

Influence of social media on risky sexual behaviours among undergraduate students: A case of Egerton and Kabarak main campuses in Nakuru County, Kenya

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Abstract

This study aimed to examine the effect of social media on risky sexual behaviours among undergraduate students of Egerton and Kabarak main campuses in Nakuru County, Kenya. Social media contributes to risky sexual behaviours among undergraduate students. Risky sexual behaviours have become a predicament all over the world, affecting youth and may lead to sexually transmitted diseases and unintended pregnancies. The study adopted a correlational research design. The target population was 18570 undergraduate students. The accessible population was 8456, whose sample was 367. A simple random sampling approach was employed, and the research included a sample of 10 peer counsellors and 2 student counsellors from Egerton, and Kabarak main campuses selected through purposive sampling. Data were obtained using an interview schedule, a questionnaire and a focus group discussion. The research tools were validated through peer and expert review and pilot testing. Quantitative data were evaluated using SPSS Version 25 with both descriptive and inferential statistics, whereas the qualitative data was evaluated thematically. The analysed data was presented in narratives, graphs, and tables. The findings show that the majority of students perceive that it's not okay to watch pornography or send or receive sex messages to or from friends on social media. They perceive that it's not their hobby to enjoy cybersex and do not perceive that online dating is the best way to get a sexual partner. It was recommended that the government should enhance censorship of the kind of information being sent or received through social media platforms.

Key terms: Influence, main campuses, risky sexual behaviours, social media, undergraduate students.

INTRODUCTION

Risky sexual behaviours have become a predicament all over the world, affecting youth and may lead to sexually transmitted diseases and unintended pregnancies (Amaranganie et al., 2018). According to World Health Organisation (WHO), youth are young people aged between 15-24 years old, and studies reported that people between the ages of 15 and 24 years are affected by more than half of all new HIV infections, where most undergraduate students fall under (Kasahun et al., 2017). Risky sexual behaviours can have major effects on undergraduate students' experiences that may include the decision to remain at university, inability to progress through the university academic years, negative academic performance and overall psychological well-being (Abels & Blignaut, 2011). Young-Powell and Page (2014) attributed risky sexual behaviours to many people viewing university as the best stage of one's life because students are generally thought to have more free time, more parties and more sex.

Research that was done in the USA found that 92 per cent of men and 77 per cent of women undergraduate students had masturbated, and on their lifetime experiences and frequency of recent experiences, most participants reported experience with accessing sexual information (89.8 %) and sexual entertainment (76.5 %) online. Almost half (48.5%) reported browsing for sexual products, and a substantial minority (30.8%) reported having engaged in cybersex (Döring & Pöschl, 2019).

In Asia, researchers have noted that while university students are prospective human resources, this population group is particularly involved in health risk behaviours. Therefore, preventing risky sexual behaviours among them would contribute to the prevention of unwanted pregnancies, sexually transmitted infections (STIs), and HIV, which have posed a great burden on population health (Yi et al., 2018; Zou et al., 2013; Yu et al., 2013; Yang et al., 2019).

African universities have been asked to respond to the social issues of adversity, trauma, inequality, and injustice, including risky sexual behaviours that trouble their embedding communities, their staff and their

students (Coulter & Rankin, 2017). Several studies, particularly in Sub-Saharan Africa, have documented high and increasing premarital sexual activities among undergraduate students as they face social, peer and cultural pressure to engage in risky sexual behaviour that may expose them to the risk of unintended pregnancy, early marriage, abortion and STIs/HIV/AIDS (Teferra et al., 2015; Amare et al., 2019; Kabede et al., 2018; Gebresillasie et al., 2015; Derby et al., 2016; Berhan & Berhan, 2015; Fetene & Mekonnen, 2018; Onoya et al., 2015). Other studies which were done in Zambia and South Africa concurred that a large number of students were engaging in unsafe sexual behaviours, such as having multiple sexual partners, inconsistent contraceptive use, and intergenerational sex (Menon et al., 2016; Hoque et al., 2012; Onoya et al., 2015).

In Kenya, Othieno et al. (2015) determined associations between depression and HIV risky sexual behaviour among undergraduate students at the University of Nairobi. They found that 9.71 per cent (males, 8.65%; females, 11.01%) had ever been diagnosed with sexually transmitted infections (STIs), and for HIV, 3.04 per cent (males, 2.02%; females, 4.05%), and nearly 30 per cent reported having had multiple partners in the previous 12 months. The researchers further found that the percentage of the students who did not use condoms with sexual partners was 27.4 per cent, and 21 per cent had engaged in sex after drinking within the previous 3 months (Othieno et al., 2015; Adam & Mutungi, 2007; Waswa, 2006). Ochieng (2013) observed that globally, the average age at which young people begin to have sex has steadily decreased. Ssewanyana et al. (2018) noted that a lack of research existed on the most common forms of sexual risk behaviours among young people, including their underlying factors and found that transactional sex, early sexual debut, coerced sex, and multiple sexual partnerships were prevalent. In agreement, Kabiru and Orpinas (2008) found that approximately 50 per cent of males and 11 per cent of females reported having had sex at least once in their lifetime, with a notable proportion reporting multiple sexual partnerships.

In Nakuru, Esho et al. (2018) did a study about risky sexual behaviours among young people and found that it was natural to exchange half-baked feelings and experiences with peers, and the environment, which includes public media, has sexually provocative flavours. The study found that a large number of older adolescents wished that their parents had talked to them about sexual matters.

Psychosocial factors may shape the sexual attitudes and behaviour of young people either positively or negatively (Blanc et al., 2018). Taghreed (2016) examined the social risks university students in Beirut associated with premarital sex, as well as explored the various strategies they employed when dealing with the risks and found that choices about refraining from or engaging in premarital sex were shaped by social pressures and control, and dictated by social norms and moral values. University can be a challenging time for young people, as many are experiencing life independently for the first time, adjusting to new ways of life, new social groups, and new ways to express their selves (Coulter et al., 2016).

Globally, social media has been noted to influence risky sexual behaviour among undergraduate students as observed in research that undergraduate students' online sexual experiences, for example, sexual chatting, pornography use, nude image exchange and sexualised social media use, provide a new context for sexual socialisation (Maas et al., 2019; Irawan et al., 2018). Numerous studies have investigated how domestic university students' academic performance and psychological well-being have been impacted by socialisation agents (social media) (Saha & Karpinski, 2016; Coyne et al., 2019; Traeen et al., 2014).

Social media contributes to risky sexual behaviours among undergraduate students (Currin et al., 2017; Ouytsel et al., 2017; Machimbarrena et al., 2018; Guadagno et al., 2012; Sumter et al., 2017; Condran et al., 2017; Whyte & Torgler, 2017). According to Marino et al. (2017), social media abuse can cause stress, anxiety and depression. In Asia, social media was noted to have a global influence on all aspects of life and has become a growing concern contributing to risky sexual behaviours (Lau et al., 2017; Tang et al.,

2016; Young et al., 2018). Choi et al. (2016) established in their study that there was a robust association between using dating apps and sexual risk behaviours, suggesting that app users have greater sexual risks.

In Africa, some research has been done on the influence of social media on risky sexual behaviours (Akibu et al., 2017). Adebayo and Ojedokun (2018) noted that cyber pornography was fast gaining ground in the Nigerian cyber environment, with undergraduate students among its major consumers. In Uganda, Kemigisha et al. (2018) noted that the majority (85%) of youth reported accessing sexual reproductive health information in the media, with 35 per cent reporting accessing media with sexual content. In Kenya, social media has also been identified to influence risky sexual behaviours (Wamathai et al., 2014). Wanjiku (2018) also noted that the country has experienced an increase in the proliferation of modern communication technology due to the easy availability, affordability, and accessibility of gadgets such as computers and internet-enabled mobile phones that have had a negative impact on the proliferation of non-consensual pornography on the social media platforms. In Nakuru, Esho et al. (2018) did a study about young people's risky sexual behaviours and found that it was natural to exchange half-baked feelings and experiences with peers, and the environment that includes public media has sexually suggestive flavours.

While there are numerous studies expressing the influence of social media on risky sexual behaviours among young people in the Western world and African countries, such investigations have been rare in different Kenyan campuses and specifically in Nakuru County, focusing on undergraduate students.

LITERATURE REVIEW

Social media may influence risky sexual behaviours among undergraduate students, as Irawan et al. (2018) noted that the actors who were involved in the prostitution web were mostly college students. Their ability to use and apply technological results, which in the case was the internet and social media, resulted in a network of prostitution that was difficult to trace

and hard to see by the common people. Prostitution through social media was well organised and neat, complete with all the ease and practicality of the ease of internet access itself.

In the USA, numerous researchers have investigated the impact of socialisation agents, including social media, on the academic performance of domestic university students and their psychological well-being, while these agents' influence on the rising population of overseas students at universities in the United States (US) remained understudied (Saha & Karpinski, 2016). On the contrary, Freedman (2012) noted that the internet is ever-present in daily life. It has penetrated academic, work, and family life and, to some degree, has begun to lay the foundations for shaping unique forms of human relations and attachment systems. Internet pornography and cybersex, in its expanding and varied venues, provided almost instantaneous sexual gratification, often in ways one may not feel comfortable enacting in non-virtual life.

Globally, social media has been identified to influence risky sexual behaviours among young people. Coyne et al. (2019) noted that decades of research have examined the influence of exposure to non-explicit portrayals of sexual content in media. The results demonstrated that exposure to sexual media had a minor but significant influence on both sexual attitudes and behaviours; the effect size was comparable to other media effects meta-analyses. Effects were stronger for adolescents than emerging adults. The study noted that exposure to non-explicit sexual media was associated with both sexual attitudes and behaviour, particularly during adolescence. Traeen et al. (2014) conducted a cross-sectional, Internet-based survey on exposure to SEM and sexual behaviour of 1,391 MSM in the United States in 2011. The findings confirmed a significant connection between the use of SEM picturing condom use and STI-related sexual risk behaviour among MSM was found. The study focused on the influence of sexually explicit material on risky sexual behaviours among men who have sex with men.

Social media may enhance sexting behaviour among undergraduate students. Currin et al. (2017) found that sexting was connected with negative psychological correlates and risky sexual behaviours among the non-university-based population. Analysis of individuals who indicated having anal or vaginal sex in the past 12 months and who identified as single showed that condomless sex was independent of sexting behaviours. Results for those in committed relationships and having had either anal or vaginal intercourse in the previous 12 months also showed that condomless sex and sexting behaviours were not related. The findings demonstrated that risky sexual behaviour and negative psychological correlates were associated with sexting and younger populations. The study focused on the influence of sexting on risky sexual behaviours among non-university students.

Ouytsel et al. (2017) explored adolescents' opinions of applications used for sexting, the motives for participation in sexting, and the repercussions they relate to sexting behaviour. The study performed 11 same-sex focus groups with 57 adolescents (66.67% females; $n = 38$) between the ages of 15 and 18 years in Flanders, Belgium. The analysis indicated that sexting is commonly done through smartphone applications, like Snapchat, which are believed to be a more intimate type of communication than other digital apps, such as social networking sites. The study explored the influence of sexting among same-sex adolescents.

Maas et al. (2019) observed that undergraduate students' online sexual experiences, for example, sexualised social media use, pornography use, nude image exchange and sexual chatting, provide a new context for sexual socialisation. In Denmark, Sumter et al. (2017) noted that social media has been enhanced by the availability of smartphones, which in turn influence cybersex. According to Marino et al. (2017), social media abuse can cause depression, anxiety, and stress. On a positive note, social media can be used positively to counteract cybersex, as Condran et al. (2017) noted that social media could present unique opportunities for sexual health promotion interventions that target social-ecological levels beyond intrapersonal health promotion as a discipline.

In the UK, social media has been noted to influence risky sexual behaviours, including cybersex (Machimbarrena et al., 2018; Guadagno et al., 2012). In Asia, Lau et al. (2017) noted that internet use has a global influence on all aspects of life and has become a growing concern contributing to risky sexual behaviours. In Australia, researchers acknowledged that social media and education level do influence risky sexual behaviours (Whyte & Torgler, 2017). Group sex events (GSEs) among heterosexuals and other groups may facilitate STI transmission by contributing to rapid partner exchange and links to high-risk partners (Scheidell et al., 2016). Brawner et al. (2015) observed that risky sexual behaviour accounts for the majority of new HIV infections regardless of gender, age, geographic location, or ethnicity.

In Asia, social media has also been noted to influence risky sexual behaviours, including group sex. China was noted to be amidst a sexual revolution, with changing sexual practices and behaviours. Sex-seeking mobile phone applications (gay apps) that enable multiple people to meet up quickly may encourage group sex (Tang et al., 2016). The researchers evaluated group sex among Chinese MSM to better understand parameters associated with group sex. The likelihood of group sex increased among gay app users with the number of sex partners and sex acts with partners met through a gay app. Chinese MSM who participated in group sex were also more likely to engage in other risky sexual behaviours, and gay app use may facilitate group sex (Tang et al., 2016).

Young et al. (2018) noted that online social networking sites (SNS), the Internet-based platforms that enable connection and communication between users, were increasingly salient social environments for young adults and, consequently, offer tremendous opportunities for HIV behavioural research and intervention among vulnerable populations like young men who have sex with men even in group sex. The above studies focused on gay apps that influence risky sexual behaviour.

In Africa, some research has been done on the influence of social media on risky sexual behaviours (Abdullahi & Abdulquadri, 2018). Adebayo and

Ojedokun (2018) noted that cyber pornography was fast gaining ground in the Nigerian cyber environment, with undergraduate students among its major consumers. In Uganda, Kemigisha et al. (2018) noted that the majority (85%) of youth reported accessing SRH information in the media, with 35 per cent reporting accessing media with sexual content. Media remains an essential source of information for SRH for this age group, yet it may be misused as some adolescents reported seeing sexual content that may be inappropriate. A large proportion of sexually active youth reported risky sexual behaviours. The study highlighted the need for an accurate and more comprehensive SRH education approach for youth in Uganda at an opportune age before the majority participates in sexual behaviour.

In Ethiopia, Akibu et al. (2017) noted that adolescents are susceptible to different social, cultural and peer pressures that drive them into earlier sexual experimentation. The factors significantly connected with premarital sexual practice were being male, watching pornography, and High academic performance. The study revealed that more than half of the participants were sexually active. Watching pornography through social media was one of the predictors of premarital sexual practice.

In Kenya, social media has been identified to influence risky sexual behaviour (Wamathai et al., 2014). Wanjiku (2018) noted that the country had experienced an increase in the proliferation of modern communication technology due to the affordability, easy availability, and accessibility of gadgets such as computers and internet internet-enabled mobile phones that have brought a negative impact on the proliferation of non-consensual pornography on the social media platforms. The study identified the influence of modern technology on pornography. These studies indicate the importance of psycho-educating undergraduate students on the proper use of social media in order to curb risky sexual behaviours.

METHODOLOGY

The researcher applied a correlational research design. The researcher applied 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-Main Campus. The study's target population was undergraduate students at the main campuses named above. The researcher focused on 3rd, 4th, 5th and 6th-year undergraduate students, thus constituting 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 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' questionnaires, peer counsellors' focus group discussion guide and student counsellors' interview schedules to solicit 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 statistics were employed in the analysis of

data 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.

RESULTS AND DISCUSSION

The undergraduate students were required to fill out the questionnaires, the peer counsellors were asked to give information through focus group discussion (FGD), and the student counsellors were asked to give information through the interview schedule. To determine whether undergraduate students were influenced by social media on risky sexual behaviours, they were asked to rate various aspects of social media and the results were displayed in Table 1 and subsequently discussed.

Undergraduate Students' Responses on the Influence of Social Media on Risky Sexual Behaviours

The undergraduate students were asked to give information on their perceptions of the influence of social media on risky sexual behaviours among undergraduate students. The findings are shown in Table 1.

Table 1: Likert Scale Score of Undergraduate Students' Perception of the Influence of Social Media on Risky Sexual Behaviours

Likert Items	SD	D	N	A	SA
It's OK to watch pornography on social media	185(54.6%)	82(24.2%)	29(8.6%)	36(10.6%)	7(2.1%)
It's OK to send sex messages (sexting) to friends on social media	137(40.4%)	94(27.7%)	55(16.2%)	39(11.5%)	14(4.1%)
It's OK to receive sex messages (sexting) from friends on social media	151(44.4%)	87(25.6%)	45(13.2%)	46(13.5%)	11(3.2%)
My hobby is to enjoy cyber sex	220(64.7%)	75(22.1%)	22(6.5%)	16(4.7%)	7(2.1%)

Online dating is the best way of getting a sexual partner	189(55.8%)	72(21.2%)	58(17.1%)	14(4.1%)	6(1.8%)
Cybersex is a well-paying business	185(54.6%)	57(16.8%)	59(17.4%)	18(5.3%)	20(5.9%)

The study also sought to find out the influence of social media on risky sexual behaviours among undergraduate students through students' responses to the following statement: It's OK to send sex messages (sexting) to friends on social media. Undergraduate students who chose strongly disagree and disagree were 137(40.4%) and 94(27.7%), respectively; those who indicated neutral were 55(16.2%), while those who indicated agree and strongly agree were 39(11.5%) and 14(4.1%) in that order. The results indicate that 231(68.1%) of the respondents perceived that it was not ok to send sex messages to friends on social media. This means that there is sufficient evidence to conclude that the majority of students perceived that it was not ok to send sex messages to friends on social media. Furthermore, the study also sought to find out the influence of social media on risky sexual behaviours among undergraduate students through students' responses to the following statement: It's OK to receive sex messages (sexting) from friends on social media. The undergraduate students who indicated strongly disagree and disagree were 151(44.4%) and 87(25.6%). Correspondingly, those who indicated neutral were 45(13.2%), while those who indicated agree and strongly agree were 46(13.5%) and 11(3.2%), respectively. From the results, it was observed that 238(70%) of the respondents perceived that it was not ok to receive sex messages from friends on social media. This means that there was sufficient evidence to conclude that the majority of students perceived that it was not ok to receive sex messages from friends on social media.

The majority of campus 'A' peer counsellors noted that social media contributed positively or negatively to risky sexual behaviours as they witnessed among their fellow peers sending and receiving sex messages

(sexting) via social media and watching pornography. The Campus 'A' SC noted that the availability of computers and smartphones enhanced social media, which in turn influenced risky sexual behaviours among young people, including undergraduate students, especially pornography activities. The SC noted that social media could be used positively or negatively on matters of sexuality. Campus 'B' SC also acknowledged that undergraduate students are involved in sexting, i.e. sending sex-rich messages through SMS.

The study also sought to find out the influence of social media on risky sexual behaviours among undergraduate students through students' responses to the following statement: My hobby is to enjoy cybersex. The undergraduate students who indicated strongly disagree and disagree were 220(64.7%) and 75(22.1%), respectively; those who indicated neutral were 22(6.5%), while those who indicated agree and strongly agree were 16(4.7%) and 7(2.1%) in that order. The results indicate that 295(86.8%) of the respondents perceived that it was not their hobby to enjoy cybersex. This means that there is sufficient evidence to conclude that the majority of undergraduate students perceive that it's not their hobby to enjoy cybersex. The Campus 'B' student counsellor acknowledged the influence of social media on risky sexual behaviours among undergraduate students. According to the counsellor, technology, including computers and smartphones, could be used positively or negatively. The counsellor further noted that young people, including undergraduate students, engaged in Skype sex, where young people instructed each other on sexual matters regardless of distance. In fact, they believed that they could engage in sex anywhere, and there was a trending message they spread that sex was a game that God initiated and

should be played anywhere; all other games are man-made.

The study also sought to find out the influence of social media on risky sexual behaviours among undergraduate students through undergraduate students' responses to the following statement: Online dating is the best way of getting a sexual partner. The undergraduate students who indicated strongly disagree and disagree were 189(55.8%) and 72(21.2%), respectively; those who indicated neutral were 58(17.1%), while those who indicated agree and strongly agree were 14(4.1%) and 6(1.8%) correspondingly. The study shows that 261(77%) of the respondents did not perceive that online dating was the best way to get a sexual partner. This means that there is sufficient evidence to conclude that the majority of students do not perceive that online dating is the best way to get a sexual partner. The study also sought to find out the influence of social media on risky sexual behaviours among undergraduate students through undergraduate students' responses to the following statement: Cybersex is a well-paying business. The undergraduate students who indicated strongly disagree and disagree were 185(54.6%) and 57(16.8%), respectively; those who indicated neutral were 59(17.4%), while those who indicated agree and strongly agree were 18(5.3%) and 20(5.9%) in that order. The results indicate that a bulk 242(71.4%) of students did not perceive that cybersex is a well-

paying business. This means there is sufficient evidence to conclude that the majority of undergraduate students do not perceive that cybersex is a well-paying business.

In summary, the findings show that social media indeed does influence risky sexual behaviours among undergraduate students. Therefore, in order to counter the negative use of social media, like sexting, online sex, and cybersex, parents, counsellors, university management, and other stakeholders should psycho-educate undergraduate students on the proper use of social media in order to curb risky sexual behaviours.

This study further sought to establish the significance of the influence of social media on risky sexual behaviours among undergraduate students. A null hypothesis: H_0 : There is no statistically significant influence of social media on risky sexual behaviours among undergraduate students. Undergraduate students' social media engagement was conceptualised by means of various variables derived from non-missing responses on six items measuring the various domains of students' social media engagement in relation to risky sexual behaviours. The chi-square test was employed to evaluate the significance of this relationship at a 0.05 significance level. The findings are presented in Table 2 and subsequently discussed.

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

Likert Items	Chi-Squ.	Df. Asymp.	Sig. Exact	Sig. Point	Prob.
It's OK to watch pornography in social media	297.209 ^a	4.00	.000	.000	.000
It's OK to send sex messages (sexting) to friends on social media	138.094 ^a	4.00	.000	.000	.000
It's OK to receive sex messages (sexting) from friends on social media	169.294 ^b	4.00	.000	.000	.000
My hobby is to enjoy cyber sex	466.088 ^b	4.00	.000	.000	.000

Online dating is the best way of getting a sexual partner	317.357 ^a	4.00	.000	.000	.000
Cybersex is a well-paying business	275.735 ^a	4.00	.000	.000	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 67.8.					
b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 68.0.					

The chi-square results in Table 2 indicate that the p-value of the areas of the influence of social media on risky sexual behaviours among undergraduate students was as follows: it's OK to watch pornography in social media (.000), it's OK to send sex messages (sexting) to friends in social media (.000). The findings further show that it's OK to receive sex messages (sexting) from friends in social media (.000), my hobby is to enjoy cybersex (.000), online dating is the best way of getting a sexual partner (.000), and cybersex is a well-paying business (.000). The study rejects the null hypothesis since all the p-values are less than 0.05 and accept the other hypothesis that there is statistically significant social media influence on risky

sexual behaviours among undergraduate students. This finding implies that social media does influence risky sexual behaviours among undergraduate students and, therefore, should be given attention by parents, counsellors, university administrators and all other stakeholders in order to empower undergraduate students on healthy use of social media to curb risky sexual behaviours.

This study further sought to establish the risk of the influence of social media on risky sexual behaviours among undergraduate students in both private and public main campuses. The findings of the risk factor analysis are displayed in Table 3.

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

Influence of Social Media on Risky Sexual Behaviours among Undergraduate Students Value Lower Upper	Value	95% confidence interval	
		Lower	Upper
Odds Ratio for university (Kabarak / Egerton)	1.131	.638	2.005
For cohort eff13 = strongly disagree	1.024	.920	1.140
For cohort eff13 = strongly agree	.905	.568	1.442
N of Valid Cases	346		

Table 3 indicates the risk factor analysis on the influence of social media on risky sexual behaviours among undergraduate students. The results show an odd ratio of the impact of social media on risky sexual behaviours among undergraduate students. From the analysis, it was observed that the odds ratio was 1.131, which indicates that undergraduate students from both the private and the public main campuses are

influenced by social media on risky sexual behaviours. This means that social media influences risky sexual behaviours among undergraduate students from both private and public universities equally. Therefore, both private and public universities should address the detrimental effects of social media in relation to risky sexual behaviours.

Excerpt

Peer Counsellors' and Student Counsellors' Verbatim Report on the Influence of Social Media on Risky Sexual Behaviours

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

Campus A

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

PC 1: Social media can enhance psycho-education on risky sexual behaviours but on the other hand it can enhance pornography.

PC 2: Social media can contribute positively or negatively to risky sexual behaviours as I have witnessed among my fellow peers.

Campus B

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

PC 1: Social media may propagate pornography through WhatsApp, Facebook, tweeter, sexting and Skype sex.

PC 2: Love and sexual messages send and received are subscribed digitally

Student Counsellors' Responses during the Interviews

Campus A

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

SC: Yes, the availability of computers and Smartphone has enhanced social media which in turn influence risky sexual behaviours among young people including our undergraduate students especially pornography activities. On matters of sexuality, social media can be used positively or negatively.

Campus B

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

SC: Technology including computers and smartphones can be used positively or negatively. Young people including undergraduate students engage in Skype sex where young people instruct each other on sexual matters regardless of distance. In fact, they believe that they can engage sex anywhere and there is a trending message they spread that sex is a game that God initiated and should be played anywhere, all other games are man-made. They also do sexting i.e. send sex rich messages through SMS.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions: Concerning the influence of social media on risky sexual behaviours among undergraduate students in Nakuru County, there was sufficient evidence to conclude that the majority of students perceive it's not ok to watch pornography and send or receive sex messages to or from friends in social media. There is also sufficient evidence to conclude that the majority of students perceive it as not their hobby to enjoy cybersex and do not perceive online dating as the best way to get a sexual partner. A Chi-square test was done on significance, and the results indicated that all the p-values were less than 0.05

significance level; therefore, the study rejects the null hypothesis and supports the other hypothesis that there is a statistically significant influence of social media on risky sexual behaviours among undergraduate students. From the risk factor analysis, it was observed that the odds ratio was 1.131, which indicates that undergraduate students from both the private and the public main campuses are influenced by social media on risky sexual behaviours. This means that social media influences risky sexual behaviours among undergraduate students from both private and public universities equally. Therefore, both private and public universities should psycho-educate

undergraduate students on the proper use of social media in order to mitigate risky sexual behaviours. **Recommendations:** Based on the findings of this study, it was recommended that the government should enhance censorship of the kind of information being sent or received through social media platforms, especially pornographic and sexual-related messages and videos, in order to counter risky sexual behaviours among undergraduate students.

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