

**FACTORS INFLUENCING RISKY SEXUAL  
BEHAVIOURS AMONG UNIVERSITY STUDENTS  
IN KENYA**

**BY**

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**Declaration**

This thesis is my original work and has not been presented for a degree in any other University or any other award.

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### Dedication

I dedicate this thesis to my loving family: parents; Oino and Kemunto, siblings; Angeline, Cyprine, Geoffrey, Emma, Spencia, Japheth, nephew Bertilla and my late cousin Florence Omboto *and Omeri omboto,*

*support during my data collection in their respective universities.*

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### **Abstract**

The major purpose of this study was to investigate factors influencing risky sexual behaviours among university students in Kenya. The study also aimed at finding out to what extent sex, year of study, category of university, religion, course of study and participation in selected leisure activities influenced their responses. The central idea was to critically analyze the behavior change, counseling and administrative implications of the findings. The study subjects consisted of 586 second and fourth year students of Kenyatta University (Main Campus), Daystar University (Athi River Campus) and United States International University (Nairobi Campus). Thirty-two of the students were interviewed. The stratified sampling procedure was used to derive the sample. A constructed self-administered questionnaire and in-depth personal interviews were used to collect the data. Both descriptive and inferential statistics were used to analyze data. The Chi-square and one-way ANOVA were done to test if there were any significant differences between the variables. It was revealed that psychosexual, psychosocial, university-structural factors influenced students' engagement in risky sexual behaviours. Moreover, category of university, year of study, sex of student and students' religious affiliation were the only variables that showed some influence in students' engagement in risky sexual behaviours. Sixty six percent of the students (38% of the males and 28% of the females) were sexually active with 17 and 19 years being the median ages of sexual debut for male and female students respectively. Kenyatta University, United States International

University and Daystar University had 68%, 70% and 66% sexually active students respectively. The students had a median of 2 sexual partners on Campus. They gave a number of psychosocial and psychosexual factors such as sex being important in maintaining intimate relationships; need to have many sexual partners before choosing one for marriage as influencing them to engage in risky sexual behaviours. In addition, other factors given included university structural-related factors e.g. sexual harassment, sexually provocative dressing of some female students, negative influence of media, influence drugs and alcohol, participation in selected student-festive leisure activities, negative peer pressure among others. The implications of these findings were critically examined. The results were found to be of particular interest to the respective University administrations, Chaplaincies, Sociology, Counseling, Educational Psychology and Psychology departments alongside behaviour change intervention programs in universities. This is so because these findings can be used to help students to gradually begin engaging in healthy heterosexual relationships, initiate life skills programs to promote abstinence and condom use among students, restructure and establish appropriate behaviour change intervention programs. Recommendations were made for university counselors, administrators and other staff, students, Peer Educators, Ministry of Health, National Aids Control Council, Educational Policy makers as well future researchers.

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**List of Abbreviations**

AIDS	Acquired Immune Deficiency Syndrome
AB	Abstaining
DU	Daystar University
ER	Extremely Risky sexual behaviours
ERSE	Exceptional Risky Sexual Experiences
HIV	Human Immuno Deficiency Virus
KU	Kenyatta University
MSP	Multiple Sexual Partnership
MR	Moderately Risky sexual behaviours
NSP	No Sexual Partnership
OSP	One Sexual Partnership
PLWHAs	People Living With HIV/AIDS
RSBs	Risky Sexual Behaviours
SS	Safer Sex
STIs	Sexually Transmitted Infections
SV	Secondary Virginity
USIU	United States International University
VR	Very Risky sexual behaviours

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

‘Young people are at the center of global HIV/AIDS pandemic. They are the world’s greatest hope in the struggle against this fatal disease.

An estimated 11.8 million young people aged 15-24 are living with HIV/AIDS. Each day, nearly 6,000 young people between ages of 15 to 24 become infected with HIV (UNAIDS, et al, 2002, pp. 6).’

Despite increasing awareness of modes of transmission of HIV/AIDS and other STIs among young people in Africa, there seems to be no corresponding positive behaviour change (Wanga, 2000; Sabwa, 2000; Pelzer, 2000; Wambua, 2000). Conversely, efforts to prevent HIV/AIDS transmission seem to have yielded little positive sexual behaviour change as can be evidenced by the increasing rate of HIV/AIDS infections.

According to the Kenya Demographic Health Survey 2003 (2004), 7% of Kenyan adults are infected with HIV. The HIV prevalence is about 9% among women aged 15-49 and under 5% among males aged 15-54. The peak prevalence among women is at age 25-29 while for men it rises gradually with age to peak at age 40-44. Moreover, HIV prevalence Kenyans with post-secondary education is 8% (Marum, et al, 2004). Young people in the universities who are the focus of this study fall within most of these critical age brackets.

Presently AIDS has no cure or vaccine. Against this backdrop, prevention has remained the pivot of the effort aimed at stemming the tide of HIV/AIDS and

other sexually transmitted infections. Consequently, people are encouraged to abstain from sexual intercourse before marriage, establish their HIV/AIDS sero-status through voluntary counselling and testing, use condoms whenever having sex (if not married or when having sex with someone other than one's wife) and be faithful to one uninfected sexual partner. However, these measures are not being fully practised by most people as is evidenced by the increasing prevalence of HIV/AIDS infections.

Most universities have put in place HIV/AIDS and other sexually transmitted infections intervention measures. These include counselling services, reproductive health clinics, Voluntary Counselling and Testing (VCT) centres, student HIV/AIDS and STIs clubs and societies among other interventions. The main efforts of these programmes are directed towards encouraging students to abstain from sexual intercourse before marriage, establish their HIV/AIDS sero-status, use condoms whenever they have pre-marital sex or be faithful to one sexual partner. However, these efforts have yielded little positive behaviour change among students. This can be evidenced for instance in Kelly (2001) report, 'Challenging the Challenger: Understanding and Expanding the Response of Universities in Africa to HIV/AIDS', it is reported that the university in Africa is a high-risk institution for the transmission of HIV. Specifically, "Sugar-daddy" practices, sexual experimentation, commercial sex on Campus, unprotected casual sex, multiple sexual partners and similar high-risk activities are all manifested to a

greater or lesser extent hence students encourage risk rather than safety. A related study by Pelzer (2000) on factors affecting condom use among university psychology students in South Africa revealed that 29.2% of them never used condoms during sexual intercourse.

In other related reports; according to Jomo Kenyatta University of Agriculture and Technology Hospital, Voluntary Counselling and Testing Records (2003), out of 474 students who had so far visited the VCT center since April 2002 to September 2003, seven students had tested HIV positive. At the University of Nairobi, 20% percent of the students were HIV positive (Otieno, 2003). At Kenyatta University, 68 students were diagnosed as suffering from urinary tract infections in the year 2003. These infections included, pulmonary inflammatory disease, candidosis, and herpes simplex among others (Kenyatta University, Health Unit Student Medical Records, January-March, 2003). Though limited (because some infected students could seek medical services at private clinics), these data are important in this study because they are a pointer to the risky sexual behaviours that students are engaging in such as condom non-use. In addition, given there are HIV positive students; the entire university community is at high risk-many infected students generally progress to AIDS after leaving university. This then puts at risk the students who use physical characteristics to judge the health of a potential sexual partner (Sigot, 2003). Consequently, HIV/AIDS spreads unnoticed.

A study by Wanga, (2000) on 'Knowledge of Reproductive Health among 705 Kenyan university students' revealed that university students were sexually active with multiple sexual partners and practised oral sex. Furthermore, the students did not use any reliable means of contraception during sexual intercourse. This was evidenced by cases of students having children though unmarried alongside reported high numbers of abortions. All these practices put them at a high risk of contracting sexually transmitted diseases including HIV/AIDS. Wanga's study however did not explore the factors that could be encouraging the students' engagement in these risky sexual behaviours. In addition, he did not explore factors discouraging students from using contraceptives like condoms. This study sets to explore these factors.

Sabwa (2001) did a related study on 'Sexual risk-taking behaviours, Perception of risk and Prevention of HIV/AIDS among Students of Kenyatta University'. The study revealed that majority of the students did not perceive themselves to be at risk of contracting HIV/AIDS. Furthermore, the students had knowledge on sexual risk-taking behaviours although this did not necessarily translate into higher perception of risk. In addition, they had negative attitudes towards condom use. Therefore, they were likely to engage in sexual intercourse without using condoms. Nevertheless, the study did not explore the risky sexual behaviours that students engaged in; the possible factors influencing students' negative attitude to condom use and the possible reasons for condom non-use.

Sexual intercourse is done within a contextual environment with factors that can influence sexual decision-making such that sexual intercourse can at times be a risky undertaking. Consequently, engagement in risky sexual behaviours in the context of HIV/AIDS can only be fully understood by investigating circumstances preceding and surrounding the sexual intercourse. This is because one may have biological or psychological need(s), but certain environmental situations may arouse them (Lyle & Russo, 1998). In this study, risky sexual intercourse is considered as symptomatic of underlying psychosocial and psychosexual problems. These could include negative influences arising out of daily interaction among students and factors related to the context of the university establishment, for example nature of regulations governing student-student and lecturer-student interaction. In addition, the influence arising from the university neighborhood could also make students vulnerable to risky sexual behaviours. Therefore, unless such possible factors weakening the students' enthusiasm and willingness to take preventive measures are explored, our efforts to control the spread of HIV/AIDS and other sexually transmitted infections are likely to yield little results.

### **1.2 Statement of the Problem**

The sexual-related behavioural situation among university students is of special concern because they constitute young people in the age group at high risk of infection. The epidemiology of sexually transmitted diseases suggests a heightened risk for young adults especially college students. As a unique population, College students are likely to exhibit conflicting STI risk behaviour

compared to non-students. For instance college students are likely to engage in risky sexual behaviours such as multiple sexual partnerships as well as less likely to exhibit safer sex initiatives like condom use (Ellingson & Flannery, 2003). As such, the university's role as a centre for human capital formation is now being threatened by AIDS (Katjavivi & Otaala, 2003; Otieno, 2003). Considering university students are aware that HIV/AIDS is mainly transmitted through sexual intercourse, why do they still persist in risky sexual behaviours?

### 1.3 Objectives of the study

Engagement in sexual intercourse goes beyond sexual intercourse consent between partners to include psychosocial and contextual influences. Keeling (1999) argues that behaviour is always and everywhere contextual. Behaviours are shaped and modelled by the psychological and environmental circumstances at that time. Focus only on the individual's psychological ability to determine behaviour ignores the interactive relationship of behaviour in its social, cultural and economic context hence the risk of not fully comprehending the crucial determinants of behaviours (King, 1999). Perhaps factors in the social life of the students and factors within the university establishment and its neighbourhood could be encouraging students to engage in risky sexual behaviours.

The problem of this study was therefore to explore factors in the social life of the students, the university environment and its neighbourhood that could encourage students to engage in risky sexual behaviours. It is important for prevention

efforts to focus on sexual behaviour patterns, psychosexual, psychosocial, and environmental (contextual) reasons underlying risky sexual behaviours. This would help explain the enigma about the widening gap that exists between students' knowledge of HIV/AIDS transmission and their persistent involvement in risky sexual practice. This must be explored if we are to get headway in the fight against HIV/AIDS and other sexually transmitted diseases.

### **1.3 Objectives of the study**

- i) To establish the nature of risky sexual behaviours university students in Kenya engage in.
- ii) To explore the factors influencing risky sexual behaviours among university students in Kenya.

### **1.4 Research Questions**

- a) What are the sexual behaviour characteristics of university students?
- b) What risky sexual behaviours do the university students engage in?
- c) What factors are encouraging students to engage in risky sexual behaviours?
- d) Are there leisure activities that could be making students vulnerable to risky sexual behaviours?
- e) What is the relationship between students' engagement in risky sexual behaviours and
  - i. Category of university
  - ii. Sex

- iii. Year of study
- iv. Course of study
- v. Religious affiliation
- vi. Level of participation in selected leisure activities

### **1.5 Significance of the Study**

The study is significant in the following ways: -

- a) This study produced data that the universities can use to evaluate the general impact of their established HIV/AIDS intervention programmes by examining the sexual behaviour characteristics of the students.
- b) It will be useful to Health Educators and universities in restructuring their programs and formulating tailored programs to counter the impact of factors encouraging student's engagement in risky sexual behaviours. For instance programmes to encourage students' participation in less risky leisure activities and campaigns to encourage reduction of number of sexual partnerships
- c) It will be useful to university counsellors in enriching their counselling programmes in the respective universities by putting more emphasis on minimising the negative impact of identified psychosexual, psychosocial and university-structural factors.
- d) The data will be useful to students by increasing the awareness of risky sexual behaviours among university students. This would help students to bring to their conscious, their sexual behaviours and re-evaluate their sexual lives and encourage them to engage in healthy sexual behaviours.

- e) The data will be useful in designing Public Health interventions by the Ministry of Health and the National AIDS Control Council (NACC) to prevent HIV/AIDS spread among young people in institutions of higher learning.

### **1.6 Assumptions of the Study**

- a) Students will be willing to volunteer true information.
- b) A high percentage of university students are sexually active.

### **1.7 Scope of the study**

The study was done among second and fourth year students in three universities of study i.e. Kenyatta University, United States International University and Daystar University.

### **1.8 Delimitations of the study**

The fact that the data are self-reported might limit the results despite attention paid to ethical concerns during the survey. Moreover, the data are retrospective and this is subject to recall bias. On the other hand, the study was limited to investigating psychosexual, psychosocial, the university structural and neighborhood factors that could be encouraging students' engagement in risky sexual behaviours. The study did not therefore investigate other factors that could influence sexual behaviours of students such as socio-economic status, influence of the culture of the community in which the student has been brought up. The risky behaviours explored are multiple sexual partnerships and lack of condom

use. Other risky sexual behaviours such as homosexuality, oral sex and lesbianism were not explored.

### **1.9 Operational definition of terms**

**Risky Sexual Behaviours:** - refer to sexual acts like, having multiple sexual partners and non-use/inconsistent use of condoms which make the young people vulnerable to HIV/AIDS infection and other sexually transmitted infections. In the context of this study, a student is said to be engaging in Risky Sexual Behaviours (RSBs) if:

- i. He/She has had sex but never used condoms.
- ii. He/She has had multiple sexual partners on Campus.
- iii. He/She has had sex in the last 12 months and used condoms inconsistently.

**Exceptional Risky Sexual Experiences (ERSE):** - these are sexual experiences in which a student is taken advantage of sexually after a short period of relating with the sexual partner. These are forced sex and matchmaking experiences.

**Matchmaking** - this is when friends/peers recommend intimate friends for one another. Usually those recommended take the opinions of their friends seriously rather than theirs and end up having sexual intercourse after a short while of relating.

**Degree of sexual risk**-the extent to which sexual behaviours are risky depending on number of sexual partners and frequency of condom use.

**Safer sex-** using condoms when having sexual intercourse with a partner who is not one's wife or husband.

**Sexually active student-** refers to a student who has had sex.

**Sexual behaviour characteristics-**these refer to the sex-related behaviours of the student such as age at first sexual intercourse, number of sexual partners and frequency of condom use.

**Category of university-** this refers to the criteria used in this study to classify Universities either as public university, private and non-religious based university or private and religious based university.

**Sugar daddy practice:** - A behaviour whereby an older man uses his riches or money to lure female students to have sexual intercourse with him.

**Prostitution:** - A behaviour whereby a female/male student offers sex in exchange for money or material support.

**University student festive leisure activities:-**these are routine leisure activities popular with university students. Students engage in most of these activities at night after the lectures. They include Campus Night, Ladies Night, Birthday celebrations, Valentines celebrations and Friday Members' Day.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The chapter consists of a discussion on theories that shall be used to attempt explaining the sexual behaviour of the students. Later in the chapter studies related to the current study are analysed and their findings are compared with the results of this study.

#### 2.1 Theoretical Framework

##### 2.1.1 Social Cognitive Theory (SCT)

The Social Cognitive Theory is credited to Bandura (1986). The theory defines human behavior as a dynamic and reciprocal interaction of personal factors, behavior, and the environment (Bandura, 1986). According to this theory, an individual's behavior is uniquely determined by each of these three factors. However all sources of influence are not of equal strength. The theory also accounts for biological personal factors such as sex and the influence they have on behavior. Humans evoke different reactions from their social environment as a result of their physical characteristics such as age, size, race, sex, and physical attractiveness. Moreover, expectations, beliefs, and cognitive competencies are developed and modified by social influences and physical structures within the environment. These social influences can convey information and activate emotional reactions through such factors as modeling, instruction, and social persuasion. Applied to the current study, the social cognitive theory indicates

what extent risky sexual behaviours among students could be influenced by their sex, physical attractiveness and the social pressure that students could be experiencing as they interact in the university. The final interaction occurs between behavior and the environment.

On the other hand, Bandura (1977) contends that people are both products and producers of their environment. A person's behavior will determine the aspects of their environment to which they are exposed. Behavior is in turn is modified by that environment. A person's behavior can affect the way in which they experience the environment through selective attention. For instance, based on learned human preferences and competencies, humans select whom they interact with and the activities they participate in from a vast range of possibilities. Inherent within the notion of reciprocal determinism is the concept that people have the ability to influence their destiny, while at the same time recognizing that people are not free agents of their own will. Humans are neither driven by inner forces nor automatically shaped and controlled by the environment. Applied to this study, this aspect of reciprocal determinism indicates that students choose to participate in certain activities that could be risky hence making them vulnerable to risky sexual behaviours. For instance on one hand, students may have the knowledge and ability to use a condom during sexual intercourse; however they may not successfully use it when they are under influence of drugs and alcohols which are readily available in their living environments.

The Social Cognitive Theory also maintains that most external influences affect behavior through cognitive processes. The capability to form symbols enables humans to store information in their memory that can be used to guide future behaviours. It is through this process that humans are able to model observed behavior.

Furthermore, the theory posits that symbols provide the mechanism that allows for cognitive problem solving and engaging in foresightful action. It is through foresight that one can think through the consequences of a behavior without actually performing the behavior.

Hence, it is through understanding of the processes involved in one's construction of reality that enables human behaviour to be understood, predicted and changed. Applied to the current study, the social cognitive theory indicates that the behaviours that students have acquired over time interact with their current university environment to determine their sexual behaviour.

### **2.1.2 Social Representations Theory**

The theory is attributed to Joffe (2002). The social representation theory is concerned with symbols, social reality and social knowledge. It posits that when people represent health risks, they do so through their group specific value systems as well as emotive proclivities. For instance if the idea that smoking has certain positive influences is repeated by communication in chatter among

teenagers, this communication acts upon them like a material force; it constructs their reality. Therefore, if a particular social group identifies a risk as relevant not to themselves but to members of other groups, a sense of in-group and self-immunity from it may result, regardless of the dangers at a material level. Applied to the current study, the social representation theory posits that students could be engaging in risky sexual behaviours because their peer groups subscribe to them. In addition, risky lifestyles like multiple sexual partnerships could be a result of the conviction that it is a way of life on Campus.

### **2.1.3 The Theory of Optimistic Bias**

The theory is credited to Weinstein (1984). The Theory posits that individuals think they are less likely than an average person to experience health problems. In assessing their own risk, they may not realize the impact of behavioural risk factors. Applied to the current study, the theory of Optimistic Bias indicates that students could be engaging in some leisure activities like watching pornographic media and participating in university student leisure activities like discos. However they could be feeling that these activities would not impact negatively on their sexual lives except their peers. Moreover, students can develop attitudes contrary to reality, like the assumption that HIV/AIDS can easily affect their friends more than themselves. This then could lead to continued engagement in risky sexual behaviours.

## **2.2 Conclusion of theoretical framework**

The theories discussed above are important to this study because they attempt to explain why perhaps students continue engaging in risky sexual behaviours in spite of their awareness of the inherent deadly outcomes of these behaviours. These theories would help explore how factors in the university and its neighbourhood interact with students' personal characteristics to result in risky sexual behaviours and this forms a major component of this study.

## **2.3 Overview of sexual behaviours and sexually transmitted infections situation in universities in Africa.**

Studies on the sexual behaviours of university students are limited and information on the status of the sexually transmitted infections in most universities is considered confidential except for some scattered information on the same.

Institutions of higher learning exist primarily as closed communities in which just one person can affect the whole population (Onunga, 2001). Kelly (2001) report on 'Challenging the Challenger: Understanding and Expanding the Response of Universities in Africa to HIV/AIDS' revealed that ignorance, denial, and fear of stigmatisation surrounds the presence of HIV/AIDS in universities in Africa. Evidence from the analysis of university case studies shows that the university in Africa is a high-risk institution for the transmission of HIV. "Sugar-daddy" practices, sexual experimentation, prostitution on Campus, unprotected casual

sex, gender violence; multiple partners and similar high-risk activities are all manifested to a greater or lesser extent.

It was also reported that female students were extremely vulnerable; they were unable to negotiate for safer sex. The report however did not explore how the factors in the university and its neighborhood could be sustaining these risky sexual behaviours, which the current study sets to explore.

In a related study by Wanga, (2000) on 'Knowledge of Reproductive Health among 705 Kenyan university students', it was revealed that university students were sexually active with multiple sexual partners. This then puts them at a high risk of contracting sexually transmitted diseases including HIV/AIDS. Furthermore, the students did not use any reliable means of contraception during sexual intercourse. This study however did not explore the factors that could be encouraging the students' engagement in these risky sexual behaviours. Also Wanga did not explore factors discouraging students from using contraceptives like condoms.

Similarly, Sabwa (2000) did a study on 'Sexual risk-taking behaviours, Perception of risk and Prevention of HIV/AIDS prevention among students in Kenyatta University'. The study revealed that majority of the students did not perceive themselves to be at risk of contracting HIV/AIDS. Moreover, the students had

knowledge on sexual risk-taking behaviours, which did not always translate it to higher perception of risk. Furthermore a number of them had negative attitude towards condom use. The students were therefore likely to engage in sexual intercourse without using condoms. Nevertheless, the study did not explore the risky sexual behaviours that students engage in and the possible factors influencing students' negative attitude to condom use.

An interview with the United States International University (Nairobi Campus) Student Counsellor painted a gloomy picture of sexual behaviours of students in the Campus. He narrated rampant incidences of risky sexual behaviours including unreported rape cases and prostitution especially among female students. Some students had reported of instances when they overindulged in alcohol and drug taking such that they lose their sense of awareness. An example was when a student woke up in a place far from where she had been drinking alcohol and could not remember how she moved to the new spot. The counsellor reported that alcohol and drugs had "trapped" the students. There was special concern on students from rural backgrounds as they engaged in risky behaviours in an attempt to fit in the "fashionable lifestyles of their urban colleagues". At Jomo Kenyatta University Agriculture and Technology Hospital the VCT counsellor gave a related example of a male student's engagement in risky sexual behaviour. Having drunk the whole night; a prostitute (the age of the student's mother) took advantage of the student's vulnerability and lured him into sex with her.

Immediately he woke up, he visited the VCT centre to find out his HIV status, which turned out to be negative then.

In related reports, according to Jomo Kenyatta University of Agriculture and Technology Hospital, Voluntary Counselling and Testing Records (2003), out of 474 students who had so far visited the VCT center since April 2002 to September 2003, seven students tested HIV positive. At the University of Nairobi, 20% percent of the students were HIV positive (Otieno, 2003) while at Kenyatta University, 68 students were diagnosed as suffering from urinary tract infections in the year 2003. These infections included pulmonary inflammatory disease, candidosis, and herpes simplex among others. (Kenyatta University, Health Unit Student Medical Records, January-March, 2003). Similarly, out of 76-recorded cases of pregnancy at Moi University's Health unit between 1998-2000, 60 cases (almost 80%) involved unmarried students (Onunga, 2001).

This is a pointer to the fact that university students in Kenya continue engaging in unprotected sex, which is the main mode of HIV transmission in Sub-Saharan Africa (UNAIDS, et al, 2002).

#### **2.4 University related influences on sexual behaviours**

At one level, our chances of avoiding or contracting HIV depend on a number of personal factors like our understanding of sexuality, our knowledge of how HIV is transmitted, our values and religious beliefs, our relationship skills and our self-

esteem. However, at another level, the extent to which we are vulnerable to HIV depends on other factors arising from within our everyday environment over which we may have little or no direct control. These factors may exert overwhelming influence on the personal factors (Glen, Amanda & Tom, 1997).

The modern university tends to give the students a kind of permissive environment that encourages them to want to reject traditional norms and act contrary to the expectations of the society. Situational influences like strong peering ties, omnipresence of drugs, alcohol, the culture of 'special night outs' like 'ladies night', 'Campus night', 'members night', the valentines (lovers' day) celebrations and birthday celebrations could all be favourable opportunities for engagement in risky sexual behaviour in the three universities under study. Other factors include influence from the university neighbourhoods, the accommodation arrangements-for instance students freely visiting one another in their living rooms, insecurity-for instance non-resident students travelling after attending late lectures or students walking late in the night along dark spots within the university compounds and nature of activities that students engage in during their leisure time. It will be interesting to see how these factors encourage students to engage in risky sexual behaviours.

Similarly, students join university at about age 19 (more so Public universities in Kenya) and it takes time before HIV can manifest itself physically on the victim

for those already infected. Many infected students generally progress to AIDS after leaving university. Therefore peers are less likely to meet with or come across colleagues with full-blown AIDS (Sigot, 2001). This then puts at risk the students who use physical characteristics to judge the health of a potential sex partner. In any case the victims rarely declare their status for fear of subtle forms of prejudice and ostracisation (Kelly, 2001; Sigot, 2001).

On the other hand, the media, both print and electronic are a strong source of information and entertainment. With the technological advancements, the media sources are continuously advancing in the glorification of sexual intercourse. The media is highly saturated with pornographic material to which students are often exposed and this could be encouraging them to engage in risky sexual behaviours. People's minds can be sexually aroused through exposure to media with explicit sex images and sexual acts (Tabifor, 2000). At university level, students have free access to both local and international media.

### **2.5 Influence of peers on sexual behaviour**

Adolescence is a time for experimentation and risk-taking, which includes experimenting with alcohol and other drugs. Peer influence on young people could press them to adopt risky sexual behaviours especially when combined with the perception of invulnerability to diseases (Hope, 2001). Peer influence has been shown to greatly influence the perceptions of young people on condom use

and sexual activity. Peer group influence can completely destabilize young persons' otherwise strong behaviour principles, observes Dworetzky (1985). Groups can affect a person's behaviour by occasionally deindividualizing or polarizing its members. Deindividualization can occur when we see many other people engage in behaviour, and then we feel more certain that the behaviour is appropriate. At times, we can be caught up in events and feelings of the group such that we lose our own individuality. Once our individuality has been reduced, we lose track of who we are and what our values are. This in turn causes us to become more impulsive, more sensitive to our present emotional state. Hence at times we may be unable to regulate our own behaviour. With such reduced individuality, we are less concerned about what others think of us and what they might do to us. More often we may be more concerned about responding as part of the group.

On the other hand, polarization is strongly influenced by what happens as a result of social comparison or persuasive group arguments, which make members to take an extreme position on issues that they would otherwise not do so. A group can polarize in the direction of taking a risk or in the direction of caution (Zimbardo, 1979; Diener, 1980). The effect of the deindividualization and polarization has now been exhibited in numerous studies. For example, a study by Maswanya., Moji., Nagata., Aoyagi., Honda & Takemoto (1999) among 16-24 year old secondary school students in Tanzania revealed that students were receiving misconceptions about condom use from their friends. Consequently, they tended

to strongly dislike condom use as well as drinking alcohol and fearing to take the HIV test. It will be interesting to find out whether this corrosive influence on youth sexuality also exists among students to be studied.

## **2.6 Other studies**

### **2.6.1 Other Studies in Africa**

A number of studies done in Africa now show that young people engage in risky sexual behaviours and psychosocial and psychosexual factors influences are partly contributing to their continued engagement in sexual risky behaviours among young people.

For instance, a study by Okweso (2002) on factors influencing risky behaviour among 714 secondary school youth aged 15-25, found that 63.6% of the youth had had a sexual partner out of which currently 35% of these had had more than 2-5 sexual partners. Those with multiple partners believed that this made them heroes in the eyes of their peers. At the same time, multiple sexual partnerships helped avoid boredom when one partner was away. This clearly underscores the strong influence of peers on the youth with more than one sexual partner in addition to the false psychosexual conviction that many sexual partners would kill boredom. Further, the study shows that 58.7% of the youth did not use condoms during sexual intercourse because of various socio-cultural reasons. Those who said condom use was against their culture were 7.5%; 13.9% said it was against their religion; 20.4% said they were ashamed to ask for it while 2.7% said they wanted to maintain faithfulness. Moreover, 26% of the female youth had been

forced into sexual intercourse by their lovers. Some of the youth (30.4%) felt that erotic entertainment was good claiming it created awareness, taught them good sex styles and drove away boredom. At the same time, 92.5% of the respondents acknowledged that the media influenced their sexual behaviours greatly.

Uwalaka and Matsuo (2002) did a study among 505 students from the Nsukka Campus of University of Nigeria. The sample consisted of 246 males (49.1%) and 255 females (50.9%), with a mean age 23.5. Out of the 505 students, 53 (10.9%) had had a sexually transmitted disease. The mean number of sexual partners in lifetime of this sample was 4 with a standard deviation 8.68. Seventy-nine students (16.4%) had had sexual intercourse with someone they did not know in the past and 143 students (34.5%) thought that they had already been exposed to HIV. The researchers found that males dominated sexual relationships with regard to the performance of safe sexual practices. It will be interesting to find out whether multiple sexual partnerships revealed in the above study also exist among the students in the present study.

### **2.6.2 Studies out of Africa**

Papadopoulos, Stamboulides & Triantafillou (2000) surveyed the psychosexual development and behaviour of 3,584 Greek University students (Male=1309, Female=2275). Sexual intercourse with a member of the opposite sex was reported by 58.3% of the respondents (73.4% of men and 50% of the women). Majority of female students preferred a partner-centred sexual intercourse in the

framework of emotional commitment while many male students reported that sexual intercourse was motivated by sexual arousal or curiosity.

Women preferred to have their first sexual experience in a committed relationship and were not in search of a variety of sexual partners. The researchers concluded that traditional influence and parental upbringing restricted students from developing well their sexual lives.

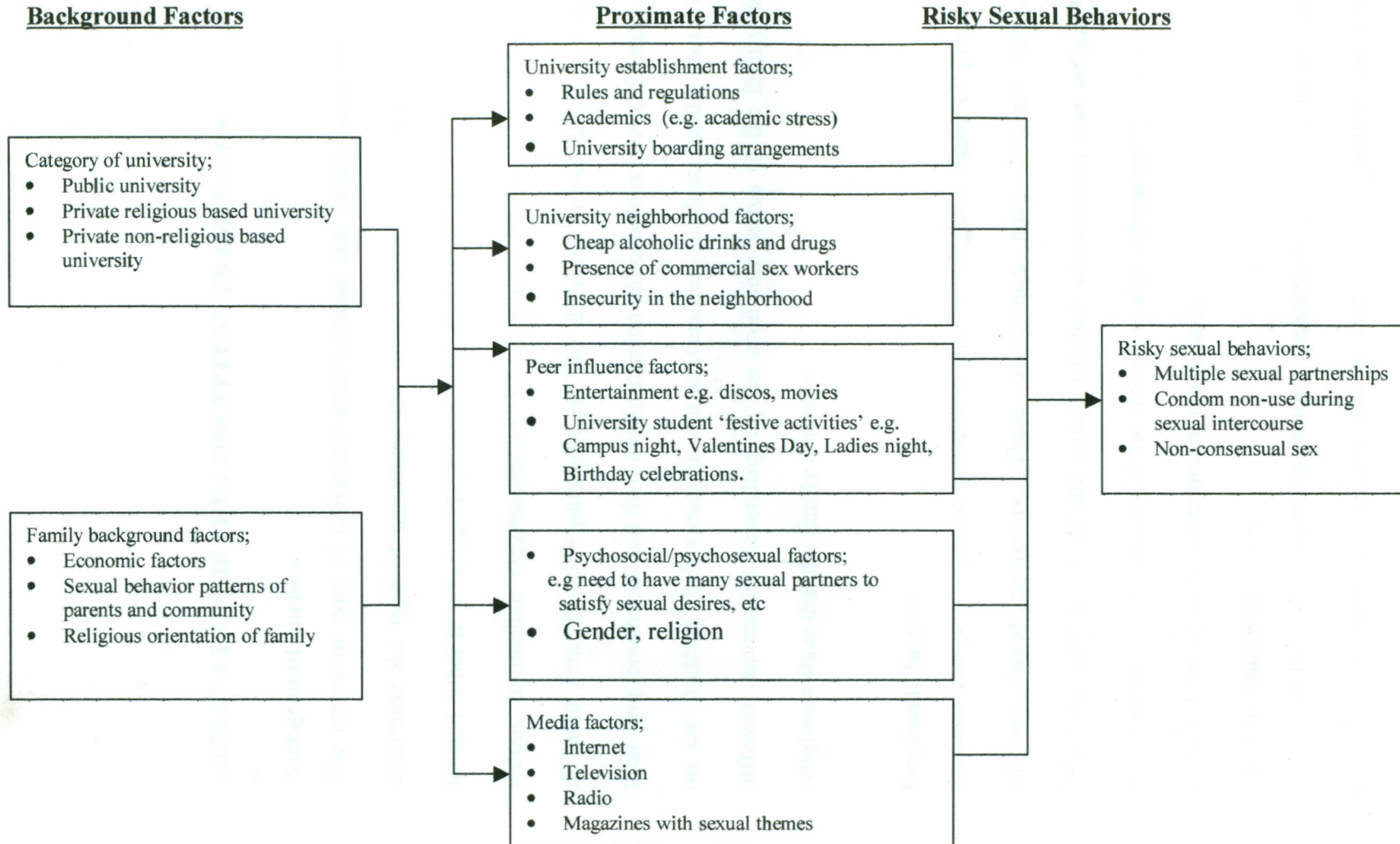
This restriction could affect their sexual behaviour. For instance girls did not engage in sex until they were adults. It will be interesting to find out whether reasons behind the sex drive among students in the present study vary across their gender.

### **2.6.3 Conclusion of literature review**

Most of the above studies reveal that young people including university students are persisting in risky sexual behaviours regardless of the knowledge they have of the deadly consequences of HIV/AIDS. Most studies report that young people are driven to unsafe sexual practices like multiple sexual partnerships and condom non-use due to various reasons.

It would be of interest to find out how the current study could confirm or refute these findings besides establishing the sexual behaviour characteristics of university students and specific university neighbourhood factors sustaining the students' engagement in risky sexual behaviours.

## 2.7 Conceptual Framework



## **EXPLANATION OF THE CONCEPTUAL FRAMEWORK**

### **Background Factors**

The nature or type of university establishment and family background factors determine the type of university the student joins. Universities in Kenya are located either in urban, peri-urban or rural areas. Moreover, each university has a unique immediate neighbourhood. In addition different universities embrace different administration philosophies. The different universities establishments, their neighbourhoods and their administration philosophies have different impacts on the students' behaviours in the universities. Students could also join the different universities depending on the economic status of the family and the religious values that the family embraces.

### **Proximate factors**

Students can join a public university; private religious based or private non-religious based university. These universities have different behavioural influences arising out of the nature of their environment and administration philosophies. The behaviour of the student is also influenced by the sex, year of study and the religious affiliation of the student.

### **Risky Sexual Behaviours**

The interaction of background factors, background proximate factors and the interaction of proximate factors among themselves determine the students' engagement in risky sexual behaviours.

## **2.8 Research Hypotheses**

1. There is no significant relationship between risky sexual behaviours and Category of university.
2. There is no significant relationship between risky sexual behaviours and sex of the student.
3. There is no significant relationship between risky sexual behaviours and student's year of study.
4. There is no significant relationship between risky sexual behaviours and student's religious affiliation.
5. There is no significant relationship between risky sexual behaviours and student's course of study.
6. There is no significant relationship between risky sexual behaviours and extent of student participation in selected leisure activities.

## **2.9 Dependent Variables**

1. Multiple of sexual partnerships.
2. Sexual intercourse without use of condoms.

## **2.10 Independent Variables**

1. Year of study
2. Category of university
3. Sex of the student
4. Religious affiliation of student
5. Course of study
6. Level of participation in leisure activities

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents research design and methodology. In so doing, the following has been discussed: Research design, locale of study, study population, sampling technique, instrumentation, validation of the research instruments, data collection technique, piloting of instruments and data analysis plan.

#### **3.1 Research Design**

A descriptive study using self-administered interview questionnaires and in-depth personal interviews were employed in this study.

#### **3.2 Study population**

The parent population consisted of all undergraduate full-time university students in Kenya. Students were chosen for this study because they are a sexually active group of the society living with minimal limitations in their social interaction.

The target population for this study was second and fourth year students of universities in Kenya. This is because the two groups are differ in that the former students are still settling in the university and trying to establish their social lives while the latter constitute a group of students who have been exposed to university life long enough to have developed or adopted certain attitudes and philosophies about their sexual lives arising from the university experience. Further, it was of interest to find out whether the factors influencing students'

engagement in risky sexual behaviours would be similar across the universities despite being of different university settings.

The 17 universities with an approximate total student population of 69,000 (44,000 government sponsored and 25,000 self-sponsored) were classified into three broad categories according to the different funding sources and administrative orientations/philosophies as follows.

- (a) **Public (Government funded):** University of Nairobi, Moi University, Kenyatta University, Egerton University, Jomo Kenyatta University of Agriculture & Technology and Maseno University
- (b) **Private and non-religious based:** United States International University), Strathmore University, Aga Khan University.
- (c) **Private and religious based:** Catholic University of Eastern Africa, Daystar University, Scott Theological College, Africa Nazarine University, University of East Africa, Baraton, Kabarak University, Kiriri Women's University of Science and Technology, Kenya Methodist University.

One university was then randomly selected from each category. The universities selected from the respective categories were; Kenyatta University, United States International University and Daystar University from categories 1,2 and 3 respectively.

### **3.3 Locale of study**

The locale of study included Kenyatta University, United States International University and Daystar University in Kenya.

### **3.4 Background of locale of study**

**3.4.1 Kenyatta University**-Kenyatta University (Main Campus) was started in 1965 as an institution of higher known as Kenyatta College. In 1970 by Act of Parliament, the College became a constituent College of the University of Nairobi (the first university to be established in Kenya). In 1985 Kenyatta University was inaugurated as a fully-fledged University. Located about 20 kilometres North of Nairobi city centre (the Capital City of Kenya), off the Nairobi-Thika Highway. The Main Campus has an approximate student population of 9,875 mainly government sponsored. Two other campuses; Ruiru and Parklands with a student population of about 2,500 students were established later. However, these had not been established by the time of data collection. Therefore only the Main Campus population was used for the current study.

### **3.4.2 Daystar University**

Daystar University is a Christian University that was founded in 1964 by an American Missionary couple, Donald K. Smith and his wife Faye and Dr. Motsoko Pheko, a political refugee from South Africa, as a small Communications College. It received accreditation in 1993 from the Kenyan Government's Commission for Higher Education. It has two campuses; Athi River Campus (Main Campus) and Nairobi Campus.

The Main Campus is located 38 miles East of Nairobi City, off Nairobi-Mombasa highway near the Athi River and facilitates undergraduate programs. It has a student population of 2,000 with 2:3 ratio of female to male students.

The Nairobi Campus located near the city centre facilitates postgraduate, evening undergraduate and short courses. It has a student population of 600.

### **3.4.3 United States International University (USIU)**

This is an international university with four campuses worldwide. Among them are San Diego Campus in Southern California U.S.A, which is the headquarters, and Nairobi campus. USIU Nairobi Campus was established in 1970 initially located in Parklands area, 3 kilometres from the Nairobi city. Presently, the university is situated 11 kilometres North of Nairobi city centre, off Nairobi-Thika highway next to the Safari Park Hotel. USIU has a dual accreditation by the Kenya Government's Commission for Higher Education in 1999 and the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, a body recognised by the, U.S.A Department of Education. It has a student population of 3,000 drawn from 45 nationalities. Sixteen percent of the full-time students are non-Kenyan. Female students constitute 52% of the student population.

### **3.5 Sampling Techniques**

The study adopted the stratified sampling technique. The stratification took into account the following variables in the respective universities:

- Category of university
- Year of study,
- Sex

A part from USIU which had one campus, the main campuses of KU and DU were purposively sampled for the study after considering the university background information discussed in section 3.4 above. KU had 2470, USIU, 750 and DU, 500 second year students. There was a similar number of fourth years in the respective universities. According to the central limit theorem, if  $N \geq 30$  and random sampling has been effected, the sample is normally distributed and representative of the target population (Vogt, 1993). Moreover, with a random sample size of more than 30 even in a population not normally distributed, the approximation of the sampling distribution to a normal distribution is usually very close. Furthermore, with a randomly selected sample size of less than 30, the approximation of the sampling distribution to a normal distribution is generally reasonable (Hinkle, et al, 1998). Therefore, a proportional number of students from the three universities in the ratio of 3:2:1 (KU: USIU: DU respectively) were recruited into the study sample which comprised of 300 students from Kenyatta University (KU), 200 from United States International University (USIU) and 100 from Daystar University. Therefore, a total of 600 students were recruited into the study sample.

### **3.6 Instrumentation**

A self-administered interview questionnaire and in-depth personal interviews were used. The questionnaire comprised of five sections;

SECTION A: Included questions seeking socio-demographic data of the students.

SECTION B: Included questions seeking data on the sexual behaviour characteristics/experiences of the university students.

SECTION C: Included questions seeking data on the influence of some specific university factors on sexual behaviour of students.

SECTION D: Included questions seeking data on the nature of leisure activities that students engaged in and whether these influenced their sexual behaviours.

### **3.7 Validation of research instruments**

The instruments used were self-administered questionnaires and in-depth personal interviews. The researcher initially carried out a pre-pilot survey seeking to find out the possible factors encouraging engagement risky sexual behaviours among students in the three universities of study. This was done using focus group discussions and in-depth personal interviews with students, interviews with key informants in the universities i.e. university counsellors, deans of students, chaplains and student peer counsellors. The researcher then developed the questionnaire, which was reviewed for face validity, content validity, readability, comprehension and verified by the supervisors. Fellow graduate students in the departments of Educational Psychology, Sociology and Educational

Administration and Planning were also used to check the instrument for any ambiguity. Faulty and ambiguous items were removed. Further validation was done during the pilot study.

On the other hand, based on emerging issues from the survey, an interview guide was developed. It was then tested using 10 second and fourth year students who were later not recruited for the in-depth personal interviews. The interview guide was slightly adjusted in the three universities to cater for the university-specific emerging issues. Thirty students (KU=20, USIU=10, DU=10) were recruited for the interviews. All the interviews were tape recorded and later transcribed.

The responses were grouped into major themes around the research questions and content analysed.

### **3.8 Data collection technique**

#### **3.8.1 General data collection method**

The first step was to obtain a research permit from the Ministry of Education. Secondly, the researcher visited the various universities and with the help of respective deans of students, the classes and hostels of the targeted groups were identified.

#### **3.8.2 Specific data collection methods**

With the help of research assistants under supervision of the researcher, the questionnaires were randomly distributed to the respondents who took on average 20 minutes to fill the questionnaires. The students were given detailed instructions

before filling the questionnaires. Due to unavoidable logistical barriers, they were distributed using different strategies across the universities of study. At **USIU**, using student admission records, second and fourth year students were identified. The researcher then sampled three classes each for second and fourth year students respectively and administered 300 questionnaires. The questionnaires were administered end or beginning of a lecture. One hundred questionnaires for each year of study (a total of 200) were then randomly selected for analysis.

At **KU**, using the admission records, a total of 400-second and fourth year students were randomly selected using a table of random numbers. The questionnaires were then distributed among the 400 students in their halls of residence. Non-resident students in the sample filled their questionnaires in a private room in the Students' Association offices. The filled questionnaires were returned and 300 questionnaires were randomly selected for analysis.

At **DU**, a total of 300 questionnaires were placed at the reception desk of the University Library and a private room in the Students' Association offices for a period of two weeks. Only second and fourth year students were allowed to pick the questionnaires and return them after filling. A total of 172 questionnaires were returned out of which, 100 were randomly selected for analysis. However the data from DU had a few shortcomings. According to the Daystar University students' rules and regulations, sexual intercourse before marriage is a punishable offence with a penalty of up to one-year suspension or expulsion. Students therefore do not freely interact with the university administrators on sex-related issues. They

are often cautious not to imply that they may have broken the rule. This attitude spilt over to the present study whereby students suspected that the research was being done by the university administration disguising itself as an external researcher was actually carrying out the research. Despite clarification by the researcher and reassurance of confidentiality of their information, the possibility of underreporting, over reporting or cheating couldn't be completely ruled out. Moreover, Singh observes that;

‘Understandably, adolescents, especially if they are unmarried or live in settings where sexual relationships outside marriage are censured, are probably even more likely than adults to be reticent about this area of their behaviour’ (Singh, et al, 2000. pp.3).

Though the study sample of 100 respondents was reached as initially planned; of the 300 questionnaires given out, only 172 were returned.

On the other hand, given the private nature of information that was being sought and consequent anticipated Low return rate, the researcher deliberately distributed a total of 800 questionnaires, which exceeded the targeted 600 students so as to ensure high return rate. Consequently, there was 100% return rate. After physical data screening, fourteen questionnaires were treated as spoilt data due to inconsistent responses and were not used in data analysis. Hence 586 questionnaires were used to analyse the responses. Below is a table showing the distribution of the students according to university, sex, year and course of study.

**Table 3.1: Distribution of students by university according to sex, year of study and course of study**

University	Sex		Total	Year of Study		Course of Study	
	Male	Female		2 <sup>nd</sup> Year	4 <sup>th</sup> Year	Sciences	Arts
Kenyatta University	159	135	294	140	154	163	126
United States International University	86	110	196	127	69	126	62
Daystar University	40	56	96	46	50	20	70
Missing	0	0	0	0	0	19	
<b>Total</b>	<b>285</b>	<b>301</b>	<b>586</b>	<b>313</b>	<b>273</b>	<b>309</b>	<b>258</b>
<b>Grand total</b>			<b>586</b>	<b>586</b>		<b>586</b>	

### 3.9 Piloting of the instruments

Pre-testing of the questionnaire was done among the third year students in the three universities of study. This helped reveal any flaws in the instrument that were then corrected before the actual study. Pre-testing also gave an opportunity to improve the quality of the questionnaire items i.e. the items' reliability and validity of measurements.

### 3.10 Data analysis plan

The collected questionnaires were physically inspected for any inconsistencies. Raw data collected were coded and analysis done by computer using a statistical software SPSS- (Statistical Package for Social Sciences) version 11.5. Data was cleaned by running frequencies. Data analysis using descriptive and inferential statistics was done to establish the trends of risky sexual behaviours. Research questions were answered and the significance of stated hypotheses was tested as follows:

Ho<sub>1</sub> at  $\alpha = 0.05$  level of significance, there is no significant relationship between risky sexual behaviours and category of university. This was tested using Chi-square.

Ho<sub>2</sub> at  $\alpha = 0.05$  level of significance, there is no significant relationship between risky sexual behaviours and sex of the student. This was tested using Chi-square.

Ho<sub>3</sub> at  $\alpha = 0.05$  level of significance, there is no significant relationship between risky sexual behaviours and year of study of student.

This was tested using Chi-square.

Ho<sub>4</sub> at  $\alpha = 0.05$  level of significance, there was a significant relationship between risky sexual behaviours and religious affiliation of the student. This was tested using Chi-square

Ho<sub>5</sub> at  $\alpha = 0.05$  level of significance, there is no significant relationship between risky sexual behaviours and course of study of student. This was tested using Chi-square.

Ho<sub>6</sub> at  $\alpha = 0.05$  level of significance, there is no significant relationship between risky sexual behaviours and extent of student participation in selected leisure activities. This was tested using one-way ANOVA

## CHAPTER FOUR

### RESULTS OF THE STUDY

#### 4.0 Introduction

In this chapter the results of the present investigation are presented. The research set out to explore factors influencing risky sexual behaviours of undergraduate students in the three Kenyan universities, with focus on the following areas:

- a) Nature of risky sexual behaviours among students
- b) The impact of sex of student, year of study, course of study, category of university, religion and level of participation in selected student festive leisure activities on students' risky sexual behaviours.
- c) Major reasons given by students that are encouraging them to engage in risky sexual behaviours

In presenting findings relevant to these issues, the chapter has been organized into three sections. The first section (section 4.1) deals with the socio-demographic characteristics of the respondents.

In the second section (section 4.2) answers to the major questions explored in the study. The third section (section 4.3) deals with results of the test of the six null hypotheses formulated. Table results presented under section 4.3 are organised around each of the six research hypotheses tested.

#### 4.1 Socio-demographic characteristics of the respondents

A majority of the students (94.5%) were single, 3.6% were married while 1.9% were either separated or widowed. In addition, there were 32% (187) Catholics, 60% (351)

Protestants, 1.7% (10) Muslims and 1.2% (7) from other religions (31 students did not report their religious affiliations). Majority of the students; 85% were aged 19-25. The modal age was 21 years. Given their small number in the study sample, Muslim respondents were not used in comparing behaviours across religious denominations

#### 4.2.0 Descriptive statistics

##### 4.2.1 Research question one: **What are the sexual behaviour characteristics of university students?**

Three hundred and eighty one (66%) students were sexually active. Note that out of the 381 students only 49 students were from DU. Within universities, 68%, 70% and 66% of students in KU, USIU and DU respectively were sexually active. The fact that the data were self-reported might limit the results despite the attention paid to ethical concerns during the survey. The median as opposed to the mean has been used to report findings to this question. Unlike the median, the mean is greatly influenced by extreme scores (Hinkle, et al, 1998). According to Smith's study (as cited in Singh, et al, 2000) there could be instances of over reporting especially among males as they have a tendency to exaggerate. This compounded with the fact that the data is retrospective resulting in possible recall bias makes comparisons between male and female students difficult. Moreover, many of the survey respondents may not always truthfully answer questions on intimate issues of their sexual behaviour and practices especially adolescents. (Singh, et al, 2000).

Effects of these therefore, would be less on the median compared with the mean.

More information relating to this question is summarised in table 4.1 below.

**Table 4.1 Distributions of Sexual Behaviour Characteristics of Students by University, sex and year of study**

<b>N=381 Primary Variable</b>	<b>Secondary variables</b>	<b>Median age of sexual debut Overall=16</b>	<b>Median number of sexual partners on Campus Overall=3</b>	<b>Median number of lifetime sexual partners Overall=4</b>
University	KU	18	2	3
	USIU	18	2	4
	DU	16	3	4
Sex	Male	17	2	4
	Female	19	1	2
Year of study	Second year	18	2	3
	Fourth year	18	2	3

From table 4.1 above, KU students had less median number of sexual partners in a lifetime compared to USIU and DU. On the other hand; female students had one sexual partner on Campus compared with 2 for males while students in both years of study had the same median number of sexual partners on Campus.

#### **4.1.2 Research question two: What risky sexual behaviours do the university Students engage in?**

Information relating to this question is summarised in tables 4.2a, 4.2b and 4c below as forms of multiple sexual partnerships, degrees of risk and exceptionally risky sexual experiences.

### **Degree of Risky Sexual Behaviours**

Generally, students were classified according to the extent to which they engaged in risky sexual behaviours;

**Extremely Risky (ER)**- students in this category had multiple sexual partners on Campus and inconsistently used condoms for the last 12 months.

**Very Risky (VR)**- students in this category had multiple sexual partners on Campus and consistently used condoms for the last 12 Months.

**Moderately Risky (MR)**- students in this category had one sexual partner on Campus and inconsistently used condoms in the last 12 Months.

**Safer Sex (SS)**-Students in this category had one sexual partner on Campus and Consistently used condoms in the last 12 months.

**Secondary Virginitly (SV)**- students in this category have had sex before but have not had sexual intercourse since joining Campus.

**Abstaining (AB)**- students in this category have not had sexual intercourse before i.e. they are virgins.

**Table 4.2a. Percent Distribution of students' Degree of Risky Sexual Behaviours by university, sex and year of study according to Degree of Risk**

Primary variable	Secondary variable	N	ER	VR	MR	SS	SV	AB
University	KU	294	25	10	15	11	3	33
	USIU	196	19	16	12	17	0.5	30
	DU	96	13	3	6	28	0	49
	<b>Total</b>	586	21	11	12	16	1.5	36
Sex	Male	285	24	14	11	23	3	23
	Female	301	19	9	14	10	1	45
Year of study	Second year	313	17	10	12	13	1	38
	Fourth year	273	26	13	13	14	2	30
Religious affiliation	Catholic	187	28	11	18	11	2	28
	Protestant	351	18	12	11	19	2	37

From table 4.2b above, it can be observed that a high percentage of students engage in high degree risky behaviours (ER, VR and MR) compared with those either abstaining, engaging in safer sex or practicing secondary virginity. In addition, many students engage in RSBs as they progress in their university studies.

#### 4.1.2.2 Forms of Sexual Partnerships

Forms of sexual partnerships on Campus were classified into three; Multiple Sexual Partnerships (MSP), One Sexual Partnership (OSP) and No Sexual Partnership (NSP) as shown in the table below:

**Table 4.2b. Percent distribution of Forms of Sexual Partnerships on Campus by university, sex, year of study and religious affiliation according to various Forms of Sexual Partnerships**

<b>Primary variable</b>	<b>Secondary variable</b>	<b>No. of sexually active students</b>	<b>Multiple sexual partnership (MSP)</b>	<b>One Sexual partnership (OSP)</b>	<b>No Sexual partnership (NSP)</b>
<b>University</b>	KU	197	55	39	3
	USIU	135	59	37	0
	DU	49	69	29	4
	<b>Total</b>	381	59	37	2
<b>Sex</b>	Male	218	63	31	3
	Female	163	52	45	2
<b>Year of study</b>	Second year	190	57	37	4
	Fourth year	191	60	37	1
<b>Religious affiliation</b>	Catholic	137	53	40	4
	Protestants	217	62	35	1

From table 4.2 b above, it can be observed that a high percentage of the sexually active students have MSPs compared to those OSPs. In addition, female students tend to be in one sexual partnership while male students tend to have multiple sexual partners. On the other hand, the number of multiple sexual partners per student increases as they progress in their university years.

**Table 4.2c Percent distribution of Exceptionally Risky Sexual Experiences (ERSP) by university, sex and year of study according to nonconsensual sex and matchmaking experiences**

Primary Variable	Secondary Variable	N	Percentage of students who had experienced non-consensual sex	Percentage of students who had experienced Match-making
University	KU	294	13	17
	USIU	196	9	16
	DU	96	8	16
Sex	Male	285	11	21
	Female	301	10	12
Year of study	Second year	313	12	19
	Fourth year	273	9	16

From table 4.2c above, it can be observed that a high number of students experienced non-consensual sex at KU compared to the other universities whereas an almost similar percentage of male and female students had experienced non-consensual sex. On the other hand, a high percentage of students had experienced matchmaking compared to those who had experienced non-consensual sex.

#### **4.1.3 Research questions three: What factors are encouraging students to engage in risky sexual behaviours?**

Information on this question is given in tables 4.3a-d below. It includes reasons for condom non-use, psychosocial, psychosexual and university structural factors influencing risky sexual behaviour.

#### 4.1.3.1 Reasons for use and non-use of condoms

Sixty six percent of the students have had sexual intercourse (381 students). Out of these, 82% (313 students) had used condoms for various reasons as shown in the table below.

**Table 4.3 a Reasons for Condom Use**

<b>Reason for previous condom use</b>	<b>Percentage of students giving the reason. N=313</b>
I used a condom to prevent pregnancy	74%
I used a condom to prevent HIV	70%
I used a condom to prevent other STIs	63%
I used a condom because I did not trust my partner	33%

From table 4.3a above, it can be noted that for large number of students the motivation to use condoms is to prevent pregnancy compared with the prevention of HIV. In addition a number of students had sex with partners they did not trust.

**Table 4.3 b Reasons for Non-use of Condoms**

Reason for non-use of condoms	Percentage of students giving the reason. N=381
It is time wasting	4.2%
It is not fashionable	3.9%
My partner does not like it	6.8%
It is against my church teachings	6%
I trust my partner	14%
I enjoy sex without condom	12%

From table 4.3b, it can be observed that a number of students did not use condoms because they trusted their partner, their partners did not like condoms or some enjoy sex best without condoms.

#### **4.1.3.2 Psychosocial and psychosexual factors influencing risky sexual behaviours**

Psychosocial factors are those that influence students psychologically or socially leading to engagement in risky sexual behaviours. Students mentioned the following psychosocial and psychosexual reasons in table 4.3c below as encouraging them to have more than one sexual partner:

**Table 4.3 c Psychosocial and Psychosexual Factors and Risky Sexual Behaviours**

Psychosocial/Psychosexual Reasons For Risky Sexual Behaviours	No. of students mentioning the Factor	
	MALE	FEMALE
I wanted to choose the best partner for marriage	31	21
I needed financial/material support	0	11
As a man, I feel superior with many sexual partners	22	0
I needed partner(s) both at home and on Campus	22	6
My sexual relationships kept breaking	40	36
I had many sexual partners for sexual adventure	63	27

From table 4.3c, it can be observed that a number of both male and female students ended up with many sexual partners because their relationships kept breaking and others wanted to choose the best partner for marriage. Notably also is the fact that many male students got into sexual affairs for adventure unlike the female students.

**Table 4.3 d Summary table of interview findings for Kenyatta University Students**

Reasons/factors encouraging risky sexual behaviours in question form	Response		Sex of students saying "YES"	
	YES	NO	Male	Female
Are there some activities that take place in your club/group that make you vulnerable to risky sexual behaviours?	15	5	7	8
Have you witnessed/heard cases of sexual harassment/rape on Campus?	20	0	10	10
Do the culture week festivities make students vulnerable to risky sexual behaviours?	14	6	8	6
Does availability of alcohol and drugs on Campus and its neighbourhood make students vulnerable to risky sexual behaviours?	20	0	11	9
Does the sexually provocative dressing of some female students provoke sexual feelings of male students hence making them vulnerable to risky sexual behaviours?	16	4	10	6
Does staying in single room give some students opportunity to engage in risky sexual behaviours?	14	6	8	6

From table 4.3d, it can be observed that peer influence in clubs/groups, alcohol and drugs and sexually provocative dressing were more frequently mentioned as encouraging students to engage in risky sexual behaviours.

#### 4.1.4 Research question four: What leisure activities could be making students vulnerable to risky sexual behaviours

##### 4.1.4.1 Participation in student festive leisure activities

Tables 4.4a and 4.4b below show the percentage of students who participated in the various student festive leisure activities per university and religious affiliation respectively.

**Table 4.4a: Percent distribution of students' participation in Student-Festive Leisure Activities by university according to respective Student-Festive Leisure Activities**

UNIVERSITY	n	Campus Night (Thursday) n=117	Ladies Night (Wednesday) n=144	Members Night (Friday) n=241	Birthdays n=428	Valentines Day (February 14 <sup>th</sup> ) n=280
Kenyatta University	294	23	18	38	70	41
United States International University	196	17	32	48	71	49
Daystar University	96	13	31	34	86	66
<b>Total</b>	586	39	25	41	73	48

From table 4.4a above, it can be observed that a high number of students across the universities participated in birthday celebrations compared to other activities.

**Table 4.4b: Percent distribution of students' participation in Student-Festive Leisure Activities by religious affiliation according to respective Student-Festive Leisure Activities**

Religious affiliation	n	Campus Night (Thursday) N=117	Ladies Night (Wednesday) N=144	Members Night (Friday) N=241	Birthdays N=428	Valentines Day (February 14 <sup>th</sup> ) N=280
Catholics	187	23	25	47	72	47
Protestants	351	19	26	39	75	49

#### 4.3.0 Statistical analyses

Statistical analysis was done to test if there were significant variables among variables stated in the hypotheses. Hypotheses 1-5 were tested using the Chi-square (at 0.05 level of significance). Hypothesis 6 was tested using one-way ANOVA (at 0.05 level of significance).

#### 4.3.1 Category of university and risky sexual behaviours

$H_{01}$ : There is no significant relationship between risky sexual behaviours and Category of university.

**Table 4.5: Significance of relationship between Category of University and Risky Sexual Behaviours**

$X^2$	Df	Contingency Coefficient
0.000	4	22.4%

Table 4.5 above shows that there was a significant relationship between category of university and risky sexual behaviours. Hence the null hypothesis stated above was rejected. Daystar University had 21% students engaging in RSBs compared to USIU and KU with 48% and 51% students respectively engaging in RSBs.

#### 4.3.2 Sex of the Student and Risky Sexual Behaviours

$H_{02}$ : There is no significant relationship between risky sexual behaviours and sex of the student.

**Table 4.6: Significance of relationship between Sex of student and Risky Sexual Behaviours**

$X^2$	Df	Contingency Coefficient
0.047	2	10.2%

Table 4.6 above shows that there was a significant relationship between sex of the student and risky sexual behaviours. Hence the null hypothesis stated above was rejected. A high percentage of male students (50%) were engaging in RSBs compared to female students (40%).

#### 4.2.3 Student's Year of Study and Risky Sexual Behaviours

$H_{03}$ : There is no significant relationship between risky sexual behaviours and year of study of student.

**Table 4.7 Significance of relationship between Student's Year of Study and Risky Sexual Behaviours**

$X^2$	Df	Contingency Coefficient
0.035	2	10.7%

Table 4.7 above shows that there was a significant relationship between the year of study and risky sexual behaviours. Hence the null hypothesis stated above was rejected. A high percentage of fourth years (51%) were engaging in RSBS compared to 40% second years.

#### **4.2.4 Student's Religious Affiliation and Risky Sexual Behaviours**

$H_{04}$  :There is no significant relationship between risky sexual behaviours and Religious affiliation of the student.

**Table 4.8 Significance of relationship between Student's Religious Affiliation and Risky Sexual Behaviours**

$X^2$	Df	Contingency Coefficient
0.000	6	29.4%

Table 4.8 above shows that there was a significant difference in risky behaviours among students from different religious affiliations. Therefore the null hypothesis stated above was rejected. A high percentage of Catholics (55%) were engaging in RSBs compared to 41% protestants.

#### 4.2.5 Student's Course of study and Risky Sexual Behaviours.

Ho<sub>5</sub>: There is no significant relationship between risky sexual behaviours and course of study of student. This shall be tested using Chi-square at  $\alpha = 0.05$  level of significance.

**Table 4.9 Significance of relationship between Student's Course of Study and Risky Sexual Behaviours**

X <sup>2</sup>	Df	Contingency Coefficient
0.41	2	56%

Table 4.9 above shows that there was no significant relationship between the course of study of students and risky sexual behaviours. Therefore the null hypothesis stated above was accepted.

#### 4.2.6 Level of participation in selected festive student leisure activities and risky sexual behaviours

Ho<sub>6</sub>: There is no significant relationship between risky sexual behaviours and level of student participation in selected leisure activities this hypothesis was tested using one-way ANOVA.

**Table 4.10 F-Value of mean scores of risky sexual behaviours and student's Participation in selected student festive leisure activities**

Df	F	P
2	1.422	0.243

Table 4.10 shows that there was no significant relationship between level of participation in selected leisure activities and risky behaviours. Hence the null hypothesis stated above was accepted.

## CHAPTER FIVE

### CONCLUSION

#### 5.0 Introduction

In this chapter, the major findings of the study are discussed, interpreted and where possible explained in terms of differences across sex, year of study and university.

#### 5.1 Discussion

The discussions of the findings from the present research are centred on the major research questions directing the study starting with research question one as follows.

#### **Research question 1: What are the sexual behaviour characteristics of university students?**

From the findings, 66% (381) of the respondents were sexually active. As can be seen from table 4.1, the median age of sexual debut across the universities is 17 years. The median age of sexual debut was earliest at 16 for DU and 18 for both KU and USIU. This was consistent with findings in a cross sectional study by Wanga (2000) on knowledge, attitude and practise of healthy reproductive habits among 705 University students in Kenya where the mean age of FSI was 17. However, it is notable that different statistics were employed to get the age of first sexual intercourse in the current study and Wanga's study. Whereas the current study used the median, Wanga used the mean to calculate age at sexual debut.

Similarly, the median age of sexual debut (18) in the current study was consistent to the national median age of sexual debut among the youth in Kenya reported in the Kenyan Demographic and Health Survey [KDHS] 2003 (Central Bureau Statistics [CBS], et al, 2004). On the other hand, consistent with findings by Halperin et al (2003), and CBS (2004), the median age of sexual debut for males in the current study was 17. This was however inconsistent with Wanga's findings which revealed the mean age of sexual debut for males to be 15. Age of sexual debut for females in the current study was 19, a year above the national median age of the Kenyan youth reported in the KDHS 2003 but consistent with that reported by Wanga (2000). Given that some findings of the current study and that of Wanga differ by a year and the mean is often less than the median for the same sample; it can be deduced that if Wanga had used the median, the findings would have been the same. Nonetheless, comparing current findings and findings earlier mentioned above; a general trend is observed whereby the age of sexual debut is increasing over time. This trend was also reported in the KDHS 2003 whereby the age of sexual debut for males increased from 16 in 1998 to 17 in 2003 and that of females increased from 17 in 1998 to 18 in 2003. Moreover, the age of sexual debut increased with educational level (CBS, et al, 2004). This perhaps explains why for instance the reported age of sexual debut for females in the current study was higher compared to that of KDHS. This may have been so especially because the university sample for the current study was more homogenous compared to the KDHS 2003 sample.

In addition, the gender difference in the age of sexual debut may be due to the fact that parents tend to be stricter on social lives of girls compared to that of boys. Consequently, the boys tend to engage in sex earlier than girls (Wanga, 2000).

**Research question 2: What risky sexual behaviours do university students engage in?**

From table 4.1, students at DU had a median number of 3 sexual partners while those at USIU and KU had a median of 2 sexual partners on Campus respectively. The high number of sexual partnerships at DU could be due to the fact that DU has a relatively unpropotional male to female ratio i.e. 2:3. Possibly, female students seeking to relate sexually with men could end up sharing one man. This was one reason respondents frequently mentioned in the in-depth interviews and questionnaires. For instance, a student quoted in the questionnaire; "Male students are fewer compared to female students, therefore there is a tendency of female students to want to have a relationship with any man so long as it satisfies the needs of the moment" (DU, Fourth year female student).

On the other hand, students at DU and USIU had a median of 4 sexual partners in their lifetime while KU students had 3. Overall, the median number of sexual partners in a lifetime for all the students was 3. This number was however slightly less than that reported by Uwalaka and Matsuo (2002) where the mean number of sexual partners in lifetime was 4 among students in Nsukka Campus, University of Nigeria. On the other hand, male students had a median of 4 sexual partners in

their lifetime while female students had 2. Moreover, male students reported a median of 2 sexual partners on Campus while female students reported one.

These findings were consistent with those of other studies (Siegel, 1999, Hong Kong, 2002) where university students reported multiple sexual partnerships with female students reporting less sexual partners compared to male students. In addition, on inspecting table 4.2a, one can observe a trend whereby 21% of the students had MSP and did not use condoms. More male students were in this practice compared to female students. This finding was consistent with that of Halperin, et al (2003) where 52% of Kenyan males had MSP compared with 18% of females (the subjects were aged 15-24). The gender differences could also be partly attributed to the possible underreporting by female students and over reporting by male students (Brown, et al, 2001, Hinde, et al, 2003). In addition, MSP among females could be attributed to the fact that multiple sexual partnerships among university female students are ridiculed while MSPs among male students are hailed as popular (Ogoh, 2000). Consequently, most female students could be reluctant to have MSPs. However, possible underreporting notwithstanding, at minimum; a number of female students report multiple sexual partnerships.

Across the universities, a high percentage of KU students engage in sexual intercourse without condoms compared to those at USIU and DU. Notably though is the fact that whereas a comparatively many students at DU had multiple sexual

partners, a comparatively high percentage of them practised safer sex (used condoms during sexual intercourse) and abstinence compared with students at USIU and KU. This is the case alongside the fact that the Daystar University administration does not encourage condom use among students in addition to not approving its supply on Campus. However in general, virginity (both primary and secondary) was least practised across the universities. The high number of multiple sexual partnerships begs the question; “why are students putting themselves at a high risk of contracting HIV and other STIs?” In a study by Ogoh (2000) on “Challenges to Adolescent Sexuality” among Nigerian University students (N=2510), sexual relations were seen as normal and natural. Whereas 86.2% of the students preferred one sexual partner because it fostered more affection and curbed STIs, peer pressure to have fresh new sexual partners and economic pressure (Kelly, 2001) often pushed students in the direction of multiple sexual partnerships. Furthermore, the need for fresh new sexual partners as a motivation for MSP can also be confirmed from the following quotes of the respondents; a 2<sup>nd</sup> year male student wrote, “I have had 6 sexual partners (4 on Campus) because I wanted to taste ladies from various ethnic backgrounds”. “Having sex is like having a meal; you always want to try something different” (2<sup>nd</sup> year male student).

One interesting finding was that whereas male students had a high number of sexual partners they practised safer sex more frequently compared to female

students. This could imply that female students had had a number of sexual encounters where they were unable to negotiate for condom use. In a study by Uwalaka & Matsuo (2002) among students of Nsukka Campus, University of Nigeria, it was reported that males dominated sexual relationships with regard to performance of safe sex practices. Moreover, from table 4.6, there was a significant relationship between the sex of the student and risky sexual behaviours ( $P=0.047$ ).

From table, 4.2a, a high number of fourth year students consistently engaged in high degree risky sexual behaviours compared with second year students. This finding was consistent findings in a study among Chinese University students. It was revealed that 7% of all new students had had sexual experiences but by the time they graduated, 25% had engaged in sexual activity (People, 2003). In addition, from table 4.7, there was significant relationship between year of study and risky sexual behaviours; 51% of the fourth compared with 40% of the second years engaged in risky sexual behaviours. This then has an implication on the orientation process of first years. According to the Social Cognitive Theory, new behaviours are learnt by modelling on the behaviours of others or by direct experience (Bandura, 1977). Consequently, junior students in the university are likely to model their sexual behaviours on those of the senior students. Therefore, without comprehensive orientation on healthy sexual behaviours on Campus,

junior university students' sexual thoughts are likely to be polluted by their seniors who may be ready to initiate them into risky sexual behaviours (Denga & Denga, 2004).

Table 4.2 b shows the forms of sexual partnerships on Campus. A high percentage of students in DU (69%) have multiple sexual partners compared to KU (55%) and USIU (59%). On the other hand, a high percentage of male students (63%) had MSP compared to 53% female students. In addition, a high percentage (62%) of Protestant Church affiliated students had MSP compared with Catholic Church affiliated students. In addition, table 4.8 shows that there was a significant difference in risky sexual behaviours among students from the two religious affiliations ( $P=0.000$ ). Fifty five percent Catholic students and 41% Protestant Church affiliated students engaged in RSBs.

A number of students reported to have experienced non-consensual sex (Table 4.2c). Cases of non-consensual sex and matchmaking experiences were more frequently reported at KU compared with DU and USIU and especially among male students. Students at KU may have been exposed to matchmaking experiences because most of them board on Campus and have free night time when they could engage in social activities. This can also be evidenced from table 4.4a where a high percentage of KU students participate in student festive leisure activities like birthday celebrations that could guarantee favourable conditions for matchmaking. However, whereas an equally high percentage of students in DU

and USIU participate in the birthday celebrations, they were less exposed to the risk of matchmaking experiences. This is may be attributed to the fact that majority of students at DU and USIU do not board on Campus hence such celebrations may have other people like parents present thus inhibiting such negative influence.

At the same time, it is worth noting that a comparatively large number of male students had matchmaking experiences compared to female students. This s could be attributed to the fact that young men tend to be more open on their sexual lives among themselves unlike women who tend to be conservative when it comes to exposing their sexual lives. Therefore men could easily and comfortably match make one another more often than female students could. Notably however is the equal number of male and female students who reported to have had non-consensual sexual encounters. Whereas incidents of non-consensual sex among female university students have been widely reported (Denga & Denga, 2004., Hong Kong., 2002., Karanja, 2002., Oriang, 2000.,Obbo-Onyango, 1997), limited incidents of non-consensual sex have been reported among male students. For instance in a study among Nigerian University students, it was reported that less than 7% of the male students had experienced non-consensual sex. Could this be a silently emerging issue? Could it be that these male students were sexually abused when they were young or were they subjected to non-consensual sex when mature at university or their homes?

**Research question 3: What factors are encouraging students to engage in risky sexual behaviours**

The responses to this question are factors reported from both the questionnaires and the in-depth personal interviews as encouraging risky sexual behaviours among students. They include; psychosocial factors, psychosexual factors, condom non-use factors, university-structural factors, sexually provocative dressing among female students, negative media influence among others. Later other university-specific factors are discussed.

**5.1.1 Psychosocial factors**

These are factors that could influence a person psychologically or socially leading to engagement in risky sexual behaviours. Table 4.3 c shows some of these factors. They can be classified as heterosexual relationship formation factors (e.g. sex is important in an intimate relationship, a feeling of being in love with more than one sexual partner, having sex with someone without a condom because you trust him/her) and heterosexual relationship exploitative factors (e.g. having sex for adventure, having a new sexual partner every time you are away from the regular sexual partner, having MSP as a sign of superiority, desire to have sex with partners from various ethnic/racial backgrounds). These findings corroborate those reported in a study among 13-19 year old Black and Hispanic

American males (N=178). The subjects reported that sexual intercourse validated masculinity and increased closeness to girlfriend (Rucibwa, 2001).

From table 4.3 c, it can be also observed that a high percentage of male students engage in risky sexual behaviours due to heterosexual relationship exploitative factors. This can also be inferred from the following quotations;

- “There are young beautiful girls in the Campus neighbourhood willing to sleep with Campus guys”-4<sup>th</sup> year male student.
- “I have had 6 sexual partners (4 on Campus) because I wanted to taste ladies from different ethnic groups like Kikuyu, Luo, Luyia, etc”- 2<sup>nd</sup> year male student.
- “ I have had multiple sexual partners on Campus so as to boost my ego, my girlfriends crowd me and I enjoy different sexual partners anyway”-4<sup>th</sup> year male student.
- “ Chics (female students) want men who spare time to socialise with them, someone who hugs, says good words, offers comfort. If your boyfriend gets too busy, you have no choice but to hook up with a different man who can offer all these.”-2<sup>nd</sup> year female student.
- “There are some male students who have been nick named ‘**Amnesia Boys**’ at USIU. They have a way of easily convincing some female students and have sex with them. However they can hardly remember their sexual partners a day after.”-4<sup>th</sup> year female student.

In related studies by the World Health Organisation among developing countries (Brown, et al, 2001) over 80% of females in six studies had experienced sexual intercourse with a steady boyfriend with an intention to marry. In contrast, far fewer sexually experienced males initiated sexual activity with a steady girlfriend. This implies that there are often gendered relationships among students with “a silent conflict of objectives” whenever they initiated heterosexual relationships. For instance, whereas some females may start a relationship with an intention to marry (hence easily engaging in sex due to influence of relationship formation factors mentioned above), some males would be out to exploit them for instance;

- “I don’t understand why I have had 4 sexual partners since I joined Campus but I seem to have loved them all”-4<sup>th</sup> year female student.
- “I have had 2 sexual partners because for the first one, it just happened and for the second one, I just played along”-2<sup>nd</sup> year female student.
- “I have had four sexual partners because I mistook love for sex for a while but now I know better, so it was partly because I was searching for my sexual identity”- 4<sup>th</sup> year female student.

In a study on “Pluralistic Ignorance and Hooking Up” among university students (N=264), it was reported that men were more likely than women to engage in “hooking up” (where two people agree to engage in sexual behaviours for which there is not future commitment (Lambert, et al, 2003). A related practice ‘**Add and Drop**’ culture was revealed at Daystar University whereby some students could hardly sustain a sexual relationship for more than a semester. Whenever a

new semester began, these students dropped their regular partners and got new ones. They then went out together for only a semester during which time they were likely to engage in sex.

This has implications on the Counselling and Peer Education interventions in the different universities. There is urgent need to enlighten and train students on how to start and maintain healthy heterosexual relationships. Moreover, from table 4.3c above, 76 students reported having multiple sexual partners because the relationships kept breaking.

### 5.1.2 Psychosexual factors

Closely related to psychosocial factors are psychosexual factors that encourage students to engage in risky sexual behaviours. Instances of unsafe sex can be symptomatic of deeper underlying psychological problems

(Robinson, et al, 2002). Some of these are quoted below;

- “ I have had 5 sexual partners (since I joined Campus) because of a prolonged sexual desires”-2<sup>nd</sup> year female student.
- “I have a total 6 sexual partners (3 on Campus) to ensure that if and when one drops me, there will be no shortage of sexual services which I badly need”-4<sup>th</sup> year female student.
- “ I have many sexual partners because I need to console myself while one is away”- 2<sup>nd</sup> year male student.

In addition, isolated cases of prostitution were reported; some female students engaged in prostitution. The motive may not always be to make money; sometimes it is just the need to feel sexually satisfied (Bolton, 1995., Bajos & Marquet, 2000). Eighty percent of the interviewees at KU acknowledged witnessing cases of prostitution among students. For instance, there were cases where some ladies nicknamed “cyber cafes” easily give in to sex in exchange for money or material gifts. Perhaps a more serious form of prostitution is what one female interviewee called a ‘pimp house’. This is an organised form of prostitution whereby a student agent matched sex-interested male, female students and non-students to have sex. Usually the agent approaches interested male and female clients first. The males then paid 300 Kenya Shillings. He then paired up the clients. The clients did not necessarily get to know they would be sexual partners in advance; they usually met on the day of the sexual encounter. After the sexual encounter, the male agent paid the female students 100/= each and remained with 200/= as income earned.

### **5.1.3 Condom non-use factors**

Out of 381 sexually active students, 65% (313) had used condoms in their sexual encounters although some did not use them consistently. In a 3-year study on risky sexual behaviours among a convenient sample of College students, (N=778), it was similarly reported that 60% females and 64% males had used a condom during the last time they had intercourse (Ellingson & Flannery, 2003).

However, from table 4.3 a, it is notable that a high percentage of students used condoms to prevent pregnancy followed by HIV prevention and other STIs.

Table 4.3 a also shows that 33% of the sexually active students used condoms with sexual partners they did not trust. This group of students may have either used condoms with regular or with casual partners. This has direct implications on condom use promotion messages; it is important for condom use advocates to educate for HIV and STIs prevention as one major motivation for condom use. With increased consciousness, more people would more consistently and correctly use condoms with all sexual partners. Other reasons given for condom non-use were written comments on the questionnaires as quoted below;

- “The janitors on duty at night in the female students’ hostels cannot allow someone to get into the ladies’ hostels; therefore this prevents someone from getting out of the hostel to get condoms in fear of being locked out when he has already ‘browsed’ (romanced) –4<sup>th</sup> year male KU student.
- “I could not use a condom during one of my sexual encounters because my emotions were faster than my mind; before I could think about it, we had already done it”- 2<sup>nd</sup> year male student.
- “Because my boyfriend visits freely (he is a student), sometimes we are forced to have sexual intercourse when we are not prepared with a condom”- 2<sup>nd</sup> year female student.

- “I do not use a condom because my partner is allergic to the condom ointment. She nauseates whenever she smells a condom”- 2<sup>nd</sup> year male student.
- “Condom causes irritation in my private parts and it is like eating a sweet with a wrapper-2<sup>nd</sup> year female student.

In addition, table 4.3 b shows some of the frequently mentioned factors that discourage students from using condoms. Condoms are said to be time wasting and not fashionable. Moreover, a high percentage of students did not use condoms because they trusted their sexual partners, some enjoyed sex more without condom while others did not use it because it was against the teachings of their Church. These findings were consistent with those reported by Caceres study as cited in (Brown, et al, 2001) where the leading reason for inconsistent condom use was dislike of condoms; 49% males and 18% females attributed condom non-use to dislike while 18% of males and 14% of females attributed it to their partner dislike. Nonetheless, students in the present study mentioned a number of factors that encouraged condom use as evidenced from the following written comments on the questionnaires of the sexually active students who had used condoms;

- “My partners get more sexual satisfaction whenever I use a condom because it delays the first ejaculation”- 2<sup>nd</sup> year male student.
- “I use a condom to gain confidence and peace of mind after intercourse”- 4<sup>th</sup> year male student.

- “I use a condom because it is readily available (offered free)”- 4<sup>th</sup> year male student.
- “I use condom because I love the flavours of some condoms especially strawberry condom”-2<sup>nd</sup> female student.
- “My boyfriend says that the first shot forces him to use a “CD” (condom) so that he cannot ‘die’ (loss erection)” -4<sup>th</sup> year female student.
- “I use a condom so that he does not withdraw when sweetness is at maximum when during sex” 2<sup>nd</sup> year female student.

#### 5.1.4 University -structural factors

(a) University- structural factors refer to the negative influences on sexual behaviours of students that may arise out of students’ interaction in various academic and social structures within and around the university such as student clubs and societies, entertainment spots where alcohol and drugs are easily available for students, student-student and lecturer-student interaction out of class and female students’ dressing. The influence of these factors varied across the universities mainly because they are situated at different places and neighbourhoods. They include the following;

**(i) Influence Club/group activities-** At Kenyatta University, some activities in some clubs like Kenyatta University Choir (the official choir group of the University), Kenyatta University Travelling Theatre (Involved in promotion of drama) were reported to be making students

vulnerable to risky sexual behaviours. It was reported that during club/group outings, some members without intimate friends of the opposite sex felt out of place. They were usually under pressure from their peers to get intimate friends; therefore they picked the next available club colleagues who often ended up being their sexual partners during the outing period. On the other hand, the students are usually given food and accommodation allowances and can freely seek their accommodation while out of Campus on an official function. Some students ended up spending these allowances in discos. Some female students would then get male friends with whom they later slept with thus saving on the allowances and this begets risky sexual behaviours. An interviewee (a member of the Choir group) narrated a case where two members of the university choir group met in a disco for the first time during an outing. They had alcoholic drinks after which they spent the night together. The following morning, they couldn't even talk to each other or even sit together as could be expected of intimate friends. They never became friends. This practice where students in a certain group tend to engage in similar behaviours is a clear case of deindividuation and polarisation effects (Dworkin, 1985., Zimbardo, 1979 & Diener, 1980) whereby students on joining groups may lose their personal moral values and embrace the morals of the group which may be risky. Furthermore, the Social Representations Theory (Joffe, 2002) posits out that students could represent their health risks through group specific value systems. This could include the need to have a sexual partner just like the other group members.

The other reported activity that makes students vulnerable to risky sexual behaviours was *Culture Week Festivities* held annually every September of the new academic year at Kenyatta University. The festivities are characterised by drama, traditional performances, disco entertainment, fashion and beauty contests. Seventy percent of students interviewed at Kenyatta University reported that the festivities usher in moments during which students easily engaged in risky sexual behaviours.

Most of the week long activities kick-off every evening (when students are through with classes) and gain momentum through the night. Moreover, being the start of a new semester, students are not very busy with their academic work. At the same time having just reopened, students have a good amount of pocket money, which some spare for alcohol and drugs. Usually, they are in a festive mood and prefer having fun by drinking a lot and abusing drugs. This coupled with the general atmosphere of idleness gives some of them an easy opportunity to engage in sexual activities.

Furthermore, the Fashion and Beauty contests characterised by performing female students wearing sexually provocative attires went a long way to intensify sexual urges among the students. On the other hand, there is usually a crave among male students to get new sexual partners, (gold rush) from the group of first year students who would have just joined (Nation, 2000). Many new students got into short-lived sexual relationships during this period. Generally, this is one of the periods when sexual activity among students is at its peak.

At USIU, it was reported that students usually organised camps at venues out of Campus. At the campsite, students who may have not been accompanied by their girl/boyfriends try making new friends. Moreover, during the camping, they drink alcohol and smoke a lot and easily end up in sexual activity. In their drunken state, they hardly use condoms during sexual intercourse. A number of studies report a strong association between alcohol drinking and risky sexual behaviours for instance Cooper (2002). Meanwhile, no particular group/club of students at Daystar University was reported to be engaging in risky sexual behaviours.

**(ii) Sexual harassment/assault:** According to Denga & Denga (2004), sexual harassment involves the behaviour of individuals who use their power and position in an establishment to extort sexual favours or gratification from their subordinates. Student-student and lecturer-student social relationships can at times subject students to sexual harassment. All the students interviewed at Kenyatta University acknowledged knowing cases of different forms of sexual harassment on female students. One form is where strangers (students and non-students) within the Campus sexually harassed female students at night and often forced them sex. The other form is where some university staff attempted to seek sexual affairs from female students in exchange for financial or academic favours. Similar incidents were reported in case studies among students in a Nigerian university with a population of 18,000 students (Ladebo, 2003) where academically weak students were taken advantage of sexually by faculty staff. Out of despair, some engaged in sexual relationships with faculty staff in return for good grades.

In a related study by Seymer as cited in (Denga & Denga, 2004) among students (N=1000) in a well-established Nigerian University, lectures were reported to have been sexually harassing female students. Similar incidents have been reported at Egerton, Kenyatta and Makerere universities (Karanja, 2002., Oriang, 2000., Obbo-Onyango, 1997). Moreover, in a study on “Challenges To Adolescent Sexuality” among students in Nigerian institutions of higher learning (N=2510) female students reported having offered sex in exchange for good marks as a reason for starting relationships. From the instances mentioned above, a trend is observed whereby the faculty staff who sought sexual affairs with female students. On the contrary, Ladebo (2003) argues that motives of sexual harassment are varied depending on the situation and the personality involved. Some university female students may want to acquire ‘super girl’ status on Campus by engaging in sexual relationships with faculty staff.

In the student-student relationships the most frequently mentioned form of sexual harassment was where for instance a male and female student related as friends initially. As time goes by, the male students take advantage of these cordial friendships and force their female friends to have sex with them.

One female interviewee narrated an incident that involved her friend as quoted below: “Nixon (not his true name of the student), visited his female friend Jane (not her true name of the student) at 8 am. The two were committed members of the Protestant Church and had been friends for a long time. Nixon stayed on till 2 pm. Within this time, Nixon forced Jane into sex. He threatened her with dire consequences if she

reported him because Nixon dreaded the social implications given that both were known to be committed church members. However, a week after the encounter, Jane was overwhelmed with guilt feelings and said it all out. Meanwhile with time, Nixon got so traumatised to the extent that at one time, he attempted to commit suicide”.

Another interviewee narrated an incident where Janet (not her true name of the student) visited her Chemistry classmate, Peter (not her true name of the student) at 9 pm to pick class notes. Janet stayed on till late in the night and at some point Peter misinterpreted that Janet wanted to have sex with him. Peter attempted to coerce her into sex. However Janet resisted and began screaming thus attracting the attention of the hostel members who came to her rescue”.

Generally, all students interviewed at KU had either heard or witnessed incidents of rape or attempted rape. They however observed that most of such incidents went unreported because of the female victims’ fear of stigmatisation and possible contemptuous feelings from fellow students.

Though, there were no reported incidents of lecturer-student sexual harassment, mild student-student forms of sexual harassment were reported at Daystar University.

This was when male students squeezed themselves against female students as they lined up for meals in the dinning hall; “some male students like touching bodies of female students who are provocatively dressed” (2<sup>nd</sup> year female DU student). Related incidents were reported among students in the University of Natal in south

Africa by Simelane (2001) where, in addition to unsolicited and unwelcome touching and fondling from male students; sexually loaded noises and gestures, staring, wolf whistling and streaking were reported. Most female students at Daystar University got irritated, frowned at it and walked away and never report such incidents. In a related study among Nigerian university students (Ladebo, 2003), it was reported that female victims of sexual harassment hardly reported the incidents. Instead they preferred either staying away from the aggressor or from the environment promoting the behaviour or decided to put up with the behaviour.

This has implications on the university rules and regulations that govern the relationships between lecturers and students and among students themselves. There were no incidents of sexual harassment reported at USIU.

**(iii) Influence of drugs and alcohol available both on Campuses and their neighbourhoods:**

The interviewees at KU acknowledged that alcoholic drinks are sold on Campus students' centre but not drugs. However, a number of students sought cheap alcoholic drinks and drugs in the Campus neighbourhood, Kiwanja popularly known as "KM". Women prostitutes are usually at standby to escort drunken male students back to Campus hostels. Many of the times, some of these male students had sex with these prostitutes. There had also been incidents where female students went to drink at Kiwanja and end up being carried back to the hostels by men unknown to them. Many of such female students ended up being raped.

At USIU, students are allowed to smoke in a certain zone on Campus. Nevertheless, they are not allowed to drink alcohol on Campus. However, an interviewee reported that around the Campus; there are private hostels in which some students board. Students regularly host parties there. During these parties, there is much alcohol drinking and dancing. There was an incident where a male student at a party tricked a female student and put a hard drug in the lady's bottle of beer. After a few minutes, the lady lay unconscious and the male student had sex with her in the next room. Alcohol has been associated with risky sexual behaviours in a number of studies. For instance, Cooper (2002) reviewed and analysed studies done over 10 years that were examining the association between alcohol drinking and risky sexual behaviours in a sample of college students and youth. It was revealed that alcohol drinking was strongly associated with decision to have sex (e.g. having multiple sexual partners or casual sex partners) but it was inconsistently associated with protective behaviours (e.g. condom use). Drinking was more strongly associated with decreased protective behaviours among younger individuals on first sexual intercourse. In a related study, it was reported that freshmen alcohol consumption was significantly positively related to the number of sexual partners (Reynolds, 2003).

In the current study, it was reported at KU that some students drunk too much alcohol at the student centre till they lost their consciousness and self-control. There seems to be overwhelming influence of alcohol on students engagement in RSBs. A male respondent at KU wrote; "There is illegal beer in the neighbourhood, which we drink

and hence have sex with those ladies who prepare and sell the beer”-4<sup>th</sup> year male student. There is urgent need for students to moderate their drinking habits so as to control engagement in RSBs. No cases of alcohol influence on RSBs were reported at Daystar University.

### 5.1.5 Negative media influence

Media with sexually explicit literature has been reported to have an overwhelming negative influence on sexual behaviours of young people (Tabifor, 2000). In a study among 17-24 year old youth (N=714), 95.2% reported that media influenced them to engage in RSBs (Okweso, 2002). In the current study, 46%, 37%, 46% of students at KU, USIU and DU respectively reported watching pornographic shows. Moreover, 38%, 48% Catholic and Protestant Church affiliated students respectively reported watching pornographic shows. The students across the three universities of study wrote the following in relation to the influence of media on their sexual behaviours;

- “I once watched pornographic videotape before I ever had sex and found myself giving in because it aroused my feelings. Some of these African movies also influence the way I relate to my partner”- 4<sup>th</sup> year female student.
- “Most of my sexual partners like soap operas, which come at night. Sometimes I just realize that I have done it, yes! sex”- 4<sup>th</sup> year male student.
- “There are times I watch some programs on T.V till I decide to look for my lady so that we can romance”- 4<sup>th</sup> year male student.
- “At times I watch pornographic shows which leave me horny (sexy)”-male 4<sup>th</sup> year.

- “Some programs in the T.V can be so arousing hence if you are near your boyfriend you end up having sex there after”- female 4<sup>th</sup> year.
- “The media influences me; I try doing what I see in the soap operas” –2<sup>nd</sup> year female student.
- “I believe if I do not watch romantic movies, I really won’t be in a position to do it better or really handle my sexual partners better. They also give me very romantic language good enough for any partnership”- 4<sup>th</sup> year male student.
- “The pornographic video shows tend to expose me to more sexual activities and at some point I may feel like practicing some of them” –2<sup>nd</sup> year female student.
- “Watching some programs with sexy episodes makes me think its not wrong, everyone is doing it, it is the way of life, its o.k., it’s the right thing to do” 4<sup>th</sup> year female student.
- “The programs I watch on T.V give me fresh ideas on how to seduce ladies”- 2<sup>nd</sup> year male student.
- “I watched the programs ‘original sins’ movies starring Antonio Banderas; I wished it was me he was making love to!”-2<sup>nd</sup> year female student.

From the quotes above, the media greatly encourages university students’ engagement in RSBs. After watching especially romantic episodes, some student end up having sex; it kind of acts as precursor even to sex encounters that would-be sexual partners may have not prepared for. There is need to encourage students to

seek out alternative less risky forms of entertainment and avoid watching some programs that may sexually brainwash their minds.

#### **5.1.6 Sexually provocative dressing of some female students**

A lady may be said to be in sexually provocative attire if she puts on tight fitting skirts, shorter than a mini-skirt or tight trousers or very short upper body attires covering up to slightly below the breasts (tumbo-cuts) among other attires. More than 80% of the interviewees at KU reported that provocative dressing by some female students often provoked the sexual urges of some male students. One male student wrote, "The girls like to mock boys by wearing very sexually appealing attires."- 4<sup>th</sup> year student. This reason was however mentioned by more male students than female students. Male students argued that explicit exposure of some body parts of female students arouses their sexual urges. Despite acknowledging that they exercised high level of self-control, they felt invited to date such ladies. Papadopoulos, et al (2000), reported a similar finding among Greek University students. In their study, male students reported that sexual arousal or curiosity motivated the drive to have sexual intercourse. In the current study, some male students reported that they are either tempted to want to ask for sex with their intimate friends or react by scolding and ridiculing the female students in provocative attires. Some female students similarly reported that some ladies deliberately wore sexually provocative attires to attract men in general or attract particular men. Furthermore some ladies feel more beautiful when many men approach them for sexual relationships. In a related study on "Challenges To

Adolescent Sexuality”, Ogoh, (2000) surveyed 2510 students in higher institutions of learning in Nigeria. Students reported they understood that mode of dressing sent messages. Therefore, students would choose their attire carefully depending on which message they wanted to communicate. Attires were described as enticing, seductive and sexy. For instance, female students wore makeup and ornaments as well as dressed to reveal their physical features while male students wore boots and big shirts usually left unbuttoned to show their muscles. This appearance for both male and female was complemented by both particular walking; catwalk for females and confident strides for the males. In a related study, vulnerability to sexual harassment was reported to be associated with sexually provocative dressing among other factors (Simelane, 2001). However it is noteworthy that some male students in the current study were not aroused sexually by such dressing.

On the other hand, 40% of the ladies interviewed reported that provocative dressing shouldn't be problem to male students since ladies have a taste of fashion and simply dress depending on the prevailing fashion. They added that some male students actually encourage them to wear sexually provocative attires. However from the findings and other literature discussed above, there seems to be a relationship between sexually provocative dressing and risky sexual behaviours such as sexual harassment. Consequently, influence of sexually arousing/provocative female dressing cannot be gainsaid especially if the male counterparts feel that such dressing tempts them sexually.

### 5.1.7 University-specific factors

#### 5.1.7.1 Kenyatta University

##### (a) **Staying in single rooms makes some students vulnerable to engaging in sex:**

The Catering and Accommodation Services Board (CASB) of Kenyatta University rents out single, double and triple rooms occupancy to students. It emerged in the interviews that the exclusive privacy in single rooms subjected some students to the vulnerability of engaging in sex. Some students easily cohabited with their sexual partners, could have sex even after brief visits while some sought out sexual partners. Therefore, students in single rooms were found to be more vulnerable to risky sexual behaviours than those in double or triple rooms. This is because it is not easy to always send away a roommate whenever a student wanted to have sex with his or her partner. Nevertheless, some students had sex while their roommates were asleep in the same room. Other interviewees observed that single rooms could also be an easy trap for female students if the male occupants have a tendency to compel ladies to have sex with them.

#### 5.1.7.2 Daystar University

(a) **University rules and regulations on sexual relationships-** according to the university rules and regulations at Daystar University, it is a punishable offence to have sexual intercourse on Campus or out of Campus unless married. In addition, students of the opposite sex are not allowed to visit each other in their Campus hostels. Any student found pregnant is suspended for one academic year and those

found aborting are usually expelled. This policy is similar to that in Shenzhen University where even intimate gestures such as holding hands, hugging and kissing between students is forbidden on Campus (Xinxin, 2003). In the current study, it was reported in the interviews that students tend to rebel against these regulations by engaging in sexual activities in the private hostels in the neighborhood of Daystar University.

This finding is similar to that among Chinese university students who rent off-Campus apartments to specifically facilitate cohabitation (Xinxin, 2003).

One student in the current study wrote, "The fact that sex is a forbidden fruit on Campus has increased vulnerability because it tastes good anyway (forbidden fruits are sweeter)"-2<sup>nd</sup> year female student.

(b) **Romantic rocks around Campus-** there are natural rocks around Campus which students find romantic. It emerged in the interviews that some students had private time with their friends of the opposite sex on these rocks. Occasionally, some end up in engaging in sex and for some; visiting these rocks is a precursor to having sexual later on. This finding corroborates findings reported after four-year sexual attitudes survey among Chinese university students (People, 2003). Some students had sex in the grass around Campus while others rented houses off-Campus for the same purpose.

**Research question 4: Are there leisure activities that could be make students vulnerable to risky sexual behaviours?**

An inspection of table 4.4a above shows that a high percentage of students at all the universities participate in birthday celebrations. This perhaps explains why a high number of students at KU have frequently had matchmaking experiences. Birthday celebrations constitute an ideal context for such experiences.

On the other hand, given that these festive activities are often characterised by alcohol and drug taking, then the high number of students who participate in them are actually exposing themselves to the risk of engaging in RSBs. In a survey among United States college students, it was reported that most short-lived heterosexual relationships were formed at entertainment spots.(McDonagh, 1999). The more committed the student was to the relationship, the more painful the end of the romance was.

## **5.2 Implications and recommendations**

The central aim in this study was to critically analyze factors encouraging students to engage in risky sexual behaviours. At one level, chances of people avoiding or contracting HIV are dependent on a number of personal factors like one's understanding of sexuality, knowledge of HIV transmission, one's values and religious beliefs, relationship skills and self-esteem. However, at another level, the extent to which persons are vulnerable to HIV depends on other factors

arising from within peoples' everyday environment over which they may have little or no direct control. These factors may exert overwhelming influence on their personal factors (Glen, et al, 1997). Similarly, Bandura (1986), in his Social Cognitive Theory while articulating the notion of reciprocal determinism asserts that people have the ability to influence their destiny, while at the same time he recognizes that people are not free agents of their own will. Humans are neither driven by inner forces nor automatically shaped and controlled by the environment. A number of contextual and social factors have emerged as influencing risky sexual behaviours among university students. It is important that social science sex research is done to unravel the logic of sexual behaviours in their social settings (Gammeltoft, 2002). In this context, it is vital to keep in mind that to most people, sexuality is not just about health; it is also about such diverse concerns as love, excitement, money, joy, beauty, companionship and procreation (Bolton, 1995; Bajos & Marquet, 2000). The discussion of implications for this study shall be guided by the Social Ecological Model for health promotion (McLeroy, et al, 1988). According to this model, patterned behavior is the outcome of interest and behavior is viewed as being determined by the following:

- (1) **intrapersonal factors**- characteristics of the individual such as knowledge, attitudes, behavior, self-concept, skills,
- (2) **interpersonal factors** i.e. processes and primary groups e.g. formal and informal social networks, social support systems , including the family, work group and friendships,

- (3) **institutional factors**-social institutions with organizational characteristics, formal and informal rules and regulations for operation,
- (4) **community factors**-relationships among organizations, institutions and informal networks within defined boundaries, and
- (5) **public policy**-local, state and national laws and policies.

In the current study, it has been revealed that most students are engaging in multiple sexual partnerships and most of the sexually active students used condoms inconsistently. This has implications on the behavioral intervention programs among university students. Initially, it is important that students are given knowledge to be able to appreciate their current sexual behaviours and not necessarily to condemn them. Gammeltoft argues that:

‘rather than simply distributing information about health risks and safer sexual behavior, a prime task of health education efforts should be to assist people in bringing into expression and reflection those sexual values and orientations which are currently merely tacit and implicit...’

(Gammeltoft, 2002, pp. 494).

Similarly, based on their review of social cognitive frameworks and studies, Abraham and Sheeran concluded that HIV-preventive behavior will

‘depend on effective management of sexual excitement which may in turn rely on self-acceptance of sexuality..’ (Abraham & Sheeran, 1994, pp. 180).

It is therefore recommended that intervention initiatives in the universities like Peer Education and Counselling programs create a forum where students can express openly their sexual experiences and hence begin to appreciate them. This will enable the students to objectively appreciate the common behavior change messages that these sources promote. An example is the current initiative by *I Choose Life* (ICL) organization that has incorporated such an approach to its behavior change interventions among university students in Kenya. Students are offered a secure forum for expressing their sexual experiences freely and later asked to reach out for at least five peers and encourage them to adopt safe sexual behaviours. Given the high number of students in universities, it is important that other Peer Education programs complement the efforts of ICL using this approach.

Students can play a big role in encouraging their colleagues to embrace healthy sexual behaviours. Research suggest that people are more likely to hear and personalize messages, and thus to change their behaviour and attitudes if they believe the messenger is similar to them and faces the same concerns and pressures (Sloane & Zimmer, 1993, Milburn, 1995). This is further emphasized by Howard (1990) in his Social Inoculation theory where he posits that teenage role models can be utilized to promote behavior change among students through for example role-play on responses to social pressure. It is recommended that university administrations support student clubs morally and financially while encouraging

members to become role models to their peers. In addition, each club should be required to integrate HIV/AIDS and behavior change activities in their curriculums. On the other hand, whereas a course on HIV/AIDS could be step towards increasing awareness among students, a compulsory university course on human sexuality could help students have greater understanding of their sexuality alongside and how it relates to HIV and STIs infection. Given that the scope of behavior change intervention programs is often limited (because students participate on voluntary basis), the university academic decision making bodies should consider introducing a compulsory course on Human Sexuality and how it relates to contraction of HIV and other STIs. Otherwise, students may only learn from their peers who may not be having correct information.

Another significant step towards curbing the spread of HIV/AIDS and other STIs is the reduction of number of sexual partners. In the current study, female students had 1 sexual partner and male students had 2 sexual partners currently on Campus. According to Shelton, et al (2004), the spread of AIDS can be reduced if sexually active persons reduced their number of sexual partners. Reduction of sexual partners has been highly credited for the reverse of HIV epidemics in Thailand and Uganda (Low, et al, 2003., Sanny, 2004) where multiple sexual partnerships reportedly dropped after vigorous campaigns for people to stick to one sexual partner. It is therefore recommended that behavior change intervention initiatives

begin to vigorously promote reduction of multiple partnerships as a step towards curbing the spread of HIV/AIDS.

Intervention programs should enlist the use of significant people in the university to communicate their messages to the university community. According to the Diffusion of Innovation theory there are four essential elements in information dissemination in a community. These are the innovation, its communication, the social system and time (Rogers, 1983). The theory posits that people are likely to adopt new behaviours based on favorable valuations of the idea communicated to them by other people. It is important for Peer Educators to identify with strong opinion leaders in universities whose participation should be integrated in their programs.

It has also been revealed that more male students engage in safe sex behaviours compared to female students. Possibly, female students get into sexual encounters where they are constrained to negotiate for safer sex (Brown, et al, 2001).

The females' ability to use verbal, non-verbal and situational control strategies determines whether or not they get into sexual intercourse encounter. Ineffective control of stages to sexual activity (for instance incomplete rejection) can result in strong situational pressures that may lead to sexual arousal in the female. This can lead to unintended sex in two ways; the female may misinterpret arousal as love

for the male partner or arousal may short circuit the female's intentions not to have sex through its hedonistic value (Harris, 1991).

It is recommended that the Counselling departments and other behavior change intervention programs offer life skills training that can enhance the control strategies of the female students.

Alcohol and drug use seems to be rampant among students in both private and public universities. It is notable that slum dwellings have sprung up in the neighborhood of most universities in Kenya especially public universities. For instance, Njokeiro shanties at Egerton University (Njoro Campus), Mushatha at Jomo Kenyatta University of Agriculture & Technology, Mabatini and Village Market at Moi University, Mutuini at University of Nairobi (Kabete Campus), KM at Kenyatta University, Equator at Maseno University among others. A visit to most university neighborhoods in Kenya revealed that each has a slum-like neighborhood where cheap illegal alcohol and drugs are readily available. Influence of these often makes students vulnerable to risky sexual behaviours. A number of studies report a strong association of alcohol drinking and risky sexual behaviours (Cooper, 2002; Reynolds, 2003). The university management and students should initiate intensive anti-alcohol and drug campaigns to discourage students against excessive alcohol consumption, consumption of illicit alcoholic drinks and addictive drug use.

Consistent with the four elements of Social Ecological Model for health promotion (McLeroy, et al, 1988) previously mentioned, the members of the communities neighboring the universities should also be involved in these campaigns.

Whereas a high percentage (65%) of the sexually active students had used condoms, it is apparent that a number of students still did not use condoms during sexual intercourse. After a computerized literature review and synthesis Sanny, (2004) reported that condoms are about 90% effective for preventing HIV transmission. Moreover, most countries continue to have high rates of HIV transmission despite high reported rates of condom use among the sexually active persons. The question then is, “are people using condoms consistently and correctly?” In the current study, most students reported inconsistent use of condoms. This then implies behavior change intervention programs advocating for condom use need to restructure their approach altogether. Rather than only distributing condoms in student hostels and washrooms, it is important to impart students with skills on proper condom use. Alongside this, reduction of number of sexual partners should be advocated as away of ensuring effective condom use. In addition, as a step to encouraging condom use among sexually active students not using condoms, it is important to explore the nature of relationships in which student use condoms and how condom use messages are delivered. For instance, in a study among college students (N=136, 59% were sexually active, 57% were in steady dating and 43% were in casual dating relationships respectively), it was

reported that effects of HIV interventions on condom use were greater among students who were not in steady dating relationships as compared with those in steady dating relationships (Sanderson, n.d). A related study by Sanderson (N=220) revealed that female students who received condom promotion messages from men were more likely to use a condom during last sex with new or casual partner than those who received messages from women. Moreover, a study among 210 undergraduates students at a Pacific Northwest university in 1996 (Center for Health studies, 1999), longer relationships, more serious and committed relationships in addition to high levels of love were individually associated with less condom use. The study researchers conclude that HIV and STIs prevention interventions would be more effective with young adults in dating relationships. Programs promoting condom use could also teach for condom self-efficacy to help students counter the negative attitudes associated with condom use (Table 4.3b), and the psychological perception of trusting a partner hence not using a condom. The universities should streamline condom distribution within Campuses for instance by constantly availing them in the washrooms. This strategy has been successful at USIU.

Secondary and primary forms of virginity seem to be least appreciated across the universities. University Counselors, Chaplains and Peer Educators should teach and help students begin appreciating both primary and secondary virginities as virtues. Virginity is important because premarital sex may make future courtship

more problematic. For instance, with virginity, one will not have to deal with guilt and unplanned pregnancies would be avoided while premarital sex may damage sexual fulfillment later in life. Whereas those who avoid sex till marriage may not regret the decision, countless numbers may regret having engaged in premarital sex. On the other hand, Bandura (1986) in his Social Cognitive Theory argues that beliefs and cognitive competencies are developed and modified by social influences and physical structures within the environment. Social influence through modeling, instruction and persuasion can be used to enable students begin appreciating virginity. Universities can also launch students clubs that advocate for virginity.

Negative peer influence too has a great impact on students' sexual behaviours. The negative influence arising from some student clubs/societies such as the feeling that it is Campus-like life to have sex (with one or more sexual partners) encourage students to engage in risky sexual behaviours. Counselors should intensify programs specifically geared towards empowering students with skills of overcoming negative peer influence. They could organize seminars to teach these skills, disseminate posters and support students to demonstrate these skills through drama for instance. Counselors could also initiate more aggressive campaigns to change the wrong attitude and perception among students that everyone on Campus is having sex. They can for example launch weeks of abstinence in their respective university calendars like it done at Daystar University.

Incidents of sexual harassment are on the rise in the universities especially public universities in Africa like Egerton, Kenyatta, Makerere among others (Denga & Denga, 2004., Hong Kong., 2002., Karanja, 2002., Oriang, 2000., Obbo-Onyango, 1997., Ladebo, 2003). There is an urgent need for the university administrators to address this issue. Educative kits on prevention of non-consensual sex among young people should be urgently integrated in the existing programs (e.g. university core curriculum and Counselling programs). This should also be extended to reach places where young people congregate. Rules governing staff-student relationships should no longer be relaxed but instead be implemented fully.

An examination of various University Statutes in Kenya more so public universities reveals glaring gaps in policy on student-student, staff-staff, student-staff social relationships. For instance, most universities do not have a policy on sexual harassment. This then complicates handling of reported incidents on sexual harassment. Other than the likelihood of setting free perpetrators due to lack of policy guidelines, victims of sexual harassment would be least motivated to report because there are no proper structures to address such issues. Hence, consistent with the Social Ecological theory of health promotion (McLeroy, 1998), there is urgent need for the formulation of sexual code of conduct to guide interaction in the university community. Particularly, there is need to formulate an anti-sexual harassment policy. The first step would be to sponsor a study to explore students and staff awareness, perceptions and attitudes towards sexual harassment

alongside establishing past incidents of sexual harassment. Of importance also is to establish staff and students' definition and understanding of sexual harassment. All these would help inform the (i) definition of sexual harassment in the context of different universities and (ii) formulation of anti-sexual harassment policy. Unless this is done, university academic standards especially for female students shall gradually be compromised leading to anarchy in higher education. However, setting a policy for how sex and romance should play out on Campus can turn out to be complicated and problematic (Rimer, 2003). This is especially the case given that university lecturers could possibly get marriage partners from among their students. Therefore the process of social relationships-policy formulation should be all-inclusive to guarantee ultimate ownership of the policy. Both students and staff should participate fully and the Ministry of Education should be supportive of this initiative.

In addition, it emerged in the study that some male students had a tendency to sexually touch unwilling and indifferent female students. The university authorities, Counselors and Chaplains should work together and help male students realize the negative impact this has on their female colleagues. They can do so through organizing talks, and Chaplains should deliberately integrate in their sermons, teachings on healthy sexual behaviours.

From the study, it emerged that many female students who experienced sexual harassment and non-consensual sex never reported these incidents because of fear of ridicule from colleagues and possible academic consequences. The university authorities should make security services more student-friendly so that female students can feel free to report whenever they experience any form of sexual harassment. Universities especially public universities should also beef up security within and around Campus to thwart sexual harassment by strangers entering Campus premises.

Prostitution seems to be on going among university students. Whereas some students (especially female students) do it to make money, some do it because it has a sexual-psychological satisfaction. It is noteworthy that most universities have put in place programs to help students generate income while studying. These include awards for outstanding academic performance, work-study jobs, allowing students to operate small shops on Campus among others. Apparently, these opportunities can only reach few students yet many students come from poor economic backgrounds. The university authorities should explore ways of expanding these income-generating opportunities for students. In addition, the university authorities in conjunction with university counselors and student leaders should devise mechanisms of identifying students who are vulnerable to prostitution and other risky behaviours as a result of serious financial constraints

and offer them opportunities in the income generating programs as a matter of priority.

Though all universities in Kenya have established student Guidance and Counselling services, an examination of their records reveals that few students sought them. University counselors in conjunction with student leaders should explore ways to make their services more student-friendly. This would encourage students with psychosexual and psychosocial problems to seek help.

Sexually provocative dressing of some female students emerged as a factor arousing sexual urges among male students hence influencing some of them to engage in risky sexual behaviours. This finding is consistent with that among Greek University students as reported by Papadopoulos, et al (2000). Although the affected students in the current study did not necessarily seek to have sex with the lady in sight, they often sought to have sex with their girlfriends. At the same time, sexually provocative dressing at times subjected female students to mild forms of sexual harassment and often distracted male students during lectures.

On the contrary, most female students in this study did not find anything wrong with sexually provocative dressing. According to them, they dressed because it was fashionable and argued that male students should be able to control their sexual feelings. These conflicting views have implications on the social lives of university

students. Students have a bigger role to play by encouraging their female colleagues to wear clothes that do not expose too much of their bodies. Whereas many female students denied it, it has been reported that what they wore could also be communicating a sexual message to their male colleagues (Ogoh, 2000).

As one way of encouraging decent dressing among students, the university authorities could come up with optional university official dress code and encourage students to adopt it gradually; students would begin to appreciate the importance of decent dressing. However, the dress code should not be imposed on the students as this may be counterproductive in the end.

As part of their leisure, most students watched and read media saturated with sexual material, attended discos joints in and out of Campus. These lured them into risky sexual behaviours. The university authorities should in conjunction with students could come up with a variety of safe recreational activities that would accommodate the diverse interests of students. Meanwhile, the university authorities should motivate students to participate in the existing games and sporting activities on Campus. These would also help curb the tendency of students to engage in sex as a hobby or leisure activity.

Students too participate Student Festive Leisure Activities like birthday celebrations, valentines' celebrations and other social parties that mostly took place

at night. Often, the motive of such celebrations could be genuine; however students could get into risky sexual behaviours while participating in such activities. For instance, matchmaking experiences go on during such celebrations and students were easily introduced to alcohol and drug taking. University Counselors in consultation with students could devise more fun filled and less risky ways of marking some of these important days in the students' lives.

The universities through the HIV/AIDS or behavior change clubs should invite HIV+ people to talk to the students. Where possible, the PLWHAs persons should be of the students' age so that students could easily identify with them. Inviting PLWHAs who contracted HIV as a result of different influences such as alcohol would help make HIV a reality to students. Moreover, universities are like closed communities and there is urgent need to produce and disseminate accurate HIV/AIDS statistics in the universities (Sigot, 2002., Onunga, 2001). Students and university staff should be encouraged to go for Voluntary Counselling and Testing. The staff members should be implored upon to be good role models to the students by being faithful to their marriage partners and encourage abstinence among students. Other role models could also be invited to interact with the students.

Over 90% of the students in the current study belong to various religious groups. A high percentage of Church going students participate in at least three Student Festive Leisure Activities that mostly took place at night and could expose them

to risk. University Chaplains should initiate programs in which students in their respective churches could participate in constructive leisure activities at night. The youth have been reported to have high esteem for the church and working in partnership with the church can be an effective way of imparting behavior change and establishing sexual norms towards responsible and safe sexual practices among young people (Obara, 2000). In a study on religiosity among high school students aged over 15 (Rostosky, et al, 2003) it was reported that religion directly and indirectly had a positive impact on coital debut (N=36911). In a related study among college students (Sack, et al, 1984), sexual guilt was reported to have a direct and positive correlation with religiosity and both variables were associated with not having sexual intercourse. Positive sexual emotional consequences were (i.e. pleasure-producing) increased coital debut among adolescent females and but not males. Sexual behaviours were at least partially impacted ob by religiosity by producing and reinforcing a sexual ideology that is prohibitive and negative toward adolescent sexual intercourse. Fear of negative consequences of pregnancy or STIs did not significantly reduce the likelihood of coital debut fro either boys or girls in the sample. It is therefore recommended that religious leaders especially in universities seize this opportunity to encourage positive behavior change among students. Behavior change interventions by other people or groups can utilize the church settings to disseminate their messages.

From the results of the study, it can also be noted that some factors influencing risky sexual behaviours are unique to specific universities. The following are the university specific recommendations:

## **5.2.1 University –Specific Implications and Recommendations**

### **5.2.1.1 Kenyatta University**

In addition to the factors discussed above, students at KU reported the following factors as encouraging them to engage in risky sexual behaviours:

a) **Culture Week Festivities**- the timing of these festivities coincides with the commencing of a new academic year and reporting of new students. Moreover, students are not academically busy then. They therefore get fully involved in the festivities either as the audience or the performers. The university management should consider not sponsoring certain activities like beauty contests and discos that seem to expose students to risky sexual behaviours. This week also offers a perfect opportunity to promote abstinence and safe sex practices among students. New students who would have just reported are easy victims of risky sexual behaviours as they try out their social lives on Campus. They need to be cautioned on the negative influences that may arise amid the culture week festivities.

b) **Outings for student clubs/groups**- whereas university students could be expected to be in full control of their lives, there is need for moderated supervision of their activities especially when out on academic or club trips. While on outing, the patrons/lecturers should help identify decent accommodation

facilities for the students. This will reduce incidents where male and female students often share rooms so as to save money for other uses. In addition, with the help of university authorities, students should establish a code of conduct for their respective groups/clubs. The club patrons (usually university staff) should ensure consistent implementation of these guidelines.

c) **Accommodation on Campus-** the ten-to-ten rule requires that a male student can only visit a female student between 10.00am and 10.00pm and vice-versa. It was reported that although the rule may not completely stop students from engaging in sex, it could help moderate sexual activity among students. However, contrary to the university regulations, the rule is usually enforced in female hostels only. This means that female students freely visit their male partners up to the late hours of the night. Furthermore, there have been cases of male students bribing the janitors to allow them visit their female partners late in the night. The Catering and Accommodation Services Board (CASB) needs to come up with stringent supervisory measures to ensure that the rule is upheld in both male and female hostels. This would include disciplining janitors who compromise the rule. This will also help minimize incidents of sexual harassment.

On the other hand, the students reported that staying in single rooms made them vulnerable to risky sexual behaviours. For instance, it emerged that some students specifically sought single rooms so as to guarantee the privacy to engage in sex at any time unlike in double rooms. Students can therefore be encouraged to stay in

double rooms, just like it is at Daystar University. Moreover, when two students are staying together, it would be easy for one to notice when his/her roommate gets into immoral behaviours other than sex such as excessive alcohol drinking and drug abuse, homosexuality, lesbianism among other abnormal behaviours. Responsible students roommate could help such a student to seek appropriate medical and counselling services. The hostel wardens with the help of University Counselors should organize behavior change programs for respective hostel members.

#### **5.2.1.2 United States International University**

In addition to the recommendations above, the U.S.I.U management could consider establishing chaplaincies to complement efforts of behavior change support services offered by the university counselors whom students at times are reluctant to consult when in problems. Moreover, from the discussion above, it has also been reported that religion has a positive impact on students' sexual behaviours (Obara, 2000, Sack, et al, 1984)). In addition, taking time-off to pray and reflect on their lives could help students change their sexual behaviours for the better. This perhaps explains why a high percentage of students in DU practice safer sex and abstinence compared with the percentage engaging in risky sexual behaviours a trend opposite that at USIU.

### 5.2.1.3 Daystar University

Whereas a comparatively Lower percentage of students at DU engage in risky sexual behaviours, DU students have the highest median number of 3 sexual on Campus partners per sexually active student. This could be partly attributed to the university rule that makes sexual intercourse a punishable offence and perhaps students could be rebelling against it. Furthermore, male and female students are not allowed to visit one another in their university hostel rooms. Students could get into a counterproductive reaction to the stringent rules on sexual affairs by engaging in sex in the university neighborhood hostels here some board.

A student quoted, "The fact that sex is a forbidden fruit on Campus has increased vulnerability because it tastes good anyway because forbidden fruits are sweeter"- 2<sup>nd</sup> year Daystar student. This has been similarly reported among Chinese university students where sex without bond of marriage was becoming increasingly accepted by university students in spite of still-existing rules threatening the expulsion of students who engage in sex (People, 2003). The university authorities could consider dropping punishments for sexual intercourse and abortion. Instead, they should encourage students to rise up to the challenges of their sexuality and sexual lives and visit university counselors and chaplains for proper guidance. However much sexual affairs of the students are monitored; they can always create other opportunities for sexual encounters.

Once the rule prohibiting sexual intercourse on Campus is dropped, the university administration then can begin to encourage reduction of sexual partners among students which has been credited for reduction of HIV prevalence in Uganda (Shelton, et al, 2004). This would be an important step especially given the high incidence of multiple sexual partnerships among students at Daystar University (see Table 4.2b above).

It is also notable that compared to KU and USIU, Daystar University had the highest percentage of student who had one sexual partner on Campus and consistently used condoms in the last 12 months (Table 4.2a).

Therefore encouraging students to use condoms alongside promoting abstinence skills could be helpful also the face of many incidents multiple sexual partnerships.

### **5.3 Summary and conclusion**

This study was designed to explore factors encouraging risky sexual behaviours among undergraduate students. The findings show that:

- 381 (66%) of the students were sexually active.
- 59% and 37% of the sexually active students have had multiple sexual partners and one sexual partner on Campus respectively.
- The median age of first sexual intercourse is 18.
- Male students had their sexual debut earlier at a median age of 17 compared while females who had it at 19 years.

- The median number of sexual partners in a lifetime is 3.
- The median number of sexual partners on Campus is 2.
- Among the variables tested, only category of university, sex of the student, year of study and student's religious affiliation indicated some influence on the risky sexual behaviours of the students.
- The students gave psychosocial, psychosexual and university-structural factors encouraging them to engage in risky sexual behaviours such as sex being important in maintaining intimate relationships need to have many sexual partners before choosing one for marriage. In addition, other factors given include; sexual harassment, need for extra money, influence of drugs and alcohol, provocative dressing of some female students, participation in selected leisure activities, negative peer pressure among other factors.

From the above findings, a number of factors are encouraging students to engage in risky sexual behaviours. It is important that the many stakeholders in behavior change interventions in universities work hand in hand to be able to reduce the impact of these factors.

The National Aids control Council (NACC) and the Commission for Higher Education could use the findings above to restructure their HIV/AIDS policies in universities and the youth in general. More research funds should be put into research on the emerging factors influencing risky sexual behaviour among

students (e.g. use of alcohol and drugs, increased multiple sexual partnerships) and how they can be controlled. Finally, recommendations for further research are given below:

#### **5.4 Recommendations for further research**

- There is urgent need for research to explore the prevalence of sexual harassment in universities alongside awareness, attitudes and perceptions of university members towards sexual/gender harassment. This would help inform the establishment of the social code of conduct among university community members in addition to helping to guide the formulation and implementation anti-sexual harassment policies in the universities.
  
- This study was only conducted in three universities; one public, one private and religious based and one private and non-religious based. Future researcher activities could extend it to other universities and colleges to especially explore contextual factors influencing risky sexual behaviours among students.
  
- Given the high rate of multiple sexual partnerships among students, future studies should seek to explore the nature of multiple sexual partnerships (whether concurrent or serial and whether these partners are regular or casual) as this would help in the restructuring of intervention programs on reduction of sexual partners.

- A study could be carried out to fully establish the correct and consistent condom use and condom use self-efficacy among university students over at least two years.
- There is need for future research to evaluate the extent to which the current intervention programmes are impacting on sexual behaviours among university students.
- A study could be done to explore possible ways of promoting abstinence among university students.

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**APPENDIX I****QUESTIONNAIRE**

Dear respondent,

This questionnaire is meant to investigate factors influencing university students' engagement in certain sexual behaviours. The information you will volunteer in this questionnaire will help the researcher come up with possible ways in which the situations predisposing students to risky sexual behaviours could be controlled. The information you give will be treated with **strict confidentiality** and will **only** be used for purposes of this study. Please be as honest as you can. **Do not write your name anywhere in this questionnaire.** Thank you.

**SECTION A: This section consists of questions seeking your biographical data. Please tick where applicable**

1. (a) UNIVERSITY:

- Kenyatta University  United States International University  
 Daystar University

(b) Faculty/School \_\_\_\_\_ Year of study  2<sup>nd</sup>  4<sup>th</sup>

(c) Course of study  Sciences  Arts

2. Sex:  Male  Female Age \_\_\_\_\_

3. Marital Status:  Single  Married  Separated  widowed

4. (a) Religion:

- Christian  Muslim  Others(specify) \_\_\_\_\_

(b) If Christian, what is your denomination?

( ) Catholic ( ) Protestant ( ) Others (specify) \_\_\_\_\_

## **SECTION B**

**This section consists of questions seeking data on your sexual experiences.**

**Please Tick/Explain where applicable**

1. Have you had sexual intercourse before? ( ) YES ( ) NO

(If 'NO' proceed to question 2)

If YES,

(A) At what age did you have your first sexual intercourse? \_\_\_\_\_

(B) How many partners have you had sexual intercourse with since then?

( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 ( ) 7 or more

(C) (i) Since you joined university to date, how many sexual partners have you had ;(a) ON CAMPUS \_\_\_\_\_

(b) OUT OF CAMPUS \_\_\_\_\_

(D) If you had more than one in [(C) i] above, what reason(s)

encouraged/influenced you to have more than one sexual partner?

(a) I wanted to compare and choose the best for marriage ( )

(b) I needed them for financial/material support ( )

(c) As a man it boosts my ego to have many/ I feel superior with many ( )

(d) I need a partner(s) while at home and the other(s) while on Campus ( )

(e) My sexual relationships kept breaking ( )

(f) Sexual adventure ( )

(g) Others \_\_\_\_\_

2. (a) Have you had any of the following experiences?

(i) Your partner forcefully having sexual intercourse with you ( ) YES ( ) NO

(ii) Your partner seeking your acceptance before having sexual intercourse with you ( ) YES ( ) NO

(iii) “We were socialising with old friends as we met new friends, one day one of my old friends proposed a relationship between me and the new friend of the opposite sex because he/she thought we matched and could make a nice couple (‘match-fixing/making’). We began dating and before long we had sexual intercourse.....”  YES  NO

(b) In **2a** above, if you ticked **YES** in any of the question(s), please indicate in the table below **how often** you have had the experience(s)

	LESS OFTEN	OFTEN	MORE OFTEN	ALWAYS
I				
II				
III				

3. (a) (i) Have you used a condom before?  YES  NO

(If ‘**NO**’, proceed to section C)

(ii) If **YES**, how often do you use a condom?

Never  Less often  Often  More often  Always

(b) Why do you use a condom?

(i) To prevent myself from contracting HIV,  YES  NO

(ii) To prevent pregnancy,  YES  NO

(iii) To prevent myself from contracting other STDs  YES  NO

(iv) I did not trust my partner  YES  NO

(iv) OTHERS:

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(c) If NO, why don't you use a condom?

- (i) It is time wasting ( ) YES ( ) NO
- (ii) It is not fashionable ( ) YES ( ) NO
- (iii) My partner does not like it ( ) YES ( ) NO
- (iv) My church forbids ( ) YES ( ) NO
- (v) I have never had sex ( ) YES ( ) NO
- (vi) I trust my partner ( ) YES ( ) NO
- (vii) I enjoy sex best without a condom ( ) YES ( ) NO
- (viii) Others \_\_\_\_\_
- 

### SECTION C

Questions in this section seek information on the nature of your university environment; it's neighbourhood and how both make you vulnerable to risky sexual behaviours. Please Tick/Explain as applicable;

1. Where do you live while taking your studies on Campus? (Please tick one)

- (a) In the Campus hostels ( )
- (b) In the Campus with a parent/guardian ( )
- (c) In the Campus neighbourhood with my guardian/parent ( )
- (d) In the Campus neighbourhood with a friend ( )
- (e) In the Campus neighbourhood staying alone ( )
- (f) A way from the Campus neighbourhood with my parent(s) /guardian ( )
- (g) A way from Campus neighbourhood staying with a friend ( )
- (h) A way from Campus neighbourhood staying alone ( )

2. Are there particular arrangements in your university (e.g. **Accommodation, Security, Academic programs, Lecture hours, Entertainment, etc**) that make you vulnerable to risky sexual behaviours behaviour (like forced sex, engaging in sexual intercourse without using a condom, having more than one sexual partner, etc)?  YES  NO

If **YES**, please explain each as outlined below;

(a) ACCOMODATION: -

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(b) SECURITY IN AND AROUND CAMPUS: -

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(c) ACADEMIC PROGRAMS (Course content, Examinations, Lecture hrs, etc): -

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(e) OTHERS: -

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3. Does your university neighbourhood in any way make you vulnerable to some/all the risky sexual behaviours? ( ) YES ( ) NO

If YES, please explain;

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4. (a) Do you know of any person(s) who are **HIV+** or have died of **HIV/AIDS**?

( ) YES ( ) NO

(b) If **YES**; how are you related to them?

(i) Member of my nuclear family

(ii) Relative

(iii) Friend

(iv) Others \_\_\_\_\_

#### **SECTION D**

**Questions in this section seek information on how you spend your leisure time and how your leisure activities influence your sexual behaviour. Please**

**Tick/ List/ Explain as applicable;**

1. Do you participate in any leisure activities? ( ) YES ( ) NO

If YES, which ones? \_\_\_\_\_

If NO, why? \_\_\_\_\_

2. (a) Do you participate in any of the following?

(i) Campus Night get-togethers ( ) YES ( ) NO

(ii) Ladies Night get-togethers ( ) YES ( ) NO

(iii) Valentines day celebrations/get-togethers ( ) YES ( ) NO

(iv) Birthday celebrations/get-togethers ( ) YES ( ) NO

(v) Friday/ members day celebrations ( ) YES ( ) NO

- (b) In view of what goes on during these celebrations/get-togethers (2a above), which of the **five** do you feel make you vulnerable to risky sexual behaviours? **Please tick;**  ALL  NONE  [i]  [ii]  [iii]  [iv]  [v]

3. (a) Are there other leisure activities available in your Campus you participate in, that make you vulnerable to risky sexual behaviours?  
 YES  NO  
 (b) If **YES**, please list them;

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4. (a) Are facilities and opportunities for leisure in your Campus satisfactory?  
 YES  NO  
 (b) If **NO**, please explain;

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6. (a) What are your popular media programmes (shows)? Please indicate below:  
 (i) Radio \_\_\_\_\_  
 (ii) Television \_\_\_\_\_  
 (iii) Internet \_\_\_\_\_  
 (iv) Video \_\_\_\_\_

- (b) Do they in anyway influence your sexual behaviour?  YES  NO  
 If **YES**, please explain \_\_\_\_\_

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7. What steps would you recommend for your university to take so as to reduce students' involvement in the above mentioned and other risky sexual behaviours?

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

**APPENDIX II**  
**INTERVIEW GUIDE**

1. Do you belong to any social club/group within the university?
2. Are there activities that you do in the club that make your colleagues vulnerable to risky sexual behaviours?
3. Are there leisure activities within the university that could be making you or other students vulnerable to risky sexual behaviours?
4. Are there arrangements within your university that subject you to risky sexual behaviours e.g. accommodation arrangements?
5. Does your university neighbourhood influence students' engagement in risky sexual behaviours?
6. Does the media have a negative impact on sexual behaviours of students?
7. What could be encouraging/influencing students to engage in risky sexual behaviours such as having multiple sexual partners and non-use of condoms?