

Psycho Social Dysfunction, Risky Sexual Behaviour and Academic Attainment of Secondary School Adolescents in Kogi State, Nigeria

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This study investigated the influence of psycho-social dysfunctions and risky sexual behaviour under sex, family types, school levels, school types and environment attainment of secondary school adolescents in Kogi state, Nigeria. A sample of 450 respondents from the three senatorial districts of Kogi west, Kogi east and Kogi Centre using simple balloting without replacement formed the sample for the study. Fifteen schools comprising 4 males, 4 females and 7 co-educational schools participated in the study while 6 boarding and 9-day schools with 8 public and 7 private schools were enrolled. A self-structured questionnaire titled influence of risky sexual behaviour on educational attainment (IRSBEA) was developed by the researchers to determine the levels of the respondents' involvement in risky sexual behaviour. Five null hypotheses based on the identified risky sexual behaviour were raised to guide the study and tested at 0.05 confidence levels of significance. The findings indicated significant differences

of sex and family variables on adolescents' risky sexual behaviour while there is no significance on other variables like family types, school levels, school types and environment differences on risky sexual behaviour. It is suggested that full time guidance and guidance and counselors should be posted to all Schools; sex education should be introduced in the secondary schools' curriculum. Guidance and counselors should design a special program for early interventions in risky sexual behaviour and parents, teachers and guidance counselors should partner with government and non-governmental organizations (NGOs) in curbing all acts of risky sexual behaviour among the adolescents.

Keywords: Social-Dysfunction, risky sexual behaviour, academic attainment.

INTRODUCTION

Secondary school adolescents today have high ambitions but do not always make the right choice that maximize their likelihood on educational attainment. This is because the adolescents pursue future opportunities in a different context than the previous generation. Because shifts in the labour market economy, post secondary opportunities and the world wide, adolescents today have more freedom and choice in day to day life, yet the trajectory through secondary education is most likely be truncated as a result of gross involvement in sexual behaviour.

Child education is the process through which youths obtain knowledge in order to develop their potentials for self-actualization in a changing world Danziger, (2003). Gabriel (2016) noted that educating females is the most essential investment that produce extreme returns for development and at the same time help to reduce infant mortality rate. When women are educated, millions of children will be saved from malnutrition. On the other hand, Anthony and Nozi, (2017) defined a girl-child education as a type of learning programme which provides sufficient opportunities for girls to register attend

and complete their education without any sense of discrimination and detractions. According to United Nation International Children's Emergency Fund (2008), cited by Nnyanga and Chima, (2017) a girl child is a female who is below 18 years of age, while NEPAD (2004) explained that the purpose of child education is to curtail gender equity awareness in an egalitarian society, reduce that level of illiteracy especially among women, improve the living standard of girls; however, Federal Ministry of Education (2006) revealed that 14.1 million out of 21 million of school-age children are not in school which the national school census (2008) showed 19 percent of school age children in Nigeria are yet to enroll in school. On its part, UNICEF, (2003) reported that in the sub-Sahara Africa, the number of girls out of school each year has increased from 20 million in 1990 to 24 million in 2002. UNESCO, (2008) estimated that 121 million children worldwide are out of school while 65 million are girls. Most of them are out of school as a result of their involvement in risky sexual behaviour.

Suleiman, (2015) identified courses of drop out among girls which is an impediment to their education attainment to abject poverty, lack of learning materials, lack of encouragement, parents' attitude, broken homes, pregnancy, low mental ability and poor grading involving in risky sexual behaviour. Being pregnant at this stage of life is more likely associated with numerous risky sexual behaviours as a result of psycho social dysfunction.

Psycho social dysfunction is a state where students may not be fully aware of the relationship between their mental and emotional wellbeing and the environment resulting to lack of development of diverse atrophy of the psychosocial self, often occurring alongside other dysfunction that may be physical, emotional or cognitive in nature (Wikipedia). Adolescence is a critical period to establish a strong and healthy foundation in sexual development for a healthy adulthood and fulfilling family life. Most of the challenges during this phase of life are associated with adolescent characteristic occasioned by significant changes and physiological development of sexual organ (Adebayo, 2004; Molak 2017). Such challenges include coping with the changes in the shape of the body, adjusting with increasing sexual desires and managing the sensual thoughts, feelings and attitude around these developments and features. During this transition from childhood to adulthood, adolescents need to develop capacity for self-regulation, take responsibility for their actions, make wise choices in their decisions to develop and maintain intimate relationship with the opposite sex (Nnyanga and Chima, 2017).

Sex is one hot-button issue which adolescents possess an attitude towards. It is this attitude towards sex that determines or influences what they do about sex, how they do it, where they do it, when they do it and with whom they do it. Their attitude towards sex will also determine the step they either take or not to take in order to ensure that engagement in sexual activity does not

cause them untold hardship either presently or in future (Anthony and Ngozi 2017). The adolescents at this stage look at themselves as outstanding and special, they feel insecure, but cover up this with shyness, sensitivity and aggressiveness. At times their sexualities make them to be sometimes sad and isolated (Ovnumand, 2016). Adolescent(s) also pose(s) new identities engage in peer selection, are curious, seek for adventures, easily lured, excited and often confused about their personal changes, taking place in their body system. Mahmud, (2008) noted that adolescent involvement in sexual behaviour like masturbation, premarital sex, and homosexual behaviour is because they have desire to get information not only about sex, but also about the opposite sex. Girls want to know about birth control, contraceptives, pregnancy and abortion, while boys are desirous to know more about Sexually Transmitted Infections (STIs), HIV, enjoyment of sex, sexual intercourse and birth control. However, Mahmud, (2008); Egeonu et al. (2014) cited Adegoke and Aluede, (2014) that adolescents seek sexual gratification through among other avenues as wearing of indecent dresses, masturbation, sexual intercourse, use of vibrator and sex toys and cyber-sex.

Several factors can influence adolescents and lead to involvement in careless sexual escapades. Among these are the family environment, social environment, and age. Variables in family environment include parenting style, parents' age and economic status and family type (intact or dispersed). Variables on social environment according to (Nnyanga and Chima, 2017) include peer pressure groups, school climate and place of residence. However, Gabriel, (2016) highlighted the following as sources of information on sex for adolescent: A lot of sexual content on television, listening to sexuality, laden music, lyrics, using laptops, handsets and tablets to watch porn on-line, reading magazine, newspaper and novels that have high sexual content and watching films stars that expose their bodies.

Parenting styles associated with sexual behaviour and attitude include factors such as warmth, support, discipline and instrumental characteristics such as monitoring, supervision and control (Boumring, 2003) while effective factors related to delayed sexual debut include parental support, family cohesion and connectedness (Danziger, 2003). Parental rejections are related to early exposure to sexual intercourse of adolescents (Whitebeek, 1999). Instrumental factors such as permissiveness and monitoring are also related to adolescent sexual experience and exposure to risky sexual behaviour. Boumring, (2003) conducted a study on the effects of parenting style on children Risky sexual Behaviour in South West Nigeria. Specifically, the study investigated the prevalence of risky sexual behaviour among under graduates and the relationship between perceived parenting style and risky sexual behaviour among adolescents. The study adopted a descriptive statistic with a sample of 2300 under graduate students,

selected from universities. The result of the findings indicated the parenting style has significant influence on risky sexual behaviour of students.

Nnyanga and Chima, (2017) equally noted that parents' age and economic status play a role in the risky sexual behaviour of students in secondary schools. Parents who are very aged appear to be incapable of providing consistent and close monitoring attention to their wards. Aged parents therefore tend to expose children to permissive and risky lifestyle. The total control of the children under aged parents would be limited which further endangers the likelihood of being a victim of psycho social dysfunction.

On factors influencing sexual behaviour among female students and non-student adolescents in Onitsha, Nigeria, (Udigwe et al. 2014) found that increase of likelihood of engaging in sexual activity was highly associated with children not living with both parent and poor family background. The poverty level factor was highly pronounced among other factors. They further identified some other factors as wrong knowledge of fertile periods, low risk perception of HIV, Ignorance, Premarital sex and the use of preventives (Condoms). In a related study, (Ngwu and Andrew, 2015) examined the sexual and reproductive health attitude of secondary school students in Ademu Local Government Area, Enugu state found that secondary school students possessed positive attitude towards sexual behaviour and safer sex. The result further showed that there was no significant difference in the attitude of male and female, public and private secondary school students towards unsafe sexual behaviour.

Involvement in risky sexual behaviour, especially among adolescent, according to (Nnyanga and Chima, 2017) portends many dangers that can result in grave transmitted diseases which may be deadly, unplanned pregnancies, exposure to use of hard drugs, low academic achievement, possible school dropout and avoidable waste of resources. However, Muhmud (2008) identified the following as consequences of adolescents' engagement in sexual activities: Unwanted teenage pregnancy which results in teenage motherhood, sexually Transmitted Infections (STIs), HIV, early marriage, unsafe abortion which could either result in or serious health implications. Disruption of academic activities is also one outcome of adolescents' engagement in sexual activities.

Skolnick, (2009) remarked that when children are trained from an instructed family, they stand more chance of being exposed to risky social vices, Poor family, that do not have adequate meals for their children to eat and satisfy end up grooming children who are constantly exposed to promiscuous lifestyle. Jose, (2000) however, conducted an experimental study on the relationship between family structure and risky behaviour among students in Western Cape Town. A total of 200 students were sampled. The result revealed a significant relation-

ship between family structure and risky behaviour of students. Nnyanga and Chima, (2017) equally investigated Psycho social determination of risk sexual behaviour of female secondary school adolescent sampled 148 adolescents from Etim Ekpo Local Government Area of Akwa-Ibom state in Nigeria. The study revealed significant differences in the risky sexual behaviour among the adolescents while other variables like age, school level, school types and family types were being identified as determinant factors for risk sexual behaviour.

Adolescents' sexual activities influence educational attainment through negative consequences. The sexual revolution has also redefined high school students' sexual behaviour. Premarital sex and non-marital childbearing are more acceptable (Whitebeek, 1999). However, teenagers with allied ambitions have educational and occupational goals. They may also make smart decision about other aspects of their lives, such as sexual behaviour, which may pose considerable distractions for academic success and navigating through academic trajectories (Michelle, 2015).

There are fewer gender disparities on sexual behaviour (Ekanem 2010). Thus, most teenagers have sex with partners who are not future spouses before high school graduation. Few of them become pregnant, even fewer become parents Gabriel, (2016) and Awgwogie, (2016) and most delay sex until the high school years (grades 9-12) or beyond. In addition, most teens complete high school and expect to enroll in college. However, very early sexual initiation and academic success are related (Chards, 2015). Researchers have examined relationship between sexual behaviour and academic attainment extensively. Many of the findings have emerged, but two surfaces consistently. First one that adolescent sexual activity influences educational attainment is through a negative consequence. Non-marital parenthood Schneider (1999) and O' Connor, (1999) early sexual initiation and academic success are related (Muganda and Omondi, 2008) although which comes first is unclear. In the eastern and south eastern part of Nigeria this phenomenon has been investigated as the reviewed literature reveal. This study dwells on the north-central part of the country where psycho-social dysfunction, risky sexual behaviour among secondary school adolescent has not been investigated. Herein has the uniqueness of the study. Adolescence is a critical and most delicate period of human development state which can build or 'mar' the later stage in life. It is the period to establish a strong and healthy fulfilling family life. Adolescents they are faced with challenges during this phase of dent which is associated with pubescent characteristics occasioned by significant changes and physiological development of the sexual organs. Such challenges include coping with these changes in the state of their bodies, adjusting with increased sexual desires and managing the sexual thought, feeling and attitude around these development

and features. These make most female students not to be able to adequately control their sexual propensities. Hence, they engage in risky sexual behaviour such as dating, slimy dressing, reading erotic materials, watching blue films, discussing sex with peers, kissing, and caressing, embracing and even sexual intercourse, The girls want to know about birth control, contraceptive, pregnancy and abortion and by peradventure expose them to hazard of inordinate sexual desires and spread, diseases such as sexually transmission infections (STIs)-Gonorrhoea, syphilis, Chlamydia, public lice, scabies and HIV.

As a result of the physiological changes in their bodies, some of the adolescents seen to be unable to be adequately control themselves thereby resorting into psychosocial dysfunction with indulging in unprotected sex which result into unwanted pregnancy and contacting sexually transmitted disease which makes them victims of drop out of school who are unable to proceed to the next level at the right time. Given this prevailing situation, this study sought to investigate some of the psycho-social variables that could lure female students to risky sexual behaviour which could deter their academic attainment and the role both the parents, teachers and counselors could play to curb ugly situation.

METHODOLOGY

Area of study

The 2006 National population census figures of Kogi state is 3,276,487 with 1,691,737 being male and 1,586,750 being female. The projected population of the state at 2.80% growth rate for 2020 is 3,661,389 with male being 1,889,319 and female being 1,772,070. The major ethnic groups are Igala, found in Ankpa, ek!a, Idah, Ibaji, Igalamela/Odolu, Ofu, Olamaroboro, Omala LG.As. The Okuns are Kabba, Bunu, Yagba West, Yagba East and Ijumu LG.A. The Ebiras are concentrated in Adavi, Ajaokuta, Okehi and Okene L.G.As. The other tribes are Bussakomo, Bassa Nge, in Bassa L.G, Kakaunda, Oworo, Kupa, Egga Ebiras Koto in Lokoja and Koli LGAs. According to the Kogi State Educational Sector Plan (2003), the total enrolment in public junior secondary school as at 2015 was 99,335. From this figure girls' enrolment was 55,521 and boys enrolment was 43,814. The gender parity index was 8072. While girls' enrolment was 4,864 and boys enrolment was 3,205. The gender parity index was 1.5. The completion rate in junior secondary school was 81,682. From this figure, girls enrolment was 44,605 and boys enrolment was 58,145; the gender parity index was 0.78. At the private secondary school, the total enrolment was 10,016 while girls' enrolment was 6,065 and boys' enrolment was 2,951. The gender parity index was 1.5. The enrolment of pupils with special needs was 1,659 in the public primary

school while there are 328 special needs students in the state. The research was an ex-post-factor research and the research design used was sample size from the population of study which was used for implementing the research. The population of the study was made up of the schools in the state. The age range of the members of the population is between 13 and 16 years. They came from rural and urban centres, from boarding and day schools and from families where parents are mainly public servants, petty traders, and private sector businessmen and women teachers in primary, secondary and tertiary educational institutions. The respondents were from both Christian and Muslim homes. The schools were selected from the three senatorial districts (Kogi west, Kogi east and Kogi central) using a sampling balloting without replacement. Four of the selected schools were male only; four were female only while seven were co-educational. Nine of the sampled schools were day schools while six were boarding schools. Eight of the selected schools were public schools while seven were private schools. The total sample size was 450 respondents made up of 150 from each senatorial district (Kogi west, Kogi centre and Kogi East) and seventy-five respondents from each of the selected schools. The total number of junior secondary school class was 175 while the senior secondary school was 275. The sample involved balloting without replacement. A 17-item questionnaire on Influence of Risk Sexual Behaviour on Education Attainment (IRSBEA) was developed by the researchers for data collection. The content validity of the instrument was established by five experts in department of measurement and evaluation, Adekunle Ajasin University, Akungba Akoko, Nigeria. Reliability of the questionnaire was established using the test-retest reliability method. A reliability coefficient of 0.76 was calculated for the pearsons product moment correlation coefficient[®]. A four-point modified Likert scale response pattern was used to obtain respondents attitude towards the content of each item in the questionnaire. The Responses were given the following:

Very High Extent (VHE) = 4
High Extent (HE) =3
Low Extent (LE) =2
Very Low Extent (VLE) =1

RESULTS

Hypothesis one

There is no significant difference between male and female secondary school adolescents' involvement in risky sexual behaviour and academic attainment. Table 1 shows that t-computed (2.62) is greater than t-critical (1.96) and the level of significance (0.05) is greater than the probability (0.01). This result rejects the null hypothesis that there is no significant difference between

Table 1. T-test analysis of difference in male and female adolescence involvement in risky sexual behaviour and academic attainment.

Group	Number	Means	SD	DF	t-computed	t-critical	LS	Prob.	Decision
Male	205	30.26	8.67	448	2..62	1.96	0.05	0.01	Rejected
Female	245	28.18	6.08						

male and female secondary school adolescents' involvement in risky sexual behaviours and academic attainment and accepts the alternate hypothesis that there is significant differences involvement in risky sexual behaviours and academic attainment. It is observed that (Table 1) also shows that the mean for male students is greater than the mean for female students (28.18). This implies that male secondary school adolescents have greater involvement in risky sexual behaviours than the female adolescence.

Hypothesis two

There is no significant difference between adolescents from intact and non- intact family involvement in risky sexual behaviour and academic attainment. Table 2 shows that t-computed 2.124 is greater than t-critical (1.96) at the level of significance (0.05) is greater than the probability (0.039). This result rejects the null hypothesis that there are no significant differences between adolescences from intact and non-intact families' involvement in risky sexual behaviour and academic attainment. Though the mean adolescents from non-intact home (29.12) is greater than the adolescents from intact home (27.75), however, the analysis shows that the adolescents from intact homes and those from non-intact homes are significantly different in the level of involvement in sexual behaviour which invariably affect their academic attainment.

Hypothesis three

There is no significant difference between junior and senior secondary adolescents' involvement in risky sexual behaviour and academic attainment. Table 3 shows that t-computed (2.32) is greater than t-critical (1.96) and the level of significance (0.05) is greater than the probability (0.02). This result rejects the null hypothesis that there is no significant difference between Junior and Senior Secondary School adolescence on involvement in risky sexual behaviour and academic attainment and accepts the alternate hypothesis that there is significant difference between Junior and Senior Secondary School adolescents' attainment. It is observed that (Table 3) shows that the mean for Junior Secondary School class (30.42) is greater than the mean of Senior Secondary School class (28.60). This implies that junior secondary school adolescents have greater involvement than senior secondary school adolescence in risky

sexual behaviour.

Hypothesis four

There is no significant difference between day and boarding school secondary adolescence involvement in risky sexual behaviour and academic attainment. Table 4 shows that t-computed (2.36) is greater than t-critical (1.96) and the level of significance (0.05) is greater than the probability (0.02). This result rejects the null hypothesis that there is no significant difference between day and boarding Secondary School adolescents' involvement in risky sexual behaviour and academic attainment and accepts the alternate hypothesis that there is significant difference between day and boarding Secondary School adolescence involvement in sexual behaviour and academic attainment. The table however, indicates that the mean for day school adolescence (35.46) is greater than the boarding house students (29.60). This implies that day school adolescents have greater rate of involvement in risky sexual behaviour than their boarding house counterparts.

Hypothesis five

There is no significant difference between urban and rural secondary school adolescents involvement in risky sexual behaviour and academic attainment. Table 5 shows that t-computed 2.61 is greater than t-critical 1.96 and the level of significance (0.05) is greater than the probability (0.01). This result rejects the null hypothesis that there is no significant difference between urban and rural Secondary School adolescents' view on risky sexual behaviour and academic attainment is rejected and thereby accepts the alternate hypothesis that there is significant difference between urban and rural Secondary School adolescents' involvement in risky sexual behaviour and academic attainment. The table further reveals that the mean for urban adolescents (31.24) is greater than the mean for rural adolescents (29.16). This implies that the urban secondary school adolescents have greater view of risky sexual behaviour on academic attainment than the rural secondary school adolescents.

DISCUSSION

This study examined psycho-social dysfunction, adolescences involvement in risky sexual behaviour and academic attainment of secondary school in Kogi State,

Table 2. T-test analysis difference in risky sexual behaviour and academic attainment of adolescence from intact and non - intact families.

Group	Number	Means	SD	DF	t-computed	t-critical	LS	Prob.	Decision
Intact	237	27.75	7.05	488	2.124	1.96	0.05	.0.39	Rejected
Non-Intact	213	29.12	6.62						

Table 3. T-test analysis difference in risky sexual behaviour and academic attainment of junior and senior secondary school adolescences.

Group	Number	Means	SD	DF	t-computed	t-critical	LS	Prob.	Decision
J.S.S	242	30.42	9.16	488	2.32	1.96	0.05	0.02	Reject
S.S.S	208	28.60	6.38						

Table 4. T-test analysis difference in day and boarding school adolescents involvement in risky sexual behaviour and academic attainment.

Group	Number	Means	SD	DF	t-computed	t-critical	LS	Prob.	Decision
Day	257	35.46	9.16	488	2.36	1.96	0.05	0.02	Reject
Boarding	245	28.18	6.08						

Table 5. T-test analysis difference in urban and rural school adolescents' involvement in risky sexual behaviour and academic attainment.

Group	Number	Means	SD	DF	t-computed	t-critical	LS	Prob.	Decision
Urban	260	31.24	8.67	448	2.989	1.96	0.05	0.01	Reject
Rural	190	29.16	6.09						

Nigeria. The result in (Table 1) shows that the alternate hypothesis that there is a significant difference between male and female secondary school adolescence involvement in risky sexual behaviour on academic attainment was accepted, while the null hypothesis was rejected. The study revealed that male adolescents were more prone to risky sexual behaviour than the female adolescents. This is in consonance with Auslander, (2002) who asserts that male are more likely to engage in risky sexual behaviour than female while Lindberg, (2000) mentions that, for male sexual communication with their partner, feeling of contraceptive responsibility, early phases of a relationship and perception of partners sexual experience are seen associated with risky sexual behaviour. However, this contradicts with Ekanem, (2010) who remarked that female are often considered to be at higher risk of sexual behaviour, risk for contracting HIV than male due to partners risk factors, vulnerability and inequality in sexual relationships such as fears of physical abuse for negotiating condoms. The hypothesis that there is no significant difference between the adolescence from intact and non-intact families in the level of their involvement in risky sexual behaviour was rejected. This implies that family variables affect students' involvement in risky sexual behaviour which invariably affect their academic attainment. The levels of parents and family involvement in their life styles do affect their

sexual behaviour. This is in line with (Anthony and Ngozi, 2017) on their studies on influence of sexual and reproductive health attitude of Nigerian adolescents as perceived by senior secondary school students on 7,645 senior secondary school students in nine Imo State Government in Nigeria. The results of their findings indicated that both intact and non-intact students do not involve in risky school behaviour equally and thus affect their rate of completing their secondary education differently. However, other researchers have a divergent opinion. The differential levels among the male and female in risky sexual behaviour notwithstanding, among adolescents reported higher rates of risk-taking behaviour, including having sex without a condom and having sex while high on alcohol or drugs, than male adolescents. Donenberg, (2002) confirmed in his study on risky sexual behaviour among youth in foster care with mental health problems found that males were more likely to report HIV/STD risk behaviour than male. The results indicate a rejection of the null hypothesis and accept the alternate hypothesis that there is a significant difference between the junior secondary and senior secondary school adolescence in involvement in risky sexual behaviour and academic attainment. This study therefore support the findings of Anthony and Ngozi, (2017) who sampled 387 students made up of 159 females and 228 from Imo State on influence of counseling

on sexual and productive health attitude of Nigerian adolescents and found a relationship between junior secondary school adolescence involvement risky sexual behaviour. Hence both the junior and senior adolescents in the secondary school adolescents do involve series themselves in series of risky sexual behaviour which invariably affect their academic attainment. However, the findings negate Ekanem, (2010) study attitude of Nigerian secondary school adolescents towards sexual practices where he could not find any relationship between both the junior and senior secondary school adolescence. The findings also indicated significant difference between the day and boarding house adolescents' involvement in risky sexual behaviour. Due to the nature of the school, and family mode of control over the adolescence, the day students seem to be more involved in risky sexual behaviour which is unassociated with their unchecked attitudes and freedom of movement unlike the boarding school where the opportunity is just not there for them. Both movements and attitude are curtailed and restricted under defined rules and regulations. The finding affirmed (Egeonu and Uzodinma, 2014) on Adolescents quest for sexual gratification and challenges facing them in Nigeria. Their findings indicated that the day school adolescents seek for more sexual gratification than the boarding school adolescents; hence they face more academic challenges than their counterparts. A parallel to this, (Udigwe et al., 2014) on factors influencing sexual behaviour any adolescents in Onitsha, Nigeria, indicated that through illegal means and uncompromised manner, the boarding school adolescents equally involved in risky sexual behaviour as day school adolescents.

Conclusion

From the findings, the following conclusions were drawn:

- (a) The more the adolescents get themselves involved in risky sexual behaviour, the more they were being exposed to complicated sexual discourses and this affects the academic participation in the class.
- (b) Male secondary school adolescents are more involved in risky sexual behaviour than the female counterparts.
- (c) Both adolescents from intact and non-intact homes involve equally in risky sexual behaviour.
- (d) The younger adolescents have greater involvement than senior adolescents in risky sexual behaviour.
- (e) The day school adolescents have greater rate of involvement in risky sexual behaviour than the boarding school adolescents.
- (f) Urban adolescents have greater involvement in risky sexual behaviour than those for rural areas.
- (g) Involving in risky sexual behaviour of adolescents in Kogi State affects their academic attainment.

Recommendations

- (i) Full time Guidance and Counselors should be posted to all secondary schools; the rural areas should not be left out.
- (ii) There should be Counseling on adolescents' sexual behaviour especially those that are detrimental to adolescents. Health inspection should be carried out regularly for all classes in the secondary school levels.
- (iii) The Parents, Teachers and Career Counselors should try as much as possible to teach the adolescents the present and future advantages of engaging in safer sex and need to delay sex till marriage.
- (vi) Family and sex education should be organized specifically for adolescents by the school authorities to help them to be conscious of the unique needs of their sexuality and measures to take in order to maintain a responsible and productive lifestyle devoid of risk and hazard.
- (v) The Guidance Counselors should design special programs of early intervention in schools to check incidence of risky sexual behaviour usually undertaken by adolescents.

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