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RISKY SEXUAL BEHAVIOR AMONG IN-SCHOOL YOUTHS: THE INFLUENCE OF PORNOGRAPHY USE AND SOCIO-ENVIRONMENTAL FACTORS ON STUDENTS IN ASSOSA, WESTERN ETHIOPIA

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Abstract

Introduction: This study investigated the influence of pornography use and socio-environmental factors on risky sexual behavior among in-school youths in Assosa, Ethiopia.

Methods: The study involved a cross-sectional survey of 317 students, FGDs and key-informant interviews.

Results: Pornography use had 24.6 % prevalence among the students. 31.2% of the students have started sexual intercourse, with 22.7% started sex before the age of 18 years. Gender (AOR [95% CI] = 3.2 [1.173, 8.734]), educational status of the students (AOR [95% CI] = 0.141 [0.025, 0.797]), religious attendance (AOR [95% CI] = 0.259 [0.088, 0.765]), pornography use (AOR [95% CI] = 6.401 [1.788, 22.919]) and alcohol use (AOR [95% CI] = 3.449 [1.359, 8.754]) have significantly influenced risky sexual behavior. Qualitative data revealed peer pressure, exposure to western media and less communication with parents about sex as influencing students' sexual behavior.

Conclusion: Pornography use and social-environmental factors strongly influenced students' risky sexual behavior: early sexual initiation, unprotected sexual intercourse and having sex with multiple sexual partners.

Keywords: Pornography, Youths, Risky sexual behavior, students

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Introduction

Globally in 2015, there were 1.2 billion young people aged 15 to 24 years, with 19 percent (226 Million) of them living in Africa (United Nations 2015). Youth have been found to be a group at the highest risk for adverse health consequences related to sexual risk taking behavior (Gurmesa, Fessahaye and Sisay 2012; Wondemagegn, Mulat and Bayeh 2014; Tadesse et al. 2016).

Young-adults are more likely than older-adults to engage in risky sexual practice, to have multiple sex partners, to engage in unprotected sexual intercourse and to select higher risk partners (Asekun-Olarinmoye et al. 2014; Elias 2014). Risky sexual behaviors among adolescents can lead to multiple negative health consequences such as: sexually transmitted infections (STIs) and teenage pregnancy. Nowadays, more frequent viewing of pornography is in some way associated with sexual behaviors that are potentially more risky like: permissive sexual attitudes, sexual preoccupation and earlier sexual experimentation (Abel and Fiseha 2014). Broadly speaking, adolescents who are frequent viewers of pornography are found to experience an array of negative health and wellbeing outcomes (Livingstone and Mason 2015).

The development and expansion of new forms of social media and technology has brought additional challenges to adolescents through leading them to increased exposure to sexting and violent content (Sawyer et al. cited in Pound and Campbell 2015). For instance, there has been a growing concern over the potential harms of pornography among young people which include: encouraging early sexual activity, acceptance of casual and extramarital sex, multiple partners, anal and oral sex, homosexuality, generate shame, guilt, anxiety, confusion, poor social bonds, addictions, undermine relationships and foster sexual violence (Bryant 2009).

According to different literature, young people in Ethiopia face multiple and interrelated health and risky sexual practices like: high levels of teenage pregnancy, unsafe abortion and sexually transmitted infections (STIs). These problems are further complicated by limited access to reproductive health information and good quality adolescent reproductive health services in the country. As empirical evidence to this, the different studies ever conducted about sexual behavior of adolescents and young people in different regions of

Ethiopia revealed that youths are engaged in risky sexual behavior because of different reasons: influence of alcohol and khat, poor parental attachment and age (Gurmesa et al. 2012; Deresse and Debebe 2014; Tadesse et al. 2016).

Different scholars in Ethiopia had shown their greater interest of uncovering risky sexual behavior tendencies associated with risk factors among young people in the country. For instance, study conducted about risky sexual behaviors among female youth in semi urban area of Amhara region, TissAbay, revealed that age, current marital status, drinking alcohol, chewing 'khat' and using any form of stimulant substances are the predictors of risky sexual behavior (Gojjam and Bereket 2015). Another study conducted in Bonga, Ethiopia, also reported that the majority of students who were sexually active engaged in unsafe sexual practices; and sex, year of study, income and ever use of 'khat' were independently associated with risky sexual behavior (Agegnehu et al. 2015). Several similar studies have also been conducted on high school, private and public college and university students in Ethiopia (Amsale and Yemane 2012; Gurmesa, Fessahaye and Sisay 2012; Abel and Fiseha 2014; Deresse and Debebe 2014). Nonetheless, studies about risky sexual behavior in Ethiopia have given little emphasis to study the prevalence of pornography use and its association with risky sexual behavior among young people. In fact, Tony, Zewdie and Serawit (2015) and Amanuel (2007) studied the magnitude of pornography consumption and associated factors among preparatory school youths in Hawassa city and the influence of exposure to pornography among the youths in Addis Ababa, respectively. However, their studies lack to address important social variables (Like religiosity of the study participants and whether the parent alive or not) that could potentially affect students sexual behavior.

Thus, much investigation is worthwhile to deeply understand youth's sexual behavior as specifically related to pornography and generally to other determinants. Accordingly, the major purpose of this study was to investigate pornography use and socio-environmental determinants of risky sexual behavior among students in Assosa General Secondary School and College Preparatory.

The study addressed the following specific objectives:

- To assess access to pornography among students in the study area.
- To describe sexual behavior of the students in the study area.
- To determine relationship between pornography use and risky sexual behavior among students in the study area.
- To examine socio-environmental factors related with risky sexual behavior of students in the study area.

Theoretical framework

Sexual script and problem behavior theories were used to orient this study. Sexual script is the most dominant sociological representation frequently used in understanding human sexuality as social behavior and practice (Wiederman 2015). It assumes that all social behavior including sexual behavior is socially constructed and derived from shared belief among a particular social group. Moreover, the theory was utilized by other researchers through interviews in studying participants' sexual script while validating the existence of a particular sexual script at three distinctive scenarios: cultural, interpersonal, and intra-psychic scripts (Wiederman 2015). The current study adopted sexual script theory to examine students' sexual behavior, access and usage of pornographic materials from peers, teachers and parents perspective.

The second framework, problem behavior theory, is a social-psychological perspective developed by Richard Jessor and colleagues during the 1960s to explain adolescents' problem behavior. Problem behavior theory insists on the social and environmental formulation of determinants of risk behavior by adolescents and young people. More so, the theory explains how the personal, perceived environment and behavioral systems cumulatively yield to a substantial account of problem behavior variations among adolescents (Jessor 2014). This study appropriated the personal, perceived social environment and behavioral system concepts that could determine the overall existence of risky sexual behavior among students.

Materials and methods

Study design

The study is a school-based cross-sectional design with descriptive and analytical purposes. The descriptive component of the study

described the socio-demographic characteristics, sexual behavior and use of pornographic materials of the students participated in this study. The analytical component of this study explained the association between pornography use, and social and demographic characteristics and risky sexual behaviors among students.

The study employed mixed research approach. A quantitative dominant mixed method (concurrent nested design) was a specific form of mixed method approach, which was appropriated under this study to catch a comprehensive understanding of students' sexual behavior and their exposure to pornography in the study area.

Study area

The study was conducted in Assosa Town, the capital city of Benishangul Gumuz Regional State. Assosa was established in 1929 and is located in the Western part of Ethiopia at a distance of about 678 kilometers away from Addis Ababa. The town is sub-divided into four administrative kebeles with 46,200 populations in 2015 as projected by Ethiopian Central Statistical Agency.

This study more specifically targeted students or in-school youths of Assosa General Secondary School and College Preparatory. This school was established in 1979/1980. The school is the only governmental General Secondary School and College Preparatory in Assosa town. Student's intake of the school in 2009 Ethiopian academic year had reached 3,326.

Sampling

To select respondents of the survey questionnaire, a total list of 3,326 students was obtained from the school. Hence, it was used as a sample frame for this study.

Inclusion Criteria

- Being a student at Assosa General Secondary School and College Preparatory.
- Those who volunteered to participate in the study were included.
- Students whose age is between 15 and 24 years were included.

Exclusion Criteria

- Students whose age categories below 15 and above 24 were exempted from participating in the study.
- Students who were involved in the pretest were excluded from the main study.

Survey respondents were drawn from a total population (3,326) of students in Assosa General Secondary School and College Preparatory. However, by using the exclusion criteria, 133 students were omitted from participating in the study. Hence, samples are drawn from a total population of 3,193 students from grade 9-12. Yemane (1967) formula ($n=N/(1+N(e)^2)$) was used to determine the sample size. A 95% confidence level, 5% non-response rate and $P = 0.5$ was assumed. Where n is the sample size, N is the population size, and e (0.05) is the level of precision (Kasiulevicius, Sapoka and Filipaviciute 2006). Therefore, the total sample size of the survey participants was 373.

$$\begin{aligned}n &= N/(1+N(e)^2) \\n &= 3193/(1+3193(0.05)^2) = 355 \\5\% \text{ non-response rate} &= (355/100)*5 = 18 \\ \text{Thus, the total sample size} &= (355 + 18) = 373\end{aligned}$$

Systematic sampling method was used to select the sample units from the sampling frame.

On the other hand, purposive sampling was used to select 18 participants for the FGDs. Two FGDs were held with students of male (eight participants) and female (ten participants) categories. Each FGD sessions approximately took 50 minutes of discussion and moderated by the principal researcher. Nine participants for the key informant interviews were selected from students, teachers in the school and parents of the students. Participants of the FGDs and the key informant interviews were selected based on the criteria's of students' involvement in mini media and anti HIV/AIDS clubs and their voluntariness to participate in this study. Teachers working as school principals and in different responsibilities in the school participated in the key informant interviews. Parents of the students who were members of the committee of parents for school affairs were participated in the key informants' interviews.

Outcome Variable: the dependent variable under the study was risky sexual behavior (early sexual intercourse, ever had unsafe sex and sex with multiple sexual partners) measured at nominal level.

Exposure Variables: the exposure variables for this study were socio-demographic characteristics of the students and pornography use. Thus, the socio-demographic characteristic of the students includes: Sex, Age, Religion, Attendance of religious education, Educational status, Ethnicity, Marital status, Parental living status, Whom currently students are living with, Fathers Educational level, Mothers educational level, Perceived Parental income, Having cell (smart) phone, Access to internet, Pornography, Khat, Alcohol, and Drug use.

Data management and analysis

Quantitative data processing, cleaning and analysis were done using SPSS version 20.0. The aim of this analysis was to examine the association between pornography use and socio demographic characteristics and risky sexual behavior. The analysis was conducted in three succeeding steps. The first step was simple tabulation to describe the respondents' socio economic profile, exposure to pornography & sexual behavior. The second step was a Univariate Logistic Regression analysis used to check crude effect of exposure variables by using Odds Ratio at 95% Confidence Interval. In the third step, Binary Logistic Regression analysis was used to fit a model and to check independent effect of selected exposure variables by using Adjusted Odds Ratio (Forward Stepwise Procedure) at 95% Confidence Interval. The third procedure was to determine how statistically significant exposure variables at the second step independently influenced the probability of engaging in risky sexual behaviors. Chi-square test of analysis was used and p-value less than 0.05 were taken as statistically significant. Qualitative data collected from the focus group discussions and the key informants' interviews were transcribed from the tape recordings into electronic and print forms. The transcript was read thoroughly and descriptive summary was arranged in different categories of responses and themes.

Results and discussion

Socio-demographic data

The study has a response rate of 85%, with 317 samples considered for analysis out of 373 sample size. Males were 145 (45.5%), and 172 (54.3%) were female students. Respondents whose age were 15 to 17 years were 196 (61.8%) and 18 to 24 years were 121 (38.2%). With respect to their educational status, 115 (36.3%), 83 (26.2%), 62 (19.6%) and 57 (18%) were from grade 9th, 10th, pre-college year 1 (11th), and pre-college year 2 (12th) respectively. Two hundred eighty nine (91.2%) of them were single, 18 (5.7%) of them were married, and 10 (3.2%) were neither single nor married (i.e. may be divorced, separated, or widowed). Around half (157) of the respondents are Orthodox religion followers and 53 (16.7%), 6 (1.9%), 92 (29%), and 9 (2.8%) are Protestant Christianity, Catholic, Muslim, and other religion followers, respectively. From the total respondents (317), 228 (71.9%) of them were active attendants of religious education provided in their respective affiliated religion.

With respect to the ethnic background of the students, 136 (42.9%) of them were Amhara ethnic group and 71 (22.4%), 44 (13.9%), 20 (6.3%), 8 (2.5%) and 38 (12%) were Oromo, Berta, Shenasha, Gumuz, and other ethnic groups respectively. Two hundred twenty nine (72.2%) of the students live currently with their fathers or (and) mothers and the remaining students live with relatives (14.8%), husbands or wives (2.2%), friends (2.2%), their employers (0.9%), and alone (6.3%). Out of the total study participants (317), 246 (77.6%) of them have mothers and fathers alive, the remaining 56 (17.7%) and 15 (4.7%) have only fathers or mothers alive and both not alive respectively.

Fifty six (17.4%) of fathers of the students were illiterate and 94 (29.7%) of the fathers had attended primary education. The remaining 50 (15.8%) and 115 (36.3%) of the fathers have respectively attended secondary and college level education. On the other hand, ninety two (29%) of mothers of the students were illiterate and 91 (28.7%) of the mothers had attended primary education. The remaining 53 (16.7%) and 78 (24.6%) of the mothers have respectively attended secondary and college level education. Three of the students' fathers' educational status was missing. Most majorities of the respondents' (224) out 317 have reported that their parent (family income) was medium. 66 and 27 of the respondents have reported that their parent's income was poor and high respectively.

One hundred fifty one (47.6%) of the respondents have cell or smart phones, while more than half (166) the study participants do not have cell (smart) phone. 155 (48.9%) of the respondents were users of internet, the remaining 51.1% of them were non users of internet. Around one third (32.8%) of the students have drunken alcohol previously. Ever users of khat substance were 47 (14.8%). Only 25 (7.9%) of the students have had abused other drugs in their life time from 317 total participants of this study. Finally, from 317 total respondents of this study, 78 (24.6%) of the students were exposed to pornographic materials.

Pornography Use among Students

Overall prevalence of pornography use among the study participants was 24.6 % (30.3% among males and 19.5% among females). Lower rates of pornography use among females were reported under this study as compared to males. Prevalence of pornography use for this study was lower as compared to Humara Secondary School students in Northwestern Ethiopia, which was 75.9% (Abel and Fishea 2014) and Jimma University students, 65.1% (Gurmessa, Fessahaye and Sisay 2012).

The prevalence of early exposure (before age 18 years) to pornographic materials among the study participants who have consumed pornography was 17% from the total 24.6%. Study participants obtained pornographic materials from major sources like from internet and CDs (DVDs). The students opted using pornography at their home and away on their cell phones. The influence of peers in motivating initial exposure to pornographic materials was strong reason for study participants ever had consumed porno materials. Generally speaking, about one fourth of study participants were exposed to sexually explicit materials as access to these materials largely remained easily available from internet and technologies that students avail on their hands like cell (smart phones) and desktop (laptop) computers.

Participants of the FGDs and key informants interviews agreed that students are intentionally and accidentally users of pornography because of its easy accessibility through cell phones and on internet. Participants of the key informant interviews also informed that some video houses in Assosa Town usually provide porno movies to their clients, majority of them are adolescents attending secondary school. A 9th grade male students stated:

“In-school youths access to porno videos and photos is common because one can easily access those materials on smart phones... to be

frank with you, someone having no access to porno or less interest to be exposed would be referred as 'uncivilized' (locally "geja") by his/her peers".

The finding obtained from the FGD conducted with male discussants also aligns with the findings described above. Majority of them expressed that students get pornographic materials from their friends and internet and pornography consumption is high among students in grade 12th and 11th as compared to new comers to high school (grade 9th students). And some of the participants have argued that senior students easily influence the newcomers to consume pornography materials; thereby affects sexual behavior of these groups of the in-school youths.

Sexual Experience of the Students

In this study, 99 (31.28%) of the respondents' were sexually active. This figure is much higher as compared to 17.8% prevalence rate of sexually active respondents' among in-school youth at Addis Ababa City (Lioul 2008) and almost similar with 33.5% and 30.2% prevalence rate of sexual experience among students of Haramaya and Axum Universities, respectively (Andualem, Assefa and Chalachew 2014; Hiwet, Wondwossen and Kidan 2015). Regarding sex differences of sexual initiation for this study, 43 (29.7%) were males and 56 (32.6%) were females. The above percentage indicates that females are more active to start sex than their counter parts, males. This result is contradictory to what was reported by a study conducted among Arba Minch University students that prevalence of sexual intercourse is much higher among males than females (Bikila and Gemechu 2015).

Greater desire of having sex, peer pressure and maintain relationships were reported as major reasons to start sex for the first time among the respondents of this study. The findings from the FGDs of the present study also revealed similar factors. All these reasons were reported among the students of Arba-Minch University in a similar manner to the current study (Bikila and Gemechu 2015). Moreover, other studies in Ethiopia about sexual behavior of in-school youths also found that peer pressure, curiosity to have sex and to know sex were found reasons for initiation of sex at the first time (Andualem, Assefa and Chalachew 2014; Fekadu and Alemayehu 2009).

Sex under the influence of behavioral factors such as: drinking alcohol, use of pornography, and drugs like khat use were reported by respondents with history of sexual intercourse. For instance, 49 (15.5%) of the survey respondents having sexual experience reported that they

had sex under the influence of alcohol use. Among 99 (31.3%) of study participants who had sex, next to Alcohol, sex under the influence of pornography, drug and khat use were reported by 39 (12.5%), 33 (10.4%) and 20 (6.3%) respondents respectively. This figures showed that respondents' had history of having sex under the influence of one or more behavioral factors at the same time. In line with this findings, parents of the students also reported that shisha and khat houses were major places where students were exposed to substances and pornographic films, which thereby influences their sexual behavior.

Among the survey population, 218 (68.7%) of them never had sexual intercourse until this study was conducted. One hundred one respondents' among those who did not start sex up to now argued that they wanted to avoid sexual intercourse for the reason they emphasized on their education. Next to focus on education, to wait until marriage was another reason why 71 respondents delayed sexual intercourse. The two reasons were also prior options opted by respondents' for similar studies conducted in different parts of Ethiopia (Fekadu and Alemayehu 2009; Hiwet, Wondwossen and Kidan 2015). Fear of HIV/AIDS and other STIs, unwanted pregnancy and afraid of making sexual intercourse were also reasons opted by other respondents for avoiding sex.

Sex Communication

It was found that communication about sex related issues among students and parents was very low. Only 76 (24%) of the students had reported ever communicated with their parents regarding sex related issues. Majority of female FGD participants have also confirmed that communication about sex and sex related topic among students and their parents was limited as the prevailing culture in the community considers the issue as taboo. One of the key informants in this regard had stated:

“This day's parents recognize that their children could probably or already started sexual intercourse and they never want wasting their time by teaching the bad sides of it. Rather, they say my children please keep your-self safe, locally.”

Devastatingly, some of the male FGD discussants have argued that parents less worry about where and with whom their children spend the whole day. Communication about sex related issues among parents and adolescents of the study participants was reported to be less, with the perceived benefit of saving students from their engagement in unpleasant sexual activities. Similarly, a study conducted in Mekelle City on Secondary and Preparatory school students found that parent-

adolescent communications on sexual and reproductive health issues were low (Zemenu et al. 2015).

Still, only 119 (37.5%) of the students who had participated in the study have reported that they have had ever communicated about sex related issues with their friends. Female students who have participated in the FGD revealed that students only communicate about their sexuality for only closer friends or they keep everything secret to the maximum possible. However, these discussants further argue that they observe students having walk with opposite sexes around streets in the town displaying charters that they are in love with whom they are. Yet, some of the male participants of the FGD discussed that sex discussions prevail among peers both in the class and outside the school thereby what they call it peer pressure comes in real sense. The finding of a study conducted by Roman (2015) to examine the sexual socialization of adolescents in Addis Ababa indicated that adolescents preferred peer groups as a first source of sexual information. According to Roman (2015), parents, particularly mothers were preferred as second source of information about sex related matters. Yadeta, Yemane and Alemayehu (2015) assessed parent-youth sexual and reproductive health communication in Eastern Ethiopia and they revealed rare practice of communicating about sexual and reproductive health related information among youths with parents.

Risky Sexual Practice

For this study, from the total respondents who had practiced sexual intercourse (31%), 72 (22.7%) of them had their first sex before age of 18 years; that was more than double times higher than 8.5% of the respondents having history of age at first sex above or equal to 18 years old. This figure indicates that early sexual initiation was prevalent among significant majority of the study respondents who had started sex (31%). This finding was consistent with studies conducted in Dessie Town (Fekadu and Alemayehu 2009), Bullen Woreda (Desalgne and Mesganaw 2010) and South Africa (Olufunmilayo 2009) and almost different from a study conducted in Axum, Axum University (Hiwet, Wondwossen and Kidan 2015).

Another outcome variable treated as risky sexual behavior in this study was unsafe sexual intercourse. Unsafe sex practice was also reported among 29 (9.1%) of the study respondents who had sexual intercourse (31%). This finding was lower than 14% prevalence rate of sex without any protection among adolescents in Peru (Cueto and Leon 2016). This can be taken as another indication that students who had started sex were exposed to risky sexual behavior. Beyond this, there were students

who were exposed to unwanted pregnancy, abortion and STIs. This rational was exactly supported from a qualitative finding obtained from informants of the interviews. One of the key informants argues:

“As I am a health officer working in Assosa health center and dweller of Assosa Town, I knew adolescents at high school level attending medical services related to STIs and termination of unwanted pregnancy. Students encounter such problems because of they were drunken or peer pressure is there.”

Most of the informants of the key interviews and FGD discussants argued that prevalence of sexual practice without condom among high school students due to sex under the influence of alcohol and drug use was common, especially among those students attending nightclubs, 'shisha' and 'khat' houses. Significant numbers of the study respondents were exposed to sex without condom, which was one of the risky sexual behaviors for youth health. However, the prevalence rate of sex without condom reported in this study is slightly lower as compared to studies conducted in Axum University (Hiwet, Wondwossen and Kidan 2015) and Jimma University (Gurmesa, Fessahaye and Sisay 2012).

Respondents who had multiple sexual partners were 65 (20.5%) among those 99 (31%) who started sex. The aforementioned proportions showed that larger majority of the students who have had sex were exposed to risky sexual behavior. More than half of the sexually active respondents 65 (20.5%) reported as they had sex with more than one sexual partners and this was higher among female students (69.6%) than their male counterparts (60.5%). This finding controversies with a study conducted in Gurage Zone, which reported higher proportion of male respondents were having more than one sexual partners as compared to their counterpart females (Tadesse et al. 2016).

Factors for Risky Sexual Behavior

In the Bivariate Logistic Regression analysis, different exposure variables showed a statistically significant association with risky sexual behavior of the study participants. For instance, religious education attendance and whom the students currently live with were associated with the practice of early sexual intercourse; sex and alcohol were associated with unsafe sexual practice; and educational status of the students, khat and pornography use were significantly associated with the practice of sexual intercourse with multiple partners. However, a Multivariate analysis for Logistic Regression was conducted to determine independent predictors of the three risky sexual behavior

typologies considered under this study by controlling the effect of confounding variables through forward stepwise analysis.

In the Multivariate Logistic Regression analysis, religious education attendance remained the only predictor having statistically significant association with early sexual experience of the study participants. Thus, attendance of religious education among students was more likely to decrease to engage in early sexual intercourse with AOR of 0.259 (95% C.I.: 0.088 - 0.765). Therefore, attending religious education remained the only protective factor for delaying of sexual intercourse among the study participants. This factor was also found as a protective factor among study participants in Axum University (Hiwet, Wondwossen and Kidan 2015). In other similar studies conducted in North East and South West Ethiopia, alcohol drinking, khat chewing and watching pornography were reported as main predictors of early sexual initiation (Maregn and Gistane 2013; Fekadu and Alemayehu 2009). However, these important factors were found not significant predictors of early sexual intercourse for this study. This variation may be due the fact that the current study had used three different models to test the independent influence of many exposure variables on each outcome variables. Besides, alcohol use and exposure to pornography were found significant predictors in another models tested in this study.

Binary Logistic Regression indicating determinants of early sexual intercourse among students in AGSSPC, West Ethiopia, 2017 (N = 317)

Factors	B	S.E.	Wald	Df	Sig.	Exp(B) (AOR)	95% C.I. for	
							EXP(B) Lower	Upper
Religious education attendance (yes)1	-1.351	.552	5.982	1	.014	.259	.088	.765
Constant	1.032	1.128	.837	1	.360	2.806		
Variable(s) entered on step 1: Religious education attendance								
Omnibus tests of model coefficients (Sig = 0.001), Overall model prediction success in percentage 77.8%, Model summary (Nagelkerke R Square: 0.28), Hosomer & Lemeshow test (Sig = 0.86)								
Note: β - regression coefficient constant, exp B-odds ratio								

With regard to unsafe sexual practice of risky sexual behavior, male respondents three times [AOR= 3.2; 95% CI: 1.173, 8.734] more likely practiced unsafe sex than female students. Drinking alcohol 3.5 times

more increased the odds of practicing unsafe sexual intercourse among the study participants [AOR= 3.45; 95% CI: 1.359, 8.754].
 Logit (unsafe sexual practice 2017) = - .212 + 1.163 Male + 1.238 Alcohol use

Binary Logistic Regression indicating determinants of unsafe sexual practice among students in AGSSPC, West Ethiopia, 2017 (N = 317)

Factors	B	S.E.	Wald	Df	Sig.	Exp(B) (AOR)	95% C.I. for EXP(B)	
							Lower	Upper
Sex (male (1))	1.163	.512	5.157	1	.023	3.200	1.173	8.734
Use of alcohol (yes (1))	1.238	.475	6.786	1	.009	3.449	1.359	8.754
Constant	-.212	.370	.328	1	.567	.809		

Variable(s) entered on step 1: sex, use of alcohol
 Omnibus tests of model coefficients (Sig = 0.001), Overall success percentage 73.7%, Model summary (Nagelkerke R Square: 0.18), Hosmer & Lemeshow test (Sig = 0.98 (p> 0.05))
 Note: β- regression coefficient constant, exp B-odds ratio

Educational status of the study participants and exposure to pornography were significantly associated with risky sexual behavior implied by having sex with multiple sexual partners. Being ninth grade 0.141 times decreased the odds of having sex with multiple sexual partners as compared to being grade 12th [AOR = 0.141; 95% CI: 0.025, 0.797]. Hence, being at lower grade remained slightly a protective factor from having sex with multiple sexual partners than relatively being at higher grade level (grade 12th) among study participants. On the other hand, users of pornographic materials were 6.4 times likely to had sex with multiple sexual partners than the counterparts [AOR = 6.401; 95% C.I.: 1.788 - 22.919]. In the current study, strong positive relationship was observed among increased exposure to sexually explicit materials and sex with multiple sexual partners and this was in line with the sexual script theory, which claims that adolescents can learn about sexual activity from media (Wideman 2015). Watching Pornography was reported to increase the likelihood of practicing risky sexual behavior among Axum University students, which was similar finding with the current study (Hiwet, Wondwossen and Kidan 2015).

Logit (sex with multiple sexual partners 2017) = - .408 – 1.961 Grade 9 + 1.856 Pornography use

Binary Logistic Regression indicating determinants of sex with multiple sexual partners among students in AGSSPC, West Ethiopia, 2017 (N = 317)

Factors	B	S.E.	Wald	Df	Sig.	Exp(B) (AOR)	95% C.I. for EXP(B)	
							Lower	Upper
Educational status (grade 9 (1))	-1.961	.885	4.912	1	.027	.141	.025	.797
Use of pornography ((yes)1)	1.856	.651	8.137	1	.004	6.401	1.788	22.919
Constant	-.408	.715	.325	1	.568	.665		
Variable(s) entered on step 1: Educational status, use khat, use porno.								
Omnibus tests of model coefficients (Sig = 0.00), Over all percentage 71.7%, Model summary (Nagelkerke R Square: 0.35), & Hosmer& Lemeshow test (Sig = 0.66 (p>0.05))								
Note: β- regression coefficient constant, exp B-odds ratio								

The findings of this study reaffirm the explanations made by theories of both sexual scripting and problem behavior theories. For instance, in line with what theory of sexual scripting contends; any behavior is socially constructed and shared among particular social groups, with this exposure to sexually explicit materials could emanate from interaction with significant others and largely from exposure to media. Such experiences among the study participants in turn could have change the actual sexual behavior to extent of adopting unreal sexual scripts displayed in those medias (Widerman 2015; Livingstone and Mason 2015).

Unerringly, the findings of this study best fits with the theoretical explanations argued by Jessor (2014) in constructing problem behavior theory through further development of concepts central to the theory. Hence, personal factors (sex, educational status and attendance of religious education) and behavioral factors (use of alcohol and pornography) were found major factors (determinants) of the overall existence of risky sexual behavior among the study participants.

Conclusions and recommendations

This study proclaims that in-school youth’s sexual behavior remains significantly affected by the personal, interpersonal, behavioral and

social-environmental factors in which they are embedded with. In more precise terms, the use of pornography and alcohol, gender, peer pressure, media influence, and weak parent-children communication about sexuality are risky factors for risky sexual behavior among in-school youths of Assosa General Secondary School and College Preparatory. Proper parent-children communication at early stage of a person is a way-out from the multifaceted risky sexual behaviors observed at later age of young people, as human sexuality is a socially constructed reality interpreted from the power of self and meanings apprehended at broader community level. In view of this, the study insists on the adoption of need-based and informative ways of teaching in-school youths about risky sexual behavior in both academics and media. Parents should also give greater emphasis to address in-school adolescents risk sexual practices through enhancing straightforward and informative communication with their children than hardly communicating the issue. Local authorities and civil societies (Like: Police, Human Rights Agencies, Justice Offices, & *Kebele* Administrations) concerned with youths wellbeing also should take serious corrective measures on establishments like shisha and khat houses reinforcing youths exposure to risky sexual practice in Assosa town. School Mini-Medias, youth clubs and forums established in school compounds and elsewhere should advocate and disseminate massive information about youth sexual behavior so that the culture of vibrant discussion about the issue surpasses and risky sexual behavior could be reduced to higher level possible among young people. Teachers of Biology and Civic courses at high school level could also play an important role in facilitating open and productive discussions about youths reproductive health issues, and most importantly generally accepted ethics and behavior in the community, thereby to minimize the incidences of youth's exposure to risk factors. Future researches and policy initiatives within the country should consider as well pragmatic approaches of addressing youth sexual behavior. Most particularly, future researches on adolescents and youths sexuality should give prior attention for identification of protective factors for risky sexual behavior among these sections of the community.

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