

**PERSONALITY TRAITS AS A PREDICTOR OF RISKY SEXUAL
BEHAVIOURS AMONG IN-SCHOOL ADOLESCENTS IN IDAH LOCAL
GOVERNMENT AREA, KOGI STATE**

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Abstract

The study investigated personality traits as predictor of risky sexual behaviour among in-school adolescents in Idah LGA, Kogi State, Nigeria. The cross-sectional survey research design was used for the study. Two research questions and two null hypotheses were formulated to guide the study. The study population comprised of 4,027 in-school adolescents in public secondary schools Idah LGA, Kogi State. A sample size of 400 was drawn for the study, using a two-stage sampling procedure. The Big Five Inventory (BFI) by Goldberg in 1993 was used for data collection. The instrument for data collection was structured questionnaire developed by the researcher titled: Personality Traits and Risky Sexual Behaviours Questionnaire (PTRSBQ). The instrument was face validated by three experts, two from the Department of Human Kinetics and Health Education and one from Research, Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was established using Cronbach Alpha, yielding a coefficient of 0.78, indicating that the instrument was sufficiently reliable for the study. Research questions were analyzed using mean, standard deviation, and point-biserial correlation, while binary logistic regression was used to test the hypothesis at a 0.05 level of significance. The findings indicated that agreeableness and openness were the most commonly exhibited personality traits among in-school adolescents. There was a weak negative relationship between personality traits and risky sexual behaviours, and personality traits were not significant predictors of such behaviours, although agreeable and neurotic students were somewhat more likely to engage in risky sexual behaviours than extroverts. Based on the findings, it was recommended that schools implement comprehensive sexual education programs that address not only the risks of sexual behaviours but also emotional and psychological factors, such as personality traits, to help students make informed decisions.

Keywords: Personality traits, Predictors, Risky sexual behaviours, In-school adolescents.

Introduction

Risky sexual behaviours among adolescents is a major public health concern worldwide. Sexual activity among unmarried adolescents worldwide is on the increase (United Nations Population Fund -UNFPA, 2019). Imaledo, Opirite and Asuquo (2012) reported high rates of pre-marital sexual activities among Nigerian adolescents. About 1 in 5 of sexually active females and 1 in 12 of sexually active males had already engaged in sexual intercourse by the age of 15 (Imaledo, Opirite & Asuquo, 2012). According to Odeigah et al. (2019), nearly half (48.6%) of adolescents aged 15-19 are sexually active. Thus, risky sexual behaviour is of public health concern because adolescence is a stage in life that is considered very turbulent as the psychological and physiological changes that accompany this period predispose adolescents to risky sexual behaviours (Aysel, Nevin & Aylin, 2016).

Sexual behaviour refers to those romantic activities people engage in, such as kissing, fondling, erotic touch, sexual intercourse and manual sex stimulation. Sexual behaviours according to Ugoji (2014) are the activities we engage in with others such as kissing, erotic touch, intercourse, oral sex, anal sex and manual sexual stimulation. Sexual behaviour is an individual's ability to experience or express sexual feelings (Folayan, Adebayo, Adeyemi & Agungbemi, 2015). Sexual behaviour in this study refers to feeling of sexual urge, seeking sexual pleasure, sexual actions and reaction related to pleasure seeking. Sexual behaviour could be healthy or risky. Healthy sexual behaviours include delayed sexual activity by adolescents until they are physically, cognitively, and emotionally ready for mature sexual relationships and their consequences, reception of education about intimacy, sexual limit-setting, resistance to negative sexual pressures, benefits of abstinence, prevention of sexually transmitted infections (STIs), contraception, and delay of pregnancy. Because many adolescents are or will be sexually active, they should receive support and guidance in developing skills to evaluate their readiness for responsible sexual relationships (Kar, Choudhury, & Singh, 2015).

Risky sexual behaviour refers to any romantic or pleasurable act or coital activity that increases the risk of contracting sexually transmitted infections or becoming pregnant. Ugorji (2014) defined risky sexual behaviour [RSB] as any pleasurable coital activity that increases the chances or risk of contracting STIs or becoming pregnant. Saaku (2017) defined risky sexual behaviour as any pleasurable act or coitus that increases the likelihood of contacting STI or becoming pregnant. In this study, risky sexual behaviour (RSB) refers to any coital activity or sexual intercourse that may predispose an individual to adverse health outcomes.

Risky sexual behaviour has many components. According to Egbodo et al. (2021), the components of risk sexual behaviour (RSB) include premarital sexual intercourse, early sexual initiation, sexual activity with multiple partners and unprotected sexual intercourse with partners who are potential carriers of sexually transmitted infections (STIs). This study focused on forms or components of risky sexual behaviour such as oral sexual acts, anal sexual acts, sexual acts under intoxication, transactional or survival sexual acts, unprotected sexual acts, and multiple sexual partners (Felson, 2018). Oral sexual act sometimes referred to as oral intercourse, is sexual activity involving the stimulation of the genitalia of a person by another person using the mouth (including the lips, tongue or teeth) or throat (Kumar et al., 2015). Anal sex or anal intercourse on the other hand is generally the insertion of the erect penis into a person's anus, or anus and rectum for sexual pleasure. Other forms of anal sex include fingering, the use of sex toys for anal penetration, oral sex performed on the anus, and pegging (Kumar et al., 2015). Sex under the influence of drugs or alcohol is associated with high-risk sexual behaviour (Nwagu, 2016). Sexual behaviour in the context of substance use is a growing area of scientific focus due to its role as a potential risk factor for the transmission of HIV and other sexually transmitted infections (STI) (Omisore et al., 2022). According to Omisore et al. (2022), it is widely accepted that stimulant use can enhance sexual pleasure. Transactional or survival sex is defined as the exchange of sex for cash or other goods and services (Mcmillan, Worth & Rawstorne, 2017). Unprotected sex means having vaginal, anal, or oral sex without the use of a condom. Non-usage of condom during sexual activity predisposes individuals to HIV and other sexually transmitted infections (STIs). Bodily fluids such as blood and semen pass from one partner to another during sex (Felson, 2018).

Multiple sex partners (MSP) is the measure and incidence of engaging in sexual activities with two or more people within a specific time period. Sexual activity with MSP can happen simultaneously or serially. MSP includes sexual activity between people of a different gender or the same gender. MSP can also mean that one person may have a long-term relationship or relationships, and when the second relationship begins, the person can be said to have multiple sex partners (Tsala, Emina & Sankoh, 2014). These behaviours are associated with serious and detrimental outcomes such as unintended and unplanned pregnancy, sexually transmitted infections (STIs), including HIV and AIDS, and sometimes infertility among adolescents.

One of the consequences of risky sexual behaviour is that it increases the chances of contracting STIs. Ebuenyi, Chikezie and Nwoke (2021) opined that risky sexual behaviour can result to teenage pregnancy, substance abuse, dropping out of school and low self-esteem. Additionally, adolescents' brain structures are less developed and less well-equipped to make rational judgments on complex sexual relationships, thereby predisposing them to heightened risks. Hence, the United Nations Children's Fund (UNICEF) (2011) highlighted youth's vulnerability to unplanned pregnancy, STIs, unsafe abortions with consequent school dropout and then advocated for an understanding of these factors that increase the risky sexual behaviour with the aim of proffering interventions that will help to modify these behaviours in adolescents.

Studies revealed that young people are sexually active and are at high risk of contracting HIV and AIDS. Mcharo et al. (2021) observed that involvement in risky sexual behaviours makes adolescents particularly vulnerable to STIs, HIV and AIDS, as well as unplanned pregnancies, abortions, and complications of early childbearing. Increasing number of adolescents are starting sexual activities early, reporting multiple sexual partners, and inconsistently using condoms (Kaplan, Jones, Olson & Yunzal-Butler, 2013). It was estimated that condom use among males aged 15 to 24 years declined between 2008 and 2012 from 85 per cent to 68 per cent (Kaplan, Jones, Olson & Yunzal-Butler, 2013), while about 50 per cent of young people were estimated to be sexually active by the age of 16 years in 2002. Furthermore, reports of MSPs among youths aged 15-24 year show an increase from 15.9 per cent in 2002 to 18 per cent in 2008 even though it was not a significant change. Srahbzu and Tirfeneh (2020) observed that not all sexually active adolescents take part in risky sexual behaviours. Centre for Disease Control and Prevention (CDC, 2011) asserted that when adolescents including in-school adolescents engage in risky sexual activity, many do not use condoms. The report further stated that nearly 40 per cent of sexually active adolescents did not use condoms during sexual activity. According to Ugwu (2015), adolescents perceive sexual relationship as extremely desirable because music, movies, television, magazines, advertisements and virtually all media programmes present sexuality in a way that glorifies and normalizes sexual behaviour of young people.

A variable of interest in the study is predictor. Levy (2010) defined predictor as something that can show what happen in future. In this study, predictor refers to something that can help forecast the future. The present study focused on personality traits as a predictor of risky sexual behaviour. Personality trait has been identified in literature as a predictor of risky sexual behaviour. Personality trait reflects people's characteristic patterns of thoughts, feelings and behaviours. Friedman and Schustack (2016) defined personality trait as an organized set of characteristics possessed by a person that determines a person's character. The author further identified five major traits that underlie personality to include: introversion or extroversion, openness,

conscientiousness, agreeableness and neuroticism. Associations between personality traits and risky sexual behaviour have been replicated across multiple studies, however with mixed results. Eysenck also reported that extroverts tend to endorse more favourable attitudes than did introverts toward having multiple sexual partners and trying out different sexual positions. Extroverts also engage in sexual intercourse at younger ages than introverts, as well as having sexual intercourse more frequently and with more partners than introverts. Similar associations between extraversion and more promiscuous sexual desires have been found by Card and Skakoon-Sparling (2023). Extroversion also has been linked to promiscuous sexual behaviour and unsafe sexual practices (Moore et al., 2017). The authors further noted that those with openness and agreeableness personality have high tendencies of indulging in risky sexual behaviour including having multiple sexual partners than those with conscientiousness and neuroticism traits. This is because, the former are characterized by high emotions, compassion and enjoys adventures and varieties while the later are characterized by being organized, dependable, disciplined and achievement-focused. From the foregoing, it is evident that there are mixed findings on the relationship between personality traits and risky sexual behaviours. Thus, this study examined if personality traits of in-school adolescents are associated with their involvement in risky sexual behaviours.

Adolescent refers to individuals ranging from 10 to 20 years. Adolescents can be categorized as those out of school and those in school. Those out of school are not attending schools. Since this study is dealing with secondary school students, it will focus on in-school adolescents. The term in-school adolescent is a collection of young people at school, which could be either in secondary school or university and within the age bracket of 10 to 19 years. Saaku (2017) defined in-school adolescents as a group of secondary school youth (encompassing early, middle and late adolescents). This study focused on in-school adolescents who are in secondary school. In-school adolescents could be either at boarding or day school. In-school adolescents are chosen as subjects for this study because they are in a precarious period in sexual development because of the interrelationship between sexual experimentation, cognitive development and emotional development. Adolescents' lives can be very stressful, full of experimentations and striving to discover self-identity with poor coping skills that can lead them to exploring other avenues (risky sexual behaviour) to escape (Sujita, Ananya & Abhishek, 2015). Adolescents are considered the most vulnerable group in terms of risk of sexually transmitted infections (STIs) because of their lifestyle which is predominantly marked by adventure seeking, experimentation and risk taking (WHO, 2019). The adolescent is caught in between the web of childhood and adulthood and as such, finds it difficult to operate either as a child or an adult. Efforts are made by the adolescents to prove to their parents and significant others which peers are prominent, that they are no longer kids. At this stage in life, they embark on many actions that have the potential of causing serious harm to their overall health and well-being.

The study was conducted in Idah LGA. Idah is one of the seventeen Local Government Area in Kogi State. It is the headquarter of the Igala Kingdom and shares boundaries with Ibaji LGA, Igalamela LGA, Ofu LGA and a water boundary with Aganebode in Edo State. There are many cases of adolescents' dropping out of school as a result of teenage unplanned pregnancy, unsafe abortions and complications of early child birth in the area. Again in-school adolescents in the area appear to be at a stage of experimentation, indulging in risk-taking behaviours, taking decision that can affect

their future health, involving in fight, violence, weapon-carrying, deviant behaviour among others. In view of this situation, the study sought to investigate personality traits as predictor of risky sexual behaviour among in-school adolescents in Idah LGA, Kogi State.

Statement of the Problem

Adequate knowledge and understanding of personality traits as predictor of risky sexual behaviour is paramount to discourage RSBs and ensure safe sexual behaviour among in-school adolescents. In-school adolescents should be adequately trained and groomed by parents and other caregivers to imbibe discipline concerning sexual behaviour and promote positive sexual and reproductive health outcomes. Regrettably, many cases of teenage pregnancy, child dumping, STIs and increased number of school drop-outs is observed by the researcher among in-school adolescents in Idah LGA of Kogi State. These adversely affect families, communities and societies at large. This situation is very worrisome and unacceptable, hence the study to investigate personality traits as predictor of risky sexual behaviour among in-school adolescents in Idah LGA, Kogi State.

Purpose of the Study

The purpose of this study is to investigate personality traits as predictor of risky sexual behaviour among in-school adolescents in Idah LGA, Kogi State. Specifically, the study determined:

1. common personality traits exhibited by the in-school adolescents;
2. relationship between risky sexual behaviour and personality trait among in-school adolescents;

Research Questions

The following research questions guided the study:

1. What are the most common personality traits of in-school adolescents in Idah LGA, Kogi State?
2. What is the relationship between personality trait and risky sexual behaviour among in-school adolescents?

Hypothesis

H₀₁: Personality trait is not a significant predictor of risky sexual behaviour among in-school adolescents in Idah LGA, Kogi State.

Methods

The study utilized a cross-sectional survey research. The population for the study consisted of four thousand and twenty-seven (4,027) in-school adolescents in seven public secondary schools in Idah LGA, Kogi State. The sample size consisted of 400 in-school adolescents based on the suggestion of Cohen, Manion and Morrison (2011). The two-stage sampling procedure was used to draw the sample size for the study. The first stage involved the use of purposive random sampling technique to select SS2 and JS2 classes from all the seven secondary schools. The second stage involved the use of systematic random sampling technique using the fourth term to draw the required number of boys and girls that are representative from the selected classes using the class register. The Big Five Inventory (BFI) by Goldberg in 1993 was used for data collection. The instrument for data collection was structured questionnaire developed by the researcher titled: Personality Traits and Risky Sexual Behaviours Questionnaire (PTRSBQ). The instrument was face validated by three experts, two from the

Department of Human Kinetics and Health Education and one from Research, Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was established using Cronbach Alpha to determine the internal consistency of the instrument. In line with the suggestions of Cohen, Mannion and Morrison (2011), the reliability coefficient of 0.78 obtained was deemed reliable enough for the study. However, the research questions were answered using mean, standard deviation and point-biserial correlation while Binary logistic regression analysis was used to test the hypothesis at .05 level of significance.

Results

Research Question One: What are the most commonly exhibited personality traits among in-school adolescents in Idah LGA, Kogi State? Data answering this question are contained in Table 1.

Table 1: Common Personality Traits Exhibited by In-school Adolescents (n = 377)

S/N	Forms of personality traits	Mean (\bar{x})	S. D.
	I see myself as someone who.....		
	Extroversion		
30	is talkative	2.34	1.342
31	is sometimes shy, inhibited	3.02	1.362
32	is outgoing, sociable	3.15	1.434
33	tends to be quiet	3.28	1.390
	Cluster mean	2.94	1.43
	Agreeableness		
34	tends to find fault with others	2.52	1.335
35	is helpful and unselfish with others	3.32	1.493
36	has a forgiving nature	3.47	1.429
37	is generally trusting	3.71	1.368
	Cluster mean	3.25	1.40
	Conscientiousness		
38	can be somewhat careless	2.78	1.388
39	tends to be disorganized	2.54	1.350
40	tends to be lazy	2.38	1.377
41	does things efficiently	3.25	1.415
	Cluster mean	2.73	1.38
	Neuroticism		
42	is depressed, blue	2.53	1.390
43	worries a lot	2.68	1.412
44	is emotionally stable, not easily upset	2.97	1.398
45	remains calm in tense situations	3.18	1.417
	Cluster mean	2.84	1.40
	Openness		
46	is original, comes up with new ideas	3.40	1.486
47	is curious about many different things	3.15	1.392
48	values artistic, aesthetic experiences	3.13	1.395
49	has few artistic interests	3.21	1.392
	Cluster mean	3.22	1.41

Data in Table 1 show that high mean ratings of 3.02, 3.15, and 3.28 were obtained for items 31, 32, and 33, while a low mean of 2.34 was obtained for item 30, indicating that extroversion is one of the personality traits exhibited by in-school adolescents. Similarly, items 35, 36, and 37 had high means of 3.32, 3.47, and 3.71, while item 34 had a low mean of 2.52, showing that agreeableness is a common trait. High mean ratings were also observed for carelessness (2.78), doing things efficiently (3.25), emotional stability (2.97), calmness in tense situations (3.18), and coming up with new ideas (3.40). Overall, agreeableness (3.25) and openness (3.22) were the most commonly exhibited traits that may prompt risky sexual behaviours, while extroversion (2.94), conscientiousness (2.73), and neuroticism (2.84) were less common and less likely to influence such behaviours.

Research question Two: What is the relationship between personality trait and RSBs among in-school adolescents in Idah LGA, Kogi State? Data answering this question are contained in Table 2.

Table 2: Point-Biserial between Personality Trait and RSBs among In-School Adolescents

RSB Items	Rbp	P-value
Ever had sexual intercourse?	0.03	0.62
Lifetime number of sexual contacts	-0.04	0.48
Number of Sexual contacts in the past three months	-0.01	0.82
Alcohol or drug abuse before sexual intercourse	0.03	0.57
Condom use during the last sexual intercourse/ contact	-0.08	0.13
Use of contraceptives e.g. Birth control Pills and Condom	-0.01	0.86
Cluster rbp	-0.01	0.58

Key for interpretation

P-value<0.05= strong relationship

P-value>0.05= Weak relationship

+rbp = positive relationship

-rbp = negative relationship

Table 2 shows the results of point-biserial correlation between risky sexual behaviours (RSBs) and personality traits of in-school adolescents. The table further shows that there was a weak negative relationship between RSBs and personality traits of in-school adolescents (rbp= -0.01, n=377, p=0.58).

Hypothesis One: Personality trait is not a significant predictor of risky sexual behaviour among in-school adolescents in Idah LGA, Kogi State. Data testing this hypothesis are contained in Table 3.

Table 3: Binary Logistic Regression Analysis of Personality trait as a Predictor of risky sexual behaviour among In-school Adolescents

Variable	B	S. E.	Wald	df	P-value	OR	95 % C. I.	
							Lower	Upper
Personality								
Extraversion			7.907	4	0.095			
Agreeableness	0.253	0.363	0.485	1	0.486	1.288	0.632	2.625
Conscientiousness	-	0.458	1.005	1	0.316	0.632	0.257	1.551
	0.459							

Neuroticism	0.489	0.381	1.644	1	0.200	1.631	0.772	3.444
Openness	-	0.378	0.276	1	0.599	0.820	0.390	1.721
	0.199							
Constant	-	0.303	6.182	1	0.013	0.471	-	-
	0.754							

Significant at $P < 0.05$. Hosmer and Lemeshow Test, $\chi^2 (3) = 0.000$, $P = 1.000$. Note: B= Standardized coefficient, S. E. = Standard Error of estimate, OR = Odds ratio, C. I. = Confidence Interval, Reference group = Extraversion, Cox & Snell $R^2 = 0.021$, Nagelkerke $R^2 = 0.030$.

Table 3 shows the results of binary logistic regression (BLR) analysis of personality trait as a predictor of risky sexual behaviour among in-school adolescents. The table shows that personality trait is not a significant predictor of risky sexual behaviour among students ($P=0.095$). Furthermore, the table shows that the model explains between 2.1 percent (Cox and Snell R^2) and 3.0 percent (Nagelkerke R^2) of the change in the dependent variable among in-school adolescents. Although not significant, students that are agreeable (OR = 1.288; C. I. = 0.632 – 2.625; $P = 0.49$) and neurotic (OR = 1.631; C. I. = 0.772 – 3.444; $P = 0.20$) are more likely to engage in RSBs compared to students that are extroverts.

Educational Implications of the Study

The findings of this study have important implications for health education and adolescent development programs in schools. Although specific personality traits such as agreeableness and neuroticism may be associated with a higher tendency to engage in risky sexual behaviours, the study revealed that personality traits alone are not significant predictors of such behaviours. This suggests that interventions aimed at reducing risky sexual behaviours among in-school adolescents should not focus solely on personality traits but rather adopt a holistic approach that considers multiple factors influencing behaviour, including peer influence, family background, access to information, and socio-cultural contexts. Schools and educators can therefore develop comprehensive sexual health education programs that promote safe sexual practices, encourage informed decision-making, and foster resilience among students regardless of their personality profiles. By addressing behavioural determinants broadly, educational institutions can more effectively reduce engagement in risky sexual behaviours and enhance adolescent health and wellbeing.

Contributions to Knowledge

This study contributes to existing knowledge by providing empirical evidence on the relationship between personality traits and risky sexual behaviours among in-school adolescents in Idah Local Government Area, Kogi State. While previous research suggested that traits like agreeableness and neuroticism might predispose individuals to risky sexual behaviours, this study demonstrates that these traits alone do not significantly predict engagement in such behaviours. The findings emphasize the complexity of factors influencing adolescent sexual behaviour, highlighting that personality traits are just one component among many. By focusing on in-school adolescents in a specific local context, this study offers insights for future research and interventions, underscoring the need for multi-faceted approaches to sexual health education that go beyond individual personality characteristics.

Discussion

The findings in Table 1 revealed that agreeableness and neuroticism are common forms of personality traits exhibited by in-school adolescents which may prompt them to engage in risky sexual behaviours. Furthermore, in-school adolescents that are agreeable and neurotic are more likely to engage in RSBs compared to students that are extroverts. This is in line with the reports of Kurpisz et al. (2016) who noted that those with neuroticism and agreeableness personality have high tendencies of indulging in risky sexual behaviours including multiple sexual partners than those with conscientiousness and neuroticism traits due to their characteristic high emotions, compassion and enjoyment of adventures. The findings in Table 2 revealed a weak negative relationship between RSBs and personality traits of in-school adolescents while the findings in Table 8 posited that in as much as in-school adolescents that are agreeable and neuroticists are more likely to engage in risky sexual behaviours compared to students that are extroverts, personality trait is not a statistically significant predictor of risky sexual behaviour among in-school adolescents. The explanation for this finding is that despite the fact that those with neuroticism and agreeableness personality have high tendencies of indulging in risky sexual behaviours including multiple sexual partners than those with conscientiousness and neuroticism traits due to their characteristic high emotions, compassion and enjoyment of adventures, this does not have much influence on adolescents' engagement in risky sexual behaviours. This implies that personality trait is not a strong determinant of risky sexual behaviours by in-school adolescents.

The findings in Table 3 posited that personality trait is not a significant predictor of risky sexual behaviour among students. The finding further reported that in as much as in-school adolescents that are agreeable and neuroticists are more likely to engage in risky sexual behaviours compared to students that are extroverts, personality trait is not a statistically significant predictor of risky sexual behaviour among in-school adolescents.

Conclusion

Based on the findings of the study, it was concluded that while specific personality traits such as agreeableness and neuroticism may be associated with higher tendencies toward risky sexual behaviours, the overall influence of personality traits on these behaviours is weak. Personality traits alone are not a significant predictor of risky sexual behaviours among in-school adolescents. Other factors beyond personality traits likely play a stronger role in determining engagement in such behaviours.

Recommendations

Based on the conclusion of this paper, the following recommendations are made:

1. Schools should implement comprehensive sexual education programs that not only address the risks of sexual behaviours but also consider the emotional and psychological factors (e.g., personality traits like neuroticism and agreeableness) that may contribute to risky sexual behaviours.
2. Schools should offer counseling services and psychological support specifically targeting students with high neuroticism and agreeableness traits. These services could help students manage their emotional responses and reduce their likelihood of engaging in risky behaviours.
3. Parents and community leaders should be involved in reinforcing positive behaviour and providing guidance to adolescents. Community programs can be

developed to address peer pressure and emotional challenges that may lead to risky sexual behaviours.

4. Since personality traits alone are not strong predictors of risky sexual behaviours, interventions should take a more holistic approach by focusing on environmental, familial, and social factors that may contribute to such behaviours. Schools could incorporate workshops that foster self-esteem, decision-making skills, and healthy relationships, targeting a wide range of influences on adolescent behaviour.
5. Schools should periodically assess the effectiveness of interventions and adjust their strategies based on emerging patterns of behaviour among adolescents. Continuous monitoring will help identify students at risk and implement preventive measures early on.

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