where students, particularly the new comers, look up for social recognition on campus.

Social club officials are seen as role models on campus. Thus, sex crime is learned through interaction among students in their rooms, and during entertainment shows. Glaser (1956) in his Differential Identification Theory states that groups whose value and attitudes an individual admires tend to affect the person. He further observed that a person pursues deviant comportment to the extent that he sports himself with the real or imaginary persons. This theory partially explains some aspects of the study because it explains how some students look up to others as their role models.

Burgess and Akers (1966) developed Differential Reinforcement Theory. To them behaviors and attitudes are likely to be learned when rewarded or reinforced by friends. The theory is relevant to the study because it explains how a particular behavior is rewarded and reinforced among peers. Students annually organize a week-long show on campus. During the shows, students win titles such as 'the most fashionable', 'most sexy', 'oppressor' and so on. Such awards are very much cherished by students. Consequently, others are encouraged to associate with such personalities and in some cases engage in sex deviant acts to enable them achieve such feat for recognition from clubs and other members of the university community.

Labeling Theories

Labeling theory explains why an individual's behavior is referred to as deviant. Labeling theories argue that it is the society that determines and filters codes of behavior for individuals in a social process. An individual's crime is determined by the society. It is the society, through its agents of social control that labels an individual deviant. Labeling theory of crime attempts to explain the process and consequence of society's decision to apply the term to a person. Labeling theory started with the work of Tannenbaum (1938) who explained that:

> …the process of making the criminal is a process of tagging, defining, identifying, segregating, describing, emphasizing, making conscious and self conscious: it becomes a way of stimulating, suggesting, emphasizing and evoking Tannenbaum (1938:9).

Deviants are regular members of the society like students, lecturers, politicians, e.t.c. and the society provides an atmosphere for the development of deviant behavior, methods and goals.

Lemert (1951) is of the view that crime is people's expression. He distinguishes between primary and secondary crime. A primary deviant is a person who commits a deviant act but is not aware that he has committed a deviant act nor thinks of himself/herself as a deviant, and gradually he becomes a secondary deviant when he assume the deviant role. Secondary crime is a role-based behavior, and the label produces a deviant social role and confers a social status on a deviant. Labeling may result in a self-fulfilling prophecy and may exclude the individual from conventional groups and into an organized deviant group. A girl that is labeled prostitute, according to this theory, may continue with the act and to further cope with the label. Thus, this becomes her status.

Becker (1963) views crime as "a consequence of the application by others of rules and sanctions to an offender." A deviant is the person to whom the label has been applied. It is the society that labels one deviant. Thus, sex is a type of behavior and it is the societal reaction to it that makes it deviant. He distinguished between rule breaking and crime. Rule breaking is regarded as a behavior while crime is the reaction of others to the rule breaking. He says:

> Social groups create crime by making rules whose infraction constitute crime, and by applying those rules to particular people and labeling them as outsiders….Crime is not a quality of the act a person commits, but rather a consequence of the application by others of rules and sanctions to an 'offender.' The deviant is one to whom the label has successfully been applied: deviant behavior is behavior that people so label. (Becker, 1963:9)

He further argues that some statuses in a society override others and acquire certain priority. He uses the concept of "master status" to explain the importance of deviant identification by the person. One will be identified as a deviant first, before other identifications like being a student, lecturer or engineer are mentioned. Such a student or person may integrate a deviant identity and its attendant status into his self-concept.

Turner (1978) developed the concept of "role merger" to explain how a particular role becomes part of a person's identity and uses it in a variety of social situations even when it seems in-appropriate to others. His concept is similar to that of Becker's "master status" Later scholars developed other concepts. For example, Schur (1971) developed the concept of "role engulfment" He argued that an official label that tags a person a flirt may have a serious consequence for further deviation. Role engulfment occurs when a person is caught up in deviant role and has highly become assimilated in his self-concept whereby his behavior is increasingly organized around the deviant role which forms part of his general activity and his way of life. Reid (1997) also observes that labeling theory:

> Focuses on why, of all people who engage in crime, delinquent, or criminal behavior, some are processed through criminal justice system while others are ignored. The emphasis is on the labeling process rather than on the reason for the behavior in question, (Reid, 1997:218).

However, one of the weaknesses of labeling theory is that it fails to bring out causation of crime. For example it is easy for a mother to call her daughter a prostitute, but difficult to find out why she or others making love with a significant number of people or engaging in sex crime acts daily were not labeled appropriately. This is simply because they are not caught in the act. The master status concept does not also apply to sex crime in the university. No student will like to continue in acts of sodomy or lesbianism because he or she was so called by friends. Such students instead fight back on such labels rather than cope with them.

Despite its shortcomings, this perspective adds to our knowledge of why certain students are labeled deviants by others. Some students confer deviant status on certain individuals without necessarily passing through Tennenbanum's procedure of labeling methods. Generally, students have a way of conferring deviant status on individuals without their knowledge.

Conclusions

It is important to state here that the theories complement each other and none can fully explain crime independently, most especially sex crime in our universities, where multiple factors present themselves on the personality of the student. Structural theorists perceive crime from the structure of the larger society. Socio-cultural theorists figure crime as something learnt in the process of socialization. The conflict theory associate crime to the existence of the unjust nature our Nigerian society, while labeling theories associate crime to the creation of social group and societal reactions. None of theories, so far revised, will singly explain sex crime and that is why this work aligns with the Differential Association Theory of Surtherland (1939) because the theory considers crime as a function of a person's experience as earlier explained. Within the university students learn variety of sub-cultural norms as students are admitted every year and have the freedom to interact and learn from each other. Deviant behavior is learned within a social network and it is in process of interaction in class rooms, Halls of Residence or/and in recreational venues that carriers of deviant trait teach others.

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