

## Original Research Article

# Family Types and School Types as Determinants of In-School Adolescents' Risky Sexual Behaviour in Yenagoa Educational Zone of Bayelsa State, Nigeria

Victor Ayebami Torubeli<sup>1\*</sup>, Henry Ajikere<sup>1</sup><sup>1</sup>Department of Counselling and Educational Psychology, Faculty of Education, Niger Delta University, Wilberforce Island, PMB 071 Bayelsa NG, Amassoma 560103, Nigeria

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**Abstract:** The study examined family types and school types as determinants of in-school adolescents' risky sexual behaviour in Yenagoa educational zone of Bayelsa State, Nigeria. The study adopted a correlational survey research design to determine between family types and school types as determinants of in-school adolescents' risky sexual behaviour in Yenagoa educational zone of Bayelsa State, Nigeria. The population of the study consisted of thirty five (35) public secondary schools in Yenagoa educational zone of Bayelsa State, Nigeria with a total of eight thousand, nine hundred and thirty nine (8,939) SS1 and SS2 students. Twenty nine (29) private schools with a total of three thousand four hundred and eighty four (3,484) students in private secondary schools in Yenagoa educational zone of Bayelsa State, Nigeria. The simple random sampling technique was adopted to select five (5) public secondary schools and five private secondary schools in Yenagoa educational zone of Bayelsa State, Nigeria. The sample for the study consisted of forty (40) SS1 and SS2 students from five (5) selected public schools and five (5) selected private schools in Yenagoa educational zone of Bayelsa State, Nigeria with a total sample size of four hundred (400) in-school adolescents. A self-designed instrument titled family types and school types on adolescents sexual behaviour questionnaire (FTSTASBQ) was used to collect data for the study. The instrument was validated and yielded a reliability coefficient of 0.86. The research questions were analyzed using mean and standard deviation, while Spearman rank was adopted in analyzing the stated hypotheses. From the analysis, the study found out that family types and school types have significant relationship with adolescents' risky sexual behaviour in Yenagoa educational zone, Bayelsa State.

**Keywords:** Family Type, School Type, In-School Adolescents, Risky Sexual Behaviour.

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## INTRODUCTION

Risky sexual behaviour consists of actions that heighten the likelihood of adverse outcomes linked to social interaction, such as contracting HIV/AIDS or other sexually transmitted diseases (STDs) or becoming pregnant unintentionally. Sexual behaviours among in-school adolescents are on the increase, and they are quickly becoming a public health problem. According to Anthony and Sylvester (2019), most teenagers participate in risky behaviours that might have unforeseen health consequences such as abusing drugs, having many sexual partners, and engaging in unsafe

sexual activity, high level of alcohol consumption and sharing of unsterilized sharp tools like needles, clippers and razor blades.

Human are burdened with many sexual thoughts throughout the adolescent stage, which have a direct influence on young people. Adolescents tend to compare themselves to others as they develop and form their own opinions and perspective (Hofferth, 2020).

The word adolescence originated from the latin word *adolescere*, meaning to develop (Debrun, 2015). Between infancy and maturity there is a period of

\*Corresponding Author: Victor Ayebami Torubeli

Department of Counselling and Educational Psychology, Faculty of Education, Niger Delta University, Wilberforce Island, PMB 071 Bayelsa NG, Amassoma 560103, Nigeria

physical and mental growth known as puberty. This transition encompasses biological, social and psychological changes, with the biological or physiological changes being the simplest to objectively evaluate. According to Anthony (2013), adolescence is a stage of human growth that allows children to learn, experience and explore new aspects of self determination. Hoffert (2020) underline that the adolescent stage is defined as a period of hormonal sexual development and surge growth of secondary sexual organs that occurs between the ages of 10 and 19, and that this age group is usually and currently found in Junior and Senior secondary schools.

Puberty has traditionally been connected with teens and the commencement of adolescent development (Hall, 2018). Yet, in recent times, the onset of puberty has grown in preadolescence particularly amongst females, as observed by early puberty development and adolescence has sometimes extended into the teenage years generally the males (Ajemitolu, 2023).

Be that as it may, puberty marks the start of adolescence which last until maturity (Harryson, Wong & McManimen, 2019). The adolescent goes through many physiological changes. During this period, there is organ maturation, rapid physical growth, reproductive maturity, the emergence of adult mental processes and adult identity as well as the transition from economic dependence to relative freedom.

Adolescents have been identified as the group most at risk for negative health outcomes associated with sexual risk-taking behaviour (Wondemagegn, Mulat, Amenu & Tesfaye, 2014). Young individuals are also more likely than older ones to participate in hazardous sexual intercourse, have several sexual partners, engage in unprotected sexual intercourse and choose partners that are at higher risk (Elias, 2014).

Adolescents' risky sexual behaviour is amplified by adolescents' maturation, hormonal alteration, emotional, cognitive and psychosocial development, all of which take place in the context of limited reproductive health information and services. As noted by Salami (2010), regardless of the socio-economic difficulties of any nation on the planet, adolescents must cope with the physical shift in their bodies and aspire to meet certain internal personality needs such as the need for a satisfying philosophy of life, autonomy, accomplishment and status.

When adolescents are unable to meet these needs and expectations, conflict frequently arises, which can manifest in the form of various psychopathological symptoms (Salami, 2010). Several factors have been identified as contributing to adolescents' risky sexual behaviour in the society. With factors such as family types and school types as prevalent which this study is focused on.

The concept of family type is a way of looking at the various forms of households found in society. It encompasses a range of family forms, from traditional nuclear families to extended families, single – parent families adoptive families, and multi-generational households. Examining the different types of families gives insight into the dynamics of family and the cultural and societal implications of different family structures.

Extended family types is another type of family that is composed of aunts, uncles, grandparents, and other close relatives. This type of family may provide emotional and financial support to the nuclear family, and it may help to foster a sense of community among its members.

Single – parent families, blended families and adopted families are all types of family that are becoming increasingly common in society. Single – parent families consist of a single parent and their children, while blended families are formed when two people from different family backgrounds, marry and create a new family. Adopted families of children who are adopted into a family unit.

All of these types of families have their own unique dynamics and characteristics that can shape the relationships family units.

In contrast to extended family, single – parent families may lack the same level of communal support and resources. As a result, single-parent households may be at risk of experiencing financial hardship and social isolation (Potters, 2018). Additionally, single parents may have less time to devote to the care and upbringing of their children due to the need to balance work and family responsibilities (Ajemitolu, 2023).

A blended family is a combination of two families that join together, usually through marriage or a long-term relationship, to form a new family with children from previous relationships. Adoptive families are different in that they welcome and provide a home, financial support and emotional stability to a child from another family.

Research has established that the family type is a significant factor in determining adolescent risky sexual behaviour. Research has shown that there is a higher propensity for adolescents from single-parent households to partake in perilous sexual behaviours compared to those from two-parent households (Ajemitolu, 2023). This can be attributed to the fact that single – parent households usually have fewer financial resources and less monitoring of their adolescent's activities which can result in higher risk – taking behaviour (Ayemitolu, 2023).

Research has also revealed that adolescents from blended or step families are probable to participate

in unsafe sexual activities than those from two-parent family (Gabriel, 2015). This could be due to the fact that step families tend to experience higher levels of tension than intact two-parent households, which reduces parental supervision and encourages adolescents to be more daring (Okechukwu, 2016).

In summary, it is evident that the family type can have a substantial impact on the sexual behaviours of adolescents. Single – parent risk of having fewer resources and less parental supervision, which can lead to more risky behaviour among in-school teenagers. Thus, parents and caregivers should be aware of the risks and provide the guidance and support needed for young people to make responsible decisions.

School type can be a crucial factor in a student's social and educational growth. Golter and O'connor (2019) explained that the school environment is composed of a variety of elements including the physical space, the psychological climate, and the type of school, its location and its ownership. These components are integral to student learning, performance and wellbeing as the physical setting and social atmosphere of a school have a substantial implication on the success of its students. Schools may be either mixed or single –sex, located in an urban or rural area, and owned by either the public or private sector. All these variables of the school environment are important considerations for educators.

Mixed schools which allow students of diverse genders, races, faiths and backgrounds to come together differ from single – sex schools which are comprised of students of a single gender, race, religion or background (Lansford, Cox, Deater-Deckard, Dodge, Malone, Oburu, Pettit & Tapanya, 2020). Mixed schools and single schools both offer unique benefits to students. Mixed schools give students the opportunity to broaden their knowledge of different backgrounds and cultures, while single schools can create a more supportive atmosphere for those who share a similar background (Leask, 2020). Thus, the type of school a student is enrolled in can have a significant influence on their personal and academic development. Eventually, it is for the student and their family to choose the nature of school that suited their respective needs and resources.

The academic environment that young people are exposed to can affect their behaviour including the likelihood of them engaging in sexual activities. Research has shown that students attending single – sex schools have little chance to partake in sexual activities than those attending co-educational schools. Research has shown that there is a higher propensity for adolescents from single-parent households to partake in perilous sexual behaviours compared to those from two-parent households (Ajemitolu, 2023).

In a similar vein, the findings of Muola (2019) noted that girls in single –sex schools were less probable

to report having had sexual dealings than girls in co-educational schools. This disparity may be due to differences in socialization between the two types. Knode-Lule (2017) established that single – sex schools may provide a more protective atmosphere where girls are not preoccupied with impressing boys and are less probable to take part in unsafe sexual dealings. On the other hand, co-educational schools may present more opportunities for in-school adolescents to interact with members of the opposite sex, leading to the establishment of more sexual relationships and more hazardous sexual conduct.

Similarly, research has indicated that school environment can affect the rate of unsafe sexual conduct among adolescents. School locality or the area of the school is a key factor in this urban areas tend to be more densely populated, while rural areas usually have a smaller population. These different environments can lead to different levels of risk-taking among adolescents. Urban areas may provide more opportunities for exposure to drugs and alcohol, while rural areas may provide more opportunity for conservative values to be instilled in young people.

In either case, school type or locality plays an important role in shaping in-school adolescent sexual behaviour (Logan, Kugler & Wallace, 2019). Despite urban areas potentially having lower access to sexual health education and fewer resources to reduce in-school adolescent sexual risk, rural communities may have even more restrictions on adolescent access to sexual education and resources, thus leading to higher risk of sexual transmitted infections (STIs) (Cheng, Su, Li, Li, Li & Xu, 2017).

### **Statement of the problem**

Most in-school adolescents' problems arose due to misguided ideas in life. In-school adolescents lack the physical and psychological understanding necessary to make mature decisions. They are often influenced by their peers, who may not provide them with accurate information about sex and others to price due to cultural and parental restrictions that prevent restrictions that prevent adults from discussing these issues openly. As a result, in-school adolescents tend to engage in activities meant to make them feel more grown-up, without considering the consequences of their actions.

Due to in-school adolescents lack of knowledge regarding reproductive health and contraception, or the misuse of information, in-school adolescents are experimenting with varying levels of sexual behaviour. Undoubtedly, this raises their susceptibility to acquiring infections transmitted via sexual contact, including HIV/AIDS and unwanted and unplanned pregnancies.

### **Objectives of the Study**

The purpose of this study is to investigate family types and school types as determinants of school

adolescents' risky sexual behaviour in Yenagoa educational zone of Bayelsa State, Nigeria. Specifically, the objectives of the study are:

- i. Examine how family types relates to in-school adolescents' risky sexual behaviours in Yenagoa educational zone of Bayelsa State, Nigeria.
- ii. Find out how school types relate to in-school adolescents' risky sexual behaviour in Yenagoa educational zone of Bayelsa State,

### Research Questions

The following research questions were raised to guide the study:

- i. How does family types relates to in-school adolescents' risky sexual behaviour in Yenagoa educational zone of Bayelsa State, Nigeria?
- ii. How does school types relates to in-school adolescents' risky sexual behaviour in Yenagoa educational zone of Bayelsa State, Nigeria?

### Research Hypotheses

The following hypotheses were formulated for the study.

- i. There is no significant relationship between family types and in-school adolescents' risky sexual behaviours in Yenagoa educational zone of Bayelsa State, Nigeria.
- ii. There is no significant relationship between school types and in-school adolescents' risky sexual behaviour in Yenagoa educational zone of Bayelsa State, Nigeria.

## METHODOLOGY

This study used correlational survey design. This design was chosen for this study because the researchers seek to understand what kind of relationship the independent variables have with the dependent variable. Simply put, correlational research investigates the nature and strength of the relationship between two or more variables. Therefore, this study applies the correlational design to determine between family types and school types as determinants of in-school adolescents' risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria.

The population of the study consisted of thirty (35) public secondary schools in Yenagoa educational zone of Bayelsa State, Nigeria with a total of eight thousand, nine hundred and thirty nine (8,939) SS1 and SS2 students. Twenty nine (29) private schools with a total of three thousand four hundred and eighty four (3,484) students in private secondary schools in Yenagoa educational zone of Bayelsa State, Nigeria.

In order to have equal representation, simple random sampling technique was adopted to select five (5) public secondary schools and five private secondary schools in Yenagoa educational zone of Bayelsa State, Nigeria. In order to have adequate response from the students, the sample for this study consisted of forty (40)

SS1 and SS2 students from five (5) selected public schools and Yenagoa educational zone of Bayelsa State, Nigeria with a total population of four hundred (400) in-school adolescents.

A self-designed instrument titled family types and school types on adolescent sexual behaviour questionnaire (FTSTASBQ) was used to collect data for the study. The instrument was designed into two sections. Section A collected data on the respondents' socio-demography such as sex, age, class, parents' educational background, parents' occupation, family type and school type. While section B consisted of ten (10) items on family types and school types as determinants of in-school adolescents risky sexual behaviour in Yenagoa educational zone of Bayelsa State, Nigeria.

A five point rating scale which was as follows: SA = 5 points, A = 4 points, MA = 3 points, D = 2 points, SD = 1 point where SA – strongly Agreed, A – Agreed, MA – moderately agreed, SD = strongly Disagreed and D – Disagreed.

A face validity of the instrument was facilitated by the researchers' other colleagues inputs were taken into consideration and the necessary changes were effected. A pilot test of the instrument was conducted on 20 students who were not included in the main study graph to determine the instrument's dependability. For the pilot testing, the test- retest reliability approach was used with a two-week delay between the first and second administrations, and the instrument's reliability coefficient was calculated statistically using the pearson product moment correlation (PPMC) and cronbach alpha test. And the instrument was found to have a reliability rating of 0.86, indicating it was suitable for distribution.

The administration of the data collecting instrument was handled by the study's researchers with the assistant of two research assistants who were briefed to distribute the numerous copies of the research instrument alongside the researchers. The goal of this method was to ensure that as many copies of the research instrument were returned. The entire distribution and retrieval process for copies of the instrument for data collection took four weeks. A total of 400 questionnaires were issued of which 395 were retrieved and subjected to analysis.

In order to address the research inquiries, the data was analysed utilising measures of mean and standard deviation. A criterion mean of 3.0 was set since the items were placed on five-point rating scale of strong agreed (SA), Agreed (A), Moderately Agreed (MA), Disagreed (D) and strongly disagreed (SD) and weighted 5,4,3,2 and 1 points respectively. By this, any item with mean values of 3.0 and above was "agreed" while an item with values less than 2.99 was considered to be



“disagreed”. Spearman rank was adopted in analyzing the stated.

## RESULTS AND DISCUSSION

Research question 1: How does family types determine in-school adolescents’ risky sexual behavior in Yenagoa educational zone of Bayelsa State.

**Table 1: Analysis of family types as a determinant of in-school adolescents risky sexual behavior**

		Family types	In-school adolescent risky sexual behavior
Family types	Pearson correlation sig. (2-tailed) N	1 395	562 476395
In-school adolescents risky sexual behavior	Pearson correlation sig. (2-tailed) N	562 476 395	1 395

Correlation is significant at the 0.05 level (2-tailed)

Source: statistical computation using SPSS

Table 1 showed the analysis of family types as a determinant of in-school adolescents’ risky sexual behaviour in Yenagoa educational zone of Bayelsa State, Nigeria. This means that as the type of family increases, in-school adolescents risky sexual behaviour also increases. The significant level (2- tailed) is 476, which is lower than the 0.05 level. This, the correlation is statistically substantial. The correlation coefficient is

562, which indicted that the relationship between family types and in-school adolescents’ risky sexual behaviour is moderate. The sample size used for the analysis is 395.

Hypothesis 1: There is no significant relationship between family types and in-school adolescents risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria.

**Table 2: Test analysis of mean score relationship between family types and in-school adolescents’ risky sexual behaviour**

Variables	N	X	SD	DF	Zcrit	Zcrit	P	Test
Family types	395	3.21	0.88	394	66.88	1.96	<0.05	Failed
In-school adolescents risky sexual behavior	395	12.4	1.41					

As shown in Table 2 Statistical analysis has conducted using the Z-test at p value or Z-statistic (Z – score) <0.05, with SPSS software version 23.0 p value obtained from the analysis was 66.88 in all correlation, considered extremely significant on the relationship between family types and in-school adolescents sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria. AP – value of <66.88, was obtained in all data set, hence there exist a relationship between family types

and in-school adolescents risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria.

This, the hypothesis corroborated the result of the research question.

Research question 2: How does school type determine in-school adolescents’ risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria.

**Table 3: Analysis of school types as determinants of in-school adolescents risky sexual behavior**

		School types	In-school adolescents risky sexual behavior
School types	Pearson correlation sign. (2-tailed) N	1 395	518 327 395
In-school adolescents risky sexual behavior	Pearson correlation sign. (2-tailed) N	518 327 395	1 395

Correlation is significant at the 0.05 level (2-tailed)

Source: statistical computation using SPSS

Table 3 showed the analysis of school type as a determinant of in-school adolescents’ risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria. The coefficient is 518, which suggested a moderate association between the two variables. The significance value of 327 indicated that the link is

statistically important at the 0.05 level (2-tailed). This means that there is a substantial connection between school types and in-school adolescents’ risky behavior in Yenagoa educational zone of Bayelsa State, Nigeria.

To further buttress the result, the hypothesis formulated for was tested.

Hypothesis 2: There is not significant relationship between school types and in-school adolescents’

sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria.

**Table 4: Z-test analysis of mean score on relationship between school type and in-school adolescents’ risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria**

Variables	N	X	SD	DF	Zcal	Zcrit	F	Test
School type	395	3.21	1.55	394	73.15	1.96	<0.05	2.
In-school adolescents risk sexual behavior	395	12.4	1.89					

As shown in table 4, statistical analysis conducted using the Z-test of P value or Z-statistic (z-score) <0.05, with SPSS software version 23.0. P – value obtained from the analysis was 73.15 in all correlation, considered extremely significant on the relationship between school type and in-school adolescents’ risky sexual behavior in Yenagoa educational zone of Bayelsa State. AP – value of <66.88 was obtained in all data set. Hence, there existed a relationship between school type and in-school adolescents’ risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria.

Furthermore, adolescents from polygamous prone to partake in risky sexual behaviours than those from monogamous families. This may be because of the amount of family conflict in blended families, as well as the potential for increased parental inconsistency in parenting practices. Overall, these findings can firm that family type is an important factor influencing adolescents risk – taking behavior and suggested that interventions targeting family dynamics and communication may be useful in reducing the danger of adolescents involving in risky sexual behavior.

## DISCUSSION FINDINGS

The research findings suggested that family type is a substantial predictor of unsafe sexual behavior among in-school adolescent in Yenagoa educational zone of Bayelsa State, Nigeria. in-school adolescents from single-parent families were found to be more probable to involve in risky sexual behavior than those from two-parent homes. This finding is consistent with previous research which has found that adolescents from single –parent families are more likely to experience family instability and conflict, which results to a rise in risk of engaging in risky sexual behavior. Table 1 showed the response score of family type as a determinant to unsafe sexual conduct among in-school youths in Bayelsa State, Nigeria. analysis showed that a mean score of 3.1 was attained which showed that in-school adolescents raised by single parents, adolescents from polygamous homes, adolescents from fosters homes, adolescents and adolescents from divorced homes incline to involve in unsafe sexual conduct. This implied that the socio-economic status of families determine the risky sexual conduct among in-school adolescents in Yenagoa educational zone of Bayelsa State, Nigeria.

The study also established school type as a determinant of in-school adolescents’ risky sexual beahviour. Table 4 showed how school type determines unsafe sexual conduct among in-school adolescents in Yenagoa educational zone of Bayelsa State, Nigeria. analysis showed that a mean score of 2.8 was attained for the study which showed that in-school adolescents in day school, those who attend mix school, boarding schooling system, single school system and also male single sex school determine risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria.

Also, the table showed that school type is a significant determinant of in-school youths’ risky sexual behavior. Specifically, in-school adolescents who attend private schools are significantly prone to engage in unsafe sexual behavior than those who attend public schools.

This is likely due to a variety of factors including the fact that private schools to have fewer rules and restrictions, as well as less parental and teacher involvement in the lives of their students.

Additionally, private school may be more likely to host activities and events that are more likely to encourage risky sexual behavior such as dances and parties. Hence, it concluded that school type is a determinant towards risky sexual behavior among in-school adolescents in Yenagoa educational zone of Bayelsa State, Nigeria.

Consistent with the findings of Nworah (2014), which indicate that school categories range from national to international with numerous variations in between, the results of this study confirm this. A classification system for national and international schools, along with

supplementary observations regarding actual events, derived primarily from my extensive professional visits to and interactions with faculty and students of numerous international, private, and state institutions across numerous developed and developing nations, where the majority of students engage in risky sexual behaviour.

It is imperative to state that the findings of this study should be interpreted cautiously, as there are other potential factors that may be influencing in-school adolescents' risky sexual behavior. For example, family background and peer pressure may also play a role in influencing in-school adolescent sexual behavior. Therefore, future research should further explore the various factors that may be contributing to risky sexual behavior among in-school adolescents.

## CONCLUSION

From the study, the researcher established that family type and school type are determinants of in-school adolescents' risky sexual behavior in Yenagoa educational zone of Bayelsa State, Nigeria. thus, it is recommended that school counselors should work with community organizations to provide in-school adolescents with access to resources such as contraception and counselling that can support their sexual health. Additionally, school counselors should provide comprehensive sex education that is tailored to the unique needs of the adolescents in their communities. Also, school counselors should strive to create a safe, non-judgmental environment in which adolescents can openly discuss their sexual behaviors and receive support.

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