

Influence of Sexual Norms on Risky Sexual Behaviours among Undergraduate Students from selected Universities in Nakuru County, Kenya

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ABSTRACT:

This study's purpose was to examine the influence of sexual norms on risky sexual behaviours on risky sexual behaviours among undergraduate students of main campuses in Nakuru County. Social Learning Theory by Albert Bandura and Person-Centred Theory by Carl Rogers guided the study. The study was carried out among 3rd, 4th, 5th and 6th-year undergraduate students from main campuses in Nakuru County. The study adopted a correlational research design. The target population was 18570 undergraduate students. The accessible population was 8456 constituted of 3rd, 4th, 5th and 6th-year undergraduate students whose sample was 367. Respondents were selected by applying the simple random sampling technique. The study included a sample of 10 peer counsellors and 2 student counsellors from the Egerton University and Kabarak University main campuses who were selected through purposive sampling. Data were obtained using a questionnaire for undergraduate students, focus group discussions guide for peer counsellors and interview schedule for student counsellors. Validation of research instruments was done through peer and expert review and also through pilot testing, which was done in Mount Kenya University (MKU) - Nakuru Campus. Quantitative data was analysed by both inferential and descriptive statistics using SPSS Version 25, whereas the qualitative data was analysed thematically. The analysed data was presented in tables, graphs, and narratives. The findings indicated that the majority of the respondents were of the view that sexual norms influence risky sexual behaviours among undergraduate students.

Key Terms: Influence, Risky sexual behaviours, Undergraduate Students, sexual norms

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Introduction

Risky sexual behaviours have become significant all over the world and may affect the undergraduate students' experiences in many ways including exposure to sexually transmitted diseases and unintended pregnancies, abortions, negative academic performance, inability to progress through the university academic years, decision to remain at university and overall psychological well-being. In the context of this study, the risky sexual behaviours may refer to unprotected penetrative sexual contact, prostitution, multiple sexual partners, sexual intercourse under the influence of alcohol and drugs, lack of contraceptive use, sexual intercourse under coercion and sexual abuse among undergraduate students. Research has been done globally and regionally on the influence of sexual norms on risky sexual behaviours among undergraduate students. However, there was little research on the influence of sexual norms on risky sexual behaviours among undergraduate students in Kenya and particularly Nakuru County. The study, thus, aimed at closing this gap by investigating the influence of sexual norms on risky sexual behaviours among undergraduate students with Nakuru County university Main campus selected as the case study. The results from this study yielded information that will be useful to Students, Counsellors, University policymakers and management bodies and parents on the influence of sexual norms on risky sexual behaviours among undergraduate students.

Sexual norms may influence risky sexual behaviour among undergraduate students in the sense that according to the literature reviewed parents are perceived to emphasise relational sex and abstinence messages more than peers (Fletcher et al., 2014). Diiorio, Pluhar and Belcher (2009) noted that the family plays an important and powerful role in the sexual socialisation of children and adolescents. According to the study, parent-child communication about sexuality-content and process; predictors of parent-child

communication; and behavioural outcomes associated with communication are key in shaping sexuality of young people (Diiorio et al., 2009). Trinh, Ward, Day and Levin (2013) observed that getting more parent sexual advice is generally related to a later age of first sexual encounter and less sexual risk-taking. Sexual norms are noted to play a key role in developing sex, gender roles and sexual attitudes and behaviour of undergraduate students (García-Vega, Rico, & Oviedo, 2017).

Exposure to peer messages that are accepting of casual sex is associated with more sexual partners, casual sex encounters, and sexual experience (Trinh et al., 2013; Fletcher et al., 2014; Ngidi et al., 2016). Religious sex norms may influence risky sexual behaviour among undergraduate students (Garceau, & Ronis, 2017; Bayissa, Mebrahtu, Guta, & Yeshambel, 2016). Adejimi, Sabageh and Adedokun (2016) noted the importance of friends and family support in dealing with sexual behaviour. Sexual activity was linked to various factors, including perceived parental attitudes towards sex, religiosity, living arrangements, and school characteristics (Kabiru, & Orpinas, 2008).

LITERATURE REVIEW

Sexual norms may influence risky sexual behaviours among undergraduate students as Mustanski, Green, Ryan and Whitton (2014) observed that lesbian, gay, bisexual, and transgender (LGBT) youth experienced numerous sexual health inequities caused, in part, by lack of parental and peer support, school-based sex education programs, and community services. Parental sex norms do influence risky sexual behaviour of undergraduate students as Arbor (2018) noted that the first year of college presents a unique opportunity for new students to experiment with various risk behaviours and parental messages about these behaviours can have varying impacts on how students choose to partake in risk behaviours, especially when

looking at how culture affects how that communication takes place. The study was carried out to examine the impact of parent-adolescent communication about risk behaviours on student engagement in risk behaviours among first-year college students in three cultural subgroups; African American, the Caribbean and Continental African parents. A cohort of 102 Black students attending HBCUs was recruited and classified into the three cultural groups according to their parents' birthplace. The data indicated cultural differences in substance use behaviours but no differences in parent-adolescent communication or its influence on student risk behaviours.

Hardy, Hurst, Price and Denton (2019) examined the socialisation of conservative attitudes about sex and pornography use in later adolescence and tested socialisation model whereby there was anticipation that conservative sex attitudes by parents would more strongly predict teen conservative sex attitudes when more frequent and higher quality parent-teen communication was present. Path analyses established that the negative link between parent sex attitudes and subsequent teen pornography use was mediated by teen sex attitudes, although frequency and quality of parent-teen communication extensiveness and quality did not moderate the link between teen and parent sex attitudes. Nevertheless, communication extensiveness did moderate relations between parent sex attitudes and later teen pornography use. The study focused on parental sex norms among teens, whereas this study sought to examine the influence of sexual norms on risky sexual behaviours among undergraduate students.

Wright and Vangeel (2019) used national probability data gathered between 1990 and 2016 to explore the link between sexual permissiveness within and between the sexes and pornography consumption, as well as permissiveness differences between the sexes across categories of pornography use. In support of social

learning: pornography consumption was associated with higher permissiveness within sex; associations between pornography use and permissive sexual attitudes were generally stronger for men than women, and attitudinal sex differences among non-consumers became smaller over time. Martyniuk and Stulhofer (2018) found in research that relatively, there were low levels of permissiveness, but substantial pornography use, particularly among adolescent men.

Parental sexual norms involve sex communication that parents pass to the young people as Trinh et al. (2013) observed that receiving more parent sexual communication was generally linked to a later age of first sexual intercourse and less sexual risk-taking. Young women normally received more messages promoting traditional sex roles, abstinence and sex within a relational context compared to their male counterparts. However, young men reported greater parent and peer communications that were accepting of casual sex. In China, parental sex norms were noted to influence risky sexual behaviour among undergraduate students (Ko, Wang, Liu, Yen, Chen, & Yen, 2014). Therefore, this study examined the influence of sexual norms on risky sexual behaviours among undergraduate students.

In Africa, Somefun (2019) noted that parents' religion plays a critical role in youth behaviours, thus making it an important factor in the discourse on sexuality in youth in sub-Saharan Africa. Many studies have shown that religion and religiosity play a critical role in young people's sexual behaviours. However, less study in Nigeria has examined the mechanisms through which religiosity influences youth sexual behaviour and if parents' religion moderates this relationship. Data for the study was drawn from 2399 male and female youth aged 16–24 years and abstinence was the sexual behaviour of interest. Results showed that 68% of the youth had never had sex. Religiosity was a protective factor for youth sexual behaviour, and this positive

association was still evident even after controlling for other covariates. Youth who were highly religious had significantly higher odds of abstaining compared to their counterparts who were not religious. The above study focused on religiosity as one of the sexual norms among young people, whereas this study examined the influence of sexual norms on risky sexual behaviours among undergraduate students.

In Ethiopia, Dessie, Berhane, and Worku (2015) noted that parent-adolescent sexual and reproductive health communication is very limited and associated with adolescent poor behavioural beliefs and subjective norms: evidence from a community based cross-sectional study in Eastern Ethiopia. The study investigated the factors that limit or improve parent-adolescent SRH communication in Harar, Eastern Ethiopia and found that the adolescents who were more likely to practice poor-very poor/very poor SRH communication were those who had poor behavioural beliefs on and poor subjective norms of communicating sexual issues with parents and those who perceived their parents' reproductive health (RH) knowledge as poor. Curtailing the adolescents' underlying poor beliefs and norms, and improving adolescent-parent communication quality, self-disclosure, and television co-viewing and discussions were essential to engage the parents in sexual and reproductive health education of the adolescents (Dessie et al., 2015). The study concentrated on parent-adolescent communication on sex matters, whereas this study examined the influence of sexual norms on risky sexual behaviours among undergraduate students.

Peer sexual norms do influence risky sexual behaviour among undergraduate students as Wright, Tokunaga, and Kraus (2016) found that pornography consumption was linked to lower estimations of peers' condom use, while lower estimations of peers' condom use were linked to personally engaging in condomless sex. Barman-Adhikari et al. (2017) observed that most studies focused on

condomless sex amongst homeless youth have concentrated on peer norms while ignoring other potentially pertinent influences. The study explored how different types of relationships contributed to norms about condom-less sex and whether such norms were related to engagement in condomless sex among homeless youth. Multivariate analyses indicated that the perception of peer condom use and communication with sexual partners was significantly linked to not engaging in condomless sex. Johnson (2017) did a literature review providing a summary of the sexual risk literature focused on black college students and identified some of the risk factors associated with African American women attending Historically Black Colleges and Universities. The results indicated that peer social norms, religiosity, gender ratio imbalances on campus, and perceived STD risk remained important factors associated with the sexual behaviours of African American women.

Being exposure to peer messages that were accepting of casual sex was associated with more sexual partners, casual sex encounters, and sexual experience (Trinh et al., 2013). An example of peer sex norms is sex orgy behaviour, where undergraduate students spank one another before coupling up and having sex in front of the gathered audience, and there is a lot of spanking couples turning into foursomes and fivesomes (Whitaker, 2018). The study focused on the influence of peer pressure on sex orgy, whereas this study examined the influence of sexual norms on risky sexual behaviours among undergraduate students.

In Asia, Kamruzzaman and Hakim (2016) observed that prostitution is a worldwide popular and valid occupation, and found in their study that about 36.67% family conflicts and divorce, 20% unemployment and 16.67% peer pressure were the big forces that turned the child into child sex worker including undergraduate students. The respondents were abused physically (16.66%), sexually (16.66%) and psychologically (36.67%). Bongardt et al.

(2017) examined the correlation between observed normativity and deviance in conversations of adolescents' and young adults' about sex with their friends and their individual perceptions of sexual peer norms and found that more deviance was linked to perceiving friends as more sexually active, more likely to approve of having sex, and engaging in more risky sex, whereas more normativity was related to perceptions in the opposite direction. The findings demonstrated the importance of evaluating the dyadic nature of sexual communication among youths with friends, their correlation to individual sexual peer norm perceptions, and gender differences, therefore, this study examined the influence of sexual norms on risky sexual behaviours among undergraduate students.

Having multiple sexual partners happens under peer influence that poses as a risky sexual behaviour that may require counselling intervention as Kabede, Molla and Gerensea (2018) found in an assessment of risky sexual behaviour using institution based cross-sectional study design on 287 randomly selected subjects among Aksum University students that almost 60% students reported having ever had sexual activity, of which 186 (83.5%) and 112 (64.4%) reported having inconsistent condom use and multiple sexual partners respectively. Sexual coercion happens under peer pressure. Growing worldwide evidence indicates that the experience of sexual coercion was fairly prevalent among young people and was associated with risky sexual behaviour thereafter (Agardh, Odberg-Petterson, & Ostergren, 2011; Bayissa et al., 2016).

Rogan et al. (2011) examined how socioeconomic status and gender moderate the influence of attitudes and norms on higher-risk sexual behaviours among secondary school learners in a low-income community in South Africa. The findings suggested that gender significantly interacts with peer norms to anticipate sexual behaviour. Experiences of intimate partner violence and peer norms were significantly associated with sexual risk behaviour among

girls. In Kenya, little research has been done on the influence of sexual norms on risky sexual behaviours among undergraduate students and particularly in Nakuru County; therefore this study examined the influence of sexual norms on risky sexual behaviours among undergraduate students: A case study of main campuses in Nakuru County, Kenya.

METHODOLOGY

The researcher applied the correlational research design. The researcher adopted a positivist research philosophy. The location of the study was Nakuru County, where undergraduate students in two main campuses within the county were targeted, namely: Egerton University Njoro Campus and Kabarak University-Main Campus. The study's target population of this study was the undergraduate students of the above-named main campuses. The researcher focused on 3rd, 4th, 5th, and 6th-year undergraduate students thus constituted the accessible population. Also, ten peer counsellors participated in the focus group discussions, and two student counsellors were interviewed each representing the main campuses. The two campuses were selected using a purposive sampling technique. The selection of study participants was done using simple random sampling technique based on the records of those students who were in session at the Registrar of Academics office of the two main campuses. The researcher used proportionate sampling to identify the number of respondents required per main campus. The researcher used undergraduate students' questionnaire, peer counsellors' focus group discussions guide and student counsellors' interview schedule for soliciting data from the respondents. To ensure the reliability and validity of the research instruments, a pilot study was done at Mount Kenya University (MKU)-Nakuru campus. Both qualitative and quantitative data were analysed. Inferential and descriptive and statistics were employed in data analysis with the aid of Statistical Package for Social Sciences (SPSS) version 25. The analysed data was

presented in tables, graphs and narratives systematically so as to draw useful conclusions and recommendations.

FINDINGS AND DATA ANALYSIS

The objective of this study was to examine the influence of sexual norms on risky sexual behaviours among undergraduate students of main campuses in Nakuru County. The students were requested to fill the questionnaires; the peer counsellors were asked to give information through focus group discussion (FGD),

whereas the student counsellors were asked to give information through the interview schedule.

Undergraduate Students' Responses on the Influence of Sexual Norms on Risky Sexual Behaviours

This section presents the results from the undergraduate students' responses on their perceptions of the influence of sexual norms on risky sexual behaviours among undergraduate students. The findings are indicated in Table 1.

Table 1: Undergraduate Students' Response Rates on their Perceptions of the Influence of Sexual Norms on Risky Sexual Behaviours

Students' Response Rate	SD	D	N	A	SA
Wait until older for sex (friends' belief)	84(24.9%)	64(18.9%)	47(13.9%)	84(24.9%)	59(17.5%)
Sex okay with a steady boyfriend or girlfriend (friends' belief)	57(16.7%)	43(12.6%)	41(12.0%)	125(36.7%)	75(22.0%)
Sex okay with a couple of different people/month (friends' belief)	160(46.9%)	89(26.1%)	38(11.1%)	35(10.3%)	19(5.6%)
Number of students have had sex (personal belief)	29(8.6%)	32(9.4%)	49(14.5%)	126(37.2%)	103(30.4%)
Wait until older for sex (personal belief)	48(14.2%)	75(22.3%)	45(13.4%)	85(25.2%)	84(24.9%)
Sex okay with a steady boyfriend or girlfriend (personal belief)	62(18.2%)	58(17.0%)	46(13.5%)	102(29.9%)	73(21.4%)
Sex okay with a couple of different people/month (personal belief)	167(49.6%)	85(25.2%)	42(12.5%)	27(8.0%)	16(4.7%)
Talked about abstinence with parents or other (adult relatives)	39(11.5%)	65(19.1%)	45(13.2%)	100(29.4%)	91(26.8%)
Talked about condoms with parents or other (adult relatives)	77(22.5%)	90(26.3%)	42(12.3%)	78(22.8%)	55(16.1%)
Talked about protection against HIV or STD with parents/adult relatives	39(11.4%)	50(14.6%)	39(11.4%)	109(31.9%)	105(30.7%)

Talked about preventing pregnancy with parents or other adult relatives	42(12.2%) 64(18.7%) 44(12.8%) 104(30.3%) 89(25.9%)
Comfortable talking about sex with Parents	118(34.5%) 65(19.0%) 40(11.7%) 60(17.5%) 59(17.3%)

This section gives the perception of the students on the influence of sexual norms on risky sexual behaviours among the undergraduate students, as displayed in Table 1 above. From the findings, it was seen that majority of the students could not wait until older for sex. The results indicate that the proportion of students who could not wait until older for sex was 148(43.8%) while 143(42.4%) could wait until older for sex. This indicates that there is sufficient evidence to conclude that majority of the students were not ready to wait until they are older for sex. The results of the study further indicate that majority of the students say sex is okay with their steady boyfriends or girlfriends. The results indicate that 200(58.7%) of the respondents perceive that sex is okay with a steady boyfriend or girlfriend. This means that there is sufficient evidence to conclude that the majority of the undergraduate students in main campuses in Nakuru have an opinion that sex is okay with a steady boyfriend or girlfriend. Also, the study findings indicate that 249(73%) of the respondents perceive that sex was not okay with a couple of different people/month (friends' belief).

From the results of the study, it was observed that the majority of the undergraduate students perceived that a number of fellow students had had sex. The results show that the proportion of the respondents who perceived that a number of students had had sex were 229(67.6%). This means that there was sufficient evidence that the proportion of students who believe that a number of students have had sex was large. The results also showed that there was a majority of students who had a personal belief that they wait until older for sex. The proportion of respondents with a personal belief of waiting until older for

sex was 169(50.1%). This means that there was sufficient evidence to conclude that the large proportion of undergraduate students believe they should wait until older for sex.

The results of the study indicate that majority of the students have a personal belief that they can say okay with their steady boyfriends or girlfriends. The proportion of the respondents for the personal belief of saying okay to sex with a steady boyfriend or girlfriend was 175(51.3%). This means that there is sufficient evidence to conclude that the majority of the students on main campuses in Nakuru have a personal belief that sex is okay with a steady boyfriend or girlfriend. From the study's findings, a majority of the students have a personal belief that they can say okay with their steady couple of different people/months. The proportion of respondents who disagreed with the personal belief of saying okay to sex with a steady couple of different people/month was 252(74.8%) while 43(12.7%) agreed. This means that there is sufficient evidence to conclude that the majority of the undergraduate students in the main campuses in Nakuru County have a personal belief that sex is not okay with a steady couple of different people/month.

From the findings, a majority of the students had talked about abstinence with parents or other adults. From the results, it was observed that 104(30.6%) disagreed while 191(56.2%) of the respondents were in agreement. This means that there was sufficient evidence to conclude that majority of the students talked about abstinence with parents or other adult relatives. From the findings, a majority of the students did not talk about condoms with

parents and other adults. From the results, it was observed that 167(48.8%) disagreed while 133(38.9%) agreed. This means that there was sufficient evidence to conclude that the larger proportion of the students had not talked about condoms with parents or other adults. The results further show that majority of the students had talked about protection against HIV or STD with parents or other adults. From the results, it was observed that 89(26.0%) disagreed while 214(62.6%) agreed. This means that there was sufficient evidence to conclude that majority of the students talked about protection against HIV or STD with parents or other adult relatives. From the findings, a majority of the students talked about preventing pregnancy with parents and other adults. From the results, it was observed that 106(30.9%) disagreed while 193(56.2%) were in agreement. This means that there was sufficient evidence to conclude that the larger proportion of the students had talked about preventing pregnancy with parents or other adults. From the findings, a majority of the students perceived that they were not comfortable talking about sex with their parents. From the results, it was observed that 183(53.5%) disagreed while 119(34.8%) agreed that they are comfortable talking about sex with parents. This means that there was sufficient evidence to conclude that the larger proportion of the undergraduate students were not comfortable talking about sex with parents.

The findings agree with a study by Wright et al. (2016) that pornography consumption was linked to lower estimations of peers' condom use, and lower estimations of peers' condom use were associated with personally engaging in condomless sex. Trinh et al., (2013) also concur with the findings that being exposed to peer messages approving casual sex was related to more sexual partners, casual sex encounters, and sexual experience. Bongardt et al. (2017) examined the correlation between observed normativity and deviance during conversations among adolescents and young adults about sex with their friends and their

individual perceptions of sexual peer norms and found that more deviance was related to perceiving friends to be more sexually active, more approving of having sex, and engaging in more risky sex, whereas more normativity was related to perceptions in the opposite direction.

The findings also concur with a study by Wright and Vangeel (2019) who noted in support of social learning that pornography consumption was associated with higher permissiveness within sex; associations between pornography use and permissive sexual attitudes were generally stronger for men than women, and attitudinal sex differences among non-consumers became smaller over time. Martyniuk and Stulhofer (2018) found in research that relatively, there were low levels of permissiveness, but substantial pornography use, particularly among adolescent men.

The findings agree with the study by Mustanski et al. (2014) who found that lesbian, gay, bisexual, and transgender (LGBT) youth experienced numerous sexual health inequities caused, in part, by lack of peer and parental and peer support, school-based sex education programs, and community services. The findings also coincide with a study carried out in Nigeria by Somefun (2019) who found that parents' religion plays an important role in youth behaviours as the results showed that 68% of the youth had never had sex and further noted that religiosity was a protective factor for youth sexual behaviour and this positive association was still evident even after controlling for other covariates. Youth who were highly religious had significantly higher odds of abstaining compared to their counterparts who were not religious. Arbor (2018) also noted that the first year of college presents a unique opportunity for new students to experiment with various risk behaviours and parental messages about these behaviours can have varying impacts on how students choose to partake in risk behaviours, especially when

looking at how culture affects how that communication takes place.

Trinh et al. (2013) observed that receiving more parent sexual communication was generally linked to the first sexual encounter at a later age and less sexual risk-taking. From the findings, a majority of the students talked about condoms with parents and other adults. Hardy et al. (2019) examined the socialisation of conservative attitudes about sex and pornography use in later adolescence and tested socialisation model whereby there was anticipation that conservative sex attitudes by parents would more strongly anticipate teen conservative sex attitudes when more frequent and higher quality parent-teen communication was present. From the findings, a majority of the students

perceived that they are comfortable talking about sex with their parents.

This study further sought to establish the influence of sexual norms on risky sexual behaviours among undergraduate students, a null hypothesis: H_0 : There is no statistically significant influence of sexual norms on risky sexual behaviours among undergraduate students was generated. Undergraduate students' sexual norms were conceptualised by means of composite variable derived from non-missing responses on 12 items measuring the various domains of students' sexual norms in relation to risky sexual behaviours. Chi-square statistical tests were applied to these composite variables to establish their relationship and the findings presented in Table 2.

Table 2: Chi-square Test Statistics on Influence of Sexual Norms on Risky Sexual Behaviours among the Undergraduate Students

Students' Response Rate	Chi-Squ.	Df.	Asymp. Sig.	Exact Sig.	Point Probab
Wait until older for sex (friends' belief)	15.521 ^a	4.00	.000	.000	.000
Sex okay with a steady boyfriend or Girlfriend (friends' belief)	69.982 ^b	4.00	.000	.000	.000
Sex okay with a couple of different people/month (friends' belief)	194.938 ^b	4.00	.000	.000	.000
Numbers of students have had sex (personal belief)	114.555 ^c	4.00	.000	.000	.000
Wait until older for sex (personal belief)	22.570 ^d	4.00	.000	.000	.000
Sex okay with a steady boyfriend or Girlfriend (personal belief)	97.880 ^e	4.00	.000	.000	.000
Sex okay with a couple of different people/month (personal belief)	224.766 ^d	4.00	.000	.000	.000
Talked about abstinence with parents or Other (adult relatives)	43.118 ^f	4.00	.000	.000	.000
Talked about condoms with parents or other (adult relatives)	22.064 ^g	4.00	.000	.000	.000
Talked about protection against HIV or STD With parents or other adult relatives	73.906 ^g	4.00	.000	.000	.000

Talked about preventing pregnancy with parents or other adult relatives	43.778 ^h	4.00	.000	.000	.000
Comfortable talking about sex with parents	50.251 ^g	4.00	.000	.000	.000

The chi-square results in Table 2 indicate that the p-value of the areas of the influence of sexual norms on risky sexual behaviours among undergraduate students were as follows: wait until older for sex (friends belief) (.000), sex okay with a steady boyfriend or girlfriend (friends belief) (.000), sex okay with a couple of different people/month (friends belief) (.000), number of students have had sex (personal belief) (.000), wait until older for sex (personal belief) (.000), sex okay with a steady boyfriend or girlfriend (personal belief) (.000), sex okay with a couple of different people/month (personal belief) (.000), talked about abstinence with parents or other (adult relatives) (.000), talked about condoms with parents or other (adult relatives) (.000), talked about protection against HIV or STD with parents or other adult relatives (.000), talked about preventing pregnancy with parents or other adult relatives (.000), and comfortable talking about

sex with parents (.000). Since all the p-values are less than 0.05, the study rejects the null hypothesis and accepts the alternative hypothesis that there is a statistically significant influence of sexual norms on risky sexual behaviours among undergraduate students. The finding implies that sexual norms does influence risky sexual behaviours among undergraduate students and therefore should be given attention by parents, religious leaders, counsellors, university administrators and all other stakeholders in order to empower undergraduate students on healthy sexual norms to curb risky sexual behaviours.

The estimates of the odds ratio between private and public universities on the influence of sexual norms on risky sexual behaviours among undergraduate students were done, as indicated in Table 3.

Table 3: Risk Factor Analysis of the Influence of Sexual Norms on Risky Sexual Behaviours among Undergraduate Students

Influence of Sexual Norms on Risky Sexual Behaviours among Undergraduate Students	Value	95% confidence interval	
		Lower	Upper
Odds Ratio for university (Kabarak / Egerton)	.944	.562	1.586
For cohort eff11 = strongly disagree	.957	.647	1.416
For cohort eff11 = strongly agree	1.014	.893	1.152
N of Valid Cases	346		

Table 3 displays the results that access the odds ratio between private and public universities on the influence of sexual norms on risky sexual behaviours among undergraduate students. It was observed from the analysis that the odds ratio was 0.944, which indicate that the private universities have influences of sexual norms on risky sexual behaviours among students more than the public universities.

Focus Group Discussions and Interviews Report on the Influence of Sexual Norms on Risky Sexual Behaviours among Undergraduate Students

The peer counsellors and student counsellors were requested to give information on the influence of sexual norms on risky sexual behaviours among undergraduate students. Egerton peer counsellors were of the view that

sexual norms influenced risky sexual behaviours either positively or negatively. According to the majority of peer counsellors, parents mattered in the life of children's sexuality. If children were not psycho-educated enough on issues of sexuality, they might find themselves engaging in risky sexual behaviours in campus. The peer counsellors further noted that religion played a key role in the sexual norms of young people. They noted that religious organisation should be able to psycho-educate young people and not expect them to be perfect and should not excommunicate them when they have made mistakes, including engaging in risky sexual behaviours. Finally, the peer counsellors noted that peer pressure might influence risky sexual behaviours in that if students were not principled, they were likely to yield to peer pressure. They observed that there was positive peer pressure and negative peer pressure, so they recommended that their fellow peers should be able to distinguish one from the other in order to avoid being coerced into risky sexual behaviours.

Concerning the influence of sexual norms on risky sexual behaviours among undergraduate students at Egerton University main campus, the student counsellor acknowledged that sexual norms influence risky sexual behaviours among undergraduate students. The common sexual norms the student counsellor shared were parental sexual norms, peer sexual norms, and religious, sexual norms. On parental sexual norms, the counsellor noted that a number of clients admitted that their parents rarely educated them on sexuality matters leave alone to address risky sexual behaviours. Those students who were psycho-educated by their parents on sexual issues rarely engaged in risky sexual behaviours, whereas those students whose parents rarely empowered them found themselves engaging in risky sexual behaviours. On the influence of peer sexual norms, the student counsellor acknowledged that indeed undergraduate students were constantly under peer pressure either positively or negatively, especially on

sexual behaviours. She noted that peer pressure could be either be bad or good. If one has a stand, they cannot be under peer pressure to yield to risky sexual behaviours. About religious sexual norms, the student counsellor acknowledged that religious teachings on sexuality were very important in moulding young people, but unfortunately reports from a number of her clients indicated that religious organisations and institutions rarely address issues on sexuality, in fact to some religions it was an abomination to talk about sex. According to the counsellor, this was contributed to an increase in risky sexual behaviours among undergraduate students; however, those religious organisations that address issues of risky sexual behaviours helped their youth to curb the behaviour.

According to Kabarak peer counsellors, sexual norms influenced risky sexual behaviours among undergraduate students. The peer counsellors acknowledged that parental sexual norms played a critical role in shaping the sexual behaviours of young people. A number of peer counsellors had witnessed cases of risky sexual behaviours among their fellow peers because they were never psycho-educated on sexuality matters by their parents. On religion, the peer counsellors noted that rarely did the church or any other religion addressed real issues of sexuality; in fact, majority of religious organisations emphasised about the heavenly things and failed to address the issues young people were facing here on earth including risky sexual behaviours. On peer pressure, the peer counsellors noted that a number of students were exposed to issues of sexuality by their fellow peers. A number of clients handled claimed that they joined campus very ignorant of the existence of multiple sexual partners and prostitution. The sexual norms imparted to them by the society mattered in the engagement in risky sexual behaviours or not. The peer counsellors actually acknowledged that they were the by-product of the environment. The Kabarak student counsellor's response on the influence of sexual norms on

risky sexual behaviours included noting that sexual norms influenced risky sexual behaviours among undergraduate students. The common sexual norms were parental sexual norms, peer sexual norms, and religious sexual norms. About parental sexual norms, the counsellor noted that parents didn't address issues of sex. Parents were quiet about it. The student counsellor gave a case of a first-year student who was tested pregnant at the campus medical centre and was referred for counselling only to discover that she had no clue of how she became pregnant because of lack of parental sexual norms. According to the student counsellor, peer sexual norms influenced risky sexual behaviours.

The peer counsellor noted that peers who called themselves comrades tended to mislead each other, they

said, "if one doesn't practice sex, *shimo yake itakuwa imefungana*" that was interpreted to mean if a lady did not engage in premarital sex the vagina may close up. The student counsellor noted that peers teach false information about sexual behaviours. On religious sexual norms, the Kabarak student counsellor noted that there was a gap in the religious institutions in that they rarely addressed the issue of sexuality. The student counsellor recommended that religious organisations should be able to psycho-educate the youth on sexuality matters and there should be no ex-communication of those who experienced unplanned pregnancies; instead, they should be psycho-educated on sexuality and be counselled to keep the pregnancy to full term instead of abortion. Single mothers should not be isolated by any religion.

Excerpt One: Peer Counsellors' and Student Counsellors' Verbatim Report on the Influence of Sexual Norms on Risky Sexual Behaviours

Some Peer Counsellors' Responses during Focus Group Discussions (FGD)

Egerton Main Campus

Researcher: How do sexual norms influence risky sexual behaviours among your fellow peers?

Respondent 1: Parents matters in the life of children's sexuality. If children were not psycho-educated enough on issues of sexuality, they might find themselves engaging in risky sexual behaviours in campus.

Respondent 2: Religion plays a key role in the sexual norms of young people. The religious organisation should be able to psycho-educate young people, but instead, they expect us to be perfect and excommunicate us when we make mistakes, including engaging in risky sexual behaviours.

Kabarak Main Campus

Researcher: How do sexual norms influence risky sexual behaviours among your fellow peers?

Respondent 1: Parental sexual norms play a critical role in shaping the sexual behaviours of young people. I have witnessed cases of risky sexual behaviour among our fellow peers because they were never informed by their parents.

Respondent 2: I personally grew up having no clue what sex was all about, and later I discovered my sexuality through my peers.

Student Counsellors' Responses during the Interviews

Egerton Main Campus

Researcher: How do sexual norms influence risky sexual behaviours among undergraduate students?

Respondent: Sexual norms influence risky sexual behaviours among undergraduate students. The common sexual norms are parental sexual norms, peer sexual norms, and religious sexual norms. On parental sexual norms, a

number of my clients admit that their parents rarely educated them on sexuality matters leave alone to address risky sexual behaviours. Those students who were psycho-educated by their parents on sexual issues rarely engaged in risky sexual behaviours, whereas those students whose parents rarely empowered them found themselves engaging in risky sexual behaviours. Indeed, undergraduate students are constantly under peer pressure either positively or negatively, especially on sexual behaviours. Peer pressure is either bad or good. If one has a stand, they cannot be under peer pressure to yield to risky sexual behaviours. Yes, religious teachings on sexuality are very important in moulding young people, but unfortunately reports from a number of my clients indicate that religious organisations and institutions rarely address issues of sexuality, in fact to some religions it is an abomination to talk about sex. This has contributed to an increase in risky sexual behaviours among undergraduate students; however, those religious organisations that address issues of risky sexual behaviours help their youth to curb the behaviour.
Kabarak Main Campus

Researcher: How do sexual norms influence risky sexual behaviours among undergraduate students?

Respondent: Sexual norms influence risky sexual behaviours among undergraduate students. The common sexual norms are parental sexual norms, peer sexual norms, and religious sexual norms. Parents don't address issues of sex. Parents are quiet about it. There is a case of a first-year student who was tested pregnant at the medical centre and was referred for counselling only to discover that she had no clue of how she became pregnant because of lack of parental sexual norms. Peers who call themselves comrades tend to mislead each other, they say, "if one doesn't practice sex or else shimo itakuwa imefungana" that is interpreted to mean if a lady doesn't engage in premarital sex the vagina may close up. Peers teach false information about sexual behaviour. There is a gap in the religious institutions in that they rarely address the issue of sexuality. Religious organisations should be able to psycho-educate the youth on sexuality matters. There should be no ex-communication of those who experience unplanned pregnancies; instead, they should be psycho-educated on sexuality and be counselled to keep the pregnancy to full term instead of abortion. Single mothers should not be isolated by any religion.

CONCLUSION

The findings on the influence of sexual norms on risky sexual behaviours among undergraduate students: A case study of main campuses in Nakuru County indicate that there is sufficient evidence to conclude that majority of the students are ready to wait until they are older for sex and they have an opinion that sex is okay with a steady boyfriend or girlfriend. There was sufficient evidence that the proportion of students who believe that a number of students have had sex was large. The conclusion that the majority of the undergraduate students talk about abstinence, condoms and pregnancy prevention with parents or other adult relatives was also supported by

sufficient evidence. It was also concluded that the majority of the undergraduate students perceive that they are comfortable talking about sex with parents.

RECOMMENDATIONS

The parents, religious leaders, teachers, counsellors, lecturers, university administrators and management and all the other stakeholders should inculcate sexual norms at home, religious affiliations, institutions of higher learning and society at large, and should also include sexual reproductive health lessons in the curriculum from primary school to the university level to counter risky sexual behaviours among undergraduate students.

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