

School Location and School Ownership as Determinant of School Going Adolescents' Risky Sexual Behaviour in Yenagoa Educational Zone of Bayelsa State, Nigeria

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Abstract. The study examines school locality and school ownership as determinants of adolescents' risky sexual behaviour in Yenagoa Educational Zone of Bayelsa State, Nigeria. Two research questions were raised to guide the study as well as two hypothesis were formulated and tested at 0.05 level of significance. The study employed descriptive design. This design was used because the paper made use of a self-designed and structured questionnaire titled School Locality and School Ownership on Adolescents' Risky Sexual Behaviour Questionnaire (SLSOARSBQ). The instrument was validated by two experts and yield a reliability coefficient of 0.86. The population of the study comprised of all school going adolescents both in public and private secondary schools in Yenagoa Educational Zone of Bayelsa State, Nigeria, with a total population of 8,939 in all the 35 public schools and 3,848 in all the 29 private schools. The simple random sampling technique was adopted to select a total of five public and five private schools in Yenagoa Educational Zone with a total sample size of 400 school-going adolescents. The instrument was distributed with the aid of two research assistants who were briefed. 395 questionnaires were retrieved indicating 99% response and subjected to analysis using mean and standard deviation for answering the research questions. The spearman rank was adopted in analysing the stated hypotheses. From the analysis, the study found out that school locality and school ownership had significant relationship with adolescents' risky sexual behaviour in Yenagoa Educational Zone of Bayelsa State, Nigeria. Based on the findings, it was recommended that school counsellors should work with community organizations to provide school-going adolescents with access to resources such as contraceptive and counselling that can support their sex health.

Keywords: School Location, School Ownership, School going Adolescents, Risky Sexual Behaviour

Introduction

The Latin term *adolescere* is where the idea of adolescence originates, which means "to develop" (De Brun, 2015). Adolescence is a stage of human growth that allow children to learn, experience, and explore new aspect of self-determination (Anthony, 2013). Hofferth (2020) pointed out that, the adolescent stage is defined as a period of hormonal sexual development and surge growth of secondary sexual organs that occur between the ages of 10 and 15, and that this stage is usually and currently found in junior and senior secondary school in Nigeria.

The above view corroborated the view of WHO (2011) that defined an adolescent as someone between the age of 10 and 19. Thus, adolescence is a phase of a shift from complete socio-economic reliance to a certain level of autonomy, characterised by the emergence of sexual characteristics and the attainment of sexual and reproductive maturity, as well as the growth of adult cognitive abilities and the formation of adult identity.

Adolescents have been identified as the group most at risk for negative health outcomes associated with sexual risk-taking behaviour (Tadesse et al., 2014). Young individuals are more likely than older ones to participate in hazardous sexual activity, have several sexual partners, participate in unsafe sexual activity and choose partners that are at higher risk (Elias, 2014).

Risky sexual behaviour is characterized by different hazardous behaviours that increase the probability of negative consequences associated with several contacts, including HIV/Aids or other sexual transmitted diseases (STD) and unplanned pregnancy. Most adolescents participate in risky sexual behaviours that might have unforeseen health consequences such as having multiple sexual partners, unprotected intercourse, casual sex, drug abuse as well as high level of alcohol consumption and sharing unsterilized sharp tools like needles, clippers and razor blades (Anthony & Sylvester, 2019).

Several factors have been identified as contributing to adolescent's risky sexual behaviour in the society. Such factors include parental social status, family types, school types, school locality and school ownership playing critical function in the growth and development of a child.

In the mist of sexual factors that have been identified as determinants to adolescents risky sexual behaviours, this study however, intends to investigate school locality and school ownership as determinants of adolescent's risky sexual behaviour in Yenagoa educational zone of Bayelsa State.

The academic environment that young people are exposed to can affect their behaviour including the likelihood of them engaging in sexual activities. Thus, the school locality or the area of the school is a key factor. Research has shown that students attending single sex schools are less likely to partake in sexual activities than those attending co-educational schools. For instance, Sturton (2019) established that adolescents in single-sex schools were unlikely to say they have engaged in sexual activity or participating in other sexual activities compared to those in co-educational schools. Girls in single-sex schools were unlikely to say they have engaged in sexual activity than girl's co-educational schools. This disparity maybe due to difference in socialization between the two types of school environment or locality. In the study of Kort-Butter (2017), it was established that single-sex schools may provide a more protective atmosphere, where girls are not preoccupied with impressing boys and less likely to take part in risky sexual activities. On the other hand, co-educational schools may present more opportunities for 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 locality can affect the rate of risky sexual behaviour among young people. For instance, urban areas tend to be more densely populated, while rural areas usually have similar population. These different environments can lead to different level of risk taking among adolescents. Urban areas may provide more opportunity for exposure to drug and alcohol, while rural areas may provide more opportunity for conservative values to be instilled in young people.

Another independent variable that influences adolescents risky sexual behaviour considered in this study is the type of school ownership. Private school owned and operated by individuals, business or religious organizations, while public school are funded and operated by government entities. Research suggested that adolescents attending public schools. For example, a nationwide survey of high school students by Frost et al. (2012) established that adolescents attending private schools were much lower likelihood of having ever engaged in sexual activity than those attending public schools.

In another study by Miller et al. (2009) in a rural setting established that adolescents attending private schools had a lower like hood of engaging in risky sexual behaviour. Specifically, adolescents in private school were far less inclined to say they had never engaged in sexual activity and having had four or more sexual partners.

Similarly, Frost et al. (2012) established in his study that adolescents attending private schools were less inclined to report having multiple sexual partners or having had sex before the age of 15. These findings added to the existing evidence regarding the role of school ownership and school locality of adolescent's risky sexual behaviour.

Thus, the purpose of this study is to investigate school locality and school ownership as determinants of adolescent's risky sexual behaviour in Yenagoa Educational zone of Bayelsa state, Nigeria.

Objectives of the Study

The goals of this research were to accomplish the following:

1. Examine how school locality relates to adolescents risky sexual behaviour in Yenagoa educational zone.
2. Determine how school ownership relates to adolescents risky sexual behaviour in Yenagoa Educational Zone.

Research Questions

The following research questions were raise to guide the study.

1. How does school locality relates to adolescents risky sexual behaviour in Yenagoa Educational Zone?
2. How does school ownership relates adolescents risky behaviour in Yenagoa Educational Zone?

Hypotheses

The following hypotheses were formulated for the study.

1. There is no significant relationship between school locality and adolescent's risky sexual behaviour in Yenagoa Educational Zone.
2. There is no significant relationship between school ownership and adolescent's risky sexual behaviour in Yenagoa Educational Zone.

Methodology

The study utilised a correlation survey design. This design was chosen for this study because the researcher seek to understand what kind of relationship exist between variables.

The population of the study consisted of thirty five (35) public secondary schools in Yenagoa Educational Zone of Bayelsa State, Nigeria with a total population of eight thousand, nine hundred and thirty nine (8,939) senior secondary one and two students with a total population of tree 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, the sample random sampling technique was adopted to select five public secondary schools and five (5) private secondary school in Yenagoa Educational Zone of Bayelsa State, Nigeria. In order to have adequate response from the students, the sample of this study consisted of forty (40) SS1 to SS2 students from five (5) selected public secondary schools in Yenagoa Educational Zone of Bayelsa, Nigeria with a sample size of four hundred (400) adolescents.

A self-designed instrument titled School Locality and School Ownership on Adolescents Risky Sexual Behaviour Questionnaire (SLSOARSBQ) was used to collect data for the sections. Section A collected data on the respondents socio-demography such as sex, age, class, parent's educational background, parents occupation, family type and school type, while section B consisted of ten (10) items, 5 items on each of the independent variables and the dependent variables. A four point rating scale which was follows: Strongly Agree SA=four points, Agree A= three points, Disagree D= two points, and Strongly Disagree SD= one point.

The face validity of the instrument was done by the researchers and facilitated by two other expert in the field of test and measurement. A pilot test of the instrument was conducted on twenty adolescents who were not to be included in the main study graph to determine the instrument dependability. For the pilot testing, the test-retest reliability approach was used with

a two week delay between the first and the second administrations, and the instrument 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 that it was suitable for distribution.

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

In order to address the study objectives, the mean and standard deviation were used to analyse the data gathered from the respondents. A criteria mean of 3.0 was set since the items were placed on four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and weighted 4, 3, 2, and 1 point representatively. By this, any item with mean values less than 2.99 was considered to be "Disagreed". Spearman rank was adopted in analysing the stated hypotheses.

Result and Discussion

Research Question 1: The research question stated thus: How does students locality relates to adolescents risky sexual behaviour in Yenagoa Educational Zone?

Table 1: Analysis of school locality as a determinants of adolescents risky sexual behaviour in Yenagoa Educational Zone

Variables	School locality	Adolescents Risky Sexual Behaviour
School Locality Pearson Correlation	1	.589
Sig. (2-tailed)		.327
N	395	.395
Adolescents Risky Pearson Correlation Sexual Behaviour	.589	1
Sig. (2-tailed)	.327	
N	.395	395

Correlation is significant at the 0.05 level (2-table) source: statistical computation using SPSS table 1 shared the analysis of school locality as a determinant of adolescents' risky sexual behaviour in Yenagoa Educational Zone of Bayelsa State. This means that as school locality increases, adolescents' risky sexual behaviour increase as well. The correlation is substantial at 0.05 alpha (2-tailed). This indicated that relationship between school and adolescent's risky sexual behaviour is reliable. The table also showed that there are 395 participants in the study.

In order to corroborate, the hypothesis also stated thus:

Hypothesis 1: There is no significant relationship between school locality and adolescents risky sexual behaviour in Yenagoa Educational Zone.

Table 2: Z – test analysis of mean score on relationship between school locality and adolescent's risky sexual behaviour in Yenagoa Educational Zone

Variables	N	X	SD	DF	Zeal	Zerit	P	Test
School locality	395	4.31	2.41	394	61.77	1.96	<0.05	2-tailed
Adolescent Risky Sexual Behaviour	395	8.11	1.80					

As shown in Table 2, statistical analysis was conducted using the Z-test at P-Value or Z-statistics (Z-score) <0.05 . With SPSS software version 23.0. P-Value obtained from the analysis was 61.77 in all correlation, considered extremely significant or the relationship between school locality and adolescent's risky sexual behaviour in Yenagoa Educational Zone.

Research Question 2: How does school ownership affect adolescent's risky sexual behaviour among school going adolescents in Yenagoa Educational Zone of Bayelsa State?

Table 3: Analysis of school ownership as a determinant of adolescents' risky sexual behaviour among school going adolescents in Yenagoa Educational Zone of Bayelsa State

Variables	School Ownership	Adolescents Risky Sexual Behaviour
School ownership Pearson Correlation	1	.593
Sign. (2-tailed)		.411
N	395	395
Adolescents' Risky Sexual Behaviour Pearson Correlation	.593	1
Sign. (2-tailed)	.411	
N	395	395

Correlation is significant at the 0.05 level (2-tailed) source: statistical computation using SPSS.

Table 3 showed the analysis of school ownership as a determinant of adolescents' risky sexual behaviour among school-going adolescents in Yenagoa Educational Zone of Bayelsa State. A correlation value of .593 was attained. The correlation is statistically significant, meaning that the correlation is not due to chance alone. This suggested that there may be a relationship between school ownership and adolescents' risky sexual behaviour in Yenagoa Educational Zone of Bayelsa State.

To corroborate the outcome of the research questions, the null hypothesis was also tested.

Hypothesis 2: There is no significant relationship between school ownership and adolescents' risky sexual behaviour in Yenagoa Educational Zone of Bayelsa State.

Table 4: Z-test Analysis of Mean Score on relationship between school ownership and adolescents' risky sexual behaviour in Yenagoa Educational Zone

Variables	N	X	SD	DF	Zeal	Zerit	P	Test
School Ownership	395	3.31	2.41	394	59.3	1.96	<0.05	2-tailed
Adolescents' Risky Sexual Behaviour	395	4.11	1.80					

As shown in Table 4, statistical analysis was conducted using the Z-test at P-Value or Z-statistics (Z-Score) <0.05 . With SPSS software version 23.0 P-Value obtained from the analysis was 59.4 in all correlation, considered extremely significant on relationship between school ownership and adolescent's risky sexual behaviour in Yenagoa Educational Zone of Bayelsa State, Nigeria.

Discussion

The findings from the research have shown that school locality is a major factor that can determine adolescents' risky sexual behaviour. School environments such as the availability of drugs, alcohol and peers engaging in risky behaviour can influence an adolescents' decision to engage in such behaviour. Additionally, the access of contraceptives, support services and sex education can also impact an adolescent's risky behaviour. Table 1 and 2 showed how school

locality determines adolescent's risk sexual behaviour among school going adolescents in Yenagoa Educational Zone of Bayelsa State, Nigeria.

Analysis showed a grand mean score of 3.0 was attained which then highlighted that adolescents who attend urban schools indulged in risky sexual behaviour in Yenagoa Educational Zone. This is reflected in the Nsukka Local Government Area of Anambra State, Nigeria. Further, Gabriel (2015) asserted that the location of schools influence students sexual behaviour at the secondary level.

School-based programmes that promote sexual health and provide awareness of sexual health issues can help to reduce risky sexual behaviour of adolescent's secondary school. Such programmes should include education on contraceptive, disease prevention and healthy decision-making.

Educators should also provide support and resource to adolescents to help them make safe and healthy decisions. School can also take steps to create an environment that is supportive of healthy sexual behaviours. This can include providing access to trained medical professionals and mental health communication between students and adults. Also, it is important to note that risky sexual behaviour is not confirmed to school environment. Thus, parents and other adults in the community can also play a role in promoting healthy sexual behaviours. Adults can provide guidance and counselling to adolescents to talk about sexual health issues.

The second research question and hypothesis was on school ownership. School ownership on adolescents' risky sexual behaviour among school-going adolescents suggested that school ownership does indeed affect the sexual behaviour of adolescents. Specifically, it has been found that private schools are more likely to have policies that are more restrictive of adolescent's sexual behaviour, and that those policies are associated with a lower rate of risky sexual conduct among adolescents. Table 4 showed how school ownership determine adolescent's risky sexual behaviour among school going adolescents in Bayelsa State, Nigeria.

Several studies have shown that school ownership of a school is substantially connected with the risk of adolescent's risky sexual behaviour studies conducted by Aral and Hofferth (2016) indicated that public school ownership was associated with higher likelihood of adolescent's risky sexual behaviour. Similarly, a study Adamu and Usman (2015) found that private school ownership was significantly associated with a lower likelihood of adolescent risky sexual behaviour.

Additionally, a study by Tewelda and Gebremariam (2016) found that students attending private school were less likely to engage in risky sexual behaviour than students attending public school. The research established that religious school may promote abstinence only sex education, which can reduce the likelihood of risky sexual behaviour. Overall, research has shown that school ownership with the risk of adolescent risky sexual behaviour. Public school appear to be associated with higher risk of adolescent's risky sexual behaviour than private or religious schools: Thus, it is important for schools and policy makers to recognize the potential influence of school ownership on adolescent risky sexual behaviour.

Conclusion

The study has established that school locality and school ownership are determinants to adolescent's risky sexual behaviour in Yenagoa Educational Zone of Bayelsa State, Nigeria. Thus, school counsellors should work with community organizations to provide adolescents with access to resources such as contraception and counselling that can support their sexual health. Additionally, school counsellors should provide comprehensive sex education that is tailored to the unique needs of the adolescents in their community.

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