Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Magnitude and Risk Factors of Promiscuous Sexual Behavior among Students in Addis Ababa University and Kotebe University College

By

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Abstract

The main objective of this study was to investigate the prevalence and associated risk factors of promiscuous sexual behavior among university students. To achieve this objective, a cross-sectional study was conducted among 374 students (220 males and 154 females) of Addis Ababa University and Kotebe University College using systematic sampling method. The required data were collected using a pilot tested questionnaire. Descriptive statistics, Pearson product movement correlation (r), standard and stepwise multiple regression, independent sample t-test, and one-way analysis of variance (ANOVA) were used to analyze data with the help of SPSS version 20. The results indicated that 46.4% (Male = 27.6%, Female = 18.8%) of the participants were engaged in promiscuous sexual behavior. This sexual behavior was significantly and positively associated with all the risk factors (positive attitude to the behavior, peer pressure, freedom from parental control, financial problem, and the desire for material possession) included in the study. The results of standard multiple regression analysis revealed that the combined contribution of these five risk factors that explains the variance in promiscuous sexual behavior was significant (34.5%). The subsequent stepwise multiple regression analysis identified only three factors (positive attitude, freedom from parental control, and material possession) as significant predictors of the behavior that explain 33.8%. Regarding differences, the behavior was higher among males than females, third year students than second and first years, and students from city administration/regional capital than rural. In conclusion, nearly half of the students were engaged and apparently practiced promiscuous sexual behavior. The risk factors included in this study were significantly associated with the
behavior and most of them significantly predicted it. In light of these findings, suggestions for intervention are noted.
Acknowledgement

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Chapter One

Introduction

This part presents and explains the overall background of the study, statement of the problem, study objective, significance, delimitation and limitation of the study. The final subsection deals with the operational definitions of the study variables.

1.1. Background

Sexual behavior is one of the activities of individuals that influenced by several human social interactions. This behavior consists of a variety of sexual acts. Among these, one is promiscuous sexual behavior, which is aggravated by university and College students living away from their home as well as the direct influence of older adults and families (Duru & Okafor, 2010).

Promiscuous sexual behavior is defined as having sexual intercourse with more than one sexual partner (Duru & Okafor, 2010; Clayton & Trafimow, 2007). It is characterized by indiscriminate choice of sexual partners, having sexual relations with multiple casual or non-casual persons, and usually short and passing relationships. It lacks the quality of sexual behavior with long-term commitment to oneself and others; unable to choose and engage in pleasurable, positive, or desirable sexual practices. According to Duru and Okafor, this sexual practice is immoral, irresponsible, and unhealthy sexual practice that leads several psychological and social problems. These researchers in their research report termed this sexual activity as an "evil wind that blows no good." Additionally, other studies stated that this sexual behavior is socially inappropriate and a clear sign of infidelity that does not involve expression of love, strong
emotional connection and attachment between the sexual partners (Arauz, 2010; Bankole & Owuamanam, 2013). Moreover, sexual promiscuity could also be addressed as prostitution that involves using one's own body for the aim of getting rewards, material/financial benefits or consideration of any other forms (Misi, 2008, cited in Duru & Okafor, 2010).

Promiscuous sexual behavior has two forms; sequential and concurrent sexual relationships. As cited by Chademana, Mapfumo, & Shumba (2011), Epstein & Halperin (2007) stated that sequential sexual relationship is the tendency to have one relatively long-term (a few weeks, months or longer) sexual partner after the other. Concurrent sexual relationship, on the other hand, is a relationship that involves two or more partnerships that continues the relationship over the same period of time, or partnerships overlap in time, or one partnership begins before the other terminates (Aral, Doherty, Marlow, & Padian, 2005; Carey & Fielder, 2010).

Whether it is sequential or concurrent, research results and clear evidences in the literature showed the existence and prevalence of sexual promiscuity among students in higher learning institutions. For example, a study conducted on multiple sex partner behavior among undergraduate university students in China found that students who ever involved in sexual intercourses also engaged frequently in promiscuous sexual activities (Bi et al., 2009). It also concluded that those students with this sexual practice were more likely to have had sex with casual partners. Another study conducted on the determinants of sexual behavior among college students revealed that there are students who engaged in sex with multiple sexual partners (Lalor, O'Regan, & Quinlan, 2003). It also indicated that students from urban areas were more likely to engage in all forms of sexual behaviors than those from rural settings. Likewise, Abraham and Kumar (1999) showed that college students were involved in different sexual experiences and
half of them ever had any sexual practices including the practice of sexual intercourse with more than one sexual partner.

In addition, studies conducted in different parts of Africa also indicated that a number of students in higher learning institutions are commonly engaged in this type of sexual practice (Edith & Hadiza, 2014; Chademana et al., 2011; Hoque, 2011; Duru & Okafor, 2010). These studies further suggested that being a student in the campus now is critical because several students are open to sugar daddy/mammy practices as well as prostitution activities to seek for business. Besides, the result of these studies also showed gender differences in promiscuous sexual behavior among the students. They confirmed that male students engaged in the practice more than female counter parts.

Even though much research has not been done in Ethiopia concerning this sexual practice, few studies on the general nature of sexual experiences and related consequences indicated the existence of multiple sexual partnerships among undergraduate students (Zelalem, 2013; Abebaw, 2007). These studies mainly investigated the issue as one risk factor for the prevalence of sexually transmitted disease, especially, HIV/AIDS.

In addition to the prevalence of this sexual behavior in higher learning institutions, a number of studies also identified several risk factors strongly associated with and contributed to the behavior. Among these, one is having positive attitude towards promiscuous sexual behavior. In relation to this, studies conducted on sexual attitudes and orientations of university and college students have shown that having liberal attitude towards sexual practices strengthened the level of promiscuous sexual behavior among students (Carey & Fielder, 2010; Adimora et al., 2002; Moore & Stief, 1991). Correspondingly, another studies indicated that university and college students that hold an open attitude to sexual activities in general and sexual promiscuity
in particular are more likely to engage in the practice (Gao, Wang, & Zhang, 2004; Bi et al., 2009). Although different studies in the outside world clearly showed the relationship of promiscuous sexual behavior and positive attitude to the practice, to the knowledge of the researcher, there are no local studies that indicated the relationship of these variables.

The other risk factor for sexual promiscuity is peer pressure. It is obvious that peers play a great role in influencing numerous social behaviors of individuals or groups in various social settings. Even though they may affect these behaviors positively in desirable ways, they have also the capacity to influence and direct the behaviors in undesirable situations. In relation to this, previous studies have found that negative peer influence is the one that has a significant effect on the overall sexual behaviors of students in universities and colleges (Anette, Perolof, & Seth, 2011; Duru & Okafor, 2010; Bi et al., 2009). More specifically, the result of these studies indicated that negative peer influence has a strong positive relationship with the prevalence of promiscuous sexual behavior among students in higher education institutions. These results are also supported by a local study conducted by Zelalem (2013) who reported that peer pressure is a strong risk factor that influences college students to engage in sexual intercourse with multiple partners.

Moreover, as demonstrated by different researches freedom from parental/gardian control is another significant risk factor contributing to promiscuous sexual behavior (Govender & Mutinta, 2012; Anette et al., 2011; Duru & Okafor, 2010). These studies concluded that poor parental supervision, uncontrolled freedom and independence strongly influence university students to engage in risky sexual behaviors including sexual promiscuity. To the contrary, a local study conducted by Abebaw (2007) revealed that college students living with their
parents/guardians had been greatly involved in any sexual experiences than those who live independently.

Besides, studies showed that financial problems and the desire to material possession or materialistic behaviors are among the significant predisposing factors that influence university and college students to engage in promiscuous sexual behavior (Chademana et al., 2011; Hallman, 2004; Rasch & Silberschmidt, 2001). According to these researchers, youngsters who have weak socio-economic status and financial problems experienced sexual intercourse with several partners in order to get money and other material benefits for solving their rooted problems. Conversely, local studies conducted by Zelalem (2013) and Abebaw (2007) reported that students who get additional income and financially better than others engaged in sex with multiple sexual partners. Moreover, studies have also shown that the practice of sexual promiscuity is not always the result of financial problems rather it is intentionally practiced for the purpose of getting material possessions for certain level of prosperity (Chademana et al., 2011; Rasch & Silberschmidt, 2001). These studies found that university students engaged sex indiscriminately with several casual acquaintances to collect much amount of money for account payments, to buy luxurious and fashionable things, and even to make themselves as unique from others. However, there are no local studies that indicated the relationship of materialistic behaviors with promiscuous sexual behavior of students.

It is in such an atmosphere and framework that in this research an attempt was made to study the magnitude and risk factors of promiscuous sexual behavior among students in Addis Ababa University and Kotebe University College.
1.2. Statement of the Problem

The state of promiscuous sexual behavior is a real problem that seems to be increasing, particularly, in college and university campuses, where norms of sexual permissiveness and several partners are highly influential (Hayes, Mcmanus, & Paul, 2000; Okonofua, 2000). Studies indicated that students in higher learning institutions are commonly engaging in promiscuous sexual behavior, which places them with different psycho-social problems than the general public (Hoque, 2011; Moser, Reggiani, & Urbanetz, 2007; Aar, Eaton, & Flisher, 2003; Calves & Meekers, 1999). These and other studies in the outside world have shown the seriousness of the problem in the universities and colleges even if most of them focused on single gender and few on small samples. Moreover, as mentioned earlier, research results have shown different significant factors contributing to the prevalence of this sexual behavior (Edith & Hadiza, 2014; Govender & Mutinta, 2012; Chademana et al., 2011, Gao et al., 2004; Eggleston, Hardee, & Jackson, 1999). Although any of the studies haven't investigated the factors simultaneously at the same time, having favorable attitude to the behavior, peer influence, freedom from parental control, financial problem and materialistic behaviors have identified as strong risk factors for the practice of sexual promiscuity.

In Ethiopia, the fact that there have been studies conducted in higher learning institutions on the general pattern of sexual behaviors in relation with the prevalence of HIV/AIDS and other sexually transmitted infections (STIs) (Abayneh & Tarekegn, 2013; Fessaha, Gurmesa, & Sisay, 2012; Nigatu & Seman, 2011; Abebaw, 2007; Temesgen, 2007; Yosef, 2006). However, to the knowledge of the researcher, there are no enough studies conducted purely on promiscuous sexual behavior and associated risk factors among male and female undergraduate students in the
universities and colleges so as to provide baseline information and useful insights related with the magnitude and significant contributors of the problem. Most of the available studies haven't studied the problem independently and give little attention to the different risk factors. This indicates that there is a critical need to conduct further study on this phenomenon for proper swift intervention. Hence, the researcher in this study intended to address the magnitude and risk factors of promiscuous sexual behavior among students in Addis Ababa University and Kotebe University College. More specifically, this research was aimed to answer the following questions.

i. What is the extent of promiscuous sexual behavior among university students?

ii. Is there a significant relationship between promiscuous sexual behavior and such risk factors as positive attitude, peer pressure, freedom from parental control, financial problem and material possession?

iii. What is the contribution of the factors (positive attitude, peer pressure, freedom from parental control, financial problem and material possession) to the prediction of promiscuous sexual behavior?

iv. Is there a significant difference in promiscuous sexual behavior in terms of demographic characteristics (sex, year of study, previous residence, and campus) of students?

1.3. Objective

The main objective of this study was to investigate the magnitude and risk factors of promiscuous sexual behavior among students in higher learning institutions in Ethiopia, particularly, in Addis Ababa University and Kotebe University College.
1.4. Significance

Exploring the magnitude and risk factors of promiscuous sexual behavior among students in higher learning institutions would have several contributions mainly for students, universities/colleges, and researchers. That is, this study is expected to provide important information and findings regarding the magnitude of promiscuous sexual behavior and the significant contributing factors among students and fill the gaps in understanding the issue. This in turn helps and initiates Universities and Colleges to design, develop, and implement proper intervention strategies as well as effective educational programs. The result of these actions further helps University and College students to practice appropriate and socially acceptable sexual behaviors that in turn helps them to develop healthy social relationships. Therefore, studying such type of sexual practice among adolescents and young adults in higher learning institutions and providing baseline information and/or recommending possible intervening mechanisms is a vital issue that also helps planners, policy makers and strategy designers in the area to make improvement in intervention strategies and to safeguard youngsters from unhealthy and unacceptable sexual activities and related psycho-social problems.

Moreover, this study may also enrich the existing literature concerning the issue. The result of the study is expected to help other interested researchers who will conduct a research on the related areas for further investigation; the major findings and untouched gaps recommended by the present study might be used as an input and give insights for these researchers.
1.5. Delimitation

The scope of this study was limited to the investigation of the magnitude and risk factors of promiscuous sexual behavior among students in higher learning institutions. That is, the study encompassed only the examination of the issue among higher institution students of Addis Ababa University and Kotebe University College, which are located in Addis Ababa, the capital city of Ethiopia. It was also limited to first year to third year undergraduate regular students in the institutions. However, other students who attend postgraduate, extension, and distance programs were not included in the study because they have different demographic and socio-economic features than the regular students.

1.6. Limitation

Like that of other scientific studies, this study, is not without limitations. The limitations were mainly related with methodological aspects that might have affected the result of the study. Firstly, studying sensitive issues like sexual behavior may be difficult to get genuine responses through self-report questionnaire; the responses may also be over reported or under reported. Secondly, the data was gathered mainly through questionnaire that may not be assessing several dimensions of students' sexual practices related with the present study. Thirdly, the reading comprehension ability of the participants may also influence their responses to the questionnaire.
1.7. Operational Definitions

This sub section deals with the meaning of the study variables and how they were measured in this study.

**Promiscuous Sexual Behavior:** the sexual intercourse behavior of university students with multiple sexual partners concurrently or sequentially after coming to the university/college. The major indicators include having more than one main or casual partner, frequently dating and changing the partners and having short-term relationships.

**Risk Factors:** these are the conditions (i.e., having positive attitude, peer pressure, freedom from parental/guardian control, financial problem and material possession) that influence university students to engage in promiscuous sexual practices.

**Positive Attitude:** is the liberal and favorable outlook developed by university students towards promiscuous sexual behavior.

**Peer Pressure:** is the force, influence or initiation performed by friends/peers to direct students' sexual behavior to involve in the practice of sexual promiscuity.

**Freedom from Parental Control:** the unrestricted autonomy and independence from parental supervision that increases sexual promiscuity among university/college students.

**Financial Problem:** students' poor economic status that leads them to engage in promiscuous sexual behavior or exchange of sex by money or other benefits to address their needs.

**Material Possession/materialistic behavior:** the behavior of students that influence them to involve in the activity of sexual promiscuity for the purpose of getting much amount of money or other material benefits and luxurious rewards so as to lead modern life styles and becoming unique from others.
Chapter Two

Literature Review

Overview

This section provides critical review results of theoretical/conceptual explanations and available empirical studies (both international and local research results) related to the primary objective of this study.

2.1. Theoretical and Conceptual Framework

This sub-section deals with the major theoretical explanations and conceptual framework on sexual activities in general and promiscuous sexual behaviors of adolescents in particular. The special focus is given to how the theories explain the practice of sexual promiscuity in relation with different factors for the practice.

Theoretical Explanations

It is important to note that one single theory cannot independently explain the overall patterns of any sexual behavior and factors that account the behavior. Although there are several theories that explain the overall nature of sexual practices, the researcher for the purpose of guiding this study, forced to select two theories among the several ones that best describe the various factors attached to the behavior of sexual promiscuity. These are social learning and social exchange theories.
Social Learning Theory

In any different circumstances, there is a tendency for a person to reproduce the actions, attitudes, or emotional responses of other people. In the same way, adolescents and young adults have this propensity to develop, manage, modify and perform their sexual activities through interacting with the social environment.

In accordance to this, social learning theory assumes that adolescents and young adults learn different social behaviors including sexual experiences from the social environment (Andersen & Cyranowski, 1994). Based on the activities in their surroundings, these young people try to make sense, organize and reshape their own sexual experiences. The sexual practices resulted from models' activities and adolescents' respective imitation initiates them to organize their past experiences and also gives them information to draw on for their current and future sexual thoughts and experiences. In short, both boys and girls can learn several types of sexual practices from a variety of social interactions that take place in the environment. Specifically, they learn these behaviors mainly from their families, neighbors, peers/friends and portrays in the media (Fortenberry, Hensel, & O'Sullivan, 2011). These scholars further confirmed that girls with a positive self-schema developed from the interaction are more likely to view themselves as passionate and to be liberal in their attitudes about sex and open to sexual experiences. They are also more likely to rate sexual experiences as favorable and positive that makes them to have multiple sexual partners. Correspondingly, adolescent boys who are schematic and actively retained different sexual experiences from the interaction have higher levels of sexual arousal, more sexually experienced, and have more sexual partners (Andersen, Cyranowski, & Espindle, 1999).
In general, this theory implies that adolescents' sexual behaviors, attitudes and practices are highly influenced by the behaviors of other people in the social environment, which are critical for them to experience desirable or undesirable sexual practices including sexual promiscuity.

**Social Exchange Theory**

The other theoretical perspective highly linked with the objective of this study is social exchange theory. This theory is also one of the social psychological theories that focuses on the exchange of resources (rewards/materials or symbolic) between or among persons in a certain social interaction (Sprecher, 1998). According to the theory, when individuals interact at any time, certain costs must be paid and certain rewards must be obtained. The desire for material and/or social reward leads people to enter into exchange relationships with one another.

According to Sprecher (1998), social exchange theory has been applied to all types of sexual activities and it is essential for understanding sexual practices within a relational context since its focus is on interpersonal transactions. This indicates that the theory with no doubt is applicable for explaining the contributing factors of promiscuous sexual behavior.

That is, the central idea of this approach regarding the objective of this research is that adolescents and young adults engage in promiscuous sexual activities so as to fulfill their mutual desires and wants. In relation to this, many adolescent students in higher learning institutions involve in promiscuous sexual behavior in an exchange for money and material goods from the sexual partners (Duru and Okafor, 2010). As cited in the research report of these two researchers, Uzokwe (2008) had also confirmed this idea by concluding that female students accept money and other rewards from men partners for sexual purposes without knowing the kind of
intercourse to be designed. Based on this, we can conclude that adolescent students engage in promiscuous sexual behavior in order to get money or other material benefits that may be for the purpose of addressing their economic problems or for prosperity.

**Conceptual Framework**

It is another important part of literature review that helps to clearly show the relationship of the study variables. The conceptual framework of this study was developed based on the theoretical explanations and empirical study results that will be discussed after this sub-section. This framework is depicted below (Figure 1).

![Conceptual Framework of the study](Image)

**Figure 1**: Conceptual framework of the study
2.2. Empirical Studies

This sub-section presents several international and local research results and major findings necessarily related to the objective of the present study. It mainly includes the prevalence of promiscuous sexual behavior among youngsters and undergraduate students, risk factors, and differences in terms of their gender, year of study and previous residence.

2.2.1. Prevalence of Promiscuous Sexual Behavior among Adolescents

Several studies in the literature have shown the extent of promiscuous sexual behavior among young people in general and university undergraduates in particular. They suggested that a number of sexually active youngsters involved in pre-marital sexual intercourse with more than one sexual partner (Chalamilla, Mhalu, Moshiro, Sandstrom, & Urassa, 2008; Cong, Kihara, & Maq, 2009). Data from the U.S national survey has also shown an increase in numbers of sexual partners among young adults who engaged in sexual practices (Aral, 2006).

Likewise, one quantitative study conducted in U.S on gender differences in risky behaviors associated with multiple sex partners among 6000 adolescents revealed that almost half (46.5%) of the respondents were sexually experienced (Bilesha & Millicent, 2003). Among these, 14.2% of them engaged in sexual intercourse with multiple sexual partners and having had four and more sexual partners. Another study conducted in the same country, U.S, on multiple sexual partners among 8450 adolescents and young adults found that 63% of female respondents and 64% of males were sexually experienced (Bhatt et al., 1998). It also indicated that the majority (76%) of youngsters involved in sexual intercourse with several (six and above) sexual partners.
In addition, a study conducted on prevalence and correlates of sexual risk behaviors among 3849 Jamaican adolescents showed that 86% of the respondents were sexually active and experienced sexual intercourse during their life (Ishida, McDonald, & Stupp, 2011). Of these, 64% engaged in promiscuous sexual activities. This indicates that most of the adolescents in the area practiced this type of sexual behavior.

Another multi-campus survey conducted on multiple sex partner behavior among 4769 female undergraduate students in Wuhan, China found that 29.32% of the respondents had sexual intercourse and 5.31% frequently engaged in promiscuous sexual activities (Bi et al., 2009). It also concluded that those students with multiple partners were more likely to have had sex indiscriminately with a married man or someone who is/are not their boyfriend in the first place and other unknown/casual partners.

There are studies and research results in Africa that indicated the sexual behavior and promiscuous sexual activities of adolescents and young adults (Adedokum, Odimegma, & Solanke, 2002; Evelyn & Osafu, 1999; Brabin, Kemp, & Obunge, 1995). The results of these studies showed that most adolescents are sexually active, involved in sexual intercourses and having had multiple sexual partners. One study conducted in Benin City, Nigeria, on the sexual behavior and perception of AIDS among adolescent girls revealed that among the sexually active adolescents 35% engaged in sexual intercourse with more than one sexual partner (Evelyn & Osafu, 1999).

Furthermore, in the later times, other investigations also demonstrated the existence and prevalence of promiscuous sexual behavior among adolescent students in higher learning institutions in the same area, Nigeria. For example, a study conducted by Edith and Hadiza
(2014) on the attitude, sexual behavior and risk perception to sexually transmitted infections including HIV/AIDS among 405 students of University of Abuja, Nigeria, revealed that both male and female university students experienced sexual intercourse with single and multiple sexual partners. The result of this study further showed that among the sexually experienced students, 37.4% involved in sexual intercourse with multiple sexual partners. Similarly, another study on sexual promiscuity among 415 female undergraduate students in tertiary institutions in Imo State, Nigeria, confirmed that promiscuous sexual behavior among students in higher learning institutions is actually existed, highly practiced and prevalent (Duru & Okafor, 2010). This result indicated that among the participants, the majority (79%) reported that sexual promiscuity was existed and prevalent among female university undergraduate students.

Besides, in KwaZulu-Natal, South Africa, one study was conducted to investigate the risky sexual practices among 391 female university undergraduate students and found that 52.4% of the students were sexually experienced and 40% of them engaged in sexual promiscuity (Hoque, 2011). It concluded that university students practiced sexual promiscuity by involving sexual intercourse with four and more partners.

Another study conducted in Zimbabwe on the prevalence of concurrent sexual partnerships among 145 students in institutions of higher education indicated that young men and women in the university were sexually active and 82% and 67% respectively engaged in sexual intercourses (Chademana et al., 2011). This study also revealed that there was a high (49%) level of promiscuous sexual behavior among university students and most of them have short-term relationships. Moreover, the prevalence of this sexual behavior among college students in Tanzania was 42% (Horiguchi, Maswanya, & Moji, 1999).
Additionally, a study conducted in Douala University, Cameroon, by Savage (2005) to explore the risky sexual behavior, sexually transmitted infections, HIV/AIDS and health promotion among 320 students suggested that higher education students are the members of the young people most likely involved in plentiful sexual practices including risky sexual behavior that was mainly associated with the practice of having multiple sexual partners. The result of this study revealed that above half of the students frequently engaged in sexual intercourse mainly with their regular boy/girl friends and of other casual partners. It specifically indicated that 66% of the students engaged sexual intercourse with more than one sexual partner.

In Ethiopia, some related studies have shown the existence and prevalence of sexual behaviors in general and multiple partnerships in particular among adolescents and young adults in higher learning institutions. For example, a study conducted on the prevalence and correlates of multiple sexual partnerships among 790 private college students in Bahir Dar City, Northwest Ethiopia, revealed that out of the 50.7% of sexually experienced students 45.3% engaged sex with multiple sexual partners (Zelalem, 2013). Another study conducted in Jimma University on risky sexual behavior and predisposing factors among 1263 students found that most of the students were sexually active, engaged in sex with multiple sexual partners and other risky sexual practices (Fessaha et al., 2012). It indicated that 49.7% of students had multiple sexual partners and 29.1% of them ever had sexual intercourse with two or more non regular sexual partners. In addition, Abebaw (2007) conducted a study on correlates of sexual experiences among 423 college students in Debremarkos town. His study showed that 29.4% of students had different sexual experiences and 49.4% had had sexual intercourse. Of these sexually active and experienced students, only 6.2% engaged sexual intercourse with more than four sexual partners.
As compared with other local studies, the result of this study indicted the low prevalence of promiscuous sexual behavior among higher education students.

In sum, the results of studies discussed in the above showed the real existence and prevalence of promiscuous sexual behavior among adolescents and young adults in higher learning institutions although the prevalence varied across the studies. Most of the studies in Africa focused only on one single gender, female participants and there are a limited number of studies to date that show the overall magnitude of the problem in higher learning institutions in Ethiopia. Therefore, it is important to examine the prevalence of promiscuous sexual behavior among both genders in higher learning institutions in the country for proper intervention. By having this, the next section deals with the risk factors for the prevalence of this sexual behavior.

### 2.2.2. Risk Factors of Promiscuous Sexual Behavior

As it has been discussed so far one of the risky behaviors of adolescents and young adults is promiscuous sexual behavior (engaging sex with multiple sexual partners). This sexual behavior is more likely to occur due to several reasons or contributing factors. Regarding this, Jessor (1991) suggested that the frequency of young adults' risk behaviors is influenced by a complex set of biological, social, environmental, or personal factors. Based on this, studies have identified several specific contributing and associated factors for promiscuous sexual behavior of adolescents and young adults. Among these, the most significant factors recognized by previous studies include positive attitude towards the behavior, peer pressure, freedom from parental control, financial problem and material possession.
Positive Attitude to Promiscuity

As it has been indicated by several researches, having positive attitude towards promiscuous sexual behavior increases the level of the behavior. In relation to this, one study conducted on multiple sex partner behavior among undergraduates in China confirmed that positive attitude towards multiple sex partner behavior was one of the predictors and significant factors of the behavior (Bi et al., 2009). This study indicated that those students who agree, accept or view the behavior as favorable were three times more likely to engage in the behavior and reported more sex partners than those who didn't have such an attitude. It further concluded that students in higher learning institutions were highly influenced by their positive attitude towards promiscuous sexual practice to engage in the practice. Most of them hold positive outlooks for having more than one sexual partner for different purposes like for satisfaction, choosing future best friend, and other reasons. Another survey conducted in the same country, China, among university students found that several undergraduate students who developed positive attitude towards sexual intercourse with multiple sexual partners highly involved in the practice (Fan et al., 2004).

In the same way, another cross sectional study conducted by Wang & Wang (2000) on the relevant problems of AIDS health education among 2974 college students in Shanghai showed that students who had a favorable attitude towards promiscuous sexual behavior were more likely to engage in the activity than those who hadn't. Additionally, another study on the development of the sexual behavior and morality of college students found that holding positive attitude towards sexual behaviors in general and multiple partnerships in particular highly predicted the behaviors (Liu, Mo, Xu, & Yang, 2005). It further suggested that students that hold
liberal attitude towards the behaviors were more likely to engage in the practice than those who had conservative attitude.

Furthermore, in Cameron, a study was conducted on risky sexual behavior, sexually transmitted infections, HIV/AIDS and health promotion among undergraduate students by Savage (2005). The result indicated that permissive attitude towards sexual activities highly contributed students in higher learning institutions to participate in the activities. Those students who had positive attitude towards different sexual activities and multiple partnerships engaged in sex with multiple partners. More to the point, other additional studies also indicated the positive relationship of promiscuous sexual practice and liberal attitude to the practice (Carey & Fielder, 2010; Gao et al., 2004; Adimora et al., 2002; Moore & Stief, 1991).

In general, Even though several studies in the outside world have shown the positive relationship of promiscuous sexual behavior and favorable attitude to the behavior, there are no local studies that indicated the relationship of these two variables. The available studies have shown only the type of attitude (positive or negative) students have towards sexual experiences before marriage (Abebaw, 2007; Yosef 2006). This implies that it is vital to examine the association of these variables in our context for recommending appropriate interventions.

**Peer Pressure**

As mentioned in the preceding chapter, peers have an enormous potential to influence one’s social behavior including sexual activities in a desirable or undesirable ways. Research results supported this notion by concluding that adolescents and young adults are more likely to be influenced and directed by the values of their peer groups to engage in various levels of sexual experimentation when their peers are more sexually active and engage in the practice
These researchers in their study of the prevalence of concurrent sexual partnerships among higher education students concluded that students' strong attachment and communication with their peers tends to increase the likelihood that they will engage in the behavior of concurrent sexual partnerships. In addition, this study is also supported by another study conducted by Duru and Okafor (2010) to examine the prevalence and risk factors of sexual promiscuity among undergraduate students. It revealed that peer pressure is a significant factor associated with the prevalence of promiscuous sexual behavior among students in higher learning institutions. The more the students attached themselves with peers, who are promiscuous, the higher the risk to engage in such behavior. Furthermore, a study conducted on multiple sex partner behavior among university students also confirmed that peer pressure is among the significant factors of multiple sex partner behavior that highly influence students to engage in the behavior (Bi et al., 2009). These studies, in general, show the strong positive relationship of peer pressure and promiscuous sexual behavior.

In relation to this, a local study conducted by Zelalem (2013) on the prevalence and correlates of multiple sexual partnerships among private college students indicated the significant relationship of peer pressure and having multiple sexual partnership. It concluded that students who were influenced and initiated by peers were six times more likely to involve in sexual intercourse with multiple sexual partners compared to others who didn’t have this influence.

**Freedom from Parental Control**

The other risk factor identified by previous studies that influence youngsters to engage in promiscuous sexual behavior is their freedom from parental or guardian control and supervision.
In relation to this, a study conducted on the socio-environmental determinants of sexual risk behavior and HIV prevention among 96 students at the University of KwaZulu-Natal, South Africa, showed that the respondents' perceived freedom from parental control was one factor that encourages their and other students overall sexual risk behavior (Govender & Mutinta, 2012). It confirmed that both ‘perceived and experienced freedom’ from parental or guardian control highly influenced adolescents and young adults to engage in a number of risky behaviors. The study suggested that students, who felt that they did not get free time to engage in sexual activities due to parental control prior to joining university, highly involved in sexual activities when they come to the university. This result is also supported by another study conducted in Uganda on experiences of sexual coercion and risky sexual behavior among university students (Anette et al., 2011). It demonstrated that getting independence and freedom from the control of older adults and families provide greater opportunity for students to engage in various sexual acts including risky sexual behaviors. According to Duru and Okafor (2010), the unbridled freedom and liberty of university students strongly influence most of the students to engage in promiscuous sexual behavior. Based on these research results, therefore, we can conclude that freedom from parental or guardian control and the behavior of sexual promiscuity have a strong positive relationship.

However, inconsistent with the above finding, a local study conducted by Abebaw (2007) indicated that so many college students living with their parents or guardians have greatly involved in several sexual experiences than those who live individually. That is, those students who are closely supervised and controlled by their parents are more likely to engage in different sexual behaviors than those who do not. Therefore, it is important to further examine the relationship of these two variables in order to solve the inconsistencies and reach in consensus.
Financial Problem

Studies have examined the extent to which socioeconomic status influence adolescent's sexual behavior and their involvement in promiscuous sexual practices. According to Edith and Hadiza (2014), students' poverty is significantly associated with the practice of multiple sexual partnerships. They concluded that most of the students in the universities engaged in sexual practices with multiple partners for the purpose of getting money and other benefits than for satisfaction in order to solve their financial problems. Similarly, other researches on adolescents and university students have shown the strong association of poverty and promiscuous sexual behavior among youth (Duru & Okafor, 2010; Hallman, 2004; Adedokum et al., 2002). They indicated that other adolescents as well as university students highly engaged in promiscuous sexual activities because of their poorness. As indicated by these studies, financially poor students are highly involved in exchange of sex for some necessities of life. Additional studies have shown the relationship of financial problem and the sexual activities of young people (Eggleston et al., 1999; Weiss, 1993; Barker & Rich, 1992). The result of these studies revealed that the reason for the initiation of so many sexual activities among young people is that they consider it as source of income to address their needs and fulfill their day to day wants and desires. These results are also supported by another local study, which indicated that university students ever had sexual intercourse with non-regular sexual partners for the sake of money so as to solve their financial problems (Fessaha et al., 2012).

On the contrary, a study on gender differences in adolescent premarital sexual permissiveness in Asia found that college students who had better monthly income level were more prone to sexual intercourse than those who hadn't (Cheng et al., 2012). In the same way, a
national based study on concurrent sexual partnerships and HIV infection showed that wealthier males and females are more likely to engage in sexual intercourse with more than one sexual partner (Assche & Mishra, 2009). Likewise, studies in Ethiopia also supported the result of these researches. For example, one study conducted by Zelalem (2013) indicated that students who had a monthly income of 300 hundred birr and above engaged in sex with multiple sexual partners than those who had below this income. Moreover, Abebaw (2007) added that adolescent students who had got additional income (pocket money) from their families had constituted the highest in terms of any sexual experiences compared with those who had no income at all. Thus, these and the above studies regarding the relationship of the two variables have an implication of the need to further examining the issue.

**Material Possession**

As mentioned earlier, the behavior of sexual promiscuity is not always influenced by financial problems of students but rather it is also by their need of material possession or materialistic behaviors. Studies suggested that many students in higher learning institutions, especially females engaged in sexual intercourse with several regular as well as casual sexual partners for the purpose of getting material possessions for certain level of wealthy and generosity (Chademana et al., 2011; Rasch & Silberschmidt, 2001). These studies further revealed that several university students involved in exchange of sex for money and account payments, material goods, fashionable clothing, modernist items as well as access to commodities that conferred a certain status and represented a sophisticated lifestyle.

Another cross-cultural study on alcohol use and sexual risk behavior showed that sexual promiscuity was frequently takes place among youth as a result of "sugar daddy and sugar mummy" relationships that were commonly engaged for the purpose of obtaining extra money
and material possession/gifts (WHO, 2005). That is, sugar daddies/mammies paying money and giving gifts or promises of rewards in the form of money, clothes, or other luxuries materials to young females/males in exchange for sex that in turn increases the level of this sexual practice. However, to the knowledge of the researcher, there are no local studies that indicated the relationship of these two variables.

In sum, several studies reviewed in the above clearly indicated different risk factors significantly associated with and contributed to promiscuous sexual behavior of students in the universities and colleges although any of the studies haven't investigated the factors simultaneously at the same time. And also, there are a series of contradictions among the studies regarding the nature of the relationship of the variables. In addition, some significant factors have not totally examined in our context. Therefore, these gaps show that there is a critical need to study the relationship of all the risk factors and promiscuous sexual behavior for appropriate intervention.

### 2.2.3. Differences in Promiscuous Sexual Behavior

One of the intentions of this paper was examining differences in promiscuous sexual behavior in terms of some selected demographic characteristics of study participants. These include gender, year of study, and previous residence.

**Gender Differences**

As it has been discussed in the above parts, studies showed gender differences in several sexual acts including sexual promiscuity. They indicated that males are more likely to involve in various sexual behaviors, initiate sexual intercourse, and significantly higher risk behavior than females (Li et al., 2009; Cong et al., 2009). Males were more likely to report having initiated
sexual intercourse, lost their virginity in earlier ages, and more sexual partners than females (Liu, Zhang, & Zhang, 2007). This differences as suggested by studies might be because of the role of the society that often places different meanings on sexual activity for males and females (Song, Zhang, & Zhou, 2006). For example, stronger emotional and social sanctions have been associated with sexual activity for females than for males that in turn increases the prevalence rate of males to engage in several sexual experiences.

Moreover, another study conducted among U. S. adolescents and young adults found that promiscuous and unsafe sexual behavioral practices are highly experienced by male adolescents than females (Bilesha & Millicent, 2003). It also revealed that males had higher (48.5%) rates of sexual experiences than females (42.9%) and males also had greater (17.2%) prevalence of more than four sexual partners than females (11.4%). Similarly, Bhatt et al. (1998) also conducted another study in the same area among adolescents and found the significant difference between male and female participants regarding sexual experiences and promiscuous sexual practices. That is, 45% of males and 31% of females were engaged in this type of sexual activities.

In Jamaica, it was found that 12% of sexually active female adolescents and 52% of males engaged in promiscuous sexual practices (Ishida et al., 2011). According to Edith & Hadiza (2014), the practice of having multiple sex partners among university students in Nigeria was also different between males and females. It showed that more male students (23.1%) had multiple sex partners than females (14.3%). Besides, Abraham and Kumar (1999), in their study of sexual experiences and correlates among college students found that male students were more sexually experienced than female students. They confirmed that 47% of male respondents and 13% of females had had any sexual experience and intercourse. Likewise, local studies
conducted by Zelalem (2013) and Abebaw (2007) supported those study results by indicating that males had had frequent sexual intercourse with a number of sexual partners than females do.

On the contrary, one study conducted in Ghana to examine the sexual health experiences of adolescents indicated the reverse result of the above studies (Glover et al., 1999). That is, it found that young females were sexually experienced more likely than males.

**Year Level differences**

Although the researcher could not get studies that indicated differences in promiscuous sexual behavior in terms of year level of students in the outside world, there are some local researches that showed the nature of this difference. For example, a study conducted by Zelalem (2013) revealed that second and third year students were more likely to have higher number of multiple sexual partners compared to first year students. Congruent to this, another study conducted by Fessaha et al. (2012) indicated that second year students were about two times to ever had sexual intercourse as compared to first year students. Likewise, Abebaw (2007) in his study showed that both male and female students from second and third year levels were more likely engaged in several sexual behaviors than first year students. It specifically indicated that 29.8% of third year, 25.6% of second year and 17.6% of first year students engaged in the practices.

**Residence Differences**

Studies suggested that the residence, where the person grows up has an influence on his/her degree of sexual behavior and determines his/her involvement in desirable or undesirable practices (Cheng et al., 2012; Assche & Mishra, 2009). These studies revealed that higher education students who come from the cities and towns were more likely engaged in multiple
sexual partnerships than those from rural areas. Another study conducted in Ireland, Dublin, on the determinants of sexual behavior amongst 247 college students demonstrated that students from urban areas were more likely to engage in all forms of sexual behaviors than those from rural settings (Lalor et al., 2003). Correspondingly, one local study conducted by Yosef (2006) indicated that college students from urban areas had frequent sexual contacts than those from rural areas. However, another study conducted by Abebaw (2007) showed that college students who are from rural backgrounds engaged in different sexual experiences and intercourses with more than one sexual partner than other students from non rural areas.

Overall, the present study intended to see those differences in addition to the magnitude and risk factors of promiscuous sexual behavior to fill the missing parts and several contradictions as well as to generate new findings by using appropriate methods that will be presented in the next chapter.
Chapter Three

Method

This section deals with the description of study design, site, population, participants, sampling techniques and procedures, instruments, data collection procedures, analysis techniques, and ethical considerations employed in the present study.

3.1. Design

Regarding study design, the researcher employed cross sectional type of research to conduct this study. This was because of the researcher collected data regarding promiscuous sexual behavior and risk factors at one point in time and inferences was made based on the findings. The reason for the selection of this design was mainly its appropriateness to the research problem. And also this design is important to get much amount of data in a relatively short period of time.

3.2. Study Site

This study was conducted in Addis Ababa University and Kotebe University College, which are located in Addis Ababa, the capital city of Ethiopia. These institutions are the oldest higher educational institutions in Ethiopia. Concerning the techniques and reasons for the selection of these areas as a study site, Addis Ababa University was purposely selected because of the reason that most of the campuses are located in the center of the city, which is also one of the tourist attraction routes that may in turn influence students' overall activities including their sexual behaviors. In addition to this, as far as the researcher’s knowledge is concerned, no research is conducted so far on the same issue in the area. This university has fourteen campuses.
Out of these, two campuses (Arat-kilo and commerce) were randomly selected for this study. Similarly, Kotebe University College was also added as a study site purposely for comparing the problem across the institutions.

3.3. Population

The study population consisted of all first year, second year, and third year regular undergraduate students in Arat-kilo and Commerce campus, and Kotebe University College. According to the statistical report of the registrar office, Arat-kilo campus has 8 departments organized under the college of natural science and the total numbers of students in this campus are 2003 (male = 1397 and female = 606). In commerce there are 6 departments with the total number of 2016 students (male = 1108 and female = 908). Likewise, Kotebe University College has 11 departments with the total number of 1777 students (male = 832 and female = 945). In general, the total study population size was 5796.

3.4. Participants, Sampling Techniques and Procedures

The sample size of this study was determined using a simplified formula proposed by Yamane (cited in Israel, 2009). This formula was used to calculate the sample size at a 95% confidence level. The formula is given by;

\[
n = \frac{N}{1 + N(e)^2}
\]

Where, n is the sample size, N is the population size, and e is the level of precision/margin of error expressed as 5%. Accordingly, by applying the above formula, the sample size of the present study was calculated as follows.
\[ n = \frac{5796}{1+5796(0.05)^2} = 374 \]

Therefore, the final total participants for this study were 374 students. Then, this calculated sample size was distributed to each of the selected study areas proportional to the size of students. After that, three departments from each study area (i.e., Biology, Earth science, and Physics from Arat-Kilo campus; Business administrative & information system (BAIS), Marketing management, and Accounting from Commerce campus; Amharic, Civics, and Geography from Kotebe University College) were selected using simple random sampling (lottery method). Next to this, the sample size allocated to each campus was distributed to each randomly selected department proportional to the size of students. Then, the sample size allocated for each department again distributed to each year of study (i.e., first year, second year and third year). Finally, the required number of participants was chosen by using systematic sampling method from each year of study after stratification by gender. The process was employed after getting the list of students in each selected department of each year level and by assigning each student with an identification number. Since it is difficult to show every procedure schematically, the simplified sampling procedure is presented in the following figure (Figure 2).
Figure 2: Schematic presentation of sampling procedures

Purposive sampling ——> Addis Ababa University

Simple random sampling ——> Fourteen Campuses

Simple random sampling ——> Arat-kilo Campus (128 samples)
- Biology = 67
- Earth science = 47
- Physics = 14

Simple random sampling ——> Commerce campus (130 samples)
- BAIS = 44
- Marketing = 25
- Accounting = 61

Systematic sampling ——> First year = 43 (M=21, F=22)
- Second year = 45 (M=25, F=20)
- Third year = 40 (M=30, F=10)

Systematic sampling ——> First year = 43 (M=21, F=22)
- Second year = 45 (M=26, F=19)
- Third year = 42 (M=26, F=16)

Kotebe University College (116 samples)

Purposely added ——> Amharic = 28, Civics = 44
- Geography = 44

Simple random sampling ——> First year = 49 (M=29, F=20)
- Second year = 36 (M=26, F=10)
- Third year = 31 (M=16, F=15)

374 = total sample
Based on the above procedure, the general characteristics of the study participants are clearly presented in the following table (Table 1).

**Table 1: Study participants by campus, year of study, and sex**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Year of study</th>
<th>Sex</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Arat-kilo</td>
<td>First year</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Second year</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Third year</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Commerce</td>
<td>First year</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Second year</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Third year</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>Kotebe</td>
<td>First year</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Second year</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Third year</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>220</td>
<td>154</td>
</tr>
</tbody>
</table>

**3.5. Instruments**

The main instrument employed for this study was a self-report questionnaire.

**3.5.1. The Questionnaire**

The questionnaire consisted of three parts with several items related to the primary objective of this study. The first part involves demographic characteristics which include four variables (sex, campus, year of study, and previous residence). Participants were asked to indicate their sex and university campus; their year of study (first year, second year, or third year); and their residence before coming to the university (regional capital/city administration, zonal town, woreda town, or rural). These variables were included in the questionnaire only for the purpose of examining differences in promiscuous sexual behaviour and treated as categorical independent variables.
The second part of the questionnaire consisted of 9 items concerning promiscuous sexual behaviour (the dependent variable of the study). The items were organized from previous studies (Duru & Okafor, 2010; Coutinho, Hartnett, & Sagarin, 2007). Regarding these items, participants were asked to indicate their level of agreement on a 5 point Likert scale ranging from 1 = “strongly disagree” to 5 = “strongly agree.” A sample item is “I have engaged sex with two and more sexual partners after coming to the university.”

The last part of the questionnaire contains 27 mixed items about different risk factors of promiscuous sexual behaviour. These items were also organized from previous studies (Bankole & Owuamanam, 2013; Dejose, 2013; Chademana et al., 2011; Duru & Okafor, 2010; Bi et al., 2009). The items were used to measure five independent variables (risk factors), which include peer pressure (6 items), positive attitude to the practice (6 items), freedom from parental control (5 items), financial problem (5 items), and material possession (5 items). Like that of the above, participants were also asked to indicate their level of agreement on a 5 point Likert scale ranging from 1 = “strongly disagree” to 5 = “strongly agree” on these items.

3.5.2. Pilot Testing

The other important task was assessing validity and piloting the instrument before administering to the participants of the main study. It is vital to evaluate its validity and reliability as well as to make certain modifications prior to administering for the target participants.

Before administering the pilot participants, the instrument was judged by experts who are more familiar with the area in order to check its content validity. At the first time, it was evaluated by peers (two MA students from social psychology field) and then by other expert
from psychology department in Addis Ababa University. After that, the instrument was translated from English into Amharic language by the researcher and two other language professionals (MA students from language department in Addis Ababa University). This was done for the purpose of clarity, easy understanding, and to enable participants respond to each item with minimum constraints. Additionally, in order to check the meaning equivalence of the English and Amharic version, the instrument was also translated back into English by the same translators. All discrepancies that appeared in the translation processes were corrected.

Finally, to check the reliability (internal consistency) and for other amendments, the Amharic version of the instrument was pilot tested on 60 students who were selected randomly from each study area (9 male and 11 female from Arat-kilo campus, 13 male and 7 female from Commerce campus, and 6 male and 14 female from Kotebe University College). These participants were not included in the main study. This was controlled by excluding departments from which participants for the pilot test were selected. All responses of the participants on items that measure each variable were scored and computed by using Cronbach alpha, which is more appropriate for Likert type items. The result showed that the reliability index of the items that were supposed to measure promiscuous sexual behavior was 0.86. On the other hand, items on peer pressure, positive attitude to the practice, freedom from parental control, financial problem, and material possession had a reliability of 0.76, 0.81, 0.74, 0.68, and 0.83 respectively. Based on the results of the pilot test, the instrument with no modification was used to collect the required data for the main study.
3.6. Data Collection Procedures

The administration of the final questionnaire was performed by using suitable procedures and these were similarly used for each campus of participants in a separate day. Firstly, the researcher presented the letter of recommendation of the department to the concerned university administrators and secured permission for data collection. After cooperation was secured and respondents were identified with the help of department heads and teachers in the selected departments, then the researcher with the help of these teachers and other assistant data collectors was assemble the participants in one free room (lecture hall). Next to this, the researcher clearly explained the purpose of the research for the participants and obtained informed oral consent from all participants to participate in the research. Additionally, the researcher was informed them that their responses should be kept confidential and would not be used in ways that will harm them or for purposes other than this research. Then, the researcher with the help of assistant data collectors distributed the questionnaire to the participants. Following this, the researcher also informed the participants about instructions to be followed in providing their responses and no time restriction for completion. Eventually, the required data was successfully collected.

3.7. Data Analysis Techniques

The data gathered through self report questionnaire was edited, ordered, coded and entered into the computer and analyzed using SPSS version 20.0 statistical software. The selection of appropriate analysis methods was based on the main objective of the study and the research questions; the type of data and study variables as well as different assumptions
associated with the use of each analytical method. Additionally, P-value of less than 0.05 for a certain test was considered as statistically significant.

Different analysis methods were employed for different purposes. One of these is descriptive statistics such as frequencies and percentages that were computed to summarize demographic characteristics of participants. This method was also used to examine the prevalence of promiscuous sexual behavior among students. This was performed by taking the item total, minimum and maximum scores of the variable. To make it more clear, as mentioned in the above, promiscuous sexual behavior was measured by using 9 items that were made in 5-point Likert scale (1 as strongly disagree and 5 as strongly agree). This implies that the total minimum score for this variable is 9 (9x1) and the total maximum score is 45 (9x5). As indicated by previous studies, higher scores reflect the existence and greater degree of the issue and vice versa (Bankole & Owuamanam, 2013; Dejose, 2013). All responses with any degree of agreement (agree and strongly agree) were grouped together as positive responses that indicate the high prevalence of the behavior, and all responses with any degree of disagreement (strongly disagree and disagree) were grouped together as negative responses that indicate the low prevalence of the behavior. Based on this, the analysis was performed by taking the highest score (36-45) and lowest score (9-18) with the respective frequency and percentage results. The responses of 'I am not sure' were taken as medium scores (19-35), that indicated uncertainty about promiscuous sexual behavior.

The other analysis technique was Pearson product movement correlation that was computed to see the patterns of relationship between promiscuous sexual behavior and different risk factors (positive attitude, peer pressure, freedom from parental control, financial problem, and material possession). In addition, multiple regression, particularly, standard/simultaneous
multiple regression was computed to examine the combined effect of the risk factors (positive attitude, peer pressure, freedom from parental control, financial problem, and material possession) on promiscuous sexual behavior. To determine the best contributor independent variables, step wise multiple regression analysis was also employed.

Moreover, to see differences in promiscuous sexual behavior in terms of demographic variables (sex, campus, year of study, and previous residence), independent sample t-test and one-way analysis of variance (ANOVA) were used. It is important to note that, each variable was computed independently by using these techniques rather than other methods (such as factorial ANOVA) because the researcher couldn't get good theoretical reasons to see interaction effects among the variables. Therefore, to see gender differences in promiscuous sexual behavior, independent sample t-test was computed; to examine differences due to the remaining three variables, one-way ANOVA was employed for each variable. For the ANOVA results that showed significant differences, Scheffe Post-Hoc test was computed to determine where the difference lies. This test was selected and used since the sample size was not equal.

3.8. Ethical Considerations

The researcher throughout the research considered and has taken necessary measures so as to ensure ethical issues related with the research itself, research settings and participants. That is, to conduct the research and collect the required data, the researcher firstly attempted to contact and asked the permission of the concerned University administrators using the formal letter prepared by school of psychology. During data collection, oral consent was obtained from each study participants and they were also adequately aware about the purpose and nature of the study. Participants' responses were kept confidential and not be used for other purposes other
than the purpose of the present study. The instrument also did not include any issue that can identify the personality of participants. And also the data has its own password created by the researcher to secure it from unauthorized access. Moreover, the literatures reviewed and used for this research were acknowledged accordingly.

In general, this chapter provides a clear description of each part of the method employed in this study. Based on this, the overall results of the study will be presented in the next chapter.
Chapter Four

Results

This chapter presents the results of the statistical analyses carried out to answer the basic research questions stated in the study. Here, it is important to note that, from the total sample of 374 students, valid responses were obtained from 349 (93.3% response rate) students and the analysis was performed based on these responses. The remaining 25 (16 male and 9 female) participants did not complete all parts of the questionnaire; hence excluded from the analysis.

4.1. Demographic Characteristics of the Participants

This includes participants' sex, campus, year of study, and previous residence. The descriptive summary is presented in the following table (table 2).

Table 2: Frequency and percentage of demographic characteristics of the participants

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Response categories</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Female</td>
<td>145</td>
<td>41.5</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>204</td>
<td>58.5</td>
</tr>
<tr>
<td>Campus</td>
<td>Arat Kilo</td>
<td>120</td>
<td>34.4</td>
</tr>
<tr>
<td></td>
<td>Commerce</td>
<td>122</td>
<td>35.0</td>
</tr>
<tr>
<td></td>
<td>Kotebe</td>
<td>107</td>
<td>30.6</td>
</tr>
<tr>
<td>Year of study</td>
<td>First year</td>
<td>119</td>
<td>34.1</td>
</tr>
<tr>
<td></td>
<td>Second year</td>
<td>120</td>
<td>34.4</td>
</tr>
<tr>
<td></td>
<td>Third year</td>
<td>110</td>
<td>31.5</td>
</tr>
<tr>
<td>Previous residence</td>
<td>Regional capital/city administration</td>
<td>120</td>
<td>34.4</td>
</tr>
<tr>
<td></td>
<td>Zonal town</td>
<td>85</td>
<td>24.4</td>
</tr>
<tr>
<td></td>
<td>Woreda town</td>
<td>74</td>
<td>21.2</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>70</td>
<td>20.0</td>
</tr>
</tbody>
</table>

The above table presents the frequency and percentage of demographic characteristics of the participants included in this study. As indicated in this table, out of the total of 349 participants, 145 (41.5%) were females and 204 (58.5%) were males. Among these, the relatively
greater numbers 122(35.0%) were from Commerce campus followed by Arat-kilo campus and Kotebe University College. Regarding their year of study, 120(34.4%) were second year while the relatively small number 110(31.5%) of participants were third year students. In terms of their previous residence, the majority 120(34.4%) of them were from the regional capital/city administration while 70(20.0%) were from rural areas.

4.2. Descriptive Statistics of the Study Variables

The descriptive statistics (mean and standard deviation) of the scores of the measures in the study are presented in table 3 below.

### Table 3: Descriptive statistics of study variables (N=349)

<table>
<thead>
<tr>
<th>No.</th>
<th>Variables</th>
<th>Mean</th>
<th>Std.Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex</td>
<td>1.58</td>
<td>.494</td>
</tr>
<tr>
<td>2</td>
<td>Campus</td>
<td>1.96</td>
<td>.807</td>
</tr>
<tr>
<td>3</td>
<td>Year of study</td>
<td>1.97</td>
<td>.811</td>
</tr>
<tr>
<td>4</td>
<td>Previous residence</td>
<td>2.27</td>
<td>1.135</td>
</tr>
<tr>
<td>5</td>
<td>Positive attitude</td>
<td>23.8797</td>
<td>8.64314</td>
</tr>
<tr>
<td>6</td>
<td>Peer pressure</td>
<td>3.71</td>
<td>1.166</td>
</tr>
<tr>
<td>7</td>
<td>Freedom from parental control</td>
<td>7.1146</td>
<td>2.23826</td>
</tr>
<tr>
<td>8</td>
<td>Financial problem</td>
<td>3.47</td>
<td>1.261</td>
</tr>
<tr>
<td>9</td>
<td>Material possession</td>
<td>4.58</td>
<td>1.478</td>
</tr>
<tr>
<td>10</td>
<td>Promiscuous sexual behavior</td>
<td>23.6246</td>
<td>6.70388</td>
</tr>
</tbody>
</table>

4.3. Magnitude of Promiscuous Sexual Behavior

In order to examine the prevalence of promiscuous sexual behavior among students, descriptive statistics (frequencies and percentages) were employed. As mentioned earlier, depending on previous studies, the scores of promiscuous sexual behavior were categorized in to three groups; high, medium, and low scores for the purpose of analysis. The result is presented in table 4 below.
Table 4: The proportion of participants scoring low, medium, and high on items regarding promiscuous sexual behavior (N = 349)

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low(≤18)</td>
<td>84</td>
<td>24.1</td>
</tr>
<tr>
<td>Medium (19-35)</td>
<td>103</td>
<td>29.5</td>
</tr>
<tr>
<td>High(≥36)</td>
<td>162</td>
<td>46.4</td>
</tr>
<tr>
<td>Total</td>
<td>349</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table presents the frequency and percentage of participants who scored low, medium, and high on the total items that measured promiscuous sexual behavior. As clearly seen in this table, out of 349 participants, 162(46.4%) scored high while 84(24.1%) scored low on the items. This result therefore indicates that the majority of students engaged in promiscuous sexual behavior and the prevalence rate is 46.4% (Male = 27.6%, Female = 18.8%).

4.4. The relationship of the Dependent and Independent Variables

In order to see the patterns of relationship between the dependent variable (promiscuous sexual behavior) and independent variables (positive attitude, peer pressure, freedom from parental control, financial problem, and material possession), Pearson’s correlation coefficient was computed. Table 5 below shows the inter-correlation matrix among these variable.
Table 5: Inter-correlation matrix among independent variables (different factors) and the dependent variable (promiscuous sexual behavior) (N = 349)

<table>
<thead>
<tr>
<th>No.</th>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive attitude</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Peer pressure</td>
<td>0.201**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Freedom from parental control</td>
<td>0.336**</td>
<td>0.210**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Financial problem</td>
<td>0.247**</td>
<td>0.112**</td>
<td>0.492**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Material possession</td>
<td>0.267**</td>
<td>0.111**</td>
<td>0.228**</td>
<td>0.380**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Promiscuous sexual behavior</td>
<td>0.692**</td>
<td>0.325**</td>
<td>0.574**</td>
<td>0.403**</td>
<td>0.481**</td>
<td>1</td>
</tr>
</tbody>
</table>

*correlation is significant at the 0.01 level

Table 5 shows the results of Pearson product movement correlation coefficients (r) among the independent variables and between the dependent and independent variables. As can be observed from this table, all independent variables (risk factors) had significant positive relationships among each other. Similarly and more importantly, all the independent variables were positively and significantly correlated with the dependent variable. Specifically, promiscuous sexual behavior was positively and significantly correlated with having positive attitude to the practice (r = 0.692, P<0.01), peer pressure (r = 0.325, P<0.01), freedom from parental control (r = 0.574, P<0.01), financial problem (r = 0.403, P<0.01), and material possession (r = 0.481, P<0.01). This implies that the high level of liberal attitude, peer pressure, freedom from parental supervision, financial problems, and the desire for material possession were significantly influenced both male and female university students to engage in promiscuous sexual practices.
4.5. Results of Multiple Regression Analysis

In this study, in addition to determining the relationship of each independent variable with the dependent variable, an attempt was also made to examine the combined effect of the independent variables (positive attitude, peer pressure, freedom from parental control, financial problem, and material possession) on the dependent variable (promiscuous sexual behavior). For this reason, multiple regression analysis was computed using simultaneous entry of all the independent variables (predictors) to see their combined effects for the prediction of the dependent (criterion) variable. Furthermore, stepwise regression analysis was made in order to identify the relative contribution of independent variables on the dependent variable. The summary of these two regression results are presented in table 6 and 7 below respectively.

Table 6: Summary results of standard multiple regression analysis of risk factors predicting promiscuous sexual behavior (N=349)

<table>
<thead>
<tr>
<th>No.</th>
<th>Variables</th>
<th>B</th>
<th>SE</th>
<th>Beta</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive attitude</td>
<td>0.406</td>
<td>0.027</td>
<td>0.523</td>
<td>15.241</td>
<td>0.000</td>
</tr>
<tr>
<td>2</td>
<td>Peer pressure</td>
<td>0.671</td>
<td>0.362</td>
<td>0.117</td>
<td>1.856</td>
<td>0.064</td>
</tr>
<tr>
<td>3</td>
<td>Freedom from parental control</td>
<td>0.458</td>
<td>0.221</td>
<td>0.153</td>
<td>2.075</td>
<td>0.039</td>
</tr>
<tr>
<td>4</td>
<td>Financial problem</td>
<td>0.457</td>
<td>0.265</td>
<td>0.086</td>
<td>1.726</td>
<td>0.085</td>
</tr>
<tr>
<td>5</td>
<td>Material possession</td>
<td>0.711</td>
<td>0.319</td>
<td>0.131</td>
<td>2.231</td>
<td>0.026</td>
</tr>
</tbody>
</table>

\[ R = 0.587 \quad R^2 = 0.345 \quad \text{Multiple Regression F-value} = 151.033, \text{P}<0.05 \]

Table 6 in the above shows the results of the standard multiple regression analysis considering the variables listed 1 to 5 as independent variables (predictors) on the dependent (criterion) variable. As it is indicated on this table, the coefficient of multiple determination revealed that all the predictor variables together contributed 34.5% to the prediction of the
criterion variable. In other words, 34.5% of the variation accounted in the dependent variable (promiscuous sexual behavior) was due to the combined effect of those five independent variables (different risk factors) included in the model. This implies that the remaining 65.5% of variation is explained by other variables that were not explored in this study. Besides, the result also showed that the model that involves different risk factors (predictor variables) on promiscuous sexual behavior (criterion variable) was statistically significant ($F = 151.033, P<0.05$), which accounted for 34.5% of the variance in sexual promiscuity.

As can also be noted from table 6, having positive attitude, freedom from parental control, and material possession do contributed to the prediction of promiscuous sexual behavior significantly at the 0.05 level. That is, the majority of the variance in promiscuous sexual behavior was due to these predictor variables. However, peer pressure and financial problem made non-significant contribution in predicting sexual promiscuity.

Next to this, a subsequent stepwise multiple regression analysis was computed in order to examine the relative contribution of each predictor variables and the extent of their unique contribution and/or to determine the most powerful predictors in explaining sexual promiscuity. The results of this regression analysis are presented in table 7 below.

**Table 7: Summary results of stepwise multiple regression analysis of predictor variables (risk factors) on promiscuous sexual behavior (N=349)**

<table>
<thead>
<tr>
<th>Step</th>
<th>Variable entered</th>
<th>R</th>
<th>$R^2$</th>
<th>Change in $R^2$</th>
<th>B</th>
<th>SE</th>
<th>Beta</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive attitude</td>
<td>0.462</td>
<td>0.213</td>
<td>0.213</td>
<td>0.422</td>
<td>0.026</td>
<td>0.544</td>
<td>0.000</td>
</tr>
<tr>
<td>2</td>
<td>Freedom from parental control</td>
<td>0.561</td>
<td>0.315</td>
<td>0.102</td>
<td>0.854</td>
<td>0.163</td>
<td>0.285</td>
<td>0.000</td>
</tr>
<tr>
<td>3</td>
<td>Material possession</td>
<td>0.581</td>
<td>0.338</td>
<td>0.023</td>
<td>0.952</td>
<td>0.301</td>
<td>0.175</td>
<td>0.002</td>
</tr>
</tbody>
</table>
In the step wise multiple regression analysis all the five predictors (risk factors) were considered to identify the factor that best correlate to sexual promiscuity. However, as of standard multiple regression analysis, the stepwise multiple regression analysis also identified only three factors (positive attitude, freedom from parental control, and material possession) as predictor variables significantly contributed to the prediction of promiscuous sexual behavior (table 7). These three significant predictors were included in the model while the remaining independent variables (peer pressure and financial problem) were not significant enough and could not be entered in the model. As indicated in table 7, positive attitude was entered in the first step and accounted for 21.3% of the total explained variance. In the second and third step, freedom from parental control and material possession were entered and the proportion of variance accounted for promiscuous sexual behavior by these predictors was 10.2% and 2.3% respectively. The total variance explained by the three significant predictors included in the model was 33.8%. As it can be seen from table 6, when the remaining variables (peer pressure and financial problem) were included in the model, the total variance accounted for sexual promiscuity was 34.5%. This shows that the increase of the variation in sexual promiscuity by peer pressure and financial problem was only 0.7%. This also implies that the additive effect of these two variables to the prediction of promiscuous sexual behavior was very little and non significant as compared to other variables.

The results of stepwise multiple regression analysis in general, reveals that having positive attitude, freedom from parental control, and material possession were significantly predicted promiscuous sexual behavior. Furthermore, having positive attitude made the strongest contribution followed by freedom from parental control and material possession to the prediction
of promiscuous sexual behavior. The contribution of the remaining variables were very little and not significant.

4.6. Differences in Promiscuous Sexual Behavior

As mentioned earlier, this study was also intended to examine differences in promiscuous sexual behavior in terms of participants' demographic characteristics (sex, campus, year of study, and previous residence). As clearly described in the method section, to the knowledge of the researcher, these variables have no good theoretical reasons to see interaction effects among each other. Because of this, each variable was computed independently by using appropriate analysis techniques. That is, independent sample t-test was used to examine gender differences in sexual promiscuity, and one-way ANOVA with scheffe test was computed for the other three variables (campus, year of study, and previous residence). The results of each test are presented in the following tables.

Table 8: Differences in promiscuous sexual behavior scores due to gender (N=349)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>145</td>
<td>22.6483</td>
<td>6.6369</td>
<td>-2.308</td>
<td>347</td>
<td>0.022</td>
</tr>
<tr>
<td>Male</td>
<td>204</td>
<td>24.3186</td>
<td>6.6807</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8 presents the results of an independent sample t-test that was computed to compare the scores of promiscuous sexual behavior for males and females. Accordingly, the result shows that there was a statistically significant difference (t = -2.308, df = 347, P = 0.022) in promiscuous sexual behavior between male (Mean = 24.3186, SD = 6.6807) and female (Mean = 22.6483, SD = 6.6369) students. This result indicates that slightly more male undergraduate students experienced promiscuous sexual behavior than females.
Table 9: One-way ANOVA summary table regarding promiscuous sexual behavior across students' year of study (N = 349)

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2093.311</td>
<td>2</td>
<td>1046.656</td>
<td>26.733</td>
<td>0.000</td>
</tr>
<tr>
<td>With in groups</td>
<td>13546.517</td>
<td>346</td>
<td>39.152</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15639.828</td>
<td>348</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in table 9, one-way ANOVA was computed to examine differences in promiscuous sexual behavior mean scores across the three year levels (first, second, and third year) of students. The result of the analysis in this table revealed that there was a statistically significant difference \( F (2, 346) = 26.733, P = 0.000 \) in sexual promiscuity scores among students in the three year levels. This result however, does not show where the differences lie. Thus, in order to see the specific differences among the three year levels, further analysis using Scheffe multiple comparison test was computed and the result is shown in table 10 below.

Table 10: Results of Scheffe test across year of study (N = 349)

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Year of study</th>
<th>Mean difference</th>
<th>Std. error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>Second year</td>
<td>-3.43711*</td>
<td>.80949</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Third year</td>
<td>-6.01742*</td>
<td>.82761</td>
<td>0.000</td>
</tr>
<tr>
<td>Second year</td>
<td>First year</td>
<td>3.43711*</td>
<td>.80949</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Third year</td>
<td>-2.58030*</td>
<td>.82595</td>
<td>0.008</td>
</tr>
<tr>
<td>Third year</td>
<td>First year</td>
<td>6.01742*</td>
<td>.82761</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Second year</td>
<td>2.58030*</td>
<td>.82595</td>
<td>0.008</td>
</tr>
</tbody>
</table>

*The mean difference is significant at the 0.05 level

The results of Scheffe multiple comparison test presented in table 10 show that those students in all of the three year levels were significantly different from one another in promiscuous sexual behavior mean scores. Specifically, the sexual promiscuity mean score of third year students was statistically higher (Mean = 26.5636) than the mean scores of both second and first year students. In addition, the mean score of second year students was also
statistically higher (Mean = 23.9833) than the mean score of first year students (Mean = 20.5462). This result indicates that third year students were found to have higher level of promiscuous sexual behavior followed by second and first year students.

**Table 11: One-way ANOVA summary table for differences in promiscuous sexual behavior due to previous residence (N = 349)**

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>550.789</td>
<td>3</td>
<td>183.596</td>
<td>4.198</td>
<td>0.006</td>
</tr>
<tr>
<td>With in groups</td>
<td>15089.039</td>
<td>345</td>
<td>43.736</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15639.828</td>
<td>348</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 11 above indicates that there was a statistically significant difference [F (3, 345) = 4.198, P = 0.006] in sexual promiscuity scores across students' previous residence. To find out the specific differences between the residences, Scheffe test was employed and the results are presented in the following table.

**Table 12: Scheffe multiple comparisons of sexual promiscuity scores across previous residence (N = 349)**

<table>
<thead>
<tr>
<th>Previous residence</th>
<th>Previous residence</th>
<th>Mean difference</th>
<th>Std. error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional capital or city administration</td>
<td>Zonal town</td>
<td>2.09118</td>
<td>.93756</td>
<td>.176</td>
</tr>
<tr>
<td></td>
<td>Woreda town</td>
<td>1.58243</td>
<td>.97750</td>
<td>.455</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>3.39286*</td>
<td>.99462</td>
<td>.009</td>
</tr>
<tr>
<td>Zonal town</td>
<td>Regional capital or city administration</td>
<td>-2.09118</td>
<td>.93756</td>
<td>.176</td>
</tr>
<tr>
<td></td>
<td>Woreda town</td>
<td>-.50874</td>
<td>1.05146</td>
<td>.972</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>1.30168</td>
<td>1.06740</td>
<td>.685</td>
</tr>
<tr>
<td>Woreda town</td>
<td>Regional capital or city administration</td>
<td>-1.58243</td>
<td>.97750</td>
<td>.455</td>
</tr>
<tr>
<td></td>
<td>Zonal town</td>
<td>.50874</td>
<td>1.05146</td>
<td>.972</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>1.81042</td>
<td>1.10265</td>
<td>.442</td>
</tr>
<tr>
<td>Rural</td>
<td>Regional capital or city administration</td>
<td>-3.39286*</td>
<td>.99462</td>
<td>.009</td>
</tr>
<tr>
<td></td>
<td>Zonal town</td>
<td>-1.30168</td>
<td>1.06740</td>
<td>.685</td>
</tr>
<tr>
<td></td>
<td>Woreda town</td>
<td>-1.81042</td>
<td>1.10265</td>
<td>.442</td>
</tr>
</tbody>
</table>

*The mean difference is significant at the 0.05 level*
As can be observed from table 12, the Scheffe test results show that those students who came from regional capital or city administration were significantly different from those students who came from rural areas in promiscuous sexual behavior mean scores. In other words, statistically significant difference was found between students who came from only the two residences. The result further revealed that sexual promiscuity mean score of those students who came from regional capital or city administration was statistically higher (Mean = 25.1500) than the mean score of those who came from rural areas (M = 21.7571). This entails that promiscuous sexual behavior is higher among students who came from regional capital or city administration than those who were from rural areas. However, the result also indicates that there was no significant differences in sexual promiscuity mean scores among students who were from the remaining residences.

**Table 13: One-way ANOVA summary table for differences in sexual promiscuity scores across campus (N = 349)**

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>516.290</td>
<td>2</td>
<td>258.145</td>
<td>5.906</td>
<td>0.003</td>
</tr>
<tr>
<td>With in groups</td>
<td>15123.538</td>
<td>346</td>
<td>43.710</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15639.828</td>
<td>348</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regarding students' university campus, the result of analysis of variance in table 13 reveals that there was a statistically significant difference [F (2, 346) = 5.906, P = 0.003] in sexual promiscuity scores across the campuses. Based on this result, Scheffe test was also computed to examine where the difference lies (table 14).
Table 14: Scheffe multiple comparisons of sexual promiscuity scores across campus (N = 349)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Campus</th>
<th>Mean difference</th>
<th>Std. error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arat Kilo</td>
<td>Commerce</td>
<td>-2.87650*</td>
<td>.85001</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td>Kotebe</td>
<td>-1.91059</td>
<td>.87906</td>
<td>.096</td>
</tr>
<tr>
<td>Commerce</td>
<td>Arat Kilo</td>
<td>2.87650*</td>
<td>.85001</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td>Kotebe</td>
<td>.96591</td>
<td>.87566</td>
<td>.545</td>
</tr>
<tr>
<td>Kotebe</td>
<td>Arat Kilo</td>
<td>1.91059</td>
<td>.87906</td>
<td>.096</td>
</tr>
<tr>
<td></td>
<td>Commerce</td>
<td>-2.96591</td>
<td>.87566</td>
<td>.545</td>
</tr>
</tbody>
</table>

*The mean difference is significant at the 0.05 level

As clearly seen in the above table, statistically significant difference was found between the two campuses Addis Ababa University (Arat Kilo and Commerce) in sexual promiscuity mean scores. The result further indicates that the sexual promiscuity mean score of students from Commerce campus was statistically higher (Mean = 24.9098) than the mean score of students from Arat Kilo campus (Mean = 22.0333). This also implies that promiscuous sexual behavior is higher among students in Commerce campus than those in Arat Kilo campus. However, there was no significant difference in sexual promiscuity mean scores among students in Kotebe University College (Mean = 23.9439) and the two campuses of Addis Ababa University.

Overall, this chapter attempted to answer the basic research questions raised in this study. It clearly presents the results of the study by using different appropriate statistical analysis methods. The interpretations, justifications, and comparisons of these results with the existing literature will be discussed in the next chapter.
Chapter Five

Discussion

This part deals with the discussion of the results of the study in comparison with other studies reviewed so far. It also provides general possible explanations for the findings. The major discussion topics are basically related with the research questions raised in the study. These include prevalence of promiscuous sexual behavior, the relationship patterns of sexual promiscuity and associated risk factors, the contribution of the factors to the prediction of the behavior, and differences in sexual promiscuity in terms of demographic variables.

5.1. Magnitude of Promiscuous Sexual Behavior

The magnitude of promiscuous sexual behavior among the participants of this study was found to be 46.4%. This means that nearly half of undergraduate students had engaged in this type of sexual practice. This result is in line with another study conducted in higher education institutions in Zimbabwe by Chademana et al. (2011). The result of the study showed that among the sexually active and experienced undergraduate university students, 49% engaged in promiscuous sexual behavior. It further concluded that most of the students have short-term relationships, which is one of the characteristics of sexual promiscuity. Similarly, a study conducted among Tanzanian college students found that the prevalence of promiscuous sexual behavior among the students was 42% (Horiguchi et al., 1999). In addition, another study conducted in South Africa among university students revealed that from the 52.4% of sexually experienced undergraduate students, 40% of them involved in the practice of sexual promiscuity (Hoque, 2011). Moreover, Edith and Hadiza (2014) have also indicated that 37.4% of both male
and female undergraduate university students in Nigeria engaged in sexual intercourse with multiple sexual partners even though the result was not highly consistent with the present study. Likewise, Evelyn and Osafu (1999) in their study of sexual behavior and perception of AIDS among adolescents in the same country, Nigeria, found that 35% of sexually active adolescents engaged in sexual intercourse with more than one sexual partner.

In addition to the consistency with the above international studies, the result of the present study is also congruent with few local related studies conducted by Zelalem (2013) and Fessaha et al. (2012). More specifically, Zelalem conducted a study in Bahir Dar City among private college students to examine the prevalence and correlates of multiple sexual partnerships and found that 45.3% of them engaged sex with multiple sexual partners. The study of Fessaha and his colleagues on risky sexual behavior and predisposing factors among Jimma University students indicated that 49.7% of students had multiple sexual partners. This suggests that the same problem still exists today irrespective of time and place differences.

However, the result of the present study is not consistent with some other study results. For example, the study of Duru & Okafor (2010) conducted in Nigeria indicated that 79% of undergraduate university students participated in the study reported that promiscuous sexual behavior was existed and highly prevalent among university students. Another study conducted in U.S among adolescents and young adults found that 76% of youngsters involved in sexual intercourse with several (six and above) sexual partners (Bhatt et al., 1998). Similarly, Savage (2005) has also revealed that among the sexually experienced students in higher learning institutions in Cameron, 66% of them engaged sexual intercourse with more than one sexual partner. In addition, the study of Ishida et al. (2011) showed that 64% of sexually active adolescents and young adults involved in promiscuous sexual activities. Therefore, as compared
with these studies, the prevalence of promiscuous sexual behavior resulted from the present study is fairly lower. This variation may be explained by cultural differences between the outside world society and Ethiopian society regarding sexual behaviors in general and the practice of sexual promiscuity in particular. That is, the culture of the Ethiopian society is more conservative than the outside world society that in turn influences the overall sexual activities of people in the culture including the practice of sexual promiscuity, which is labeled as the sign of infidelity.

On the other hand, the result of the present study is higher than some other studies conducted on related issues. For example, a study conducted by Bilesha and Millicent (2003) on gender differences in risky behaviors associated with multiple sex partners among adolescents showed that 14.2% of them engaged in sexual intercourse with multiple (four and more) sexual partners. Additionally, another study conducted on multiple sex partner behavior among female undergraduate students in China found that 5.31% of the students frequently engaged in promiscuous sexual activities (Bi et al., 2009). This variation might be due to methodological differences.

5.2. Relationship Patterns of Sexual Promiscuity and the Risk Factors

Regarding the relationship of promiscuous sexual behavior and associated risk factors, the present study found that all the factors (positive attitude, peer pressure, freedom from parental control, financial problem, and material possession) were positively and significantly correlated with promiscuous sexual behavior. This implies that the magnitude of promiscuous sexual behavior is increased or decreased with the increasing or decreasing level of positive outlook towards the practice, peer influence, freedom from parental or guardian supervision,
financial problem, and the desire for material possession. In other words, the participants of this study and their practice of sexual promiscuity were highly influenced by these factors. This result is supported by different previous studies conducted on the related areas. In terms of the relationship between promiscuous sexual behavior and positive attitude to the practice, Bi et al. (2009) revealed that students in higher learning institutions were highly influenced by their positive attitude towards promiscuous sexual behavior to engage in the practice. It suggested that those students who evaluate the practice positively were three times more likely to engage in the practice and reported more sexual partners than those who didn't have such an attitude. Similarly, Fan et al. (2004) have also found that several undergraduate students who developed positive attitude towards sexual intercourse with multiple sexual partners extremely involved in the practice. According to Wang & Wang (2000), students who had a favorable attitude towards promiscuous sexual behavior were more likely to engage in the activity than those who hadn't. More additional studies also supported the result of the present study by indicating the positive relationship of promiscuous sexual behavior and liberal attitude to the behavior (Carey & Fielder, 2010; Gao et al., 2004; Adimora et al., 2002; Moore & Stief, 1991). The above mentioned studies and the present study have confirmed the existence of significant positive relationship between the two constructs.

Regarding peer pressure, the result of the present study is consistent with another study conducted by Duru and Okafor (2010) and revealed that peer pressure is a significant factor associated with the prevalence of promiscuous sexual behavior among students in higher learning institutions. The more the students attached themselves with peers, who are promiscuous, the higher the risk to engage in such behavior. Likewise, Chademana et al. (2011), in their study of the prevalence of concurrent sexual partnerships among higher education
students also indicated that students' strong attachment and communication with their peers tends to increase the likelihood that they will engage in the behavior of concurrent sexual partnerships. In addition, a local study conducted by Zelalem (2013) showed that students who were influenced and initiated by peers were six times more likely to involve in sexual intercourse with multiple sexual partners than those who didn’t have this influence.

In terms of freedom from parental control, one study conducted by Govender & Mutinta (2012) on the socio-environmental determinants of sexual risk behavior and HIV prevention at the University of KwaZulu-Natal, South Africa, revealed that the respondents' perceived freedom from parental control was one factor that encourages their and other students overall sexual risk behavior. The study also indicated that ‘perceived and experienced freedom’ from parental or guardian control highly influenced adolescents and young adults to engage in a number of risky behaviors. It suggested that students, who felt that they did not get free time to engage in sexual activities due to parental control prior to joining university, highly involved in sexual activities when they come to the university. Consistently, Duru and Okafor (2010) also indicated that the unbridled freedom and liberty of university students strongly influence most of the students to engage in promiscuous sexual behavior.

Moreover, concerning the significant positive relationship between promiscuous sexual behavior and financial problem, the present study is supported by the study results of Edith and Hadiza (2014). It indicated that most of the students in the universities engaged in sexual practices with multiple partners for the purpose of getting money and other benefits than for satisfaction in order to solve their financial problems. Financially poor students are highly involved in exchange of sex for some necessities of life (Duru & Okafor, 2010; Hallman, 2004; Adedokum et al., 2002; Eggleston et al., 1999; Weiss, 1993; Barker & Rich, 1992). Additionally,
Fessaha et al. (2012) found that university students ever had sexual intercourse with non-regular sexual partners for the sake of money so as to solve their financial problems. Even though the result of the present study on the relationship of the two factors is compatible with several previous study results, it also contradict with some other studies that showed the inverse relationship by concluding that students who had better monthly income level were more likely to engage in sexual intercourse with multiple partners than those who hadn't (Cheng et al., 2012; Assche & Mishra, 2009).

The other factor that found to be significantly correlated with promiscuous sexual behavior from the results of the present study is the desire for material possession. In line with this, previous studies revealed that many students in higher learning institutions engaged in sexual intercourse with several regular as well as casual sexual partners for the purpose of getting material possessions for certain level of wealthy and generosity (Chademana et al., 2011; Rasch & Silberschmidt, 2001). According to these studies, several university students involved in exchange of sex for money and account payments; material goods, fashionable clothing, modernist items as well as access to commodities that conferred a certain status and represented a sophisticated lifestyle. Likewise, another study also showed that sexual promiscuity was frequently takes place among youth as a result of "sugar daddy and sugar mummy" relationships that were commonly engaged for the purpose of obtaining extra money and material possession/gifts (WHO, 2005).
5.3. The Contribution of Predictor Variables to the Prediction of Promiscuous Sexual Behavior

Examining the contribution of predictors (positive attitude, peer pressure, freedom from parental control, financial problem, and material possession) to the prediction of promiscuous sexual behavior was another aim of this study. It revealed that the standard multiple regression model consisted of these all variables has statistically significant power to predict over promiscuous sexual behavior ($R^2 = .345$). This in other words means that 34.5% of the variability in overall promiscuous sexual behavior of students in the study settings was determined by the variables included in the model. The researcher, however, unable to compare this result with previous studies because of the reason that she couldn't get any study that investigated the factors simultaneously at the same time.

When the independent contribution of those five predictor variables was examined, the result showed that all of these variables did not contribute at the same rate to the variability of promiscuous sexual behavior. Among the five predictor variables, only three variables (having positive attitude (21.3%), freedom from parental control (10.2%), and the need for material possession (2.3%)) were significantly predicted promiscuous sexual behavior. In relation to this, a study conducted in China on multiple sex partner behavior among undergraduate students by Bi et al. (2009) indicated that positive attitude towards multiple sexual partnership behavior was one of the predictors and significant factors of the behavior. Furthermore, another study indicated that holding positive attitude towards sexual behaviors in general and multiple partnerships in particular highly predicted the behaviors (Liu et al., 2005). It further suggested that students that hold liberal attitude towards the behaviors were more likely to engage in it than
those who had conservative attitude. Similarly, Savage (2005) has found that permissive attitude towards sexual activities highly contributed students in higher learning institutions to participate in the activities. Those students who had positive attitude towards different sexual activities and multiple partnerships were influenced and engaged in sex with multiple partners. Besides, a study conducted in Uganda demonstrated that getting independence and freedom from the control of older adults and families provide greater opportunity for students to engage in various sexual acts including risky sexual behaviors (Anette et al., 2011).

5.4. Differences in Promiscuous Sexual Behavior due to Demographic Variables

The other aim of this study was examining differences in promiscuous sexual behavior in terms of demographic characteristics (sex, year of study, previous residence, and campus) of students. In terms of sex, the results of independent sample t-test revealed that there was a statistically significant difference in promiscuous sexual behavior between male and female undergraduate students in the study areas. It specifically indicated that slightly more male students engaged in promiscuous sexual behavior than females. This difference is perhaps due to the societal or cultural conceptions associated with the sexual activities of males and females; it makes males more liberal in any initiation of their sexual behavior and to practice the behavior freely while makes females more conservative, shameful, guilty, silence, and ignorance concerning the issue. Consistent to this study result, previous studies indicated that males are more likely to involve in various sexual behaviors, initiate sexual intercourse, and significantly higher risk behavior than females (Li et al., 2009; Cong et al., 2009). Similarly, the study of Liu et al. (2007) revealed that males were more likely to report having initiated sexual intercourse,
lost their virginity in earlier ages, and more sexual partners than females. According to Bilesha & Millicent (2003), promiscuous and unsafe sexual behavioral practices are highly experienced by male adolescents than females. Males had higher rates of sexual experiences and greater prevalence of more than four sexual partners than females. Likewise, Bhatt et al. (1998) found the significant difference between male and female participants regarding sexual experiences and promiscuous sexual practices and confirmed that more males were sexually experienced and engaged in sex with multiple partners than female counterparts. Moreover, a study in Jamaica showed that a significant number of males engaged in promiscuous sexual practices than females (Ishida et al., 2011). Edith & Hadiza (2014) also confirmed that the practice of having multiple sex partners was higher among male university students than females in Nigeria. Furthermore, Abraham and Kumar (1999) found that male students were more sexually experienced than female students. In the same way Zelalem (2013) and Abebaw (2007) supported the present study results by indicating that males had had frequent sexual intercourse with a number of sexual partners than females do.

Regarding the participants' year of study, the analysis of one-way ANOVA computed in the present research showed that there was a statistically significant difference in promiscuous sexual behavior among first, second, and third year students. Specifically, the results of Scheffe multiple comparison test revealed that students in all of the three year levels were significantly different from one another in promiscuous sexual behavior mean scores; third year students were found to have higher level of promiscuous sexual behavior than second and first year students respectively. This difference might be the result of better socialization, experiences, familiarity with the environment and engagement in different social life activities, which may in turn make senior students flexible and permissive in sexual activities. Parallel to this, the study of Zelalem
(2013) showed that third and second year students were more likely to have more number of multiple sexual partners compared to first year students. Correspondingly, another study conducted by Fessaha et al. (2012) indicated that second year students were about two times to ever had sexual intercourse as compared to first year students. Additionally, Abebaw (2007) revealed that both male and female students from third and second year levels were more likely engaged in several sexual behaviors than first year students. However, as mentioned earlier, the present researcher couldn't get international studies that showed the nature of differences in sexual promiscuity in terms of year level of students.

Furthermore, the result of the present study concerning differences in sexual promiscuity due to the participants' previous residence found that there was a statistically significant difference in sexual promiscuity scores across the residences (regional capital or city administration, Zonal town Woreda town, and rural). The results of Scheffe multiple comparison test revealed that a statistically significant difference was found between students who came from only the two residences (regional capital or city administration and rural). But, there was no significant difference among students who were from the remaining residences. The result also showed that sexual promiscuity mean score of those students who came from regional capital or city administration was statistically higher than the mean score of those who came from rural areas. This implies that promiscuous sexual behavior is higher among students who came from regional capital or city administration than those who were from rural areas. This may be due to the reason that students from the urban settings are more liberal in sexual behaviors as a result of information accessibilities compared to those students from rural settings. It may also because of the reason that urban students want to strictly follow modern life styles, which may achieved by engaging in this type of sexual behavior than rural students. In harmony to this, previous studies
indicated that higher education students who come from the cities and towns were more likely engaged in multiple sexual partnerships than those from rural areas (Cheng et al., 2012; Assche & Mishra, 2009). Equally, a study conducted in Ireland, Dublin, by Lalor et al. (2003) confirmed that college students from urban areas were more likely to engage in all forms of sexual behaviors than those from rural settings. Similarly, Yosef (2006) has indicated that college students from urban areas had frequent sexual contacts than those from rural areas.

More to the point, in terms of students' camps, this study found that there was a statistically significant difference in sexual promiscuity scores across the campuses. The Scheffe test result revealed that there was a statistically significant difference between the two campuses (Arat Kilo and Commerce) in sexual promiscuity mean scores even if significant differences were not observed between Kotebe University College and these two campuses of Addis Ababa University. The result specifically indicated that the sexual promiscuity mean score of students from Commerce campus was statistically higher than the mean score of students from Arat Kilo campus. This means that promiscuous sexual behavior is higher among students in Commerce campus than those in Arat Kilo campus. This result might be because of the reason that students in Commerce campus are living in a rented houses and have uncontrolled freedom and independence compared to those in Arat-kilo.
Chapter Six

Summary, Conclusion, and Recommendations

This chapter presents the summary of the main points of the whole research process, conclusions based on the raised research questions and findings, and possible recommendations based on the conclusions/generalizations. Each sub-topic will be presented and described separately as follows.

6.1. Summary

This study was aimed at investigating the prevalence and associated risk factors of promiscuous sexual behavior among university students. In the course of addressing this main study objective, four basic research questions regarding extent of sexual promiscuity, the relationship patterns and contributions of independent variables (risk factors) with the dependent variable, and sexual promiscuity differences across demographic variables were formulated.

To achieve those basic research questions, a cross sectional type of research design was employed and valid data was collected by using a 40 item self report questionnaire from 349 university students (204 males and 145 females) among the 374 initial samples that were selected using systematic sampling method from each study area proportional to their size. Data entry and analysis were performed using SPSS version 20 and analyzed by using appropriate statistical methods.

In order to answer the first research question, descriptive statistics (frequency and percentage) was employed. The result indicated that the proportion of participants who were engaged in promiscuous sexual behavior was nearly half (46.4%).
Besides, Pearson product movement correlation was also computed to examine the relationship patterns of promiscuous sexual behavior and associated risk factors (positive attitude, peer pressure, freedom from parental control, financial problem, and material possession). The test result showed that there was a significant positive relationship between promiscuous sexual behavior and all the five risk factors. In addition to this, to see the combined and independent effect of these factors on promiscuous sexual behavior, standard and stepwise multiple regression analysis was employed respectively. It was found that the combined contribution of the predictor variables (risk factors) in predicting promiscuous sexual behavior was significant ($R^2 = .345$), which means 34.5% of the variability in promiscuous sexual behavior is explained by the standard regression model. However, when the independent contribution of each variable was considered, only three factors (having positive attitude, freedom from parental control, and the need for material possession) were identified as the significant contributors of the behavior. Out of the 34.5% of variability, having positive attitude on its weight contributed higher to the variance in sexual promiscuity by 21.3% followed by freedom from parental control (10.2%) and material possession (2.3%).

Moreover, independent sample t-test and one-way ANOVA were also computed to examine differences in promiscuous sexual behavior due to demographic characteristics (sex, year of study, previous residence, and campus) of students. The results of independent sample t-test revealed that there was statistically significant differences in promiscuous sexual behavior mean scores between male and female undergraduate university students; males were slightly higher in the behavior than females. In terms of year of study, previous residence, and campus, the study also found significant differences. The sexual promiscuity mean scores of third year students were higher than second and first years; third year students were more engaged in the
practice followed by second and first year students. Regarding residence, the sexual promiscuity mean scores of students who came from regional capital or city administration were higher compared to those from rural settings. However, significant differences were not observed in the remaining residences. In terms of campus, significant differences in the sexual promiscuity mean scores were found between students of Commerce and Aratkilo campuses; the behavior were higher among Commerce students than Aratkilo. However, other significant differences were not observed among the campuses.

6.2. Conclusion

Based on the above findings of this study, the following conclusions are made.

- The study found that there was a high (46.4%) magnitude of promiscuous sexual behavior among undergraduate university students. This indicates that students in higher learning institutions are apparently practicing promiscuous sexual activity, which is one of the undesirable and unhealthy sexual behaviors.

- A significant positive relationship was observed between promiscuous sexual behavior and all the risk factors (having positive attitude towards the behavior, peer pressure, freedom from parental control, financial problem, and the desire for material possession) included in the study.

- The combined contribution of the risk factors (positive attitude, peer pressure, freedom from parental control, financial problem, and material possession) in the prediction of promiscuous sexual behavior was significant. 34.5% of the variability of the behavior was explained by this combined effect. However, when the independent contribution of the factors was examined, the most significant factors that best predicted promiscuous
sexual behavior were positive attitude (21.3%), freedom from parental control (10.2%), and material possession (2.3%) respectively.

- As compared to female students, promiscuous sexual behavior was slightly higher among male students.
- Students who were from regional capital or city administration were more exposed with promiscuous sexual behavior than those from rural settings.
- Promiscuous sexual behavior was higher among third year students compared to second and first year students respectively.
- There was no significant difference in sexual promiscuity practices among students in Kotebe University College and the two campuses of Addis Ababa University. However, students from Commerce campus were more likely to engage in promiscuous sexual behavior than those from Arat kilo campus.

### 6.3. Recommendations

Based on the conclusions of the study, the following practical and theoretical recommendations are forwarded.

- The learning institutions, particularly, Addis Ababa University and Kotebe University College need to take appropriate measures in controlling the practice of sexual promiscuity by creating programs that emphasize the desirable and socially acceptable sexual values applicable for their students.
- There is a strong need for the institutions to develop and implement programs that emphasize the need for self control among students in the area. There is also a need to formulate campus policies that limit and restrict students' unlimited freedom or free
movement. The institutions have to take responsibilities in controlling and supervising students in place of parents or guardians.

- It is better to consider and give due attention to male genders, previous residence and seniority of students in the institutions when developing policies and programs related to undesirable sexual activities.

- Even though it is difficult to easily change attitude, interventions need to address this issue by including opportunities for practice of refusal skills, role play and discussions in the intervention programs. It is also better to create behavioral change training programs to minimize the materialistic and related behaviors of students.

- This study focuses on the magnitude and some associated risk factors of promiscuous sexual behavior. Thus, further researches are needed focusing on protective factors and other additional risk factors such as low educational aspirations, past sex education experiences, social media and the likes. Moreover, the scope of this study is also limited and data are gathered in one point at a time using only self report questionnaire. Therefore, there is a need to re-investigate the problem by considering a wide area and more heterogeneous groups using comprehensive methods.
References


