Predictive Model of Risk Behaviour in the University Student Community

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ABSTRACT

Aim. The study aimed to attempt to explain the probable causality of undertaken risk behaviour in a group of university students, from the perspective of various predictors (which included low individual and social resources, as well as other risk behaviour). The choice of predictors was dictated, among other things, by the assumptions of risk behaviour theory and gateway theory.

Methods. The research was conducted among university students from many cities in Poland. Empirical data was collected using the survey method. The tool was a survey questionnaire, constructed from the author's scale and the *Resilience Scale* by Gail Wagnild in the Polish adaptation by Janusz Surzykiewicz and Karol Konaszewski (2019). The data were statistically analysed. The target procedure became path analysis.

Results. The study revealed several plausible predictive factors for specific risk behaviour of students. Analyses included behavioural categories such as the use of psychoactive substances and behaviour associated with them, risky sexual contact, low physical and psychosocial health care, dangerous behaviour in daily life, and disclosure of images and private data on the Internet. Each form of risky behaviour was situated in the model. The predictive factors in the path structure were identified as, among others, low social and cultural resources and low levels of resilience (trait). It also appeared that some risk behaviour may be predictors for others.

Conclusion. The study reveals that not only syndromes of risk behaviour, but even entire risk pathways creating the possibility to infer probable causality, are noticeable in the group of university students.

Keywords: university students, risk pathways, social capital, cultural capital, resilience

Risk Behaviour vs. Individual and Social Resources – a Theoretical Introduction

The term *risky behaviour* is widely known and often used in the social and medical sciences. It refers to any activity that poses a risk to health and development. In this definition, this behaviour's negative consequences are crucial. Not infrequently, risky behaviour is also incompatible with prevailing norms and the socio-legal order. What is meant by this term in practice? It is a broad catalogue of behaviour involving psychoactive substances, use of the Internet, violence and others.

Risky behaviour is very often undertaken by young people, in reaction to stress, frustration, and a sense of confusion characteristic of adolescence (e.g., Becelewska, 2006; Oleszkowicz & Senejko, 2013; Ostaszewski, 2014). At that time, a young person is developmentally preparing to "leave" his or her parents and start their own family. They experience various and numerous hormonal, neurological and biological changes, correlated with the formation of their identity. It is common for these adolescents to be tired, angry and misunderstood by adults. They manage difficult emotions by taking risks. Moreover, adolescents try to manifest their independence, to please their peer group (which is frequently associated with Ann Carroll's [1998] Reputation Enhancement Theory), to demonstrate that they are no longer children and therefore willingly and consciously reach for all the "attributes of adulthood," such as alcohol, cigarettes, or sex. At this point, reference can also be made to the Gateway Theory, which describes the process of engaging in risky behaviour with greater frequency and/or characterised by increased health and developmental risks. Denise B. Kandel et al. (1992) note that addiction to psychoactive substances is phased. Young people initially use substances that are generally available, with lower alcohol content, then move on to high-alcohol substances and later to cannabis and drugs, i.e., "hard" drugs. This theory can also be transposed into the claim that "risk behaviour walks in pairs," because they tend to combine into syndromes of co-occurring behaviour (Szymańska, 2000, p. 13) (popular correlates include, for example, using psychoactive substances and engaging in sexual risk behaviour. This syndrome has become a new form of risk behaviour known as *chemsex*. Another example is the overuse of new technologies and engaging in sexual behaviour, which nowadays often occurs in the form of *sexting*).

The concept of risky behaviour has been known for many decades through Richard Jessor and Shirley Jessor (1977) – the founders of Problem Behaviour Theory and, over time, extended to Risk Behaviour Theory. According to the assumption, risk behaviour arise from the relation between protective factors and risk factors. Hence, the thesis is that these behaviours are the consequence of interactions occurring between three groups of variables: initial and basic variables (these include socio-demographic structure and socialisation), the personality system (this consists of, for example, individual attitudes, motivations, traits) and the perceived-environment system (understood as behavioural patterns, peer and parental control, etc.), and behaviour system (risky behaviour –

contrary to norms and public interest or conventional behaviour, approved by society) (Jessor & Jessor, 1977).

Risk factors are any characteristics, qualities, or situations that increase the probability of disorders, or anti-normative behaviour. Protective factors, by contrast, are situations, qualities, and characteristics that protect the person from the impact of risk factors. It can be said that these resources every person accumulates throughout his or her life and through which the person can perform constructive social roles. These resources include the support of parents and peers, the ability to cope with stress, assertiveness, level of intelligence, optimism, perseverance towards a goal, and level of resilience (trait). The last of these understood as the ability to adapt positively, has been thoroughly measured by, among others, Gail Wagnild, author of the *Resilience Scale* (later adapted to Polish conditions by Janusz Surzykiewicz and Karol Konaszewski [2019]).

Protective factors can be equated with individual and social capitals, which are generated and reproduced over the life course. When talking about the concept of capitals, it is impossible to omit Pierre Bourdieu, who is associated with the concepts of social and cultural capital.

According to Bourdieu (1986), *social capital* is the collection of all resources that are related to the possession of social networks (unofficial or institutionalised) by a person. The author describes capital in a slightly instrumental way, as he sees it as a need for personal benefit. By setting up any network we invest our resources, time, and energy, but as a result, we get access to the partner's capital, by which we can increase our resources (Sztompka, 2016).

Over the years, many different approaches to the construct of social capital have been developed. James Coleman (1988), for example, observed a New York neighbourhood inhabited by Orthodox Jews, among whom it was popular to trade in diamonds, done without contacts or notaries. The pillar of this activity was trust. Coleman then connected social capital to credibility and mutual trust. Another author, Robert Putnam (1993, 1995) analysed the concept in his book *Making Democracy World* (1993). Putnam (1993, 1995) strongly emphasised associational activity or networks of civic engagement.

The concept has been defined many times by different authors, from different social and cultural backgrounds. Their approaches to social capital have sometimes proved to be similar and in other cases contradictory, such as Bourdieu and Coleman (for more: Sztompka, 2012; Wylęgły, 2023).

The second term mentioned, *cultural capital*, according to Bourdieu, can be understood as a system of cultural content internalised by a particular individual. These contents consist of, among other things, material possessions, as well as knowledge, lifestyles, goals, and aspirations. A few years later, the author elaborated on the construct with Jean-Claude Passeron. The perspective adopted by the authors placed great emphasis on the influence of the family in the transmission of all non-materialised goods (Bourdieu, 1991; Bourdieu & Passeron, 2011). Cultural capital was divided into three categories:

- Embodied capital (*l'état incorporé*), is described by Bourdieu as a long-term and enduring predisposition of the mind (Bourdieu, 2004; Mikiewicz, 2014), consisting of cultural taste, knowledge of high art, as well as social etiquette. Embodied capital can be acquired through full/early apprenticeship, which is carried out in early childhood, and late/methodical apprenticeship, which falls during school. The effectiveness of a late apprenticeship depends on previous interventions as well as the work the person has invested in his/her development. In addition, people who have been exposed to early childhood apprenticeship may have a cultural and educational advantage (Bourdieu, 2005; Bourdieu & Passeron, 2011; Mikiewicz, 2014);
- Objectified cultural capital (*l'état objectivé*) is all cultural goods, which can include paintings, books, dictionaries, as well as instruments and equipment (Bourdieu, 2004);
- Institutionalised capital (*l'état institutionnalisé*) – that is the formal way of acquiring education and qualifications that can result in our social position. The acquisition of this capital is related to the activities of institutions that provide official certification of the level of education and skills obtained, thus making it measurable and formal (Bourdieu, 2004; Mikiewicz, 2014).

In the opinion of Marek Ziółkowski (2012), all three forms of capital can be acquired individually or inherited. During inheritance, however, not only material objects are received but also social bonds and particular types of cultural competencies. Tadeusz Michalczyk (2004) includes, among others, the following: habits, social etiquette, manner of everyday behaviour, style of speech, good taste, elegance, habits of reading, ability to argue, as well as other qualities useful in gaining a higher social position.

From the paragraph above, it can be seen that cultural capital is all the resources that are multiplied from an early age, initially deriving from the capability of our family of origin. It is therefore difficult to analyse this concept without dividing it into *individual cultural capital* (representing forms of individual participation in higher culture and social life as well as acquired skills) and *family cultural capital* (reflecting the pedagogical culture prevailing in the family home).

Certainly, the mentioned forms of capital represent only a small fragment of all the other resources that can be inherited or acquired during life, such as psychological capital, linguistic capital, economic capital, and others. The above were chosen by the author to undertake theoretical and empirical analyses.

Risk-Taking Behaviour Among Students – Aetiology and Research Review

Risk behaviour is of interest to many researchers and practitioners. Through the Jessors, this behaviour is mainly associated with adolescents, which is justified in developmental psychology. Less attention, however, has been paid to other age groups who,

due to the psychosocial changes taking place, are also exposed to strong risk factors. One such group is, for example, university students. They are usually people who have just graduated from secondary school. From the perspective of the law, these are adults who have juridical permission to enjoy all the "attributes of adulthood." However, from a psychological point of view, they are people postponing the moment of transition to adulthood proper (more about the *transition to adulthood*, e.g., Schneider et al., 2016; Zielińska & Nyćkowiak, 2020), "suspended" in a period of developmental moratorium (or as James Côté [2006] claims – *institutionalised moratorium*). Thus, these individuals still have not formed all the skills that allow them to function smoothly in adulthood. Young people, when entering higher education, often leave the family home and thus are deprived of parental control. They enter new social roles often accompanied by fear, stress, and social pressure. These can generate a desire to engage in risky behaviour.

Available research shows that university students participate in numerous risky – and sometimes even criminal – behaviour. Among the most common are: excessive drinking of alcohol (e.g., Herrero-Montes et al., 2022; Miguel López-Moreno et al., 2021; Pyżalski et al., 2020; Teixeira da Silva et al., 2022) and use of other psychoactive substances (e.g., Blows, Isaacs; 2022; Pavlovic et al., 2023); engaging in risky sexual behaviour such as unprotected sex, sex with multiple partners, sex with random people (e.g., Assoumou et al., 2023; Badillo-Viloria et al., 2020); online risky behaviour such as excessive use of new technologies (e.g., Behera et al., 2023; Namayandeh Joorabchi et al., 2024; Nasreen & Mirza, 2023; Rajak et al., 2022), sexting (e.g., Berezińska, 2019; Manu et al., 2023; Mukonyo et al., 2020; Wylęgły, 2021); leading risky lifestyles involving unhygienic daily habits and undertaking behaviour that threatens health and life (e.g., Alkhalidy et al., 2021; Goyal & Verma, 2022).

In Polish research, the topic of students' risk behaviour is still underdeveloped. This should be changed due to the many premises for the thesis of undertaking risky behaviour by students in both Polish and foreign academic centres.

Predictors and Correlates of Risk Behaviour – a Review of Research

Many researchers and practitioners wonder where risk among young people comes from and whether are there any consistent, universal predictors of risk behaviour. These topics are not uncommonly explored in international studies.

Iwona Grzegorzewska (2014) identified selected predictors of adolescent risk behaviour. She focused particular attention on temperament traits and the quality of attachment to the mother. The author proved that the severity of life stress in the form of single and cumulative negative life events may predispose to risk-taking. A protective factor, by contrast, may be receiving support from peers and teachers. Grzegorzewska

(2014) also pointed out several correlations, of which the most cognitively interesting, in the view of this research, can be considered:

- a negative correlation between the level of risk behaviour and an individual's psychological resilience as well as its specific dimensions such as sense of mastery, social skills, and reactivity;
- correlations with secure attachment patterns in relationships with parents;
- a negative correlation between risk behaviour and school skills;
- a negative correlation between risk-taking and receiving support from mothers, teachers, and friends. Interestingly, no similar relation was found between the level of risk-taking behaviour and father support.

Sajad Aminimanesh et al. (2021), conducting a study of Iranian male adolescents, conclude that predictors for engaging in high-risk behaviour may include: thrill-seeking, calculation, irresponsibility, and hedonistic motivation. The last of those cited is worthy of further analysis. Hedonism, known as a form of happiness, is oriented towards the search for pleasure and fleeting sensations – both of a bodily and aesthetic nature. However, it can be associated with instrumental stimulation of pleasure centres – through the use of psychoactive substances and sexual or other activities – which are examples of risky behaviour and can lead to social maladjustment.

The research of Joanna Fryt and Monika Szczygiel (2021) suggests that correlates of negative risk-taking may be sensitivity to reward and low self-control. Furthermore, it was observed that negative risk-taking correlates positively with all areas of risk, i.e., ethical, financial, recreational, social, and health/safety.

Nucharee Sangsawang and Bussara Sangsawang (2022), in a conducted study, proved the relation between adolescents' engagement in risky behaviour and attachment to parents and family cohesion. The authors state that the results of the research can be used to implement prevention strategies by ensuring appropriate relationships and family atmosphere.

Tehila Refaeli and Haya Itzhaky (2022) carried out a study among young adults travelling abroad. Their analysis found that risk behaviour is likely to be generated for people who have lower levels of education, spend longer abroad and experience lower levels of sense of mastery, community participation, and family support.

Research by Thomas Shinto et al. (2023) found that emerging adults take up a variety of risk behaviour which includes using psychoactive substances, unprotected health and unsafe behaviour, technological behaviour, traffic-related behaviours and anti-social activities. The authors found that the strongest predictors were male gender and past experiences, such as physical and verbal violence, sexual abuse, being a witness to violence, financial problems, and loss of relatives.

A review of the studies shows that the catalogue of predictive factors varies greatly, depending on the specific risk behaviour and the interviewee groups.

Methodology for Own Research

Aim of the Study and Research Assumptions

The research aims to attempt to explicate the probable causality of risk-taking behaviour in a group of university students, from the perspective of predictive factors (low resources and other risky behaviour). The research intention is to present the relations between variables in the form of path analysis, so the research problem is: What path structure emerges from the relation between measures of particular resources and measures of risk-taking behaviour among university students?

In the analysed data, an attempt was made to explain the likely causes of the following risk behaviour:

- *use of psychoactive substances and behaviour associated with them* (PSYCHO_SUB): this is behaviour based on the consumption of psychoactive substances such as alcohol, drugs, legal highs (recreational drugs), medicines, cigarettes and/or undertaking other activities under their influence, such as sexual activity;
- *risky sexual contact* (RISKY SEX) – that is sexting, as well as having sex with random people met through dating apps and providing sexual services for money;
- *low physical and psychosocial health care* (LOW HEALTH CARE): under this variable is behaviour resulting from low self-care and inappropriate daily habits, such as lack of rest during the day, poor eating habits, and putting appearance and work performance above personal health;
- *dangerous (threatening) behaviour in daily life* (DAN_BEHAVIOUR), i.e., irresponsible activities that can lead to loss of health or life, e.g., driving a car without wearing a seat belt, risky body modifications, and unprofessional contraception;
- *disclosure of images and private data on the Internet* (DATA DISCLOSURE) includes low concern for privacy on the Internet, which manifests as e.g., sharing one's personal data and/or photos in a negligee (swimming costume or underwear) without any privacy settings.

The predictive factors, on the other hand, were made of all the above variables describing the behavioural categories, as well as the following factors:

- *social capital* (SOC_CAP) includes social resources in the form of close people (relatives, friends) who can be relied on when trouble arises;
- *individual cultural capital* (CUL_CAP(I)) includes active participation in higher culture by going to the theatre, opera, or philharmonic and making art, as well as linguistic capital and interest in the culture of other countries;
- *family cultural capital* (CUL_CAP(F)) – this factor consists of the cultural resources inherent in the "family home." These are the attitude to education and personal culture, the interest in public issues and higher culture, as well as the accumulated objectified capital in the form of books;

- *resilience* (RES), also known as mental resilience (trait) or mental toughness. It is the ability to adapt positively despite unfavourable circumstances such as multiple risk factors, the presence of strong stressors, and the experience of traumatic events. The term encompasses a range of psychological resources that comprise mental toughness, such as hope, optimism, a sense of agency, a positive attitude towards oneself, self-discipline and others (Wagnild, Surzykiewicz, &, Konaszewski 2019).

The presented research problem was exploratory therefore no hypotheses were formulated for it.

Research Sample and Organisation of the Research Process

The research sample consisted of a group of 1240 students from Polish research centres (public and private) located, among others, in the following cities: Gdańsk, Elbląg, Olsztyn, Białystok, Bydgoszcz, Toruń, Warszawa, Skierniewice, Łódź, Lublin, Zamość, Częstochowa, Gliwice, Katowice, Opole, Brzeg, Wrocław, Legnica, and Zielona Góra. The vast majority of participants in the study were women (n=863 which is 69.60% of the total study sample). Men constituted a group of n=348 (28.01%). The remaining participants (n=29) refused to answer or described their gender as "other."

The majority of respondents were in emerging adulthood (up to 25 years of age) – this group comprised 1,026 people, which is 82.75%. The remaining participants were in adulthood proper (26–35 years) – n=131– and middle adulthood (over 35 years) – n=83.

The selection of the sample included a random stage, which involved drawing voivodeships, cities, and academic centres (departments, institutes) in a particular locality. Subsequently, a request was written to the management of the selected universities to provide a survey tool among students. The research was conducted between October and December 2022.

Measurement Techniques and Tools

Empirical data was collected using a survey method. The tool was a survey questionnaire, which was made available to users in an online form.

The tool was structured in several parts, which include: an introduction, an informed consent form from participants informing about the data collection and ethical difficulties, measurement scales, and a metric.

The following measurement scales were included in the study:

- a proprietary scale that fulfils the criteria of a five-point Likert estimation scale (1: "strongly disagree," 2: "disagree," 3: "have no opinion," 4: "agree," 5: "strongly agree"). The scale

includes the items on risky and harmful behaviour as well as the levels of social, family cultural, and individual cultural capital possessed;

- *resilience scale RS-14* by Wagnild in a Polish adaptation by Konaszewski and Surzykiewicz (2019). This standardised tool, made up of 14 items, meets the criteria of a seven-point scale, where the extremes are 1: "strongly disagree," 7: "strongly agree." The questionnaire is available for open access under a CC-BY licence.

Statistical Calculations

The statistical elaboration proceeded in several successive stages, starting with a factor analysis. During this, risk behaviour categories and capital variables were extracted (social, individual cultural, and family cultural. The resilience variable was not extracted in the analysis, as this study used a standardised questionnaire to measure a specific theoretical construct). The target procedure was path analysis, which allows inference of probable causality of the model. Calculations were performed using Statistica 13.3 under an academic licence and the free version of Jamovi software version 2.2.5.

Predictive Model of Risk Behaviour in the University Student Community – an Analysis of Own Research

The study aimed to diagnose the likely predictive factors towards the identified risk behaviour. It is worth recalling that both protective factors (particular forms of capital and resilience) and other risk behaviour was included in the model, on the assumption that the behaviour can combine into syndromes, and that participation in some forms of risk may increase the likelihood of undertaking others.

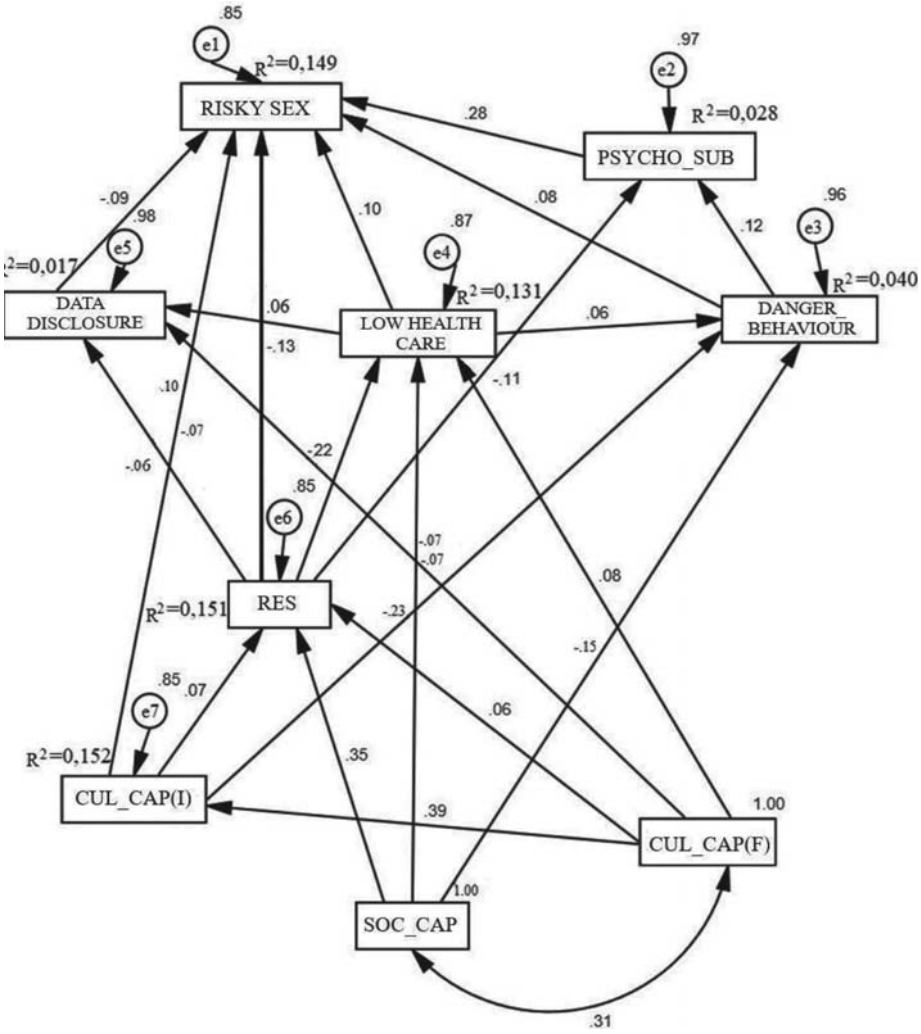
Path analysis provides the possibility of different positioning of variables in a structure that is a reflection of the hypothesised course of causal relation. From the analyses undertaken, the model with the best-fit indices was selected, i.e., a statistically insignificant value of χ^2 (χ^2=18.67; df=14; p=0.178); high GFI (0.997), AGFI (0.989), and CFI (0.995) test scores; a low RMSEA (0.016).

In the model, there are two exogenous variables included, social capital and family cultural capital. Based on the literature review, it was assumed that these two factors are not determined by the model, but are the point of departure for the construction of other resources. By correlating with each other, they provide the existence of a pedagogical culture prevailing in the family home (according to Anna Błasiak [2019], this culture consists of parents' education, practised communication style, socio-economic status, parents' personal culture, and recognised norms and values), which can form the basis

for building other resources. Such an example is resilience (trait), which is explained by 15% in a model.

Figure 1

Path structure between resources and measures of risk-taking behaviour in a group of university students surveyed



Note. PSYCHO_SUB: use of psychoactive substances and behaviour associated with them; RISKY SEX: risky sexual contact, LOW HEALTH CARE: low physical and psychosocial health care, DANGER_BEHAVIOUR: dangerous (threatening) behaviour in daily life, DATA DISCLOSURE: disclosure of images and private data on the Internet, RES: resilience (trait), SOC_CAP: social capital, CUL_CAP(I): individual cultural capital, CUL_CAP(F): family cultural capital.

Source. Own research.

In the model, individual cultural capital is also evident, which has been shown to mediate between family cultural capital and resilience. It follows that individual cultural resources, which are built based on family cultural resources, can to some extent contrib-

ute to psychological resources. This is a factor associated with perseverance in pursuing a goal (e.g., learning a foreign language or learning to play an instrument), as well as confidence in personal abilities and having interests.

Figure 1, in the main, shows negative correlations occurring between measures of each capital and risk behaviour. Thus, it can be concluded that they take the form of protective factors against the impact of danger. Therefore, people with abundant social and cultural resources and a high level of resilience are more resistant to failure, trauma, and stress. This makes them less likely to engage in i.e., "cathartic play" as a behavioural risk to health and development.

Table 1

Path coefficients in the presented path model

Model relations	β	SE	p
CUL_CAP(I) ← CUL_CAP(F)	0,390	0,026	<0,001
RES ← CUL_CAP(I)	0,069	0,028	0,016
RES ← SOC_CAP	0,348	0,028	<0,001
RES ← CUL_CAP(F)	0,060	0,030	0,044
LOW HEALTH CARE ← RES	-0,224	0,029	<0,001
LOW HEALTH CARE ← SOC_CAP	-0,232	0,030	<0,001
LOW HEALTH CARE ← CUL_CAP(F)	0,076	0,028	0,006
DANGER_BEHAVIOUR ← LOW HEALTH CARE	0,061	0,029	0,036
DANGER_BEHAVIOUR ← CUL_CAP(I)	-0,074	0,028	0,008
DANGER_BEHAVIOUR ← SOC_CAP	-0,149	0,029	<0,001
DATA DISCLOSURE ← RES	-0,065	0,030	0,029
PSYCHO_SUB ← RES	-0,106	0,028	<0,001
DATA DISCLOSURE ← LOW HEALTH CARE	0,059	0,029	0,046
PSYCHO_SUB ← DANGER_BEHAVIOUR	0,121	0,038	<0,001
DATA DISCLOSURE ← CUL_CAP(F)	-0,072	0,029	0,012
RISKY SEX ← RES	-0,132	0,028	<0,001
RISKY SEX ← PSYCHO_SUB	0,283	0,027	<0,001
RISKY SEX ← LOW HEALTH CARE	0,101	0,028	<0,001
RISKY SEX←DANGER_BEHAVIOUR	0,076	0,027	0,004
RISKY SEX ← DATA DISCLOSURE	-0,089	0,026	<0,001
RISKY SEX ← CUL_CAP(I)	0,096	0,027	<0,001

Note. PSYCHO_SUB: use of psychoactive substances and behaviour associated with them; RISKY SEX: risky sexual contact, LOW HEALTH CARE: low physical and psychosocial health care, DANGER_BEHAVIOUR: dangerous (threatening) behaviour in daily life, DATA DISCLOSURE: disclosure of images and private data on the Internet, RES: resilience (trait), SOC_CAP: social capital, CUL_CAP(I): individual cultural capital, CUL_CAP(F): family cultural capital, β: standardised regression coefficient; SE: standard error.

Source. Own research.

Relations between measures of risk-taking behaviour among university students also appeared in the model. Some of these activities have their origins directly in exogenous variables, but in most cases, there is a mediator in the form of resilience. This trait interacts with the following behaviour: low physical and psychosocial health care (β=-0.224), risky sexual contact (β=-0.132), use of psychoactive substances and behaviour associated with them (β=-0.106), and disclosure of images and private data on the Internet (β=-0.065).

Meanwhile, how do exogenous variables interact directly with individual behaviour? In the case of social capital, a direct relationship emerges between low physical and psychosocial health care (β=-0.232) and dangerous (threatening) behaviour in daily life (β=-0.149). Family cultural capital has a direct effect on the disclosure of images and private data on the Internet (β=-0.072) and low physical and psychosocial health care (β=0.076). Moreover, individual cultural capital has a direct effect on risky sexual contact (β=0.096). A positive correlation may indicate an increased sense of sexual freedom among artistically minded people. This correlation may also be confirmed by research conducted by Iga Stokłosa and colleagues (2021). The research examined sexual behaviour that may intensify the risk of sexually transmitted infections (STIs) or unplanned pregnancy. The analyses showed that the groups most vulnerable to the consequences of risky sexual behaviour included art students.

It should be mentioned, that for individual cultural capital also negative correlations with health risk behaviour appear. In addition, this variable contributes to resilience, which is the strongest protective factor. Therefore, there is no basis to unanimously conclude that individual cultural capital is the same as a risk factor. Nevertheless, in some groups of students, it may exacerbate the tendency to engage in health-risk behaviour.

It is worth noting the location of the cognitively interesting factor "low physical and psychosocial health care." Figure 1 shows that this category is influenced by both exogenous variables directly and indirectly including the mediator of resilience. On this basis, it seems reasonable to interpret caring for health as a result of socialisation and upbringing influences intensified by the level of resilience. Having these resources is associated with the theory of Edward Khantzian (1980, 1999). It shows that a person forms his or her beliefs about caring for themselves during parenting. The parents show that the child is an asset worth cherishing and teach the child how to care for him or herself. This relation is very well represented in the visible model: the relationships in the family home correlated with the cultural capital of the parents multiply the child's level of resilience, which in turn influences daily habits and attitudes towards one's health and body. Thus, parental care for the child equips him or her with pragmatic skills and beliefs that the child is an asset worth protecting. Low health care may therefore be due to inappropriate family relationships, based on which the person has not developed psychological resources and is more prone to participate in risky activities, examples of which are: risky sexual contact (β=0.101), dangerous behaviour in daily life (β=0.061), and disclosure of images and private data on the Internet (β=0.059).

In turn, this behaviour can trigger further ones. This is noticeable for example for dangerous behaviour in daily life. It can trigger risky sexual contact in two ways – directly (β=0.076) and indirectly with the mediator "use of psychoactive substances" (β=0.283). Moreover, the second relation is much stronger, so demonstrates the prevalence of combining psychoactive substances with sexual behaviour among students.

At the "top" of the model, it is apparent risky sexual contacts are explained in 15% (R^2=0.149) by the present structure. In addition to the interactions described in the previous paragraph, it is possible to observe a relation with the disclosure of images and private data on the Internet (β=-0.089). Necessarily, it is a negative correlation, which may indicate an increased need for anonymity when engaging in sexual behaviour using the Internet (e.g., student prostitution or sexting).

Table 2

Multiple correlation squares, which are indicators of the exponentiation of particular endogenous variables in the path model

Variable	R^2
individual cultural capital	0,15
Resilience (trait)	0,15
risky sexual contact	0,15
low physical and psychosocial health care	0,13
dangerous behaviour in daily life	0,04
use of psychoactive substances and behaviour associated with them	0,03
disclosure of images and private data on the Internet	0,02

Source. Own research.

The proposed model, to some degree, serves to explain particular variables. Risky sexual contact (R^2=0.149), an individual cultural capital (R^2=0.152), and a level of resilience (R^2=0.151) are explained most strongly by the described structure. A relatively high percentage of explication in this study was also observed for the variable "LOW HEALTH CARE" (R^2=0.131). The others reached lower values (details in Table 2).

Teleological Assumptions of the Predictive Model

It is arguable what is the purpose of constructing such a model. Undoubtedly, it is of cognitive value from a prevention perspective. By knowing the probable protective and risk factors, it is possible to design activities for university students that could support the relevant resources. The analyses undertaken in this paper, also answer the question "Why is it important to develop resilience and cultural and social capital among students?"

Based on theoretical considerations and empirical research, it appears that mental resilience enhances, e.g., self-confidence, a sense of control over actions taken, and confidence in oneself and one's abilities. Social capital can provide a sense of security and contribute to the development of trust in social relationships. It is related to the belief that we have people around us who will help us when we are in need. Family cultural capital influences the ability to attain a higher social position, acquire social skills, and familiarity with higher culture, which in turn can raise economic status. Individual cultural capital is a cognitively interesting and at the same time controversial construct. It is known that, on the one hand, it influences the building of individual resources, but on the other hand – in some groups – it can intensify sexual risk behaviour. This knowledge is very useful for psychologists, educators, and all people who work with academic youth and have the opportunity to provide educational or preventive interventions in this group.

It should be stressed that the proposed pathway model is not the only valid one, but it is achievable.

Conclusion

University students are a social group situated on the borderline between adolescence and adulthood. They are usually people who have juridical permission to use the "attributes of adulthood," (in Poland, the largest number of people starting university are around the age of 19) but often still have not formed the psychological capacity to realise the developmental tasks of adulthood. Research shows (e.g., Zielińska, 2016) that young people undertake higher education to postpone adulthood and many "responsible" decisions during this period of life. Studying, therefore, is a time for experimenting with their own identity, with social roles, but also with risky behaviour.

In the literature, a lot of attention is paid to the consumption of alcoholic beverages, which can be justified by the high availability of these products on the market and the legal permission for students to consume such substances. Risky sexual intercourse is also a frequently discussed behavioural category. This research paper also shows that this is behaviour practised by university students, which is probably often preceded or/and correlated with the use of psychoactive substances, engaging in dangerous behaviour in daily life (such as driving a car without a seat belt on), and inappropriate daily habits. It can therefore be concluded that people who engage in risk behaviour show low levels of self-care.

It is important that there are protective factors against risk-taking. These include forms of capital that usually present negative associations with risk behaviour. Social and psychological (resilience) capitals show strong health-promoting and pro-developmental power. Students who manifest strong positive social bonds and high levels of resilience (trait) are more resistant and less risk-averse. It appears that huge roles are

played by social and family cultural capital, which have taken on the function of exogenous variables in this model. It follows that the atmosphere in the family home (bonds, personal culture, parental education, parenting styles, etc.) has a crucial role in shaping the further resources needed to perform constructive social roles in the future.

In the paper, some risk behaviour is also identified that may trigger others. This, in turn, confirms the occurrence of risk behaviour syndromes and even entire risk pathways among students.

Details Regarding the Paper

The analysis of the empirical data and theoretical considerations presented in this paper, to a great extent, were conducted for the purpose of a doctoral dissertation (Wylęgły, 2023).

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