

**FACTORS ASSOCIATED WITH RISKY SEXUAL BEHAVIOUR AMONGST STUDENTS  
AT VHEMBE TECHNICAL VOCATIONAL EDUCATION AND TRAINING COLLEGE IN  
LIMPOPO PROVINCE, SOUTH AFRICA**

**BY**

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## Declaration

I Nthuseni Sharon Murudi, declare that the mini-dissertation on “**Factors associated with risky sexual behaviour amongst students at Vhembe Technical Vocational Education and Training College in Limpopo Province, South Africa**” hereby submitted for the degree Master of Public Health (MPH) at the University of Venda has not been submitted previously for any other degree at this university or any other institution. It is my original work in design and execution and that all references used herein have been duly acknowledged.

N. S Murudi: Signature..... Date.....

## **Dedication**

I dedicate this research to my late parents (Mr Mulatedzi Stanley and Mrs Musandiwa Florah Murudi) and my late husband, Mr Vorster Manganye who were always proud of my academic achievements. To my children, Ndzalama and Andziso, for whom I have carved a path to follow. A special dedication to my siblings for their continuous support and not giving up on me. Finally, I dedicate this to all the people who were there for me in various ways.

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## ABSTRACT

Multiple sexual partners, unprotected sex and transactional sex are considered risky sexual behaviour worldwide and continue to pose risks of sexual transmitted infections, unwanted pregnancy as well as increased termination of pregnancy amongst young people. The reported study was aimed at describing factors associated with risky sexual behaviour amongst students at Vhembe Technical Vocational Education and Training College.

Within the quantitative paradigm, the study adopted a descriptive, cross-sectional survey design to describe factors associated with risky sexual behaviour amongst students. The targeted population were all the registered students at Vhembe Technical Vocational Education and Training College, Mashamba Campus. Self-administered questionnaires with close ended questions were administered to 307 students whom were sampled using a simple random technique. Out of 307 students, 217(70.3%) were females and 90 (29.3%) were males. The Statistical Package for Social Sciences version 23.0 was used to manage and analyse data. The study results revealed that demographic factors such as gender, age and sexual orientation contributed to students in engaging in risky sexual behaviour. A majority of the male students 64 (61.2%) were found to be having multiple sexual partners as compared to 107(54.2%) female students. Students aged 21-24 years 98(31.9%) were having multiple sexual partners. The study further revealed that sexual orientation contributes to students engaging in risky sexual behaviour. The students who reported that they were bisexual, gay or lesbian 33 (84.6%) were not using condoms. Environmental factors such as staying alone in a rental place contributed to students engaging in risky sexual behaviour. A majority 97(51.2%) of college students who were staying at a rental place were engaging in unprotected sex. In this study, socio-economic factors such as depending on National Financial Aid Scheme have been identified as the main driver of transactional sex. About 131(49%) students who depend on National Financial Aid Scheme reported were found to be prone to engaging in transactional sex. The study recommends that the Department of Health and Department of Education initiate strategies such as having a clinic inside the Technical Vocational Educational and Training College and peer educators to expand knowledge of students on risky sexual behaviour and on lesbian, gay, bisexual transgender and intersex.

Key words: Risky sexual behaviour, College students, Technical Vocational Educational and Training College.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	<b>:</b>	<b>Acquired immune deficiency syndrome</b>
<b>DHET</b>	<b>:</b>	<b>Department of Higher Education</b>
<b>NDOH</b>	<b>:</b>	<b>National Department of Health</b>
<b>NSFAS</b>	<b>:</b>	<b>National Student Financial Aid Scheme</b>
<b>HEAIDS</b>	<b>:</b>	<b>Higher Education AIDS Programme</b>
<b>HIV</b>	<b>:</b>	<b>Human immunodeficiency Virus</b>
<b>LGBTI</b>	<b>:</b>	<b>Lesbian, Gay, Bisexual, Transgender and Intersex</b>
<b>SANAC</b>	<b>:</b>	<b>South African National Aids Council</b>
<b>STI</b>	<b>:</b>	<b>Sexually transmitted infections</b>
<b>TVET</b>	<b>:</b>	<b>Technical Vocational Education and training</b>
<b>UNAIDS</b>	<b>:</b>	<b>United Nations Programme on HIV/AIDS</b>
<b>USAF</b>	<b>:</b>	<b>Universities South Africa</b>

## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction**

Ritchwood, Ford, Decoster, Lochman and Sutton (2015) define risky sexual behaviour as any activity that may expose an individual to be infected with sexually transmitted infections. Unprotected sex and multiple sexual partnerships have been identified as risky sexual behaviour. According to the UNAIDS (2013) report, risky sexual behaviour amongst youth is continuing in all countries despite efforts in trying to reduce sexually transmitted infections. The report also indicated that attempts have been made to educate young people including students about safe sex, the advantages of having fewer sexual partners and using condoms. The centre for Disease Control (CDC) also confirms that globally, 19 million cases of new sexually transmitted infections are reported annually. Of these 19 million cases, half of them occur in young people aged 19 to 24 years. Therefore, college students might be included in the number of the STI cases. South Africa has the highest prevalence of STIs amongst young people especially women (Naidoo, Wand, Abbai & Ramjee, 2014).

### **1.2 Study background**

Several studies were conducted around the globe on risky sexual behaviour amongst college students (Chanakira, Goyder, Freeman, O'Cathain, Kinghorn & Jakubovic, 2015; Vrangalova, 2015; Sun, Liu, Shi, Wang, Wang & Chang 2013). According to Sun et al, (2013) risky sexual behaviour is practiced amongst Chinese college students and it poses health threats to the students. Another study was conducted in the UK, where it was revealed that college students engage in risky sexual behaviour as evidenced by observed increase in sexually transmitted infections (Chanakira et al., 2015). According to Vrangalova (2015) students engage in risky sexual behaviour as a form of benefiting health related effects, for example, casual sex has health related benefits which include increased cardiovascular, respiratory, immune, and reproductive functioning, longevity, and life satisfaction, and lower depression and anxiety. However causal sex may lead students to engage in unprotected sex or having multiple partners which place them at risk of being infected with sexually transmitted infections and having unplanned pregnancies.

According to Eisenberg, Lechner, Frerich, Lust and Garcia (2012) risky sexual behaviour is common amongst College students hence most of them suffer the consequences thereof. In most cases, these consequences comprise either being infected with sexually transmitted infections or having unintended pregnancies. Furthermore, in a study conducted in the United States of America among college students, it was revealed that heavy alcohol drinking led to students engaging in unplanned sex, unprotected sex and multiple sexual relationships (Mair, Ponicki & Gruenewald, 2016). Moreover, in a study conducted by Johnson and Johnson (2013) amongst college students in the United States of America, it

was revealed that there is evidence of a relationship between college students who reported sexual trauma and students who engage in risky sexual behaviour. For instance, a student who will report sexual trauma will have engaged in risky sexual behaviour and is more likely to be infected with sexually transmitted infections.

Another study which was conducted in Africa on risky sexual behaviour amongst college students revealed that most college students are single; therefore, can change sexual partners frequently. Such changing of sexual partners is another form of risky sexual behaviour which can expose them to sexually transmitted infections (Imaledo, Peter-Kio, & Asuquo, 2013). A study was conducted in Nigeria wherein sex texting was associated with college students who were engaging in risky sexual behaviour. For instance, students who were connected in social networking were more likely to be sending each other sex-related messages which -induced them to engage in risky sexual behaviour (Crimmins & Seigfried-Spellar, 2014).

Mutinta and Govender (2012) revealed that the university environment offers enormous opportunity for risky sexual behaviour which is influenced by many factors, although such may differ from one student to another. Factors may include personal beliefs and individual factors. The study further revealed college students do not have enough knowledge on risky sexual behaviour. A study conducted amongst Ghanaian college students reveals that students are aware of the risky sexual behaviour. Nevertheless, they continue practicing such behaviour. In most cases both male and female students in colleges are engaging in risky sexual behaviour (Asante, Boafo & Nyamekye, 2014).

College students in South Africa also suffer the same fate of engaging in risky sexual behaviour. This is evidenced by a study which was conducted at the University of Kwazulu Natal by Mutinta, Govender, Gow, and George (2013) on first year students. The study revealed students arrived at the university with the knowledge of sexual transmitted infections. In other words, students started engaging in risky sexual behaviour before coming to the University. According to Blignaut, Jacobs, and Vergnani (2015) male and female college students knew the negative effects of risky sexual behaviour. Despite the knowledge of negative effects of risky sexual behaviour, students continued to engage in it. In other words, risky sexual behaviour remains a barrier in the intervention to prevent sexually transmitted infections.

Mturi and Gaearewe (2014) conducted a study in Mahikeng University on students' risky behaviour. The study revealed that students continued to engage in unprotected sex despite the free supply of condoms in the University. The study further reflected that students had knowledge that condoms prevented sexual transmitted infections and unwanted pregnancy;

however they continued practicing risky sexual behaviour. Furthermore, in the University of KwaZulu-Natal, Mantell, Smit, Exner, Mabude, Hoffman, Beksinska, Kelvin, Ngoloyi, Leu and Stein (2015) found that students who had started sexual intercourse at an early age were not using condoms. Mturi and Gaearewe (2014) further indicated that students who were residing outside campus experienced more freedom when arriving the University which led to engaging in risky sexual behaviour. Anyanwu, Goon and Tugli (2013) found that University of Venda students had adequate knowledge on the consequences of engaging in risky sexual behaviour but lacked knowledge on the mode of transmission of sexually transmitted infections.

In South Africa, there are many programmes that have been put in place to address the problem of risky sexual behaviour. Condoms are provided for free for all citizens including the youth. Moreover, condoms are available in colleges and universities. Non-Governmental Organisations (NGO) are partnering with the Department of Health in order to educate the youth about the implications of risky sexual behaviour. Furthermore, the Department of Higher Education (DHET) has started an initiative with the Higher Education AIDS Programme (HEAIDS) to address HIV and other health problems amongst University and College students. There are clinics in most of the South African universities and colleges to assist students with information related to risky sexual behaviour. Peer educators conduct health education sessions for students at colleges and the youth at large. Despite these vigorous interventions by the Departments of Health and Education, students continue to engage in risky sexual behaviour (Department of Health, 2012).

### **1.3 Problem Statement**

In the year 2000, programmes such as Love Life, New Start and other youth friendly services were introduced by the South African Department of Health in partnership with non-governmental organisation. The main purpose of these programmes was to address reproductive and sexual health problems among the youth of South Africa, including College students. The researcher in this proposed study is a professional who works at a primary health care facility which is situated close to the Technical Vocational Education and Training (TVET) College and has observed with concern the types of cases presented by students who consulted at the primary health care facility.

Despite the existence of youth friendly services and programmes in the primary health care facility where the researcher works, students continue to visit the facility seeking services related to sexual reproductive health such as emergency contraceptives, termination of pregnancy, antenatal care as emergency contraceptives, termination of pregnancy, antenatal care and treatment of sexually transmitted infections. At a particular clinic statistics

showed that 232 women came for oral and injectable contraceptive between May and July 2016, 60 % of them were aged 18 to 35 years. The statistics further indicate that more than 100 % of live births in the clinic were women aged 18 to 35 years. According to the District Health Information System (DHIS) in Vhembe District, only 10% of new sexually transmitted infections are reported of all the total headcount seen at primary health care clinics. Although there is evidence of utilisation of the contraceptives services, the youth are seen at hospitals and primary health care centres in the district requesting assistance in- termination of pregnancy. The rate of choice in termination of pregnancy has increased from 533 in 1997 to 4864 in 2015 in Limpopo Province (HST, 2016). Furthermore, Rambau (2016) states that there is 31 % increase in termination of pregnancy in 2011 as reported by the National Department of Health. The increasing number of sexually transmitted infections (STIs) and the increasing rate of CTOPs alerted the researcher to students who engaged in risky sexual behaviour. This study described factors associated with risky sexual behaviour amongst the TVET College students, and whether they are the same as those experienced by other tertiary students.

#### **1.4 Rationale for the Study**

In South Africa, the focus of previous studies has been on university students and not College students. Anyanwu *et al* (2013) explored how socio-demographic factors and sexual experiences implicate health amongst University of Venda students, which again did not include the TVET College students. Another study in Vhembe District by Maluleke (2010) revealed that the use of alcohol coupled with unprotected sex, having multiple sexual partners and transactional sex are risky sexual behaviour in young adults in Vhembe District, Limpopo. It is not known if the TVET College students practice the same risky sexual behaviour practiced by young adults in Vhembe District. Therefore, this study will focus on the factors associated with risky sexual behaviour amongst the students in a TVET College.

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

The results of this study may inform the Vhembe TVET College, National Department of Health and other relevant stakeholders about the factors associated with risky sexual behaviour practiced in Vhembe TVET College. Results from this study might assist future researchers who want to research on related topics as they may use the recommendations of the study to identify strategies to identify the knowledge gap in this area of study. The results of the study may also assist the Departments of Education and Health to deal with issues on sexual behaviour and reproductive health amongst youth at large. This study might also assist policy makers to provide guidelines on how to improve sexual and reproductive health among student populations.

## 1.6 Aim of the study

The aim of the study is to describe the factors associated with risky sexual behaviour amongst students at Vhembe TVET College, Limpopo Province, South Africa.

## 1.7 Objectives

The objectives of this study were to:

- Determine risky sexual behaviour amongst students at Vhembe TVET College.
- Assess the environmental factors that predispose students to engage in risky sexual behaviour at Vhembe TVET College.
- Describe the socio-economic factors that contribute to risky sexual behaviour amongst students at Vhembe TVET College.

## 1.8 Definitions of concepts

**1.8.1 Factors** - The term factor is defined as circumstances, facts, or influences that contribute to a result (Oxford dictionary, 2004). In this study the concept factor(s) refers to environmental and socio-economic factors which contribute to risky sexual behaviour amongst students at Vhembe Technical Vocational Education and Training College.

**1.8.2 Risky sexual behaviour-** Risky sexual behaviour is defined by Rew, Whittaker, Taylor-Seehafer and Smith (2005) as any sexual activity that increases the risk of contracting HIV or other STIs, or becoming pregnant. It includes early sexual debut; unprotected sexual activity; inconsistent use of condoms; high-risk partners; drug use; sex with a partner who has more than one partner at a time; oral, vaginal or anal sexual contact without a condom; and unreliable or inconsistent methods of birth control. In this study, risky sexual behaviour refers to multiple sexual partners, unprotected sexual intercourse, substance or alcohol use, and prestige sex performed by students in Vhembe TVET College.

**1.8.3 Student-** Student refers to a person who is studying at a university or other place of higher education (Hudson, 2004). In this study a student refers to a registered student at Vhembe TVET College.

**1.8.4 TVET-** According to the Department of Higher education (2014) TVET is an abbreviation of Technical Vocational Education and Training. In this study the abbreviation refers to Vhembe Technical Vocational Education and Training.

## 1.9 Chapter outline

Chapter 1: Introduction and background

Chapter 2: Literature review

Chapter 3: Research methodology

Chapter 4: Interpretation of results.

Chapter 5: Discussion of results

Chapter 6: Summary, Conclusions and recommendations

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

Extensive literature review is presented based on theoretical and conceptual literature. Theoretical literature examines the types of risky sexual behaviour, environmental factors and socio-economic factors and the conceptual literature is based on Bandura's cognitive theory of human development. The literature review is divided in two sections which are data based literature and theoretical based literature

### **2.2 Risky sexual behaviour amongst students**

Most studies have confirmed that college students engage in risky sexual behaviour with or without the knowledge of the implication of engaging in risky sexual behaviour. The reason of engaging in risky sexual behaviour is influenced by the freedom that students have when they are no longer staying with their parents (Imaledo *et al.*, 2013). There are common types of risky sexual behaviour amongst college students identified by many researchers globally and in African countries. The studies also indicate that students engage in all sorts of risky sexual behaviour including one night stands, multiple and concurrent sexual partnerships, intergenerational sex, coercive sex, and open sexual relationship (Mutinta, Govender, Gow & George, 2013).

The most documented risky sexual behaviour traits are multiple sexual partners, casual partners, age-disparate sex, open sex partners and unprotected sex as they carry more implication of being infected with sexually transmitted infections and unplanned pregnancies (Ritchwood *et al.*, 2015).

### **2.3 Types of risky sexual behaviour amongst students**

Several studies (Imaledo *et al.*, 2013; Messman-Moore, Ward & Denardi, 2013; Snipes & Benotsch, 2013) identified risky sexual behaviour amongst students in colleges and Universities. The studies further revealed that unprotected sexual intercourse and multiple sexual partners are influenced by alcohol and substance use. Although there is no statistics to measure risky sexual behaviour, studies show that students are engaging in risky behaviour.

#### **2.3.1 Unprotected sexual intercourse**

According to Lewis, Granato, Blayney, Lostutter and Kilmer (2012) students were having sex with people they hook up with in colleges. Hooking up means having sex with someone they do not know. The study further confirmed that most of the U.S college students had sex without protection, although other students reported the use of condoms with their steady partners. In the same study, it was revealed that students engaged in anal, oral and vaginal

sexual intercourse, wherein they voluntarily agreed to hook up as way of experiencing new things. However, the experience of hooking up made students to have social, emotional and physical consequences. The consequences may include being infected with sexual transmitted infection and having unplanned pregnancies (Lewis *et al.*, 2012).

To further understand unprotected sexual intercourse incidents amongst college students, a study was conducted in a Nigerian University wherein it was found that students were infected with sexually transmitted illnesses and had unplanned pregnancies. Although students have knowledge of condom use, they continuously engage in unprotected sexual intercourse (Imaledo *et al.*, 2013).

Another study was conducted in a South African University (Kwazulu-Natal), wherein female students were used as students to promote the use of female condoms, which were underutilised by students. Mantell *et al* (2015) found that students -had no self-control when it came to condom use. In other words, students were not using condoms consistently despite the fact that they would be infected by HIV and other STIs. Anyanwu *et al* (2013) conducted a study at the University of Venda which revealed that the students there were sexually active and most of them, were having unprotected sexual intercourse. From the results of the study, it was shown that some students did not use condoms in their last sexual activity. The consequences of not using condoms were evidenced by both female and male students reporting unplanned pregnancies and other sexually transmitted infections. In other words, most college students are engaging in unprotected sexual intercourse.

In another study by Ramathuba, Khoza, and Netshikweta (2012), it was shown that adolescents in Limpopo Province have knowledge of different methods of using contraceptives; however they lack knowledge on female condoms. Lack of knowledge on female condoms can be a contributory factor in the high pregnancy rate in females due to unprotected sexual intercourse.

### **2.3.2 Multiple sexual partnerships**

Another common risky sexual behaviour is multiple sexual partnerships. As students start a new life in colleges, they experience more freedom, especially those who are still single.

Anyanwu *et al* (2013) states that most students had an early sexual debut age; however male students had started having sex earlier than female students. Experience in sexual intercourse might be associated with students having multiple sexual partners in College or University.

Lewis *et al* (2012) define one night stand and hooking up as having sex with an unknown partner -without having an actual relationship, with the aim of pleasing the intimate feeling the student is experiencing. Students may interpret the above as not having multiple sexual partners; however they are engaged in in that same practice. Furthermore, having multiple sexual partners pose the risk of students acquiring sexually transmitted infections, as there is limited evidence that all students are practicing protected or safe sex.

Vrangalova (2015) conducted a study on casual sex. In the study, it was explained that students engaged in casual sex. Casual sex may mean having sex with someone that the student may not want to marry. In other words, even students having steady partners or long term relationships, may have other casual partners. Consequently, students who engaged in casual sex also suffered the fate of having reproductive health problems.

### **2.3.3 Alcohol and drug use before sexual intercourse**

In most of the studies conducted in the USA, alcohol and drug use are linked with risky sexually behaviour. It is documented that there is a strong association between alcohol use and risky sexually behaviour (Messma-Moore, Ward, & Denardi, 2013; Snippes & Benotsch, 2013).

First year college students are seen as heavy alcohol drinkers as compared to second year students. The reason behind the huge consumption of alcohol may be freedom students are experiencing. Therefore, first year students tend to suffer the consequences of alcohol use, which include unprotected sexual intercourse, more often than experienced students (Scott-Sheldon, Carey, Elliot, Garey & Carey, 2014)

In a study, which was conducted in USA, female college students who reported being raped were mostly likely to be found being drunk at the scene of rape or during police investigation (Messma-Moore *et al.*, 2013). Furthermore, another study suggests that alcohol use increases the chances of engaging in risky sexual behaviour. In other words, students are more likely to have multiple sexual partners and have unprotected sex when they are under the influence of alcohol (Snippes & Benotsch, 2013).

According to Mutinta *et al* (2013), female students who used alcohol were associated with non-condom use. Students may either report having causal sex, unprotected sex and open sex relationships. For instance, students may have sex with other students they meet in bars, whereas they already have steady sexual partners.

### **2.4 Factors associated with risky sexual behaviour**

There are many factors which are associated with risky sexual behaviour; therefore these factors will influence students to engage in risky sexual behaviour. Studies have shown that

there is a link between alcohol use and risky sexual behaviour. Students who drink alcohol are more likely to have more than three sexual partners. The place where students have drinks also makes it possible for students to meet new sexual partners (Mair *et al.*, 2016). Often there are other driving factors, like college lifestyle, peer pressure, economic vulnerability, sex for prestige and internet influence leading to risky sexual behaviour in students. Aluzimbi, Barker, King, Rutherford, Ssenkusu, Lubwama, Muyonga, and Hladik (2013) identified environmental and socio-economics factors as the main drivers for students to engage in risky sexual behaviour.

## **2.5 Environmental factors associated with risky sexual behaviour**

According to Breier (2010) students may engage in risky sexual behaviour once they are out from parent's homes. Engaging in risky sexual behaviour can be influenced by unavailability of parental guidance, especially as students obtain freedom when they start college life. In other words, students start to experience a comfort zone when starting college life.

### **2.5.1 College lifestyle**

A survey study was done in England wherein risky sexual behaviour was common in students who were staying alone in their environment. Furthermore, it was confirmed that both male and female students who were staying alone were more likely to have sex with different sexual partners. The study further revealed that there -was a decline in condom use and contraception use (Prah, Johnson, Nardone, Clifton, Mindell, Copas, Robinson, Craig, Woodhall, Macdowall & Fuller, 2015). In other words, the environment influenced students to engage in risky sexual behaviour. Most of the students stayed alone in college residences where parental guidance was minimal or non-existent.

Huggins, Rooney, and Chronis-Tuscano (2015) argue that the college setting presents a challenge to students, as such, risky sexual behaviour, heavy alcohol use and substance abuse is at its peak. Moreover, risky sexual behaviour increases the chances of sexually transmitted diseases and unplanned pregnancies. Students have an increased vulnerability to risky sexual behaviour as a result of the environment they are living in. During first year, most students are still adapting to the new environment as such their personal decision making may be affected. Furthermore, most college residences are not situated in one regulated space, but are spread over a large area, and with some situated next to entertainment centres. The kind of environment students are exposed to when they arrive in college promotes risky sexual behaviour (Blignaut *et al.*, 2014; Sun *et al.*, 2013; Anyanwu *et al.*, 2013)

According to Braithwaite, Coulson, Keddington and Fincham (2015) college students own smart phones and computers, therefore are exposed to new and large social media

networks. As the college lifestyle provides an unrestricting environment to students, some of them watch pornography videos. Furthermore, students often leisurely pass time by sending each other multimedia messages with explicit sexual content. As a result, some students may engage in risky sexual behaviour when trying out what they see on social media platforms (Prah *et al.*, 2013).

## **2.6 Socio-economic factors associated with risky sexual behaviour**

Socio-economic factors such as peer pressure, economic vulnerability, suspicion of infidelity and revenge sex are identified as contributors in students engaging in risky sexual behaviour (Aboussalam, Naude, Lens & Esterhuyse, 2015; Imaledo *et al.*, 2013)

### **2.6.1 Peer pressure**

Peer pressure may refer to a situation where students engage in risky sexual behaviour as a result of the influence from other students. Most students need a sense of belonging, as such they may engage in risky sexual behaviour as a way of wanting to belong or fit in a group (Aboussalam, Naudé, Lens & Esterhuyse, 2015). Students in college lack self-efficacy, which is defined as a belief in one's ability to succeed in specific situations (Bandura, 1986). In other words, students who lack self-efficacy are more likely to be influenced by their peers. According to Aboussalam *et al* (2015), there is a relationship between self-efficacy and risky sexual behaviour. The lower the self-efficacy of a student, the higher the chances of a student being influenced to engage in risky sexual behaviour.

Carmack and Lewis (2016) assessed whether religious behaviour influenced students to use alcohol during college life. The study revealed that students who belonged to religious organisations were most likely to refrain from using alcohol than students who did not belong to any. Students were influenced to drink alcohol due to peer pressure as they have gained newly independence freedom at college. Religious belonging may be seen as a social factor that determines whether a student engages in risky sexual behaviour.

Another study by Tyler, Schmitz and Adams (2015) found that students who have friends who consume alcohol in college were most likely to influence them to engage in risky sexual behaviour. For instance, students who drink alcohol may boast that enhance sexual activity, therefore other students might be tempted to consume alcohol in order to satisfy their sexual desires. More often, students do not think twice about the implication of taking alcohol and engaging in risky sexual behaviour (Tyler, Schmitz, & Adams, 2015).

To further understand that peer pressure is a factor that influences students to engage in risky sexual behaviour, Aluzimbi *et al* (2013) identified personal factors as mitigating factors of unplanned sex, which - usually results in unprotected sex.

According to Thompson, Kingree, Zinzow and Swartout (2015), male students who arrived in college with history of sexual aggression influenced other students to engage in risky sexual behaviour. In other words, male students are more likely to engage in forceful sex, often leading to unprotected sex taking place.

### **2.6.2 Economic vulnerability**

Another factor that influences students engaging in risky sexual behaviour is low socio-economic status of the students. Most studies confirmed that students engaged in risky sexual behaviour as a way of upgrading their socio-economic status. In China, college students trading in sex in order to attain a better social status, even though they were engaging in unprotected sex and having multiple sexual partners (Fauk & Mwanri, 2014).

Imaledo *et al* (2013) state that risky sexual behaviour is linked to poverty. Poor students are more vulnerable to being tempted to enter into relationships for material gain. Female students who are poor are forced into engaging in risky sexual behaviour to achieve basic needs. However other female students who are well-off do engage in risky sexual behaviour to further supplement what they have or to maintain the luxury lifestyle (Mutinta *et al.*, 2013).

Choudhry, Ambresin, Nyakato, and Agardh (2015) conducted a study in Uganda. Young people, both male and female, were engaging in risky sexual behaviour in favour of material gain. These young people included college students. Furthermore, students from poor background engaging in risky sexual behaviour did not negotiate for safe sex, therefore increasing chances of being infected by sexually transmitted infections.

In South Africa, young female students are engaging in risky sexual behaviour as a result of using drugs. They use drugs to be able to have sex with men in exchange for gifts. Such gifts include paying school fees, free transport to campus and getting access to computers. However, students did not weigh the benefits of engaging in risky sexual behaviour and its implications (Watt, Kimani, Skinner & Meade, 2015).

### **2.6.3 Suspicion of infidelity and revenge sex**

Most studies show that students may not negotiate for safe sex as a result of infidelity. In some students using condoms during sex may indicate lack of trust to a sexual partner (Schuyler, Masvawure, Smit, Beksinska, Mabude, Ngoloyi & Mantell, 2016).

A study was done in South Africa amongst people aged 18 and 26. There is a link between depression symptoms and risky sexual behaviour. Most young men and women engaged in risky sexual behaviour as a way of managing stress. Furthermore, male students were not

using condoms therefore increasing chances of getting infected with sexually transmitted infection (Nduna, 2014).

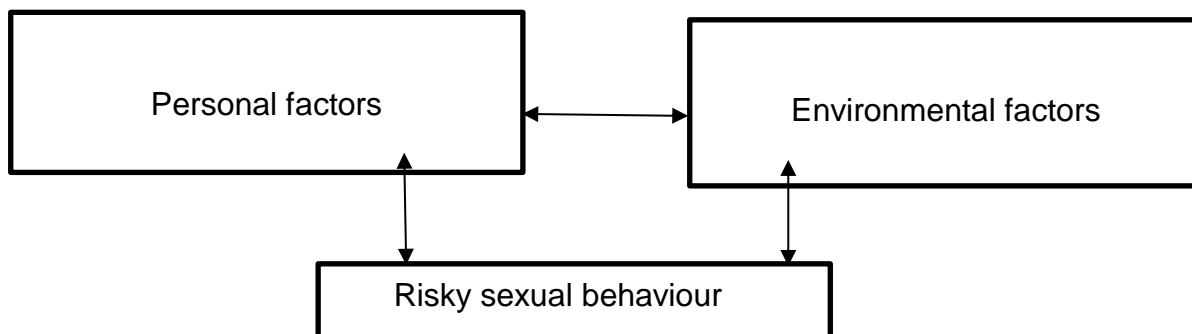
## **2.7 Theoretical framework**

The theoretical framework is based on the social cognitive theory on human development (Bandura, 1986). The theory interprets human capabilities as features of psychobiologic origin and can be sustained or enhanced by experience, and therefore diversity in social practices may leave some developmental processes underdeveloped. This theory is based on a causation model, where behaviour is shaped and controlled by environmental or personal influences interacting at different levels (Bandura, 1986).

Arnett (2003) states that risky sexual behaviour is complex, therefore it can be understood by an in-depth examination of individual experiences, especially for emerging adults like college students. Social cognitive theory is important in exploring individual behaviour in relation to their environment and personal factors. According to this theory, people acquire and maintain certain behavioural patterns, which if analysed may provide appropriate intervention strategies. The environment, people and behaviour are constantly influencing each other (Bandura, 1986).

The theory stipulates that social factors and environmental factors can lead to a change of behaviour in an individual (Bandura, 1986). When students leave their parents to colleges, they miss the warmth and love of their family members as they start to be on their own. Students experience more freedom; they form new friends. These personal factors may lead them to engage in risky sexual behaviour.

The college environment is also new to the students. In the absence of proper parental guidance, students take decisions which may be risky and harmful to them. The combination of personal factors and environmental factors contributes to students changing their behaviour in this case, more so as they engage in risky sexual behaviour.



**Figure 1: The social cognitive theory on human development (Bandura, 1986)**

### **2.8 Summary**

The reviewed literature identified unprotected sexual intercourse, multiple sexual partners as risky sexual behaviour. Alcohol use as risky behaviour contributes to students engaging in risky sexual behaviour. Environmental factors such as college lifestyle, staying in campus or outside campus and living out of parental guidance showed to have contributed to students engaging in risky sexual behaviour. Socio-economic factors such as peer pressure, economic vulnerability and revenge sex contributes equally to students engaging in risky sexual behaviour. The social cognitive theory on human development states that social and environmental factors enhance human behaviour.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This section discusses the nature of the study, research design, study setting, population, sampling, data collection procedure, data management and analysis, ethical consideration, pilot testing and study limitations.

### **3.2 Study design**

The research design is the researcher's general plan to answer the research question (Polit and Beck, 2012). The study used a quantitative approach as it provides high level of measurement and reliability. A descriptive, cross sectional survey which describes a phenomenon at one point in time was used to describe factors associated with risky sexual behaviour amongst students at Vhembe Technical Vocational Education and Training College. The design was chosen because the researcher wanted to describe the risky sexual behaviour amongst students at Vhembe Technical Vocational Education and Training College. Therefore, by describing the responses of students in frequencies, percentages and proportions, it assisted to bring out the factors associated with risky sexual behaviour amongst students.

### **3.3 Study setting**

The study was conducted at Vhembe TVET College, Mashamba Campus which situated in Vhembe District, Limpopo Province. Vhembe District is comprised of four municipalities<sup>1</sup>, namely: Thulamela, Musina, Mutale and Musina. Vhembe District covers 18% of the Limpopo Province. Vhembe TVET College is composed of four Campuses, namely: Makwarela, Mashamba, Mavhoi and Tshisimani. The main campus (Makwarela) is situated in Sibasa. The TVET campuses are found in two municipalities, which are Makhado and Thulamela.

Mashamba Campus is found in Makhado municipality. The campus is situated in Mashamba Village, which is a rural village. The campus is for all students in South Africa who are interested in doing Farm management, Primary Agriculture, Travel and Tourism and Office Administration. The campus has 1204 students as reflected in the College database; however the 1204 does not mean refer to the headcount of students, 51 staff members. All students in Mashamba Campus are staying off campus. Some travel daily to the campus from their parents' house. The campus has a soccer team and netball team and they

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compete with other TVET colleges in South Africa. Students are also involved in cultural and recreational activities, such as xibelane, malende, beauty contests and -gumboots dance. There are several Liquor shops at Mashamba village where students are staying through renting accommodation. The Campus is a kilometre away from the nearest liquor store. Students who are renting at Mashamba Village use any of the available health facilities nearest to them, which are Mashamba Clinic, Sereni Clinic and Masakona Clinic.

### 3.4 Study population

Brink, Van der Walt and Van Rensburg (2006) define study population as the entire group of students that will be studied. Study population consists of all the variables of interest to the researcher. The study the population consisted of all the students who were registered at Vhembe TVET College. The target population were all the students registered at Mashamba Campus as shown in Table 2.

**Table 2: Distribution of registered students at Mashamba Campus**

Name of Course	Number of students registered
Primary Agriculture	319
Farm Management	230
Travel and Tourism	399
Office Administration	256
<b>Total</b>	<b>1204</b>

### 3.5 Sampling

Brink *et al* (2012) states that sampling is the method of selecting a sample from the study population that represents the whole population of interest. The aim of sampling is to optimise the use of resources in the investigation of the area of interest. In this study, sampling was done in two stages. The researcher used purposive sampling to select Mashamba campus because of its proximity to the primary health care where the researcher has observed the problem. Furthermore, Random sampling was used to sample the students as the students were given equal chances. Table 3 shows the sampling frame which assisted in taking the sample.

**Table 3: The Sample Frame**

Name of course	Number of students registered	Sample	Percentage
Primary Agriculture	319	87	26 %
Farm Management	230	63	19 %
Travel and Tourism	399	109	33 %
Office Administration	256	71	21 %
<b>Total</b>	1204	330	100 %

### 3.5.1 The sample size

The sample size was calculated using the Slovin's formula below,

$$n = N / (1 + Ne^2), \text{ where}$$

n = sample size of the adjusted population

N = population size

e = accepted level of error usually set at 0.05 (Ellen, 2012)

$$n = N / (1 + Ne^2)$$

$$n = 1204 / (1 + 1204 \times 0.05^2)$$

$$n = 1204 / (1 + 3.01)$$

$$n = 1204 / 4.01$$

$$n = 300$$

In order to get a proportion of sample size per field of study, the researcher divided the number of students registered per field by the total number of registered student and multiplied it by 100 as illustrated in Table 3.3. The number of the students from each field of study was proportional to the size of the field of study in the total population (Brink et al., 2012). The total sample size was 300. The sample size was however increased by 10 % in order to cover the questionnaires which were having errors and which were not answered during data collection. This means that the sample size was 330. The researcher managed to distribute questionnaires to 330 students as targeted, however 307 questionnaires were completed correctly, which resulted in 23 questionnaires destroyed due to errors found during data capturing.

**Table 4: Proportion of sample size per each field of study**

Field of study	Total number of registered students per field	Proportional sample per field
<b>Primary Agriculture</b>	319 $319/1204 \times 100 = 26 \%$	87 (26 %)
<b>Farm Management</b>	230 $230/1204 \times 100 = 19 \%$	63 (19 %)
<b>Travel and Tourism</b>	399 $399/1204 \times 100 = 33 \%$	109 (33 %)
<b>Office Administration</b>	256 $256/1204 \times 100 = 21 \%$	71 (21 %)
<b>Total</b>	1204	100 %

Inclusion criteria were:

- All registered students at Mashamba Campus
- All students who will be willing to participate

### 3.6 Sampling procedure

The researcher used the fishbowl technique to select the sample. The researcher wrote a symbol which symbolised the inclusion in the study on the identical pieces of paper and placed the pieces of paper in a container. The sample size was 330, however the 330 was not shared proportionally to all the four fields of study as the 1204 registered students were not the headcount. The actual headcount was 787 registered students. The researcher decided to use the available students to get the sample size of 330. The pieces of paper in the container were equal to the number of registered students per field as shown in Table 4. The papers were mixed well and then each respondent was asked to pick one piece at a time. All students registered in each field of study had a chance to pick one piece of paper. The students who picked pieces which had a symbol for inclusion were allowed to participate in the study. Table 3.4 shows the number of pieces with papers with symbols and the number of pieces without inclusion symbols.

**Table 5: Fishbowling Table**

Name of Course	Number of students registered per field.	Number of pieces with symbols for inclusion.	Number of pieces without symbols for inclusion.
Primary Agriculture	167	71	96
Farm Management	197	61	136
Travel and Tourism	213	73	140
Office Administration	210	125	85
<b>Total</b>	<b>787</b>	<b>330</b>	<b>457</b>

### 3.7 Data collection instrument

The researcher used a self-administered questionnaire. The researcher developed the self-administered questionnaire guided by the study objectives, previous studies, literature and reproductive health policies. General instruction on completing the questionnaire and the importance of completing all the questions were included. The researcher was motivated to use self-administered questionnaire because of its usefulness to investigate topics that are personal or sensitive.

The questionnaire was divided into four sections. Sections A included biographical data, Section B included risky sexual behaviour, Section C included environmental factors associated with risky sexual behaviour and Section D included socio-economic factors. The questionnaire was written in English. There was no need to translate as the study was conducted in a tertiary institution. The medium of instruction is English and all the students understood English.

### 3.8 Reliability and Validity

Reliability and validity was ensured in this study to make sure that data collected address the objectives of the study. The instrument should be valid and reliable (Brink *et al*, 2012)

#### 3.8.1 Validity

According to Bryman (2015), validity is concerned with the integrity of the conclusions that are generated from a piece of research. Validity of an instrument refers to whether the instrument measures what it is supposed to measure. Face validity and content validity was assessed in this study.

## **Face Validity**

Face validity checks whether the questionnaire seems to measure the concept being tested (LoBiondo-Wood & Haber, 2010). Face validity refers to the extent to which a question makes sense to those who are knowledgeable about the topic being studied. The staff from University of Venda Department of Public Health and members of the higher Degree Committee (HDC) of the School of Health Sciences examined the questionnaire to see its eligibility and assisted in improving it. The researcher worked on all comments to ensure face validity.

## **Content Validity**

According to Creswell (2003) content validity checks whether there are enough relevant questions covering all aspects being studied and the irrelevant questions which need not to be asked. Content validity was achieved through an extensive literature review. The questionnaire was adjusted to ensure that it covers the content to be measured through reviewing instruments from similar studies conducted locally and internationally. In addition, the questionnaire was presented to the University Higher Degrees Committee. The supervisors of this research, professional nurses and specialist was consulted to ensure that the content in the questionnaire is valid.

### **3.8.2 Reliability of the instrument**

Reliability refers to consistency, stability, equivalence and homogeneity of the instrument's content (LoBiondo-Wood & Haber, 2010). The researcher used a test-retest method. The researcher selected 10 students at Mashamba campus and administered the questionnaire. The students were not included in the sample. After a week, the researcher went back and administered the same questionnaire to the same students.

The results obtained in the first occasion were compared to results of the second occasion. The comparison was meant to determine the consistency of the instrument. The results of the test-retest technique showed a correlation-coefficient of 0.888 which confirmed that the reliability of the statement was high. Testing of reliability assisted the researcher to adjust the instrument to ensure consistency of the results (LoBiondo-Wood & Haber, 2014).

### **3.9 Pretesting the instrument**

Pre-testing of the instrument was done at the Tshisimani Campus of Vhembe TVET College prior to actual data collection. Tshisimani Campus was chosen as it has the similar characteristics with Mashamba Campus. It is found in a rural settlement and has more or less the same number of students registered as Mashamba Campus. The prepared questionnaire was randomly distributed to 10 students who were registered at Tshisimani

Campus. The questionnaire was administered in English as the students were students. The necessary adjustments and corrections of the research instrument were done on questions relating to factors associated with risky sexual behaviour. The data collected during Pretesting of the questionnaire were not included in this study

### **3.10 Data collection procedure**

After obtaining authorisation from the Vhembe TVET College Acting Principal, the researcher visited Mashamba Campus to seek permission to conduct the study at the campus. An appointment for data collection was made after obtaining the permission from the campus Principal to conduct the study. The researcher was allowed to use the afternoons to avoid disturbing classes. The researcher was given a hall to utilise during data collection process.

The researcher used an information sheet to explain the study details and to give information on how to complete the questionnaire as outlined in Appendix 2. Only students who met the requirements for inclusion in the study were allowed to participate in the study. Questionnaires were given to eligible students by hand. According to Brink et al (2010) states that students should be made to fill in the questionnaire immediately after being handed the questionnaire in order to address any queries or uncertainties experienced by the students. Students were given time to read through the consent form and information sheet in order to fully understand the study details. Thereafter, the researcher allowed students to sign the consent form and complete the questionnaire.

The researcher was in the hall while the students completed the questionnaire. The researcher was overseeing the data collection process. The presence of the researcher during the data collection process made it possible for the researcher to give clarity to students where necessary. The researcher collected completed questionnaires on the same day. The process of data collection took 10 days. Based on the proposal, the researcher had planned to collect data in four days. The rationale for extending more days was due to the number of the registered students who were not the actual headcount of students in Mashamba Campus.

### **3.11 Data analysis**

Quantitative data analysis, according to Rubin and Babbie (2005) can be regarded as the techniques by which researchers convert data to a numerical data and subject it to statistical analysis. In other words, data analysis is used to organise data and present them in a meaningful manner.

In this study, descriptive statistics was used in the data analysis using Statistical Package for Social Science (SPSS) version 23.0. The purpose of analysis was to reduce data to an

intelligible and interpretable form so that the research problem can be studied, tested and conclusions drawn. All coded questionnaires were captured and analysed using SPSS version 23.0 (Polit & Beck 2012). Results from the analysis are presented in frequency tables, percentages and bar graphs. Cross tabulations were used to compare variables.

### **3.12 Ethical considerations**

Ethics are a set of moral principles that are suggested by an individual or group, are subsequently widely accepted and offer rules and behavioural expectations about the most correct conduct towards experimental subjects and students, employees, other researchers, assistants and students (De Vos, Strydom, Fosche & Delport, 2012). Ethical consideration plays a role during recruitment of students, during data collection and during the release of the results from the study. Therefore, to subscribe to ethical standards in this study of describing factors associated with risky sexual behaviour amongst students in Vhembe TVET College, informed consent, confidentiality, permission to conduct the study and avoidance of harm were all considered.

#### **3.12.1 Permission to conduct the study**

The proposal was presented to the Higher Degree committees of the School of Health Sciences and the University of Venda for quality assurance and approval. The proposal was also submitted to the University Higher Degrees Committee and Ethics Committee of the University of Venda for ethical clearance. Permission to conduct the study was requested in writing from the Department of Education and the Management of the Vhembe TVET College especially the Mashamba Campus Management before the research commenced.

#### **3.12.2 Informed consent**

Informed consent was obtained from all students before enlisting them in the study. The informed consent form contained the essential information including the purpose of the study, procedures, risks involved, benefits of the research to the students and their right to withdraw from the study at any time without penalty or loss of benefits (Burns & Groove, 2009). A formal written letter of informed consent will be issued to students before the study commence. Information sheet was used to ensure that the students understand the purpose of research, the rights of students, the benefits and risks related to participating in the study.

#### **3.12.3 Confidentiality and anonymity**

Any research study involving human beings should respect students' right to privacy. Under no circumstances should a researcher's report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved. In general, a researcher must keep the nature and quality of students' performance strictly

confidential (Brink, *et al.*, 2012). Students were assured that all information given will be treated as confidential. None of information received will be disclosed to unauthorised individuals. It was made clear to the students that only the researcher and the supervisor will access this information. The questionnaires were identified by using numbers not names. The issue of publication of the results was discussed with the students in order to get their permission.

Students were advised not to write the names on the questionnaire in order to conform to the ethical principle of anonymity. The questionnaire was completed anonymously. Students were left alone to answer the questionnaire. The students' identity would not be made available in reports and research publication. The informed consent forms were separated from the questionnaire so that no person could be linked to any questionnaire. Each questionnaire was having a number on it and not names of the students.

#### **3.12.4 Protection from harm**

According to the Department of Health Guidelines for Good Practice (2006) all human students of the study should be protected from harm. Therefore, the study conducted must concur with the requirements of good clinical practice.

In this study students were protected from harm as the questionnaire did not have questions which can affect them emotionally, furthermore, the questionnaire did not ask any sensitive information.

#### **3.12.5 Voluntary participation**

The Department of health (2006) states that students participating in the study must participate voluntarily. In this study students participated voluntarily. Students were allowed to terminate participation freely and without giving reasons.

#### **3.13 Summary.**

Chapter three presented the research methodology followed by the researcher. A quantitative, descriptive, cross sectional design was used in this study. Data was collected from 307 students registered at Vhembe TVET College, Mashamba campus through self-reporting questionnaires. Data collected was analysed through SPSS Version 23.0. Chapter four present the results of this study.

## CHAPTER 4: PRESENTATION OF STUDY RESULTS

### 4.1 Introduction

This chapter outlines the study results based on the data that was collected from students at Vhembe TVET College, Mashamba Campus who completed the questionnaire. The purpose of the study was to describe the factors associated with risky sexual behaviours amongst students at Vhembe TVET College, Limpopo, South Africa. The results of the study are presented according to the following sections: demographic information, risky sexual behaviour, environmental and socio-economic factors associated with risky sexual behaviour. The results are presented as descriptive summaries in the form of frequencies and percentages. Cross tabulation and bivariate analysis between responses and respondent characteristics are presented where appropriate.

### 4.2 Section A: Demographic information of respondents

The demographic information covered the age, gender, marital status, race, place of birth, settlement, education and training of the students

#### 4.2.1 Age and Gender profile of respondents

All 307 respondents were able to report their ages. Fifty-seven (18.6 %) were 18- 20 years, 166 (54.1 %) were 21-24 years, 64 (20.8) were 25-29 years and 20 (6, 5 %) were 30 years and above. Figure 1 shows the distribution of respondents by gender per each age range. For each age range female respondents were seen to be more than male respondents. In this study 217(70.7%) of respondents reported that they were females whilst 90 (29.3 %) reported that they were males.

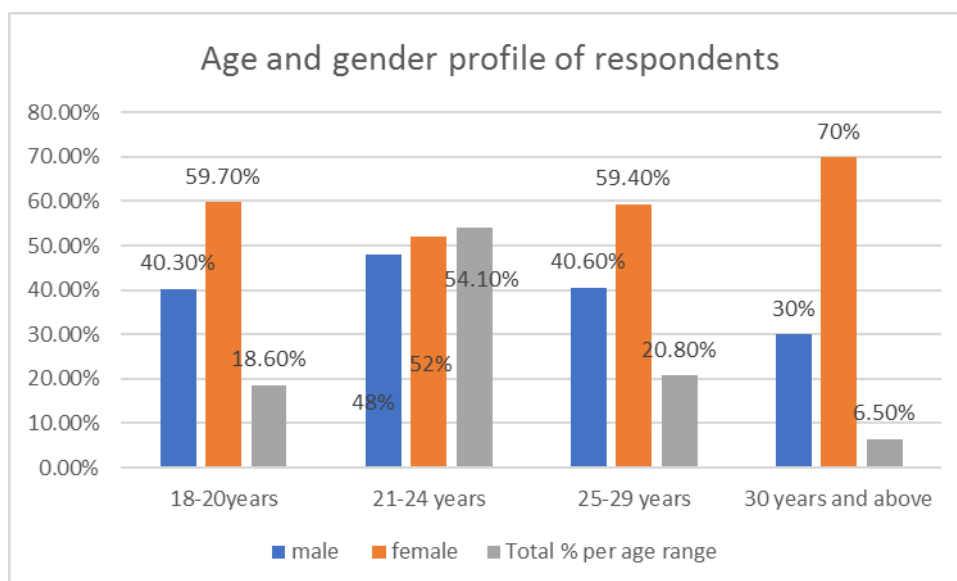
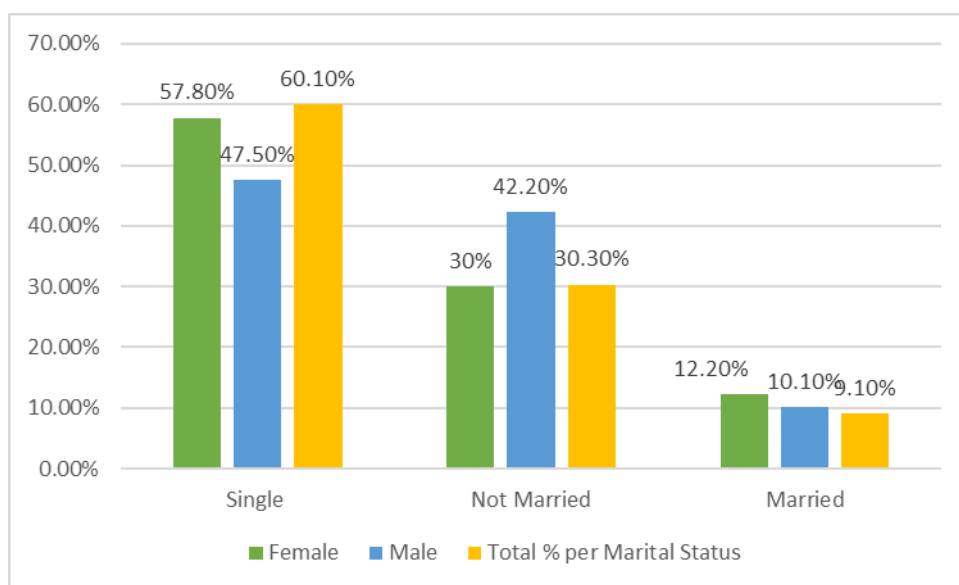


Figure 1. Age and gender distribution of respondents.

#### 4.2.2 Gender and marital status of respondents.

The distribution of respondents according to marital status shows that were fewer married respondents with 33(9.1 %), and more respondents 155(60.1 %) were single whilst 119(30.3 %) of respondents who were not married.

The results further revealed that of those who reported they were single 124 (57.8%) were females whilst (47.5%) were males. Sixty- five (30%) female respondents and (42.2%) male respondents reported that they were not married. Twenty-six (12.2%) female respondents indicated they were married whilst 9(10.1%) indicated that they were not married.



**Figure 2: Gender and Marital status of respondents**

#### 4.2.3 Race, Place of birth and settlement

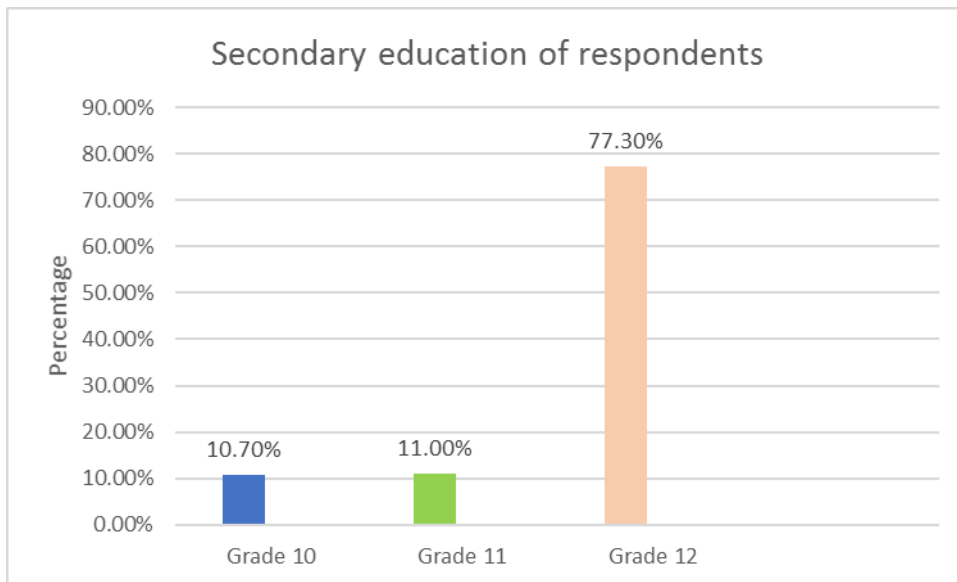
All 307 (100 %) respondents were Africans and were born in South Africa. Two hundred and eighty-two (91, 9 %) were from Limpopo Province, 14 respondents (4.6 %) were from Mpumalanga and 11 (3.6 %) were from Gauteng. It was found that majority 300 (97.7%) of the respondents were coming from rural settlement. 3, whilst 7(2.3 %) are coming from urban settlement.

#### 4.2.4 Home language

Respondents were asked about their first language. A total of three South African official languages were spoken by respondents. The most common language was Venda, spoken by 161 (52.1%) respondents, followed by Tsonga, spoken by 98 (31.7 %) and the language that was least spoken was Sotho, spoken by 48 (15.5 %) as shown in Figure 4.3. Despite the multitude of language, Venda and English were the main languages at the college.

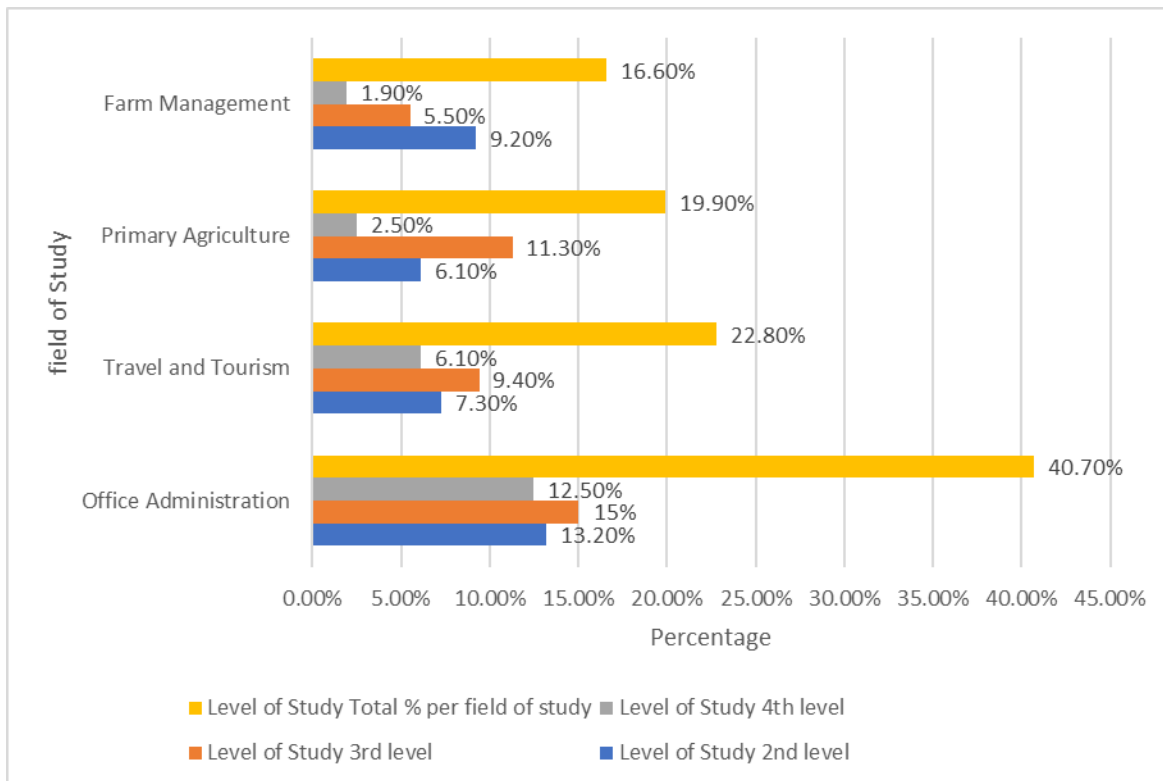
#### 4.2.5 Education and training.

A majority of the respondents, 305 of the 307 reported the highest grade passed. Of these, 238 (77.7 %) passed Grade 12, 34 (11.0 %) passed Grade 11 and 33 (10.7%) passed Grade 10. The median level of grade passed is Grade 12 which now has been the required grade to be admitted in TVET campus.



**Figure 3: Percentage of Grade passed by respondents**

All 307 (100%) respondents managed to indicate the field of study they were registered for. 125 (40.7 %) were registered for Office Administration, 70 (22.8 %) were registered for Travel and Tourism, 61(19.9 %) were registered for Primary Agriculture and 51(16,6 %) were registered for Farm Management. Figure 4.5 illustrate the distribution of respondents according to the field of study.



**Figure 4: Distribution of respondents per field of study.**

#### 4.2.6 Gender and Sexual orientation of respondents

A majority of the respondents 268 (87.3%) reported that they were straight in terms of sexual orientation, followed by 20 (6.5 %) who reported that they were lesbians, 9 (2.9%) reported that they were gay whilst 10 (3.3 %) reported that were bisexual. Table 6 indicates the gender distribution according to sexual orientation of the respondents. Hundred and ninety (87.5%) female respondents reported to be straight whilst 78(86.7%) of male respondents reported to be straight. In terms of lesbians, all 20(9.2%) were females, same as the gay respondents, all 9(10%) were males. Seven (3.2%) of the female respondents reported that were bisexual whilst three (3.3%) male respondents reported that they were bisexual.

**Table 6: Gender and sexual orientation**

Gender	Sexual orientation				Total
	Straight	Lesbian	Gay	Bisexual	
Female	190	20	0	7	217
Male	78	0	9	3	90
<b>Total</b>	268(87.3%)	20 (6.5%)	9 (2.9%)	10(3.3%)	307(100%

#### 4.2.7 Family structure of the respondents

A majority of respondents 136(44.3 %) were having one parent, followed by 122(39.7%) who were having both parents and lastly 49(16.0%) were not having parents. Those who had one parent, 79 (25.7%) were having a mother and 57 (18.6%) were having a father.

#### 4.2.8 Gender and Childbearing information of respondents

The number of children belonging to each respondent ranged from zero to two. Of the 307 respondents 80 (26%) had no children, 195 (63.5%) had one child and 32 (10.5%) had two or more children.

**Table 7: Cross tabulation of Gender and number of children**

Gender	Number of children			Total
	No child	One	Two	
Male	44	38	8	90
Female	36	157	24	217
<b>Total</b>	80	195	32	307

n=307

Table 7 shows that the majority of females 122(56.2%) were having one child whilst 24(11%) were having two children. for the males 38(42.2%) were having one child while 8(8.8%) reported to have two children.

### 4.3. Section B: Risky sexual behaviour

#### 4.3.1 Multiple sexual partners

Respondents with multiple sex partners were measured through the number of sexual partners in the past twelve months and at the time of the interview. In the past twelve months 120(39%) respondents reported to have three or more sexual partners, 78(25.4%) had two sexual partners whilst 109 (35.6%) reported to have one sexual partner. Respondents were further asked as to how many sexual partners they have at the current moment. Of the 307 respondents, 33 (10.7%) reported to be having three sexual partners, 25 (8.1%) -had two, while the majority 249(81.1%) reported to have one sexual partner as shown in Table 8

**Table 8: Percentage of respondent's number of sexual partners.**

Number of sexual partners	In the past 12 months		Currently	
	Frequency	Percentage	Frequency	percentage
<b>One</b>	120	39%	249	81.1%
<b>Two</b>	78	25.4%	25	8.2%
<b>Three and more</b>	109	35.6%	33	10.7%
<b>Total</b>	307	100%	307	100%

n=307

#### 4.3.2 Gender and Multiple sexual partners

Table 9 shows the relationship between gender and multiple sexual partners. A high response is seen in males, out of 90(29.3%) males who were participating in the study 54 (61.2%) males reported to be having multiple sexual partners as compared to the females. One hundred and seventeen (54.2%) females reported to be having multiple sexual partners.

**Table 9: Cross tabulation of gender and number of sexual partners**

Gender	Number of sexual partners			Total
	One	Two	Three or more	
<b>Female</b>	100	87	30	217
<b>Male</b>	36	43	11	90
	136	130	41	307

n=307

### 4.3.3 Gender and Age at first sex.

Early sexual initiation is considered as risky sexual behaviour. 247 (80.4 %) respondents managed to report the age they had their first sex. 49 (16.0%) had an early sex debut at 15 years and below, 111 (36.2%) had their first sex at age 16-20 years, 45(14.7) had their first sex at age 21-24 years, 20 (6.5%) had their first sex at age 25-29 years whilst 82 (26.7%) don't know the age at first sex.

**Table 10: Cross tabulation of gender and age at first sex**

Gender	Age at first sex					Total
	15 years and below	16-20years	21-24 years	25-29 years	Don't know	
<b>Females</b>	17	53	82	30	35	217
<b>Males</b>	18	32	13	8	19	90
<b>Total</b>	35	85	95	38	54	307

n=307

Four age categories at which respondents had their first were used to define sex debut. Table 10 indicate that female respondents 17(7.8%) had their first sex at age 15 years and below, fifty-three (24.4%) had their first sex at age 16-20 years, eighty-two (37.7%) had their first at age 21-24 years whilst 30(13.8%) had their first sex at age 25-29 years. When it comes to male respondents, 18(20%) reported that they had first sex at age 15 years and below, thirty-two (35.5%) had their first sex at age 16-20 years, thirteen (14.4%) had their first sex at age 21-24 years, while 8(8.8%) had their first sex at age 25-29 years. The results also show that 35(16.1%) of female respondents and 19(21.1%) of male respondents did not know the age at first sex

### 4.3.4 Transactional sex

Provision of money, material or gifts to one's sexual partner is defined as transactional sex. It was found that 46 (15%) of the respondents were having sex for money whilst 128(41.7 %) reported that they would have sex for gifts. majority of respondents 105(48.4%) who reported that they would have sex for money were females and 23(25.5%) male respondents reported they would have sex for money.

#### 4.3.5 Gender and age difference between sexual partners

Table 11 illustrate gender and the age difference between the respondents and current sexual partner. Amongst the female respondents there was 1 (0.4 %) who reported she was 1-2 years older than her current sexual partner, hundred and seven (49.3%) who were 3-5 years younger than their current sexual partner, sixty-four (29.5%) who were 1-2 years younger than their current sexual partner, five (2.3%) who were 3-5 years older than their sexual partner, eleven (5.0%) who 6-10 years younger than their current sexual partner, twenty-nine (13.3 %) who indicated that they were more than 10 years younger than their current sexual partner.

For the male respondents, it was found that 10 (11.1%) were 1-2 years younger than their sexual partner, four (4.4%) reported that they were 6-10 years younger than their sexual partner, sixty -six (73.3%) who were 3-5 years older that their sexual partner, four (4.4%) who were 6-10 years older than their sexual partners and 6(6.6%) who were more than 10 years older than their sexual partner as shown in table 11.

**Table 11: Cross tabulation of gender and age difference between current partner**

Gender	Age difference with current partner								Total
	1-2 years younger	3-5 years younger	6-10 years younger	More than 10 years younger	1-2 years older	3-5 years older	6-10 years older	More than 10 years older	
<b>Female</b>	64	107	11	29	1	5	0	0	217
<b>Male</b>	10	0	4	0	0	66	4	6	90
<b>Total</b>	74	107	15	29	1	71	15	6	307

n=307

#### 4.3.6 Unprotected sexual intercourse.

A majority of the respondents 279 (90.9%) reported that they have had sex, whilst 28 (9.1%) had never had sex. Of the 279 who had sex 140 (45.6%) respondents reported using condom occasionally. 71 (25.4%) reported that they had never used a condom, whilst 96 (34.4%) using are not using condom every time they have sexual intercourse as shown in Table 12.

**Table 12: Frequency of condom use of the respondents who had sex**

Have you ever had sex?	Frequency (%)	Frequency of condom use	Frequency (%)
<b>Yes</b>	279 (90.9%)	Every time	96 (34.4%)
<b>No</b>	28 (9.1%)	Occasionally	140 (45.6%)
		Never	71 (25.4%)
<b>Total</b>	307 (100%)		279 (100%)

n=307

#### 4.3.7 Sexual orientation and condom use

Table 13 indicate the sexual orientation, gender and condom use. The majority 84(31.3%) of the respondents who reported that they are straight also reported that they do not use condoms. Of those who were not using condoms, 25 (27.8%) were males whilst 59(27.1%) were females. Hundred and seventy-seven (66%) reported that were using condoms. Of those straight who were using condoms 124 (46%) were females whilst 53 (19.7%) were males. The second category of sexual orientation is the lesbians. Seventeen (85%) (20) reported not using condoms whilst 3(15%) reported doing so. In the gay category, seven (77.7%) reported not using condoms. The fourth category was the bisexual, nine (90%) of the respondents who declared were bisexual were not using condoms. Six (60%) were females and 4(40%) were males as shown in Table 13.

**Table 13: Cross tabulation of sexual orientation, gender and condom use**

Sexual orientation and gender	Gender	Do you use a condom					Total
		SA	A	U	SD	D	
Straight	Female	64	60	07	21	38	190
	Male	47	6	0	11	14	78
Lesbian		02	01	0	11	6	20
Gay		0	1	1	5	2	9
Bisexual	Female	1	0	0	3	2	6
	Male	0	0	0	1	3	4
<b>Total</b>		114	68	8	73	65	307

n=307

#### 4.3.8 STI treatment

Respondents were asked if they have been treated for any sexual transmitted infections in the past 6 months. The results showed that 42 (13.7%) of respondents strongly agreed that they were treated for STIs in the past six months, 50 (16.3%) reported that they agree that they were treated for STIs in the past six months, 27(8.8%) reported to be undecided about STIs treatment in the past twelve months. Most of the respondents 98(31.9%) strongly disagreed that they received STI treatment in the past 12 months whilst 90(29.3%) disagreed to have had STI treatment in the past twelve months as shown in table 14.

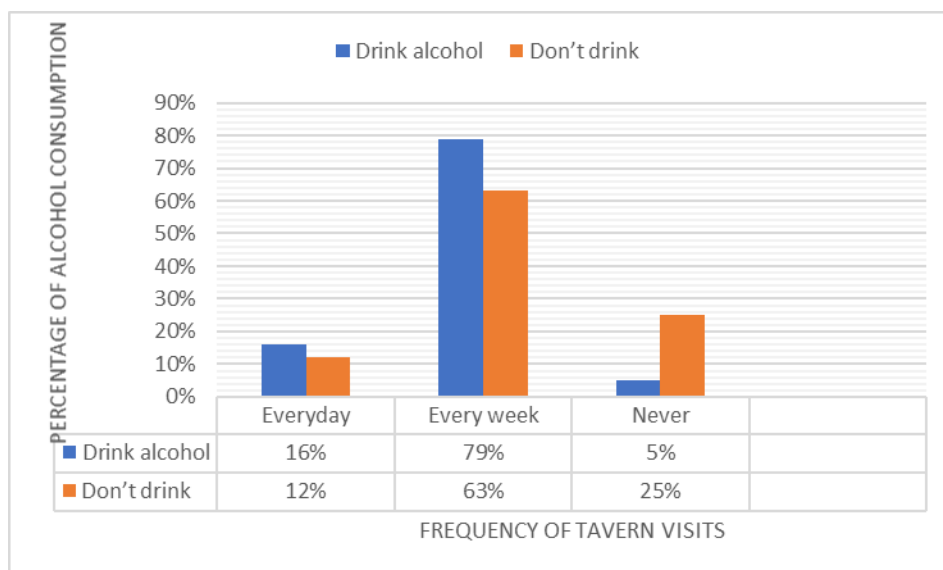
**Table 14: Respondents STI treatment**

<b>I have been treated for STI in the past six months</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	42	13.7 %
Agree	50	16.3 %
Unsure	27	8.8 %
Strongly Disagree	90	29.3 %
Disagree	98	31.9 %
<b>Total</b>	<b>307</b>	<b>100 %</b>

n=307

#### 4.3.9 Alcohol consumption

A majority of the respondents 229(74.6%) reported that were drinking alcohol, whilst 78(25.4%) were not drinking alcohol. When asked about visiting taverns, fifty-eight (75 %) respondents reported frequenting taverns, whilst a vast majority of respondents 20 (25%) reported they had never visited taverns. As shown in Figure 5 the majority of the respondents who drink alcohol 181(79%) visited a tavern every week, with 37(16%) of them visiting a tavern every day, whilst 11(5%) reported to have never visited a tavern. It was also found that respondents who do not drink alcohol also visited taverns. A majority of respondents 63% who do not drink reported visiting a tavern every week, with 12% visiting the tavern every day, and lastly 25% never visited the tavern.



**Figure 5: Alcohol consumption of respondents**

#### 4.4 Section C: Environmental factors

In terms of the environmental factors, the College does not have a hostel for students, so the students rent outside the campus or stay at home. The rent arrangement is made between students and home owners of Mashamba Village. Section C presents the results on environmental factors which are associated to risky sexual behaviour.

##### 4.4.1 Nature of living conditions of respondents

A majority of the respondents 189 (61.6%) were staying at rental places, 73 (23.8%) were staying at their own places and 45 (14.7%) were reported staying with parents. A comparison of three places of stay in Table 15 shows that more respondents 141(74.6%) who are staying at rental places are not sharing a room whilst 47(25.4%) are sharing a room. Seventy-three (23.8%) respondents who reported staying at own places reported sharing a room, whilst 25 (48. 0%) respondents were not sharing. Vast majority, 45(14. 7%) respondents, reported they were staying with parents, with 27(60%) sharing a room and 18(40%) reported not to be sharing.

**Table 15: Nature of living condition of respondents according to place of stay**

Place of stay	Frequency (%)	Do you share a room	
		Yes	No
		Frequency (%)	Frequency (%)
Rental place	189(61.5%)	78(25.4%)	141(74.6%)
Own place	73(23.8%)	45(61.4%)	28(38.3%)
Staying with parents	45(14.7%)	27(60%)	18(40%)
<b>Total</b>	307(100%)	123 (40%)	184(60%)

n=307

#### 4.4.2 Decisions on living conditions

In attempt to investigate the decisions on living conditions, respondents were asked to indicate their degree of preference through set statements. The level of agreement of the Likert scale questions were assigned a numerical value, 1 for strongly agree, 2 for agree, 3 for unsure, 4 for strongly disagree and 5 for disagree. For the purpose of analysis, similar responses were merged together (strongly agree and agree) (strongly disagree and disagree). However, data will be presented as it is to show the degree of agreement and disagreement.

**Table 16: Respondents decision on living conditions**

Decisions on living conditions at college	Level of agreement (frequency and %)				
	SA	A	U	SD	D
I visit home every holiday	128(41.7%)	153 (49.8%)	0(0%)	4 (1.3%)	22(7.2%)
My parents can visit me at college	22(7.2%)	26(8.5%)	17(5.5%)	213(69.4%)	29(9.4%)
My parents know where I stay	121(39.4%)	30(9.8%)	0(0 %)	30(9.8%)	126(41%)
My partner knows where I stay	108(35.2%)	96(31.3%)	0(0 %)	34(11.1%)	69(22.5%)
My partner can visit my place any time	61(19.9%)	38(12.4%)	0	23(7.5%)	185(60.3%)
I miss my parents when I am at college	170(55.4%)	17(5.5%)	0	73(23.8)	47(15.3%)

Table 16 illustrate the results on the respondent's decision on living conditions. Majority of the respondents 281 (91.5%) reported that they visited home during holidays and 26(8.1 %) reported that they did not visit home during holidays. Vast majority of respondents 242(78.8

%) reported that they will not agree to their parents visiting them at college, followed by 48(15.7 %) who reported that they will agree to their parents visiting them at college. Furthermore, seventeen (5.5 %) reported to be unsure about parents visiting them at college. Half of the respondents 156(50.8%) 'disagreed' that their parents knew where they stayed while 151(49.2%) agreed that their parents knew where they stayed. Majority of the respondents 204(66.5%) agreed that their partners knew where they stayed, whilst 72(33.5%) 'disagreed' that their partners knew where they stayed. The respondents were in the disagreement 185(67.8%) with the statement that a partner could visit at any time whilst 122(32.8 %) agreed that the partners could do so. A hundred and eighty- seven (61%) respondents agreed that they missed their parents while they are at college and 120(39 %) 'disagreed' that they missed parents while they are at college.

#### 4.4.3. Environmental factors associated with unprotected sex

Majority 91(51.2%) of respondents who were staying at a rental place were not using condoms whilst 92(48.8%) reported using them. Fifteen (33.3%) respondents who were staying with parents reported that they were not using condoms whilst 30(66.6%) reported that they were using them as shown in table 17.

**Table 17: Factors contributing to unprotected sex**

Environmental factor	Condom use	
	Unprotected sex	Protected sex
Rental place	97/189(51.2%)	92/189(48.8%)
Staying with parents	15/45(33.3%)	30/45(66.6%)

#### 4.5 Section D: Socio-economic factors.

##### 4.5.1. Financial position of respondents.

Given that respondents in this study were depending on either the parents, National Respondents Aid Funds(NSFAS) or other, the researcher found that majority of respondents ,267(87.0%) depend on NSFAS for study fees and 40 (13.0%) depend on their parents. Pertaining to who buys food for the respondents 158(51.5%) reported that their parents bought them food whilst 149(48.5%) reported that their partners did so.

In relation to the financial status of the respondent's parents, majority of the respondents 163 (63.2 %) had parents who were not working, 59(22.9%) had one parent working whilst 36 (13.9%) had both parents working.

#### 4.5.2. Social life of respondents.

Table 18 illustrate the results of the respondent's social life. It was found that respondents 128(41.7%) had sex for material benefit and 179(58.3 %) did not have sex for material benefit. Majority of respondents 262(85.3%) reported partying at college whilst 45(14.7%) reported in negative. Majority of respondents 203(66.1%) reported that they did not smoke while 104(33.9%) reported smoking. The results revealed that majority of respondents, 246(80.1%), can talk to their partners about sex whilst 61(19.9%) cannot do so. In relation to talking to friends about sex, majority of respondents, 206 (67.1%), reported not talking to friends about sex whereas 101(32.9%) reported to talking to friends about sex. Majority of respondents 167 (54.4%) reported that their friends did not use condoms whilst 140(45.5%) reported on their friends using them. On the other hand, majority of respondents 217(71%), reported not asking for condoms from friends while 89(29%) reported doing so. Pertaining to having sex to relieve stress, majority of respondents 267(87%), reported they do not have sex to relieve stress whereas 40(13%) reported having sex to relieve stress

**Table 18: Social life of respondents**

Socio-economic factors	Yes	%	No	%
Do you have sex for material benefit?	128	41.7%	179	58.3%
Do you party at college?	262	85.5%	45	14.7%
Do you have friends in college?	286	93.0%	21	6.8%
Do you smoke?	104	33.9%	203	66.1%
Do your friends smoke?	276	89.9%	31	10.1%
Do you talk to your partner about sex?	246	80.1%	61	19.9%
Do you talk to your friend about sex?	101	32.9%	206	67.1%
Do your friends use condoms?	140	45.6%	167	54.4%
Do you ask condoms from your friends?	89	29%	218	71%
Do you have sex to relieve stress?	40	13%	267	87%

n=307

#### 4.5.3 Socio-economic factors associated with transactional sex.

In a cross tabulation it was found that most of the respondents who declared that they depended on NSFAS for study fees, hundred and thirty-one (49%) would have sex for money whilst 136(51%) would not have sex for money. With respondents who reported depending on parents for study fees, 18(45%) reported that they would have sex for money whilst 22(55%) would not.

**Table 19: Factors contributing to transactional sex**

Socio-economic factor		Have sex for money	No sex for money
		Frequency (%)	Frequency (%)
Financial position	Study fees paid by NSFAS	131/267(49%)	136/267(51%)
	Study fees paid by parents	18/40(45%)	22/40(55%)

#### 4.6 Summary

Chapter four presented and analysed data obtained from the data collection instrument. The collected data was presented in descriptions, relationship between variables, tables and graphs. Three hundred and thirty questionnaires were distributed and the response rate was 307(93 %). The results were divided into the following categories demographic information, risky sexual behaviour, environmental factors and socio-economic factors. Chapter five discusses the results and interprets the results.

## **CHAPTER 5: DISCUSSION OF THE STUDY RESULTS**

### **5.1 Introduction**

Chapter five discusses the descriptive and cross tabulation of the results presented in chapter four, and compares them with results from other relevant studies. The purpose of this study was to describe the factors associated with risky sexual behaviour amongst the students at Vhembe TVET College in Limpopo Province, South Africa. The results are presented as per the objectives of the study. The study objectives were to determine risky sexual behaviour, identify environmental factor that predispose the students to engage in risky sexual behaviour and to describe socio economic factors that contribute to risky sexual behaviour amongst students.

### **5.2 Demographic information.**

Age, gender, marital status, race, place of birth, settlement, child bearing, sexual orientation, education and training were discussed and interpreted.

#### **5.2.1 Age and Gender and distribution**

Figure 1 indicates the highest number of females which was 217(70.7%) compared to 90(29.3%) males. A majority of students in this study were aged 25-29 years which constituted 54.1%. This age category is still at a stage of exploring ways of life (Lewis et al, 2012). Both male and female students are still searching for lifetime partners, however searching for life time partners can mean engaging in risky sexual behaviour such as having multiple sexual partners and having unprotected sex (Mutinta & Govender, 2012). The analysis by the National Department of Higher Education (DHET) (2013) indicated that female students are engaging in risky sexual behaviour as evidenced by the number of pregnancies reported in higher educational institution. Furthermore, the National Department of Health (NDOH) in South Africa (2014) indicated that HIV and other STI is currently prevalent to youth including youth aged 18 to 29 years.

#### **5.2.2 Gender and marital status**

Given that being a student in South Africa is defined as an individual who is under parental guidance, it was not surprising that only 33(9.1%) of the students were married. Majority of students were single 155(60.1%) and 119(30.3%) were not married. The results of this study revealed that majority of the college students were females as compared to the females and that fewer students were married. The higher number of female students confirmed the higher pregnancy rate which is being reported in nearby health facilities. It can also be assumed that the more the students are single or not married, the more they are likely to engage in risky sexual behaviour. The results of this study suggest that female students who

were single or not married were most likely staying with sexual partners in their residences around while at college. However, the students who reported to be married may also be engaging in unprotected sexual intercourse as they believe that they are married and they would want to have children in their marriages. The results of this study concur with the results of a study conducted by Osuafor & Ayiga (2016) in Mahikeng which stipulates that women who were cohabitating or who were married were engaging in risky sexual behaviour.

### **5.2.3 Race, Place of birth and settlement.**

Most 282(91.9%) of the students in this study were from Limpopo province. This is deemed rational to find that the majority, 161(52.1%), of the students were Vendas followed by Tsongas and Sothos. Majority of Venda, Tsonga and Sotho speaking people are found in Limpopo Province. Limpopo province is considered the second last with 13 % of HIV prevalence and with high sexual transmitted infections. It was a fair distribution -in finding the Venda speaking students dominating as Mashamba Campus is found in Vhembe District, where most Venda speaking people are found. When analysing data it was found that race, place of birth, settlement and home language had no influence on risky sexual behaviour. In 2016, the South African National Aids Council (SANAC) report indicates Vhembe district as the third district in HIV prevalence amongst five districts in Limpopo Province (SANAC, 2015). This may mean that students are affected the same manner as other students in other districts.

### **5.2.4 Education and Training.**

The educational level of the students showed that not all the students were having a Grade 12 or completed secondary school. However most of the students 238(73.3%) have passed their Grade 12 and few 67(21.7%) have not passed their Grade 12. The DHET reported that there are students in the TVET colleges who have not passed Grade 12 and all the students were distributed in all four fields of study which are offered in the college regardless of the Grade passed. The results of this shows that both students who matriculated and those who did not were engaging in risky sexual behaviour. Based on my personal professional experience, students who reported unwanted pregnancies, requested morning after pills, CTOPs and post exposure prophylaxis include students from different fields of qualifications. The results of this study show that the level of education does not determine the students' engagement in risky sexual behaviour, nor hinder them to seek health advice from health care professionals. Madiba & Mokgatle (2016) reported similar results in the study which was conducted in North West TVET College. In their study it was found that students in

TVET College are were engaging in risky sexual behaviour which led to high HIV and STI infection.

### **5.2.5 Gender and sexual orientation of students.**

Looking at the emerging lesbian, gay, bisexual, transgender (LGBTI) population in South Africa, the study results revealed that there are lesbians, bisexuals and gays in the TVET College. The majority 20 (6.5%) were lesbians and 9(2.9%) were gays. An interesting finding also emerged when this study revealed that students who considered themselves bisexuals were females 7 (3.2%) and 3 (3.3%) were males. This indicates that both females and males can equally be considered as bisexuals. The LGBTI is considered as a key population when it comes to risky sexual behaviour. For them to engage in risky sexual behaviour might not be seen as having serious consequences as compared to those who considered themselves straight (Shisana, Rehle, Simbayi, Zuma, Jooste, Zungu, Labadarios & Onoya, 2014) . The results of this study also concur with the findings from a study which was conducted by amongst students in China who were having sex with same sex partners. The study revealed that students who have sex with same sex partners are more at risk of being infected with HIV and other STIs ,especially men who have sex with men (Sargin, & Goktas ,2017).

### **5.2.6 Family structure of students.**

This study revealed that most of the students had at least one parent. However, there were students who had both parents and others who did not have parents. Students who had no parents and those with one parent could engage in risky sexual behaviour as a way of supporting themselves or maybe their siblings financially. College life might become stressful to these students and a solution could be to have multiple sexual partners and even unprotected sex so long as their basic needs are met. The results of this study reflect the results by Mturi and Gaeawe (2014) which found that most of the students with one parent were the ones who were mainly linked to risky sexual behaviour in Mahikeng.

### **5.2.7 Gender and childbearing information**

The results reflected that there were many students who had a child or children 219(73.9.8%) and fewer 88(28.7%) who had no children. Most of the students who were having a child or children were females as compared to their male counterparts. An assumption can be made that some of the children were born while students were at college or before the student came to College. The results further reveal students started engaging in risky sexual behaviour before they came to College, and seemingly continued to engage in it when at College. A study conducted by Jonas, Crutzen, van den Borne, Sewpaul and

Reddy (2016) amongst South African school learners revealed the similar results. It was found that most of the female students were falling pregnant which indicates that they are engaging in risky sexual behaviour. The South African National HIV prevalence, incidence and behaviour survey indicates that HIV prevalence is high in women (Shisana, Rehle, Simbayi, Zuma, Jooste, Zungu, Labadarios & Onoya, 2014).

### **5.3 Risky sexual behaviour**

This section discusses the results on multiple sexual partners, age at first sex, transactional sex, unprotected sex, STI treatment and alcohol consumption.

#### **5.3.1 Multiple sexual partners**

The results of this study identify multiple sexual partners as a risky sexual behaviour. College students were engaging in multiple sexual relationships. Having multiple sexual relationships by students has shown a decline. Hundred and twenty (39%) students were having multiple sexual partners in the past 12 months, however the number declined to 78(25. %) students who were having multiple sexual partners at the time of the interview. These results may indicate that students had knowledge on the consequences of having multiple sexual partners but they still engage in it. The decline in the percentage of students who currently have multiple sexual partners might be attributed by the consequences of having multiple sexual partners which include HIV and other STIs. The results concur with the results in a study conducted by Adeboye, Yongsong and James (2016) and a study conducted by Anyanwu et al (2013). Both the studies identified multiple sexual partners as a risky sexual behaviour which students continued to practice.

#### **5.3.2 Gender and multiple sexual partners**

As shown in Table 9, gender is more likely to be associated with having multiple sexual partners. Fifty-four (61.2%) of male students reported that they had sex with multiple sexual partners while 107(54.2%) female students reported to have had sex with multiple sexual partners. The reason of male students dominating the females in terms of having multiple partners might be that students were mostly Vendas wherein polygamy is a common cultural practice. However, polygamy is viewed as a risky sexual behaviour in this study. Another reason of males to have reported that they had multiple sexual partners than females might be that in this study most male students indicated that they were single. The results of this study support the results of the University of North West students, where Mturi & Gearwe (2014) found that male students were more likely to be having more than one sexual partner. However female students were not left out in this behaviour, as some female students reported to have more than one sexual partner.

### **5.3.3 Age and multiple sexual partners**

The study results further revealed that there is a relationship between age and having multiple sexual partners. A high response rate is seen in three age categories which are 18-20 years, 21-24 years and 25-29 years stating that they had two or more sexual partners. These age groups are more likely to engage in multiple sexual partners as they are still sexually active, mostly not yet married. And therefore, these study results support those from a study conducted by Chanakira, O’Cathain, Goyder and Freeman (2014) who determined factors perceived to influence risky sexual behaviours among university students in the United Kingdom. This study revealed that students between 18 -30 years were engaging in risky sexual behaviour including having multiple sexual relationships. Furthermore, the NDOH (2013) indicates that HIV and other STIs are most prevalent in the youth population

### **5.3.4 Gender and age at first sex**

As shown in Table 10, 35(11.4%) students had their first sex at the age of 15 years and below and 85(27.7%) had their first sex at the age of 16 to 20 years. In addition, 54(17.6%) did not know the age at which they started to have sex. The results of this study further indicate that male students were mainly the ones who initiated sex at an earlier age as compared to their female counterparts. The students who responded being unaware of their debut age into sexual acts may have had their first sex at an early age of 15 years and below or between 16-20 years. Initiating sex at an early age is identified as a risky sexual behaviour because most students are not matured and responsible enough at this stage. At the time of engaging in sexual intercourse students might not have used condoms, which mean that this behaviour of having sex without a condom is common. This is evidenced by the number of students who reported that they have children and those who have been treated for sexual transmitted infections. The results from this study concur with the South African National Aids Council (SANAC) report (2012) which indicate that Limpopo has a percentage of 11.8% of early sex debut (15 -24 years). The report further stipulates that Limpopo is high with early sex debut. Similar results were revealed in a study done by Anyawu (2013) at the University of Venda where it was revealed that male students had an early sex debut.

### **5.3.5 Transactional sex**

The results of the study revealed that transactional sex was one of the risky sexual behaviour that was being practiced in the TVET College. Students 46(15%) reported that they were having sex for money or for material benefit. Besides students who were engaged in casual sex, there were 128(41.7%) students who indicated that they would have sex for money. In this study, it was further revealed that all male and female students were

engaging in transactional sex, however, females were dominant in this behaviour. These results differ with those from a study conducted by Jewkes, Nduna, Jama-Shai, Chirwa and Dunkle (2016), where it was found that men were not likely to engage in transactional sex. The main driver of students engaging in transactional sex is to get money to survive in the college or to afford basic needs. Similar results were revealed in a study by Jewkes et al, (2012) and de Alba Cruz, Aguilar and Badillo, (2015) which indicates that students in universities and colleges engage in risky sexual behaviour such as transactional sex in order to have their basic needs supplied in return.

### **5.3.6 Gender and age difference between sexual partners**

Table 11 suggests that there is still age disparate relationship amongst students. According to Shisana et al (2014) age disparate relationship is defined as having a relationship with a partner who is more than 10 years older than the other partner. Although more female students 107(49.3%) reported that there were 3-5 years younger than their sexual partners, other female students 29(13.3%) reported being 10 years younger than their sexual partners. Furthermore, there were male students 4 (4.4%) who reported being 6-10 years younger than their sexual partners, which also indicates age disparate relationships. It was also revealed that female students were the ones who were suffering from age disparate relationships. Females has a lot of needs, with some having children out of wedlock while others want to fit in the world -by competing with their peers. Looking at all these needs, being in a relationship with someone older can be regarded as closing the gap of needs. On the other hand, being in a relationship with an older person may mean being submissive to that person, including being unable to negotiate safe sex. Shisana et al (2014) also identified age disparate relationship as risky sexual behaviour which exists in South Africa and exposes individuals to HIV and other STIs. The results of this study further concur with the results from the study conducted by Johnson, Dorrington, Rehle, Jooste, Bekker, Wallace, Myer, and Boulle, (2014) which reflected that males and females are both capable of having age disparate relationship in a form of being rewarded at the end.

### **5.3.7 Unprotected sexual intercourse**

This study revealed that unprotected sexual intercourse as a risky sexual behaviour which is practiced by majority 71(25.4%) of students. Moreover, 96(34.4%) were using condoms occasionally. The results show that students who were not using condoms were either not aware of risks that unprotected sex carry such as pregnancy and being infected with HIV and other STIs, or just did not take them seriously. The students who reported using condoms occasionally might be indicating ignorance on this risky sexual behaviour while those who are using condoms every time show they are aware of the consequences of

having sex without condoms. The other reason behind the consistency of using condoms could be that these students may have been infected with HIV or other STIs or in case of female students; they could have been pregnant before.

### **5.3.8 Sexual orientation and condom use.**

It was found that 27(12.4%) of female students and 12 (13.3%) of male students fall under the LGBTI community. In this study, it was also revealed that both male and females can identify themselves as bisexual when it comes to sexual orientation. In this study, it was found that sexual orientation is strongly associated with risky sexual behaviour. In students who identified themselves as lesbians, gays and bisexuals, more than 80% of them were not using condoms, moreover, all the students who said they were bisexuals were having multiple sexual partners. Lesbians can opt not to use condoms as they think they are not having penetrative sexual intercourse, on the other hand, gays may be reporting that they were not using condoms due to other reasons. It can be assumed that bisexual students are responsible for transmitting sexual infections to students who define themselves as solely straight, gay or lesbian. Although the straight, lesbians and gay reported to have multiple sexual partners, it was not surprising to find that all bisexual students in this study had multiple sexual partners. Being bisexual is defined as having sexual intercourse with both males and females (Flanders, Lebreton, Robinson, Bian, and Caravaca-Morera, 2016). Being bisexual is strongly associated with having multiple sexual partners.

The LGBTI community is to be taken into consideration when it comes to HIV and other STIs management, (NDOH, 2015). The community of Lesbian, Gay, Bisexual, Transgender and (LGBTI) is the world's emerging population and it is considered as the key population for HIV/AIDS and other STIs (DOH, 2015; Shisana et al, 2015). The results in this study coincide with the results from the South African National Aids Council (SANAC) report which reflect that men who have sex with men (MSM) as the key population. The results of this study differ with the SANAC report as, in this study, it is shown that more than 80% students who reported that were bisexual and lesbians were unlikely to report that they were using condoms.

### **5.3.9 STI treatment.**

The study results revealed that 92(30%) of the students had received STI treatment in the past six months. These results confirm that students were engaging in risky sexual behaviour and they suffered the consequences of engaging in unprotected sexual intercourse. The results from this study concur with the South African National HIV Prevalence, Incidence and Behaviour Survey that was conducted by Shisana et al (2014)

which indicated that that new HIV infections and other STIs is seen to be more prevalent in black African youth population.

### **5.3.10 Alcohol consumption**

The results of this study revealed that majority 229(74.1%) were drinking alcohol. Furthermore, the students were visiting the nearby taverns irrespective of whether they drank alcohol or not. If alcohol is taken in larger amounts it diminishes the judgement or self-control in an individual. Most of the students who got drunk at taverns may be at risk of being raped or forced to have unprotected sexual intercourse. On the other hand, some students may pretend to be drunk as a way of engaging in risky sexual behaviour and blame alcohol afterwards. Alcohol contributes to risky sexual behaviour. In case of students who visit the tavern when they do not drink alcohol, it might be a way of entertaining themselves, however they may soon end up drinking themselves. These students may also become victims of rape without using condoms. According to Heeren, Mandeya, Jemmott, Chiruka, Marange, Batidzirai, Gwaze, Tyler and Hsu (2014) alcohol is associated with unprotected sex. Similar results were revealed among university students where it was found that students who drink alcohol in different places within and outside campus had their health life threatened by engaging in risky sexual behaviour (Pengpid, Peltzer, van der Heever & Skaal, 2013).

## **5.4. Environmental factors**

Environmental factors were found to be associated with risky sexual behaviour

### **5.4.1 Nature of living conditions**

In this study, it was revealed that students were either staying in a rental place, own house or living with parents. The majority 189(61.6%) were staying in a rental place. When students are staying in a rental place they lack parental guidance in taking important life decisions. Being far from parental guidance can make students engage in risky sexual behaviour as they are experiencing more freedom. Most students were staying in cluster rental places, where rooms were closer to each other, which mean they were free to visit each other as often as possible. This kind of environment is ripe for risky sexual behaviour to happen. Peer influence is also rife in this kind of living conditions. Through peer influence, some students could start negative social activities like indulging in alcohol consumption and having multiple sexual partners. Students who were staying at rental places reported not sharing a room. Not sharing a room could also have contributed to having different sexual partners as there is no older person such as parents or siblings to moderate student's behaviour. For students who reported staying with parents it could mean that they were prevented by their living condition to engage in such behaviour. Similar results were revealed in a study conducted by Prah et al (2015) and Sun et al (2013). The results

indicated that students who were not staying with parents were engaging in risky sexual behaviour as compared to the students who were staying with their parents.

#### **5.4.2 Decisions on living conditions**

The study results showed that most 281 (91.5%) students visited home during school holidays whilst less number of students 'disagreed' visiting home. The less number of students who said they were not visiting home may be indicating that they did want to visit their parents' house as they wanted to continue to engage in risky sexual behaviour. The study further revealed that 242 (78.8%) will not agree that their parents visiting them at college. This could be a clear indication that students were engaging in something such as engaging in risky sexual behaviour which their parents could not approve. On the contrary, the study further revealed that 156(50.8%) students agreed that their parents know where they are staying. A question can be asked whether some students were frank when they answered these two questions. Normally students would let their parents know where they stayed, and encourage them to visit unless they have something to hide, for example, when they engage in alcohol consumption and risky sexual behaviour. Furthermore, the results of this study revealed that students showed their partners where they were staying, however the partner was not allowed to visit anytime. Not allowing the partners to visit at any time could be an indication that students were having multiple sexual partners and were afraid that their partners may find out. Similar results were reflected in a study conducted by Huggins et al (2015), which reflected that the environment in which students were living presented a huge opportunity for students to engage in risky sexual behaviour.

#### **5.4.3 Environmental factors associated with unprotected sex**

The results from this study shows that students who were staying in a rental place were not using condoms as compared to -those who were staying with their parents. An assumption can be made that the students who were staying with parents were receiving guidance from their parents on condom use dissimilar to students who were on their own in a rental place. Zuma, Shisana, Rehle, Simbayi, Jooste, Labadarios, Onoya, Evans, Moyo and Abdullah (2016) revealed the similar results which indicated that environmental factors such as place of stay were associated with risky sexual behaviour.

### **5.5 Socio-economic factors**

#### **5.5.1 Financial position of students**

The results of this study showed that majority 267(87%) of students depended on NSFAS for study fees. Some of the students who depended on NSFAS for study fees also d depended on their partners for rent and food costs. Furthermore, it was revealed in this study that the

students who were depending on NSFAS had either one parent or no parents. The financial position of students can be another factor which could have led to students engaging in risky sexual behaviour, as NSFAS does not cover all the basic necessities. The results support the study by de Alba et al (2015) which indicates that students do engage in risky sexual behaviour or transactional sex in return for getting basic needs such as food and rent.

It was not surprising again when the study results revealed that students were having sexual partners who are 10 years or older as compared to their age. The older partners may include people who are working and providing students with materials, gifts and money in return for engaging in risky sexual behaviour (de Alba et al, 2015). One of the criteria for students to qualify for NSFAS is parents not working or having an income of less than R100 000 per year (USAF, 2015; DHET, 2013). The criteria set by NSFAS might be contributing to students who do not meet the criteria to seek assistance from older people who are working. Engaging in risky sexual behaviour might be a source of income in some students to maintain college life and to curb poverty related factors.

### **5.5.2. Social life of students**

Nearly all the students 286(93%) who participated in the study reported having friends at college and 262(85.5%) reported that they party at college. Having friends at college means a lot in a student life as it gives one a sense of belonging. Through peer influence friends can also encourage each other to experiment with risky sexual behaviour. The study further revealed the high rate of 276(89.9%) students who reports that their friends smoked, but only 104(33.9%) accounted to be smoking in this study. This may be an indication of students under-reporting their own smoking habit. It is surprising how a high number of students reported more about actions of their friends. Even though the students were reassured about privacy and confidentiality, there are possibilities that students were not frank about their complicity in the smoking behaviour.

Similar studies reflected that peer pressure may influence students to engage in risky sexual behaviour as a way or sign of a need to belong in a group (Carmack and Lewis, 2016; Aboussalam et al, 2015; Aluzimbi *et al.*, 2013). Smoking and alcohol consumption are identified as major factors of students engaging in risky sexual behaviour. A study revealed that smoking and alcohol can boost sexual activity in males (Tyler et al., 2015). In this study, it is shown that friends of students were smoking, leading to an assumption that 33 %, who reported smoking, could have copied the behaviour from their friends.

The study results further revealed that most students were more comfortable to talk about sex with their partners. This may indicate that engaging in risky sexual behaviour such as unprotected sex can be an agreement between the partners. It was also revealed that

students talk to their friends about sex. Even though students talk about sex with their friends, majority of students 218(71%) indicated that they would not ask for condoms from friends. This shows that students would rather engage in risky sexual behaviour than looking like fools to their friends. In this study 267(87%) denied that they were having sex to relieve stress. It means in this study, student's reasons for having sex were mainly related to material gain in the form of gifts or money. This finding differs with the results in a study conducted by Mehra, Kyagaba, Östergren & Agardh (2014) which revealed that students were engaging in risky sexual behaviour as way of forgetting their poor performance in their studies.

### **5.6 Socio-economic factors associated with transactional sex**

The results in this study revealed that majority 131(49%) of students who indicated that they would have sex for money were students who were depending on NSFAS for study fees as compared to the students who depended on parents for study fees. The study results also reveal that both male and female students engaged in transactional sex, however, female students were dominating the behaviour. This might be related to the fact that females have more basic needs than males. For instance, a female experience monthly menstruation and needs to buy sanitary towels, so engaging in this risky sexual behaviour may be a solution. Furthermore, students who reported drinking alcohol were more likely to report having sex for money. This means that after having sex the students will get money to buy more alcohol. Similar results were reported by de Alba et al (2015) and Jewkes et al (2012) which indicated that students who came from poor backgrounds -were the ones faced with a challenge of engaging in transactional sex.

### **5.7 Summary**

This chapter presented the discussion and interpretation of the study results. It was found that multiple sexual partners, unprotected sex and transactional sex are the risky sexual behaviour practiced in TVET college. Alcohol consumption –is a major contributory factor to risky sexual behaviour. The study reveals that demographic characteristics such as age, gender and sexual orientation are associated with risky sexual behaviour. Environmental factors such as staying alone in a rental place contribute to engaging in risky sexual behaviour. Furthermore, students who depend on NSFAS are associated with transactional sex. The following chapter presents the conclusion made from the discussion of the results and the recommendations thereof.

## **CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 Introduction**

This chapter present the summary and conclusion of results, conclusions, limitations of the study and the recommendations based on the results presented in chapter five. The main aim of the study was to describe the factors associated with risky sexual behaviour amongst students at Vhembe TVET College, Limpopo Province, South Africa.

The objectives of this study were to:

- Determine risky sexual behaviour amongst students at Vhembe TVET College.
- Assess the environmental factors that predispose students to engage in risky sexual behaviour at Vhembe TVET College
- Describe the socio-economic factors that contribute to risky sexual behaviour amongst students at Vhembe TVET College.

### **6.2 Summary of findings**

Summary of the results will be discussed under the different section contained in the questionnaire.

#### **6.2.1 Demographic factors**

The study established that age, gender and sexual orientation are associated with risky sexual behaviour amongst students in Vhembe TVET College. This is seen by a high rate of students who are aged 18- 29 years stating that they have two or more sexual partners. As a result, students are seen to be seeking health services such antenatal care, sexual transmitted infection treatment and family planning at the nearby health facilities. The study consisted of males and females, however gender described the types of risky sexual behaviour the students are engaging in at the Vhembe TVET College. The study established that female students in campus are engaging in risky sexual behaviour such as multiple sexual partners, unprotected sex and transactional sex. However female students are more likely to be engaging transactional sex than male students. On the other hand, male students are engaging more in risky sexual behaviour of multiple sexual partnership. It can be concluded that risky sexual behaviour, happening at Vhembe TVET College, is also determined by gender.

According to the results of this study, sexual orientation is seen to be a serious factor associated with risky sexual behaviour. More than 80% of students who are bisexuals, gays and lesbians are not using condoms. Furthermore, 100 % of bisexual students at Vhembe TVET campus are having multiple sexual partners. This finding confirms that LGBTI

population is largely responsible for transmitting HIV and other STIs as compared to the students who are straight in Vhembe TVET College.

### **6.2.2 Objective 1: Risky sexual behaviour**

This study has successfully described multiple sexual partners as risky sexual behaviour practiced by students in Vhembe TVET College. More than 78(25%) of students at Vhembe TVET College are engaging in multiple sexual partners. The behaviour of having multiple sexual partners could have contributed to the students who are seeking treatment of HIV and other STIs. The study further established that student in Vhembe TVET College are engaging in sexual activities without protection. The behaviour is seen in all students, with the LGBTI population being more dominant as compared to the straight students. As a result, more students are continuously suffering from the consequences of engaging in unprotected sex such as falling pregnant and being infected with HIV and other STIs. The study confirms that students are engaging in transactional sex as a means of benefiting basic needs. The behaviour is seen in female students and also in few male students. The students in Vhembe TVET College are engaging in transactional sex as NSFAS does not cover rental and food costs. As a result, they engage in risky sexual behaviour to curb the effects of poverty.

The study further confirmed that students in Vhembe TVET College started to have sex at an early age of 15 years and below. Initiating sex at an early age contributes to students engaging in unprotected sex and having multiple sexual partners. Students who initiated sex at an early age -are unaware of the importance of using protection during sexual activity. This is evident as most of them have already suffered the consequences of risky sexual behaviour such as having children at an early age. According to the results of this study, students at Vhembe TVET College are practicing age disparate relationship. Female students are having partners who are more than 10 years older than them. This is because the older people are working and can support them financially. Having relationship with older people has a lot of implications such as being submissive. This can mean that students in such relationships at Vhembe TVET College are not able to negotiate safe sex. Students in TVET colleges could not be left out when it comes to transactional sex. It is concluded that poverty is a contributing to students engaging in transactional sex. It is true that NSFAS is closing the gap on students who cannot afford to pay study fees, however it is also opening a gap for students to practice transactional sex as a way of benefiting basic needs which are needed for survival in the college environment. Furthermore, with the widely-reported phenomenon of the so called 'blessers' and 'blessees' in the media, it is concluded that students at TVET college were also engaged in acting out these transactional roles.

### **6.2.3 Objective 2: Environmental factors associated with risky sexual behaviour**

The results of this study reveal that students who are staying alone at a rental place are engaging in risky sexual behaviour. College students are having multiple sexual partners and having unprotected sex. Students will not allow their parents to visit their places but can allow their sexual partners to visit. This shows that students are aware that their sexual behaviour is risky and unacceptable, so should be hidden from parents.

### **6.2.4 Objective 3: Socio-economic factors associated with risky sexual behaviour**

The study confirmed that the students who are having one parent or no parents do engage in risky sexual behaviour. Most students receiving financial assistance from NSFAS are the ones engaging in transactional sex as they do not afford the high cost of College life. As a result, students resort to having multiple sexual partners and transactional sex in order to be rewarded by money or material gifts to survive in the College.

## **6.3 Recommendations**

The study results recommend the following

### **6.3.1 Recommendations to Vhembe TVET College**

- Student's financial support must cover tuition, meals and accommodation.
- Establishment of a Primary Health Care Clinic within TVET Campuses
- Behaviour change communication strategies through seminars, workshops and open days on awareness of HIV/AIDS, other STIs and LGBTI.
- Establishment of students' residence in the in TVET Campuses.
- The policy makers to consider the TVET Colleges when developing policies.
- Establishment of student support section with a qualified Psychologist and Social Workers to assist students who are not having parents or who are having one parent.

### **6.4 Further Research**

Extensive research is needed to further develop the results involving students in different TVET colleges. In this way, a more representative study could be developed towards the risky sexual behaviour amongst students.

### **6.5 Limitations of the study**

The limitations of the study include the aspects of research methodology that has to do with sampling and data collection. The study involved the students from Mashamba Campus and not all the students of the Vhembe TVET College, therefore generalising the results should be done with caution.

## **6.6 Conclusion**

This study concludes that students in Vhembe TVET College are engaging in risky sexual behaviour such as multiple sexual partners, unprotected sex, transactional sex and age disparate relationship. However, the risky sexual behaviour is associated with age, gender and sexual orientation. Furthermore, there are other environmental factors such as staying alone at a rental place which contributes to students engaging in risky sexual behaviour. The financial status of students adds more to students engaging in risky sexual behaviour.

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**ANNEXURE 1: LETTER TO REQUEST FOR PERMISSION TO CONDUCT RESEARCH  
AT VHEMBE TVET COLLEGE –MASHAMBA CAMPUS.**

P.O.BOX 709

VONGANI

0930

THE PRINCIPAL

VHEMBE TVET COLLEGE

P/BAG X5001

SIBASA

0926

**REQUEST TO CONDUCT RESEARCH AT MASHAMBA CAMPUS**

I MURUDI N.S, MPH student at the University of Venda. My student number is 11521459 request the permission to conduct a research in your institution. As per the qualification requirements, I am expected to conduct a research and submit a thesis. My research topic is entitled **FACTORS ASSOCIATED WITH RISKY SEXUAL BEHAVIOUR AMONGST STUDENTS AT VHEMBE TECHNICAL VOCATIONAL EDUCATION AND TRAINING COLLEGE IN LIMPOPO, SOUTH AFRICA.** The primary purpose of the research is to describe factors associated with risky sexual behaviour amongst students at Vhembe TVET College, Limpopo, South Africa.

I am interested in identifying sexual behaviour and describing the factors associated with risky sexual behaviour amongst students at Vhembe TVET College. For the researcher to get information on the above topic, students from Mashamba campus need to participate in the research. A self-administered questionnaire will be used to collect information from the students who are registered at Mashamba campus and if they meet the inclusion criteria.

Participation in the research is voluntary. The students who will be willing to participate will sign the informed consent form. The confidentiality and privacy of the students will be protected as the questionnaires will not require any students to write their names.

Ethical clearance will be obtained from the University of Venda Ethical Committee. The results of this study will be made available to your institution when it is completed.

Your cooperation in this regard will be highly appreciated.

If you need more information or you have any questions regarding the research, please feel free to contact the research supervisors

Dr Mashau N.S at 015 962 8000

Dr Ramathuba D.U at 015 962 8000

Yours sincerely.

Murudi N.S

## ANNEXURE 2 : APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES



higher education  
& training  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

### DHET 004: APPENDIX 1:

### APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

#### 1. APPLICANT INFORMATION

1.1.	Title (Dr /Mr /Mrs /Ms)	Ms	
1.2	Name and surname	Nthuseni Sharon Murudi	
1.3	Postal address	P.O.Box 709 Vongani 0930	
1.4	Contact details	Tel	N/A
		Cell	076 1637 340
		Fax	N/A
		Email	nthuseni26@gmail.com
1.5	Name of institution where enrolled	University of Venda	
1.6	Field of study	MPH	
1.7	Qualification registered for	<b>Please tick relevant option:</b>	
		Doctoral Degree (PhD)	<input type="checkbox"/>
		Master's Degree	<input checked="" type="checkbox"/>
		Other (please specify)	<input type="checkbox"/>

#### 2. DETAILS OF THE STUDY

2.1	<b>Title of the study</b>
Factors associated with risky sexual behaviours amongst students at Vhembe Technical Vocational Education and Training (TVET) College in Limpopo Province ,South Africa.	
2.2	<b>Purpose of the study</b>
To describe the factors associated with risky sexual behaviour amongst students at Vhembe TVET College in Limpopo Province ,South Africa.	

**DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES**
**3. PARTICIPANTS AND TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE COLLEGE**

*Please indicate the types of research activities you are planning to undertake in the College, as well as the categories of persons who are expected to participate in your study (for example, lecturers, students, College Principals, Deputy Principals, Campus Heads, Support Staff, Heads of Departments), including the number of participants for each activity.*

3.1	Complete questionnaires	Expected participants (e.g. students, lecturers, College Principal)	Number of participants
		a) Students	330
		b)	
		c)	
		d)	
		e)	
3.2	Participate in individual interviews	Expected participants	Number of participants
		a) N/A	
		b)	
		c)	
		d)	
		e)	
3.3	Participate in focus group discussions/ workshops	Expected participants	Number of participants
		a) N/A	
		b)	
		c)	
		d)	
		e)	
3.4	Complete standardised tests (e.g. Psychometric Tests)	Expected participants	Number of participants
		a) N/A	
		b)	
		c)	
		d)	
		e)	
3.5	Undertake observations <i>Please specify</i>	N/A	
3.6	Other <i>Please specify</i>	N/A	

**DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES**

**4. SUPPORT NEEDED FROM THE COLLEGE**

<i>Please indicate the type of support required from the College (Please tick relevant option/s)</i>			
Type of support		Yes	No
4.1	The College will be required to identify participants and provide their contact details to the researcher.	✓	
4.2	The College will be required to distribute questionnaires/instruments to participants on behalf of the researcher.		✓
4.3	The College will be required to provide official documents. <i>Please specify the documents required below</i>		✓
4.4	The College will be required to provide data ( <i>only if this data is not available from the DHET</i> ). <i>Please specify the data fields required, below</i>		✓
4.5	<i>Other, please specify below</i>		✓

**5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION**

<i>The following 2 (two) documents must be attached as a prerequisite for approval to undertake research in the College</i>	
5.1	Ethics Clearance Certificate issued by a University Ethics Committee
5.2	Research proposal approved by a University

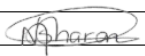
**DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES**

**6. DECLARATION BY THE APPLICANT**

I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:

- a) I will schedule my research activities in consultation with the said College/s and participants in order not to interrupt the programme of the said College/s.
- b) I agree that involvement by participants in my research study is voluntary, and that participants have a right to decline to participate in my research study.
- c) I will obtain signed consent forms from participants prior to any engagement with them.
- d) I will obtain written parental consent of students under 18 years of age, if they are expected to participate in my research.
- e) I will inform participants about the use of recording devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.
- f) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the results of my research, unless written consent is obtained otherwise.
- g) I will not include the names of the said College/s or research participants in my research report, without the written consent of each of the said individuals and/or College/s.
- h) I will send the draft research report to research participants before finalisation, in order to validate the accuracy of the information in the report.
- i) I will not use the resources of the said College/s in which I am conducting research (such as stationery, photocopies, faxes, and telephones), for my research study.
- j) Should I require data for this study, I will first request data directly from the Department of Higher Education and Training. I will request data from the College/s only if the DHET does not have the required data.
- k) I will include a disclaimer in any report, publication or presentation arising from my research, that the findings and recommendations of the study do not represent the views of the said College/s or the Department of Higher Education and Training.
- l) I will provide a summary of my research report to the Head of the College/s in which I undertook my research, for information purposes.

I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

SIGNATURE	
DATE	10 Dec 2016

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF COLLEGE

Please tick relevant decision and provide conditions/reasons where applicable	
Decision	Please tick relevant option below
1 Application approved	<input checked="" type="checkbox"/>
2 Application approved subject to certain conditions. <i>Specify conditions below</i>	<input type="checkbox"/>
3 Application not approved. <i>Provide reasons for non-approval below</i>	<input type="checkbox"/>
NAME OF COLLEGE	Vhembe TVET
NAME AND SURNAME OF HEAD OF COLLEGE	B. R. HLEKANE
SIGNATURE	<i>B. R. HleKane</i>
DATE	25/01/2017

## APPENDIX 3: APPROVAL LETTER TO CONDUCT RESEARCH AT VHEMBE TVET COLLEGE



# VHEMBETVETCOLLEGE

PRIVATE BAG X 2136  
SIBASA  
LIMPOPO

Tel. (015) 963 3156  
Fax (015) 963 3150/4  
E-mail: [fetcol@mweb.co.za](mailto:fetcol@mweb.co.za)

ENQ: Ligege KJ  
Date: 13/12/2016

MsMurudi N S  
P O Box 709  
VONGANI  
0930

### APPROVAL TO CONDUCT RESEARCH AT VHEMBE TVET COLLEGE.

The above matter refers.

As per letter dated, 08 December 2016 to request a permission to conduct a research as per your title, Factors associated with sexual behaviours amongst students at Vhembe Technical Vocation and Training College in Limpopo Province, South Africa from 03 to 31 January 2017

Hoping that your will not over-burden the management, staff, and students and does not disrupt teaching and learning. (As per Government Gazette, volume 607, number 39583)

Wishing you the best in your study.

Kind regards

  
BR Hlekane

Acting Principal

Date: 15/12/2016



MAVHOI CAMPUS

MAKWARELA CAMPUS

MASHAMBA CAMPUS

TSHISIMANI CAMPUS

## **ANNEXURE 4: INFORMATION SHEET FOR STUDENTS.**

**Title:** FACTORS ASSOCIATED WITH RISKY SEXUAL BEHAVIOUR AMONGST STUDENTS IN VHEMBE TVET COLLEGE, LIMPOPO, SOUTH AFRICA

**Principal Investigator: Surname** Murudi **Initials:** N.S

**Address:** University of Venda, X5050, Thohoyandou, And Tel: 076 1637 340

**Email:** [nthuseni26@gmail.com](mailto:nthuseni26@gmail.com)

### **Introduction.**

Hi, my name is Nthuseni Sharon Murudi, a master's student at the University of Venda, I would like to invite you to participate in research that I am conducting. The study is called FACTORS ASSOCIATED WITH RISKY SEXUAL BEHAVIOUR AMONGST STUDENTS AT VHEMBE TVET COLLEGE IN LIMPOPO, SOUTH AFRICA. Before you decide to participate, or not, I would like to tell you about the study and answer any questions that you have. If you agree to participate, you will be asked to sign a consent form. You will be given a copy of the information sheet to keep. Please note that your participation is voluntary and you may choose to withdraw from the study at any time. There will be no negative consequences if you choose not to participate and your choice will not affect any of your educational access.

### **General Information about Research**

This study will investigate risky sexual behaviour amongst students at Vhembe TVET College, Limpopo, South Africa. I am interested in understanding risky sexual behaviour amongst students at Vhembe TVET College. You will be given a questionnaire which you have to answer the questions.

### **Possible Benefits, Risks and Discomforts**

There are no direct benefits to be gained from this study immediately, neither are there any risks associated with it. The data from this study will be used only for the purpose of the study. (Master Thesis)

### **Confidentiality**

Your identity and your participation in this study will be treated strictly confidential. The information that we obtain from you will not be shared with anybody, except the study investigators. Your identity remains secret since your personal information will only be designated by a unique participant number. Your name will not appear in any reports or

publications resulting from this study. After the study is completed, you may request information about the study results.

### **Voluntary Participation and Right to Leave the Research**

You participate entirely voluntarily in this study. You have the right to refuse to participate in the study. You also have the right to stop your participation in the study at any time, even after you have signed this informed consent form. The withdrawal of your consent will not cause any disadvantage or loss of advantages/privileges.

Contacts for Additional Information

Any questions or any further clarifications concerning the study can be directed to:

Contact 0761637340

Nthuseni Sharon Murudi.

## ANNEXURE 5: PARTICIPANT CONSENT FORM

I have been given information sheet on the project above. I have read and understood the information sheet and all my questions have been answered satisfactorily. I understand it is up to me whether or not I would like to participate in the study and that there will be no penalties if I decide not to participate. I understand that I do not have to answer any questions that I am not comfortable with and that I can stop filling in the questionnaire at any time.

I understand that information on the questionnaire will be given codes and my name will not be used in the study reports, and that my name will not be used in the study reports and that comments will not be shared by anybody else. The information gathered will be used for scientific and educational purpose. After the study is completed, I may request information about the study results. The study will be published in international journal. Copies of the study reports will be kept confidentially at the University of Venda library. I consent voluntarily to participate in the observations for this study. I have been given telephone number that I may call if having any questions or concern about the research.

The above document describing the benefits, risks and procedures for the research titled Factors associated with risky sexual behaviour amongst students at Vhembe TVET College; Limpopo, South Africa has been read and explained to me. I have been given an opportunity to have any questions about the research answered to my satisfaction. I agree to participate voluntarily.

Researcher's signature \_\_\_\_\_ Date \_\_\_\_\_

Participant

I \_\_\_\_\_ have read through the content of this form and hereby voluntarily consent to participate in this study.

Students' signature \_\_\_\_\_ date \_\_\_\_\_

## ANNEXURE 6: QUESTIONNAIRE

Participant No	
----------------	--

### SECTION A: BIOGRAPHIC DATA

1 GENDER (Please tick)

Male		Female	
------	--	--------	--

2. AGE (please tick)

18-20 years		21 – 24 years		25 – 29 years		30 years and above	
----------------	--	------------------	--	------------------	--	--------------------------	--

3. Marital status (please tick)

Married		Not married		Single		Divorced		Widow	
---------	--	----------------	--	--------	--	----------	--	-------	--

4. Race (Please tick)

African		Coloured		White		Indian	
---------	--	----------	--	-------	--	--------	--

5. Language (please tick)

Venda		Tsonga		Sotho		English		Other	
-------	--	--------	--	-------	--	---------	--	-------	--

Other (please specify).....

6. Province (please tick)

Limpopo		Mpumalanga		Gauteng		North West		Other	
---------	--	------------	--	---------	--	------------	--	-------	--

Other please specify.....

7. Area of settlement (please tick)

Urban		Rural	
-------	--	-------	--

8. Sexual Orientation (please tick)

Straight		Lesbian		Gay		Bisexual	
----------	--	---------	--	-----	--	----------	--

9. Highest Secondary Grade Passed (please tick)

Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
---------	--	---------	--	----------	--	----------	--	----------	--

10. Field of Study (Please tick)

Primary Agriculture		Farm Management		Travel and Tourism		Office Administration	
---------------------	--	-----------------	--	--------------------	--	-----------------------	--

11. Level of Study (please tick)

N 1		N 2		N 3		N 4		N 5		N 6		N 7		Level 2		Level 3		Level 4	
-----	--	-----	--	-----	--	-----	--	-----	--	-----	--	-----	--	---------	--	---------	--	---------	--

## SECTION B: RISKY SEXUAL BEHAVIOUR

For question 12 to 17 please tick				
12. Do you drink alcohol?	1.Yes		2.No	
13. How often do you visit the nearby tavern?	Everyday .....	Every week .....	Never .....	
14. Do you smoke?	1.Yes		2.No	
15. Have you ever had sex before?	1.Yes		2.No	
16. Have you ever used a condom?	1.Yes		2.No	
17. How often do you use a condom?	Every time I have sex .....	Occasionally .....	Never .....	

18. Age at first sex (please tick)

15 years and below	
16 - 20 years	
21 – 24 years	
25 – 29 years	
30 years and above	

19. What is the age difference between you and your current sexual partner? (Please tick)

1- 2 years younger than me	
3-5 years younger than me	
6 – 10 years younger than me	
More than 10 years younger than me	
1-2 years older than me	
3-5 years older than me	
6- 10 years older than me	
More than 10 years older than me	

20. How many partners do you have in the past 12 months? (Please tick)

1		2		3		4		5 and more	
---	--	---	--	---	--	---	--	------------	--

21. How many partners do you have at the moment? (Please tick)

1		2		3		4		5 and more	
---	--	---	--	---	--	---	--	------------	--

Statements on risky sexual behaviour. Circle the most suitable rating which applies to you

Key: 1. Strongly Agree

2. Agree

3. Unsure

4. Disagree

5. Strongly Disagree

22. I have a child	1	2	3	4	5
23. I have children while in the College	1	2	3	4	5
24. I had children before I came to the College	1	2	3	4	5
25. I do not have a child.	1	2	3	4	5
27. I have been treated for sexual transmitted infections in the past six months	1	2	3	4	5

### SECTION C: ENVIROMENTAL FACTORS.

28. Are still living with your parents (please tick)

Yes		No	
-----	--	----	--

29. Do you stay alone? (Please tick)

Yes		No	
-----	--	----	--

30. Where do you stay with currently? (Please tick)

Parents house		Own place /house		Rental place	
---------------	--	------------------	--	--------------	--

31. Do you share a room with someone? (Please tick)

Yes		No	
-----	--	----	--

Decisions on living conditions at college	Rate according to what applies to you				
	1. Strongly agree 2. Agree 3. Undecided 4. Strongly disagree 5. Disagree Circle which applies to you.				
32. I visit home every weekend	1	2	3	4	5
33. My parents visits me at College	1	2	3	4	5
34. My parents know where I stay	1	2	3	4	5
35. my partner know where I stay	1	2	3	4	5
36. My partner can visit my place anytime	1	2	3	4	5
37. I miss my parents when I am at college	1	2	3	4	5

**SECTION D: SOCIO-ECONOMIC FACTORS**

38. How many children do you have? (Please tick)

1		2		3		4		5 and more	
---	--	---	--	---	--	---	--	------------	--

39. Do you still have parents? Please tick which applies to you

Both parents		One parent		No parents	
--------------	--	------------	--	------------	--

If one parent specify.....

40. Are your parents working?

Both parents working		One parent working		Parents not working	
----------------------	--	--------------------	--	---------------------	--

41. Who pays your College fees?

NSFAS		Parents		Other	
-------	--	---------	--	-------	--

Other please specify.....

42. Who pays for your rent? Please tick

Parents		Partner		Other	
---------	--	---------	--	-------	--

Other please specify.....

43. Who buys you food?

Parents		Partner		Other	
---------	--	---------	--	-------	--

Other please specify.....

For the following question 44 to question 54 please tick				
44. Would you have sex for exchange of money?	1.Yes		2.No	
45. Do you have friends at college?	1.Yes		2.No	
46. Do your friends smoke?	1.Yes		2.No	
47. Do party at College?	1.Yes		2.No	
48. Do you have sex to relieve stress?	1.Yes		2.No	
49. Do you have sex for material benefit	1.Yes		2.No	
50. Do you talk to your partner about sex?	1.Yes		2.No	
51. Do you talk about sex with friends?	1.Yes		2.No	
52. Do your friends have more than one sexual partner?	1.Yes		2.No	
53. Do your friends use condoms?	1.Yes		2.No	
54. Do you ask for condoms from your friends	1.Yes		2.No	

RESEARCH AND INNOVATION  
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

**Ms NS Murudi**

Student No:

**11521459**

PROJECT TITLE: **Factors associated with risky sexual behaviours amongst students at Vhembe Technical Vocational Education and training college in Limpopo Province.**

PROJECT NO: SHS/16/PH/27/2811

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr NS Mashau	University of Venda	Supervisor
Prof DU Ramathuba	University of Venda	Co-Supervisor
Ms NS Murudi	University of Venda	Investigator - Student

ISSUED BY:

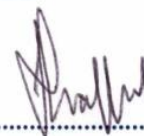
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: November 2016

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee: .....

Name of the Chairperson of the Committee: Prof. G.E. Ekosse



11



University of Venda

PRIVATE BAG X5050, THOHOYANDOU, 09501, LIMPOPO PROVINCE, SOUTH AFRICA  
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060

*"A quality driven financially sustainable, rural-based Comprehensive University"*