HOME-RELATED FACTORS, UNPROTECTED SEX AND ACTIVITIES WITH MULTIPLE SEXUAL PARTNERS AMONG ADOLESCENTS IN UNIVERSITIES IN EDO STATE, NIGERIA

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ABSTRACT

This study investigated the extent to which home-related factors including parents' economic status, parents' educational status, and family type predict variations in unprotected sexual activities and multiple sexual activities among adolescents in universities in Edo State, Nigeria. Two research questions and hypotheses were raised and tested in the study. The correlational design based on survey method was adopted for the study. The population of this study consisted of all the 73,439 regular undergraduate students in universities in Edo State. A sample size of two thousand nine hundred and thirty eight (2,938) undergraduate students representing 4% of the population was drawn from universities covered in the study. The scale titled: Sexual Risk Survey (SRS) developed by Turchik (2007) was adapted in the study. The Cronbach alpha of 0.71 and 0.78 for unprotected sex and multiple sexual activities was obtained respectively. Data collected were analyzed with binary logistic regression (BLR) as the hypotheses were tested at 0.05 level of significance. The results showed that home-related factors (parents' economic status, educational status, and family type) predicted involvement in unprotected sexual activities and multiple sexual activities among the adolescents in universities in Edo State ($p<0.05$). It was recommended among others that practising counsellors, trainee counsellors and counsellor educators have roles to play in providing some of their relevant services –information, orientation and counselling services to male and female university undergraduates in Edo State, Nigeria.

Keywords: Home-Related Factors, Unprotected Sex, Multiple Sexual Partners, Adolescents.

1. INTRODUCTION

Universities are institutions established to contribute to national development. They are learning environments established to inculcate proper values for the survival of the individual and society. Odeyemi, Onajole and Ogunowo (2009) pointed that the inculcation of proper values at this stage of education is often challenging because university students, are often in the adolescent stage which is arguably the most turbulent stage of human development. It is a time when the students are momentarily separated from parental guidance and monitoring. Consequently, many use this period of their schooling to experiment with various forms of indiscriminate behaviour.

These behaviours include, are not restricted to all forms of indecent dressing, sexual harassment and indiscriminate sexual escapades, leading to their exposure to deadly infections such as syphilis, gonorrhoea, chlamydia, including HIV infections. These in turn may lead to poor academic performance, school dropout and becoming teen parents. Students are found in different places in campus hostels, outside the university, around the streets in secluded places engaging in risky sexual behaviours. This menace is becoming increasingly prevalent in our society and its effects are detrimental to the adolescent students' health and their psychological well-being as it affects the society. This condition if not controlled may lead to a complete breakdown of the moral value of the society as it permeates the entire nation. Unfortunately, these adolescent students do not know and appreciate the possible complications and consequences that may result from risky sexual behaviours. Yet, they represent an important segment of the society that should be handled with care because they are the future leaders.

Risky sexual behaviour has also been defined as any behaviour that increases the probability of negative consequences associated with sexual contact. For example: HIV and Acquire Immune-Deficiency Syndrome (AIDS) or other Sexually Transmitted Diseases (STDs) and unplanned pregnancy. These behaviours are considered in two broad categories, namely: indiscriminate behaviours like having multiple partners; having risky causal or unknown partners; and failure to discuss risk topics prior to intercourse; and failure to take protective actions such as use of condoms and birth control measures.

During school days, sexuality issues may naturally arise and sexual behaviour may determine both physical health and psychological development of the students. Therefore, students' health thus remains a concern and also, if the problems are not properly addressed they become more compounded and the cycle becomes more vicious (Odeyemi, Onajole & Ogunowo, 2009). To this end, in the year 2000, Nigeria developed a national health policy aimed at preventing behaviour among youths leading to STIs (including HIV), unplanned pregnancies, and dropout from school. Effective interventions in Nigeria have been hindered by dearth of information on contextual factors influencing sexual behaviour of youths in universities (Adegoke & Slap, 2003).

Youths who participate in risky sexual behaviours are at risk for STIs including HIV among others. Highlighting more on the prevalence of teenage pregnancy as risky sexual behaviour, Famutimi and Oyetunde (2014) pointed that the prevalence of teenage pregnancy in any given society leads to high level of illiteracy. They added that it leads to a redundant and unenlightened society. The most current issue is the deadly HIV and AIDS virus that has been ravaging everywhere in the world including Nigeria. The worst of it is that adolescents are the chief shareholders of this menace. The consequence of risky sexual behaviour is that it increases the likelihood of contracting sexually transmitted infection (STI), teen pregnancy and low self-esteem. Edobor, and Ekechukwu (2014) stated, that high school adolescents aged between 12 and 16 are already involved in sexual relationship in their efforts to express sexual feelings. Other forms of risky sexual behaviours are: erotic touching; kissing, holding of hands and hugging. Human history shows that erotic touching activities often lead to lustful desire and sex. Unfortunately, many adolescents have engaged in these forms of physical contact and then lost their virginity because their emotions overwhelmed their sense of judgement. Touching the opposite sex anyhow often lead to risky sexual behaviours that can damage the future of the adolescents.

Kissing is definitely more intimate than hand-holding or hugs and should be avoided prior to engagement. Mouth to mouth kissing is actually one of the beginning stages of sexual intimacy and is an easy way to fast-forward to more explicit sexual contact. Kissing is intoxicating and

arouses sexual interest which leads to risky sexual behaviours. A kiss on the lips between a man and a woman implies ownership in a sexual way that is beautiful and powerful; and is not good for the adolescents. Hugging on the other hand involves even more physical contact and can be misused if one is not careful, it can lead to risky sexual behaviours. Hugging between two persons of the opposite sex can motivate some sexual behaviour in the individual that engaged in it. Holding of hands is also another action that can lead to risky sexual behaviours in adolescents. It implies exclusive and mutual ownership to a degree. Holding of hands is a sign of showing that this one is for me, to the entire world and that it is not something I want to do with just anyone.

Edobor and Ekechukwu (2014) pointed out that sexually explicit movies expose young people to adult issues at an "impressionable age." Others opine that the use of pornographic materials as well as knowledge and use of contraceptives, especially the condom that has been excessively advertised, has contributed immensely to the involvement of adolescents in sexual practices. These and other evidence in the literature show that a real problem exists. The rate of risky sexual behaviours continue to be on the increase due to many factors including dearth of information regarding adolescent sexuality and even socio-demographic characteristics, particularly gender, location, and age among others. Supporting this, Gabi (2013) noted that certain social factors such as parental socio- economic status, educational status, family type may have some correlation with students' committal of risky sexual practices.

Parental economic status is one of the home based social attributes that have been found to affect students' committal of risky sexual practices. It measures the nominal income earnings of an individual's parent over a period of time e.g. weekly, monthly and per annum. At the basic level, it connotes an individual's ability to provide himself and family, basic needs of portable water, shelter, clothing while in a more technical sense, it is considered a measure of an individual's welfare, income earnings, economic well-being and standard of living. In the context of this study, economic status of parents refers to university undergraduate students' classification of their parents/guardian or sponsors into one of the three economic classes – low, average and rich; based on their ability to provide the finances needed for their tuition and upkeep for their university education. According to Lansford, Yu, Erath, Pettit, Bates and Dodge (2010), inability of students to get the much needed finance to purchase their hand-outs (books), conduct personal researches/practicals, write assignments and even engagement in some social activities such as partying with friends and course mates, can lure them into risky practices such as "survival sex" for gifts and money.

Parental educational status simply put, refers to the quality of being educated either informally or formally. While the informal education covers all forms of non-structured learning that a leaner enjoys by observation, tutelage, and imitation from various agents of socialisation - parents, siblings, peers, among others; formal education concerns itself with structured instructions obtained from formal institutions of learning such as schools, colleges, monotechnics, polytechnics, universities, and other formal training institutions for correspondence courses and skill acquisition. In the context of this study, educational status of students' parents refers to the academic qualification of parents of adolescent students in terms of their formal schooling. Formal schooling in this regard ranges from parents with no formal education to those with the highest level of an academic degree of a doctorate at the tertiary education level. Envuladu, Agbo, Ohize, and Zoakah (2013) noted that the committal of risky sexual experimentation is traceable to how much moral lessons and sex education teaching children learn from their parents. They argued that literate parents who have value for education often consider the need to educate their children

about sex and the associated risk involved in experimenting risky sexual practices. The foregoing explains that students from well-educated homes, who are often exposed to sex education, may feel restricted to indulge themselves in any form of risky sexual behaviour. However, quality of education received from parents, siblings or other family members may differ from one family type to another.

Students' family type is one term that may differ with respect to personal views of individuals or a group. While some families are defined using number of children, number of individuals living in the family and even the nature of parenting or parenthood as a base point for description. For instance, some families may be described as large, average and small; using the number of children as a base point, while another may be described along the pedestal of single and non-single parent families. Based on number of women married to a man, some students could be said to be from nuclear or polygamous families in that they have one father, one mother with one or more step-mothers. Within the nuclear –polygamous family setting, it is not uncommon to find students whose father is: married to one wife only; married to two wives; or married to more than two wives; who may all be living in the same house with him and their children.

Hypotheses

The following research hypotheses were tested:
1. Home-based factors (students' parental economic status, students'parental educational status, and students' family type) do not significantly predict unprotected sexual activities among university undergraduates in Edo State
2. Home-based factors (students' parental economic status, students'parental educational status, and students' family type) do not significantly predict having multiple sexual partners among university undergraduates in Edo State

Review

Risky sexual behaviour among students has been attributed to several causes among which the influence of parents' economic status is paramount. In a related study, Ofole and Agokei (2014) examined risky sexual behaviours among female in-school adolescents in Delta, Nigeria. The study adopted descriptive survey design of ex-post type. Four hundred adolescents whose age ranged from 15 to 19 (SD = 17.37) were drawn using multi-stage sampling technique. Results showed that self-esteem, parental socio-economic background and religiosity had negative relationship with participants' risky sexual behaviours. The independent variables accounted for 30.3% of the variance in prediction of risky sexual behaviour. They concluded based on results that parents' socio-economic background has the second highest order of effect in predicting risky sexual behaviours among adolescents in Delta State.

Elias (2014) assessed the influences of family and peers on risky sexual behaviours and risk perception among youths in Western Ethiopia and found that parents' economic influence played a significant role in shaping the behaviour of youths. Using the survey design, Asiya (2013) in a study titled "determinants of risky sexual behaviours among secondary school students in Delta State, Nigeria" investigated the perceived effect of emotional intelligence, self-esteem, religiosity and parents' socio-economic status on risky sexual behaviour of 300 secondary school students from 10 secondary schools within Asaba metropolis and found that about 43% of the variation of risky sexual behaviour among adolescents was accounted for by the independent variables, and the most potent was parental socio-economic status.

Ekwueme (2012) investigated the environmental determinants of risky sexual behaviour among secondary school adolescents in Obollo-Afor Education zone of Enugu State. Findings also revealed that the environmental factors that influence adolescents' risky sexual behaviours include having friends that indulge in risky sexual behaviours, excessive intake of alcohol, lack of discipline in schools, watching of bad films, urge for material gratification and parents' low economic status resulting to the inability to meet their children's need.

The relationship between educational status of parent and sexual behaviour of young people has gained the attention of scholars in both Nigeria and other nations. In another study, Nwankwo and Nwoke (2009) examined the risky sexual behaviours (RSBs) of adolescents in Owerri Municipal in Imo State and found that significant association exist between adolescents RSBs, their age at first sexual experience and parents' educational qualification. Ochieng (2013) undertook an in-depth study on risky sexual behaviour among adolescents in secondary schools in Nairobi, Kenya. Result from the Chi-square analysis showed that there was a significant association between the academic qualification of parents and first sexual intercourse among children. Phyu, Edward and Thien (2013) examined exposure to sexual and reproductive health (SRH) information and risky sexual debut among poor Myanmar youths in Mandalay City. Furthermore, the authors based on findings, attributed risky sexual debut among the students to educational qualification of students' parents and the poor level of sex education given they give to their children.

Studies on family type as a predictor of risky sexual behaviour among students have been carried out by scholars in recent times in Nigeria and other nations. Nnebue, Chimah, Lawoyin, Ilika and Duru (2015) carried out a stud y on socio-demographic determinants of sexual risk behaviour among senior secondary schools students in a Military Barracks in Nigeria. The study was a cross-sectional study of 400 senior secondary school students in Ojo Military Barracks Lagos, selected using multistage sampling technique. Logistic regression was used to estimate the probability of ever had sex, adjusted for thirteen design effects. After the data analysis, results among others showed that those from polygamous settings 101(42.8%) were more likely to engage in sexual intercourse. Hence, they concluded that family type was a significant factor affecting students' risky sexual behaviour practices.

Sharma and Mufune (2011) examined parental guidance and children sexual behaviour in Namibia. This study is based on quantitative data collected from 347 school children in grades 8, 9 and 10 from three high schools in Windhoek, Namibia. Result showed that family type, parental guidance, support and supervision played a major role in deterring and delaying first sexual inter-course among children. Abraham, Berhan and Hailu (2014) examined pattern of sexual behavior of Hawassa University students in Ethiopia**.** A qualitative research method was employed to explore the sexual behavior of undergraduate university students. Findings showed that being away from family was one of the predisposing factors for unsafe sex in both sex. Frantz, Sixaba, and Smith (2015) examined that a systematic review of the relationship between family type and health risk behaviours amongst young people in African countries. A systematic review was conducted between 2000 and 2014. Findings indicated that there was a relationship between family type and engagement in health risk behaviour, specifically risky sexual behaviour. The importance of family type was evident and the active involvement of parents in the activities of youth was found to be cardinal.

Odimegwu and Adedini (2013) examined that family structure and poverty affect sexual risk behaviors of undergraduate students in Obafemi Awolowo University, Ile-Ife, Nigeria, located

in the South-Western region of Nigeria. Findings showed a noticeable variation in the relationship between family type and risky sexual behaviour. Percentages, logic regression and odds ratio was used to analyzed the data. Findings showed a noticeable variation in the relationship between family type and risky sexual behaviour. A related study was also carried out by Ofole and Agokei (2014) on risky sexual behaviours among female in-school adolescents in Delta, Nigeria. This study adopted descriptive survey design of the post type. For hundred adolescents whose age ranged from 15-19 years was drawn using multi-stage sampling technique. The study found that there is relationship between family type or background of participants and risky sexual behaviours. Acheampong, Ishmael, Yaw and Mirriam (2014) studied social structure and sexual behaviour of Black African adolescents in the North West Province, South Africa. Consistent with existing empirical evidence family type proved to be significant in understanding adolescent sexual behaviours as adolescent from single and non-single parent families differed significantly in their involvement in sexual activities.

2. METHODS

This study adopted the correlational research design. The population of this study consisted of all the 73,439 regular undergraduate students in universities in Edo State. The population of undergraduates in the institutions include: 27388 in Ambrose Alli University (AAU) Ekpoma; 33,342 in University of Benin, Benin; 6,784 in Igbinedion University, Okada; 4205 in Benson Idahosa University, Benin city; 928 in Well-spring University, Benin City; 792 in Samuel Adeboyega University, Ogwa. This was based on the figure collected from the Admission office of the respective universities. A sample size of Two thousand nine hundred and thirty eight (2938) undergraduate students representing 4% of the population was drawn from the universities covered in the study. The choice of 4% as sample size is supported by scholars (Leedy & Ormrod, 2005; O'Sullivan, Rassel & Berner, 2008; Sekaran, 2013) who noted that perspectives on the ideal sample size vary and could be influenced by one or more factors namely; degree of accuracy needed by the researcher; proximity to respondent; extent of geographical openness of the study area and time factor among others. Therefore, while researchers such as Sekaran (2013) proposed a sample size of at least 4% of the population, O'Sullivan, Rassel and Berner (2008) suggested 2% or even less as a representative sample. Furthermore, Leedy and Ormrod (2005) succinctly opined that in a population of less than hundred thousand, four percent sample size will suffice a good representation of the population characteristics. The proportionate random sampling technique was used to draw a sample size of 4% per institution. The choice of proportionate random sampling technique for this study is supported by Leedy and Ormrod (2005) who contended that proportionate random sampling techniques is ideal when the researcher is interested in drawing a representative sample of objects or persons of fairly homogenous characteristics within a fairly distinct group. By using proportionate random sampling techniques to draw sample, the researcher hoped to be objective in selecting a representative sample that is approximately four percent among undergraduates from each of the target universities.

The scale titled: *Sexual Risk Survey (SRS)* developed by Turchik (2007) was adapted in the study. The scale was adapted and retitled: Risky Sexual behaviour Questionnaire (RISBEQ). The (RISBEQ) contains 21-items on students' involvement in risky sexual behaviour. Sexual Risk Survey (SRS) was adapted and integrated in this section. Sexual Risk Survey (SRS) is a scale developed by Turchik (2007) in their work titled "identification of sexual risk behaviours among college students: A new measure of sexual risk". The 24-item survey scale measure the frequency

of sexual risk behaviours in the past six months. The scale covers a broad range of sexual behaviours namely: unprotected sex, impulsive sexual behaviours and sex with multiple sexual partners. These sub-scales formed the subscales of SRS with a reliability alpha (α) of 0.73, 0.42 and 0.76 respectively. Each item was scored 0-4 with a possible scale total range of 0-96. Participants were asked to indicate how many times a sexual behaviour has happened in the past two weeks/6 months and then the responses were recorded into 0-4 based on item analyses. The measure in SRS included a listing of definitions of terms used within the measure that may not be familiar to some participants. A calendar of the last six months plus some prompting questions to help participants remember their sexual experiences over this time period were also included to help enhance accurate recall.

In adapting the scale to fit the Nigerian context, five items under the first and last sub-scales - unprotected sex and sex with multiple sexual partners, were selected and slightly revised. The selection was based on items that were unambiguous and free from profanities such as "fucking" "sucking" that could sound offensive to respondents. The last dimension on "impulsive sexual behaviour" sub-scale was not covered for two reasons: Firstly, "impulsive sexual behaviour" had a low reliability index (α) of 0.42 in the original scale (SRS). Secondly, the items under the subscale (impulsive sexual behaviour) only explained intentions towards a sexual act as against actual committal of the act. For instance, items 4 and 5 on "impulsive sexual behavior" subscale reads *"How many times have you gone out to bars/parties/social events with the intent of engaging in sexual behaviour with someone?* How many times have you gone out to bars/parties/social events with the intent of "hooking up" and having sex with someone? Items in this subscale were also removed during adaption to avoid the inclusion of slangy terms such as "hooking up" that are quite ambiguous.These procedures were undertaken to localize the instrument in other to ensure the tenses and use of language fit into the Nigerian culture.

Furthermore, the previous scale (SRS) only provided blank spaces for respondent to fill in cardinal terms of 1, 2, 3.....n, the number of times i.e the frequency of sexual risk behaviours in the past six months. This procedure in an assessment survey has been criticised by Sadeh and Baskin-Sommers (2016) who noted that relying on respondents for a self-report rating of their personal behaviour is an unreliable practice that could increase biases, sentiment and dishonesty in responses. Hence, they suggested ordinal rating of observed behaviour. Thus, to operationally rate the involvement in risky sexual behaviours, the 21-items raised under the three sub-scales was rated on a four point scale of: Often -4, Sometimes - 3, Rarely - 2 and Never - 1 as suggested by Sadeh and Baskin-Sommers (2016) in their paper on validation of risky, impulsive and self-destructive behaviour questionnaire (RISQ). The face and content validity of the instrument (RISBEQ) was carried out by two experts in Guidance and Counselling while the construct validity was carried out using the Confirmatory Factor Analysis (CFA). The cronbach reliability alpha technique was used to determine the reliability of the instrument. The reliability alphas (α) were: multiple sexual activities (items 1-7, α = .78) and unprotected sexual activities (items 8-14, α = .71). The overall cronbach alpha of the instrument for items 1 to 14 bothering on risky sexual behavior was 86.

Ethical principles of respect for human dignity and justice highlighted in Folayan, Haire, Harrison, Odetoyingbo, Fatusi and Brown (2014) was implored throughout the study. According to them, informed consent is a fundamental requirement in research participation. It is obtained through a dialogue that respects the individuality of each prospective participant and allows ample opportunity for the prospective participant to ask questions. They added that informed consent

must be voluntarily obtained and devoid of undue inducement and coercion. This is central in any research on human sexuality and sex-related behaviour because it protects the principle of 'respect for persons' (Folayan, *et al*, 2014). Consequently, the researcher made informed written consent on the questionnaire to prospective participants about the expected risk such as possible negative emotions due to sensitivity of some questions, estimated time to complete the questionnaire, the right to decline or withdraw from participating in the study. Consent was obtained from each respondent. For anonymity purposes, verbal consent from respondents was accepted. The Hypotheses were tested using the binary logistic regression. Each of the independent variable (socio-personal variables) was regressed on various sub-scales of the dependent variable (risky sexual behaviour) to estimate the odds of an undergraduate involving in a risky sexual behaviour with respect to some socio-personal variables. All the hypotheses were tested at 0.05 level of significance.

3. RESULTS

Results in the two hypotheses are presented below:

Hypothesis 1: Home-based factors (students' parental economic status, students' parental educational status, and students' family type) do not significantly predict unprotected sexual activities among university undergraduates in Edo State

Table 1: Binary Logistic Regression (BLR) on Home-based factors and involvement in unprotected sexual activities among Adolescents of university in Edo State

-2 log likelihood = 3447.211[a]
Cox & Snell R-Square = .112
Nagelkerke R-Square = .149
Chi-square (X^2) = 31.841
Classified cases = 67.0%

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a, b]	Parents.economic.status			69.665*	2	.000			
	Parents.economic.status(1)	.337	.173	3.820	1	.051	1.401	.999	1.965
	Parents.economic.status(2)	-1.080	.245	19.407*	1	.000	.340	.210	.549
	Parents.educational.status			32.489*	2	.000			
	Parents.educational.status(1)	-.453	.155	8.564*	1	.003	.636	.469	.861
	Parents.educational.status(2)	.340	.223	2.313	1	.128	1.404	.907	2.176
	Family.type(1)	-.534	.157	11.619*	1	.001	.586	.431	.797
	Constant	-.186	.171	1.180	1	.277	.830		

a. Variable(s) entered on step 1: Parents.economic.status, Parents.educational.status, Family.type.
b. Dependent variable: Multiple sexual activities   *Wald is significant (p<0.05)*

Data in Table 1 showed that the logistic regression model was statistically significant [(X^2) = 3447.211, p<0.05]. The model explained 11.2% to 14.9% (Cox & Snell R^2=.112 and Nagelkerke R^2= .149) variance in unprotected sexual activities and correctly classified 67.0% of cases of undergraduates involvement in unprotected sexual activities. The Wald statisctics for parental

economic status (69.665), parental educational status (32.489), and family type (11.619) were all statistically significant (p<0.05). Therefore, the null hypothesis was rejected. Specifically, the odds ratio [Exp (B)] predicted the probability of an undergratdute indulging in risky sexual behaviour (unprotected sexual activities) based on a unit change in the socio-factors when other independent variables were kept mometarily constant. The Exp (B) of 1.401 for students' parental economic status, indicates that the odd of involving in unprotected sexual activities is 1.401 times greater for undergraduate from low income families than those from average and rich income homes.For students' parental educational status, the odd of involving in unprotected sexual activities was1.404times greater for students whose parents were of average educational qualification than others. For family type, the odd of involving in unprotected sexual activities was .586 times greater for students from polygamus homes than those from monogamous homes.

Hypothesis 2: Home-based factors (students' parental economic status, students' parental educational status, and students' family type) do not significantly predict having multiple sexual partners among university undergraduates in Edo State

Table 2: Binary Logistic Regression (BLR) on Home-based factors and involvement in multiple sexual partners among adolecents of universities in Edo State

-2 log likelihood = 3195.615[a]
Cox & Snell R-Square = .119
Nagelkerke R-Square = .164
Chi-square (X^2) = 18.631
Classified cases = 69.0%

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a, b]	Parents.economic.status			22.559*	2	.000			
	Parents.economic.status(1)	-.594	.177	11.214*	1	.001	.552	.390	.782
	Parents.economic.status(2)	-1.149	.242	22.530*	1	.000	.317	.197	.510
	Parents.educational.status			16.591*	2	.000			
	Parents.educational.status(1)	-.730	.182	16.122*	1	.000	.482	.337	.688
	Parents.educational.status(2)	-.835	.240	12.110*	1	.001	.434	.271	.694
	Family.type(1)	-.533	.151	12.500*	1	.000	.587	.437	.788
	Constant	1.497	.181	68.373	1	.000	4.468		

a. Variable(s) entered on step 1: Parents.economic.status, Parents.educational.status, Family.type
b. Dependent variable: Multiple sexual activities   *Wald is significant (p<0.05)

Data in Table 2 showed that the logistic regression model was statistically significant [(X^2) = 3195.615, p<0.05]. The model explained 11.9% to 16.4% (Cox & Snell R^2 =.119 and Nagelkerke R^2= .164) variance in multiple sexual activities and correctly classified 69.0% of cases of undergraduates involvement in multiple sexual activities. The Wald statisctics for parental

economic status (22.559), parental educational status (16.591), and family type (12.500) were all statistically significant (p<0.05). Therefore, the null hypothesis was rejected. Specifically, the odds ratio [Exp (B)] predicted the probability of an undergratdute indulging in risky sexual behaviour (multiple sexual activities) based on a unit change in the socio-factors when other independent variables were kept mometarily constant. The Exp (B) of .552 for parental economic status, indicates that the odd of involving in multiple sexual activities was .552 times greater for undergraduate from low income families than those from average and rich income homes. For parental educational status, the odd of involving in unprotected sexual activities was .482 times greater for students whose parents were of low educational qualification than others. For family type, the odds of involving in unprotected sexual activities were .587 times greater for students from polygamus homes than those from monogamous homes.

4. DISCUSSION OF RESULTS

The result from the study showed that economic status of parents as a social factor predicted (risky sexual behaviour) among university undergraduates in Edo State. The result is in line with that of Ofole and Agokei (2014) who in their study found that parents' socio-economic background has the second highest order of effect in predicting risky sexual behaviours among adolescents in Delta State. The result agrees with that of Elias (2014) who in his study found that parents' economic influence played a significant role in shaping the behaviour of youths. The result is in line with that of Ekwueme (2012) that environmental factors that influence adolescents' risky sexual behaviours include having friends that indulge in risky sexual behaviours, excessive intake of alcohol, lack of discipline in schools, watching of bad films, urge for material gratification and parents' low economic status resulting to inability to meet their children's need.

The result is in line with that of Oladapo (2012) that low economic status of parents was a major factor predisposing involvement of female students in risky sexual engagements while males were preoccupied by experimentation, curiosity and need to satisfy their sex urge.The result agrees with that of Poscia, Parente, Frisicale, Teleman, De Waure and Di Pietro (2015) that student differ on their involvement in risky sexual practices like unprotected sex with respect to their parents' socio-economic status. This study showed that risky sexual behaviour among undergraduates can be attributed to changes in their parents' income. This explains that risky sexual behaviour (unprotected sexual activities and multiple sexual activities) may be as a result of inability of undergraduates from low and average income parents to meet their basic needs at school. On the other hand, this may also be as a result of indulgence, indiscipline and quest for fantasies among young undergraduates born to parents that are well-to-do financially.

The result from the study showed that parents' educational status as a social factor predicted risky sexual behaviour among university undergraduates in Edo State. This is in line with the study of Abu and Akerele (2006) who in their study concluded that there was a significant relationship between educational status of parent and adolescent sexual behaviour in Ibadan North Local Government Area of Oyo State, Nigeria. This indicates the fact that educational qualification of parents goes a long way to affect the behaviours of their children or wards whether risky or non risky. This is because parents or guardians who are educated have prior knowledge of the negative health consequences involved in risky sexual behaviours hence they are able to guide and set good examples for their children or wards to follow. The result corroborates that of Abu and Akerele (2016) that educational status of parents to a large extent determined adolescents' sexual behaviour in Ibadan North Local Government Area of Oyo State, Nigeria. The result agrees with that of

Nwankwo and Nwoke (2009) that significant association was found to exist between adolescents RSBs and parents' educational qualification.

The result is consistent with that of Mladenovic, Donev and Spasovski (2009) that parental educational qualification differences in sexual initiation patterns sexual conduct among students. The result is in line with that of Ochieng (2013) that there is a significant association between the academic qualification of parents and first sexual intercourse among children. The result is consistent with the study of Phyu, Edward and Thien (2013) they found that risky sexual debut among the students had a relation to the educational qualifications of students' parents and the poor level of sex education they give to their children. The result from this study showed that risky sexual behaviour among undergraduates can be attributed to changes in their parents' educational status. Perhaps this is as a result of the formal training, knowledge and skills of most learned parents who as a result of their exposure in formal school, equip their children/wards with the right values that will help them cope with social pressure and restrain themselves from engaging in indecent sexual affairs with the opposite sex.

The result from the study showed that family type as a social factor predicted risky sexual behaviours among university undergraduates in Edo State. This agrees with the result of Nnebue, Chimah, Lawoyin, Ilika and Duru (2015) that family type was a significant factor affecting students' risky sexual behaviour practices in Military Barracks in Nigeria. This may be due to the fact that the family is the first agent of socialization for the child/children, so they learn what they see their parents do by observervation and imitation thus the family type of undergraduates goes a long way to affect their sexual behaviour either positively or negatively. The result is also in line with that of Sharma and Mufune (2011) that family type, parental guidance, support and supervision played a major role in deterring and delaying first sexual inter-course among children.

The result agrees with that of Abraham, Berhan and Hailu (2014) that being away from family was one of the predisposing factors for unsafe sex in both sexes. The result is consistent with that of Frantz, Sixaba, and Smith (2015) that there was a relationship between family type and engagement in health risk behaviour. The result agrees with that of Odimegwu and Adedini (2013) that there is a significant relationship between family type and risky sexual behaviour. The result agrees with that of Ishida, Stupp, and McDonald (2011) that risky sexual behaviour among students was predicted by type of family the student is raised. The result further confirms that of Cheampong (2014) that family type proved to be significant in understanding adolescent sexual behaviours. This study showed that risky sexual behaviour among undergraduates can be attributed to family type of students. This may be as a result of the direct or subconscious influence parents/guardian has on the socialization of their children/wards. This explains that as children grow older, the practices values and norms they learn at childhood from their parents by observation and imitation can be very crucial in moulding their behaviour much later in life.

5. RECOMMENDATIONS

Arising from results, the following recommendations were made:

1) Parents should try as much as possible to set good examples on sexuality for theirchildren to follow. This they could do by encouraging thedevelopment of a set of religious values in the adolescents' students that would guide their sexual behaviour.
2) Health practitioners should intensify efforts to give adequate information to the youths especially the in-school adolescents in universities through awareness by organizing seminars on the health consequences of indulging in risky sexual behaviours.

3) Non-governmental organisations (NGO) and agencies through partnership with media/broadcast organisations can assist government and institutions in creating awareness on the subject matter.

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