



Predictors of Risky Sexual Behavior among Trainee Teachers in the Case of Dilla, Arbaminch, and Hosanna College of Teacher Education; SNNPRS, Ethiopia

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Abstract

This study aimed to examine predictors of risky sexual behavior among trainee teachers in the case of Dilla, Arbaminch, and Hosanna College of Teacher Education, SNNPRS, Ethiopia. In doing so, a descriptive cross-sectional research design was employed. Data were produced from 353 participants (i.e., 191 males and 162 females) and 15 key informants with unique job positions and responsibilities. A sample was selected through a multi-stage sampling technique. Both developed as well as adapted questionnaires and key informant interview protocols were utilized as data-gathering tools. Data analysis was carried out through a nonparametric binomial test, multiple linear regression, and thematic content analysis. The results demonstrated that various triggering conditions are followed by a tendency for the majority of trainee instructors to engage in risky sexual activity. Among predictive variables, social norms and permissive attitudes were solidified as the major predictive factors that trigger trainee teachers towards risky sexual behavior. Trainee teachers who are more prone to the influence of peer pressure and a permissive attitude toward risky sexual behavior are more likely to engage in risky sexual behavior. Thus, it is more advisable for governmental as well as non-governmental organizations to maintain and facilitate long-lasting psychosocial support for college trainee teachers about risky sexual behaviors.

1 Introduction

1.1 Background of the Study

Globally, sexuality and sexual behavior are of great concern to the age group of 15–24 years old (Glen, 2015). This means that risky sexual behavior is one of the most prevalent problems among young people, particularly adolescents. It is a time of change for individuals as they deal with the physical, cognitive, emotional, sexual, and social changes that occur during this developmental period. Adolescents are young people between the ages of 10 and 19 years old (WHO, 2010). It has been observed and realized that young people across the world confront as well as fight with risky sexual

practice or behavior, which takes different forms such as having multiple partners, risky casual or unknown sexual partners, early sexual initiation, engaging in transactional sex, forced sexual intercourse, having sex under the influence of alcohol or other stimulating substances, engaging in sex immediately after watching pornographic media, and unprotected sexual intercourse (Odeigah *et al.*, 2019).

The risky sexual behavior of youths can be defined in a number of ways. The most widely used definition for risky sexual behavior could be: unprotected vaginal, oral, or anal intercourse, which also encompasses early sexual initiation or intention and

engagement, having multiple sexual partners, non-use or inconsistent use of the condom, non-use of contraceptive methods, and sex under the influence of various kinds of substances (Glen, 2015). The Centers for Disease Control and Prevention (CDC) have also defined risky sexual behavior as a behavior that increases one's risk of contracting STIs and experiencing unintended pregnancy (CDC, 2012).

In developing countries where higher education settings are dramatically expanding, it is important to understand the forces that influence youth education and how these forces interlink with colleges (Magu *et al.*, 2012). Higher education level students, particularly university and college students, are exposed to a variety of risky sexual behaviors such as early sexual initiation, multiple sexual partners, unprotected sex, having sexual intercourse with the same sex, being involved in the sex under the influence of various drugs like alcohol, having sex with older age partners, and non-regular partners such as commercial sex workers (CSW) (Alamrew *et al.*, 2013). The increased number of students in higher education colleges, the lack of facilities for living as well as learning conditions, and sexual and reproductive health services might worsen risky sexual behaviors (Alamrew *et al.*, 2013).

Concrete, as well as real knowledge and information about the state of risky sexual behavior and practice and its major pressurizing multivariate predictors, are insufficient and scarce in the current study areas in particular and some African countries in general. Within the African continent, scholars like Mercy *et al.* (2014), who have explored risky sexual behaviors and their predictors, have focused on female in-school adolescents in Delta, Nigeria, as a unit of analysis; men tend to be ignored, and predictors are limited to self-esteem, parental involvement, and religiosity only. Whitton *et al.* (2019) conducted a study on attitudes and risky sexual behavior among youth in Kampala, Uganda; as the title illustrates, the study encircled attitudes only in line with risky sexual behavior.

There are limited studies on the risky sexual behaviors of students in the context of higher education institutions in Ethiopia (Dingeta *et al.*, 2012). There are a few studies that explore factors affecting or

associated with college students' behavior to have multiple sexual partners and not to use protective strategies in such risky practices on the current study sites. For instance, Girma (2017) investigated well the effects of social media on students' risky sexual behavior at Hawassa University; however, the scope of the work focused on social media and the university level only, and hence, the study may not be generalized. In the same vein, a study conducted by Tsige (2012) explored attitudes towards risky sexual behavior and sexual practice among Adama University college students in Ethiopia.

The study tried to assess one single predicting variable (*i.e.*, attitude) towards risky sexual practices and unseen others. This conveys that there is a research gap in considering the multivariate variables issue of what norm group, self-efficacy, self-esteem, attitude, and behavioral factor (substance abuse) determine the students' risky sexual behavior in their entire college life. In an attempt to contribute to bridging the above-revealed gaps, this study tried to address multivariate variables. It will also add to the stock of knowledge on the determinants that determine college students' risky sexual behavior and preventive strategies for risky sexual behavior.

In addition to this, as per the observation and experiences of current researchers, the trainee teachers in the teacher training colleges have no dormitory service; rather, they have been living and using their residences outside of the college's campus. This condition may also trigger them to engage in different risky sexual behaviors since the situation may pave the way for more freedom. Thus, the problem is becoming more serious as it leads individuals to various sexually transmitted diseases (STDs) and is deemed one of the most cross-cutting issues nowadays. Due to these, it is important to realize the healthy and unhealthy developmental aspects of school students, identify the major predictors of risky behaviors, including risky sexual behavior, and realize their need for assistance. In light of this, the present study tried to assess the main predictors of risky sexual behavior among trainee teachers in the selected study sites.

Therefore, the study addressed the following basic research questions:

1. What is the prevalence of risky sexual behavior among trainee teachers?
2. What are the major predictors of risky sexual behavior among trainee teachers?

2 Review of Related Literature

2.1 Essence of Risky Sexual Behavior

Risky sexual behavior is increasing swiftly. A troublesome issue is the occurrence of risky sexual behavior among adolescents at large and among college or school youths in particular. Risky sexual behaviors refer to an individual's sexual practices such as having multiple sexual partners, starting sexual-related activity at a very early age, having sex without using a condom, and tending to engage in sexual activities with an unknown person or partner that may increase their susceptibility to the risk of sexually transmitted infections (STIs), including HIV, unplanned pregnancies, and psychological disorders (Kerpelman *et al.*, 2016).

Large numbers of school youth or adolescents have limited experience and commitment to sexual relations and are more likely to have risky sexual behavior. This includes a large number of different types of partnerships or multiple partners, unusual sexual practices, and sexual orientation, wishes, expectations, and outlooks compared to other age groups, especially adults (Odimegwu & Somefun, 2017). Having sex with a large number of partners without using a condom and other protective methods is one of the risk factors contributing to sexually transmitted diseases, including HIV transmission, and many investigations have compiled and profiled evidence on the high prevalence of HIV infection among people with multiple partners (Kyilleh *et al.*, 2018). According to Kyilleh *et al.* (2018), as quoted in Kato and Omona (2021), "school youths or adolescents engaged in unprotected sexual practices as a way of testing their fertility, assurance of love, bait for marriage, and livelihood; condoms were believed to inhibit the pleasure in sex, and since many engaged in sex for pleasure, the use of a condom was also regarded as impracticable, coupled with inconvenience or challenges involved in getting condoms" (Kato & Omona, 2021).

2.2 Major Predictors of an Individual's Risky Sexual Behavior

Peer groups and risky sexual behavior

Peer groups are social norms that integrate people of the same age who have similar interests and are usually equal in terms of education and social class; in this condition, peer norms and peer influences play central roles in the development of health-related behaviors (Peli, 2017). Peer norms have a significant impact on intentions to have sex, early sexual debut, and subsequent sexual behavior; peers may influence college students, especially youths' sexual behavior, through direct modeling of sexual behavior, including risky sexual practice, and the adolescent's perception of peer outlook, views, or tendency toward sex (Sneed *et al.*, 2015). School youth who think and accept that their friends or norm groups are sexually active are more likely to have initiated sex and have more partners compared to youths who perceive that their friends are not sexually active (Olufemi *et al.*, 2018).

A study among high school students explains that young people with perceptions that their peers, friends, or norm group approve of and engage in sexual activity are more likely to engage in sexual activity incorporating risky sexual practices themselves (Doornwaard *et al.*, 2015). College learners, especially youth, are particularly sensitive to social reinforcements or motivators, especially to the rewards of socializing with peers, which expose them to a heightened need to affiliate with age mates and to act in ways that generate and confirm the admiration of their friends or the same age groups (Blakemore, 2018).

Attitude and risky sexual behavior

According to an elucidation by Guilamo-Ramos *et al.* (2008), as quoted in Muhammad *et al.* (2017), attitude is about a person's beliefs and thinking when engaging in and performing particular behaviors. A non-permissive attitude towards premarital sex is common among conservative cultures like those in Malaysia, Hong Kong, and China. However, the modernization system may have inadvertently or unexpectedly changed people's attitudes, and a permissive attitude is now common among sexually active youths in these countries (Ahmadian

et al., 2014).

According to Tilahun *et al.* (2020), in a study titled Knowledge, Attitude, and Practice towards Risky Sexual Behaviors among Secondary and Preparatory Students of Metu Town, South Western Ethiopia, it was confirmed that attitude pertained to risky sexual behaviors. About 254 (70.4%) of the respondents responded that they appreciated having substance use (like cigarettes, alcohol, and hashish) that can expose and lead them to risky sexual behaviors. The same study ensured that among the total respondents, around 186 (51.5%) respondents have favorable attitudes towards risky sexual behavior, while the remaining 175 (48.5%) respondents have negative or non-permissive attitudes towards risky sexual behavior. Nigatu and Seman (2011), as quoted in Tsige (2012), stated that practical observation and existing research findings show that for many campus students, there was an unfavorable or negative attitude or outlook towards risky sexual behavior or practice (Tsige, 2012).

Theoretical Model of the Study

Various approaches discuss risky sexual behavior among adolescents from different models. Among these models and approaches, the following is the most significant and has more details on risky behaviors, including risky sexual behavior.

Theory of Planned Behavior

According to Whitton *et al.* (2019), to clearly as well as better understand, predict, and explain an individual's self-control over behaviors, the Theory of Reasoned Action was developed in 1980 by Icek Ajzen. This theory was later modified into the Theory of Planned Behavior (TPB), which continues to focus on the behavioral intentions of individuals. According to Whitton *et al.* (2019), the model reveals that intention and ability to control behavior are fed by external background factors. These factors impact the beliefs held by an individual, which cascade to their intentions in a situation and result in the actual behavior in the life of a given individual. The TPB is often used to consider the effects of behavior on the overall disease prevalence through a better understanding of the occurrence of intention and individual beliefs regarding sexual

activity and risky sexual behaviors or practices (Ngidi *et al.*, 2016).

According to Whitton *et al.* (2019), TPB consists of and explains three types of beliefs: behavioral, normative, and control, each of which is paired with another construct that affects the intention to perform a particular behavior. Behavioral beliefs are based on the expected outcome of the behavior. These beliefs are a result of the attitude toward the behavior, which is the strength of the belief weighted by the evaluation of the outcome. Normative beliefs are the behaviors that are perceived as appropriate by a larger group. These beliefs feed into the subjective norm, or perceived peer pressure, that ultimately affects action. Lastly, control beliefs are the perceived factors that may assist or impede behavior. Control beliefs affect the perceived behavioral control, or ability to perform a behavior, and can act in place of actual behavioral control, which is difficult to measure.

3 Materials and Methods

In this study, to determine the magnitude of major determining predictors towards trainee teachers' risky sexual behaviors, the descriptive cross-sectional survey research design was employed and guided by a convergent parallel mixed research approach through which both quantitative and qualitative data were collected at the same time and analyzed separately and triangulated together. Mixed research design allows for generating and using combinations of both qualitative and quantitative data in a single research project at different stages of the research process (Greene, 2008).

3.1 Target Population of the Study

The target population of this study was all available regular trainee teachers at Dilla, Arbaminch, and Hosanna College of Teacher Education for the 2021/22 academic year. As data secured from the records of respective colleges reveals, the total number of all available regular trainee teachers was almost 2,827 (*i.e.*, DCTE = 953, ACTE = 1,035, and HCTE = 839). Thus, it encompasses all students from diverse streams and their respective departments. For the qualitative data, 15 key informants were purposely selected for the sake of having depth

and factual information.

3.2 Sample and Sampling Procedure

In the current research, 353 trainee teachers were selected via a multi-stage sampling procedure from their respective colleges. For the qualitative part of the study, 15 key informants were purposely selected to attain some supportive information to triangulate with the main quantitative data of the issue under investigation.

3.3 Data collection instruments

Data collection instruments were chosen and decided based on the types of variables in the study. Both developed and adapted questionnaires were employed to collect information on predictive variables. In doing so, the present researchers used a total of 40 items to measure the determinants of risky sexual behavior. A questionnaire for substance abuse was developed by current researchers based on a review of the literature. Instruments to assess peer pressure, social norms, attitude, and self-efficacy towards risky sexual behavior were reviewed, contextualized, and adapted from Muhammad *et al.* (2017) Youth Sexual Intention Scale (YSI-Q), which was constructed based on the Theory of Planned Behavior. The self-esteem measure was adapted from Rosenberg's (2015) Self-Esteem Measurement Scale (RSE). The measure or instrument for risky sexual behaviors (practice and intention to engage in risky sexual activity) was more internalized, strictly as well as carefully contextualized or adapted from the Risky Sex Scale/Survey of Turchik (2007). The instruments of this study were checked and evaluated by the selected psychology department's staff. The experts evaluated the appropriateness of each item, the required components, the adequateness of the items in each instrument, how each item expressed the required issue, and the amenity of each item in terms of the participants' socio-cultural contexts. In addition to this, a pilot test was carried out by having 10% of the sample size of participants without replacing them in the main study. Thus, the total items' internal consistency, or Cronbach's alpha, was 72.

On the other side, three (3) specific semi-structured questions or key informants' guidelines were used to explore some key, in-depth, and supportive information to triangulate with quantitative data.

3.4 Data Processing and Analysis

After data collection, data cleaning was done to reject substantially incomplete ones. Regarding the quantitative data collected, the process of coding items was done by converting responses to numbers for the sake of the data entry. In addition, organizing close-ended and structured information was done to analyze the contents. Then data entry and analysis were made using the computer-based software SPSS version 20 data processing program.

During data analysis, inferential statistics were deployed, such as a nonparametric binomial test, to test the prevalence of risky sexual behavior among trainee teachers. Stepwise multiple linear regressions were applied to examine the main effects and the interaction effects of predictors (social norms/peer pressure, attitude, self-esteem, self-efficacy, and drug abuse) on the risky sexual behavior of trainee teachers. On the other hand, the qualitative data was analyzed using the thematic content analysis/narration procedure.

4 Results

The central purpose of this study was to assess predictors of risky sexual behavior among trainee teachers in the case of Dilla, Arbaminch, and Hosanna College of Teacher Education, SNNPRS, Ethiopia. To achieve this objective, data were produced via quantitative and qualitative approaches. The results were treated according to the research questions of the present study. In doing so, findings secured via the quantitative approach are presented head-to-head with those of the qualitative approaches as follows:

As divulged in Table 1, the majority of the study respondents (190), or 54%, were above an average or mean value, while 163 (46%) were below the mean value concerning the nonparametric binomial test.

Table 1: Results of Binomial Test on Prevalence of Risky Sexual Behavior among Respondents

Binomial Test						
	Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)	
Practice of Risky sexual behavior	Group 1	.00 163	.46	.50	.166	
dichotomy	Group 2	1.00 190	.54			
	Total	353	1.00			

The result confirmed that the majority of respondents tend to agree with all issues that describe the basic features of risky sexual behavior. That is to say that the majority of the respondents engaged in moderate or average amounts of risky sexual behavior on the current study sites. On the other hand, findings from key informants strongly solidified that there is an observable as well as extreme

prevalence of risky sexual behavior among students in their respective colleges. The key informants confirmed the existence of risky sexual behavior among students by checking and observing students' odd clothing styles, hairstyles, unique facial features, sexual (erotic)-related actions, and making relationships with many opposite-sex partners in and out of the classroom.

Table 2: ANOVA Summary Result of Multiple Linear Regression Model

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3918.679	5	783.736	27.411	.000 ^b
Residual	9921.542	347	28.592		
Total	13840.221	352			

a. Dependent Variable: Risky Sexual Behavior
b. Predictors: (Constant), Substance Abuse, Peer pressure/social norms, Self Esteem, Self-Efficacy, Attitude

Table 2 summarizes the information about the variation of the dependent variable explained by the existing model used for this study and the residual that indicates the variation of the dependent variable that is not captured by the model. It is observed that the independent variables have a sig-

nificant effect on the dependent variable, where the F – value is 27.411 with a p – value of less than 0.05 (*i.e.*, $p < 0.000$), indicating that, overall, the model used for the study is significantly good enough in explaining the variation on the dependent variable.

Table 3: Regression Model Summary to the Independent Variables (*i.e.* model to the major predicting factors of risky sexual behavior among trainee teachers)

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.532 ^a	.283	.273	5.34718	1.847

a. Predictors: (Constant), Substance Abuse, Peer norms, Self Esteem, Self-Efficacy, Attitude.
b. Dependent Variable: Risky Sexual Behaviors.

As shown in Table 3, the value of adjusted R^2 (.273) indicates the predictive variables in the model explain 27% of the variation in the dependent variable.

This outcome empirically indicates that independent variables such as peer pressure and permissive attitude are witnessed as predictive variables or

factors that trigger trainee teachers to take part in risky sexual behavior.

Table 4 shows the results of the regression model. The result reveals that among predictive variables, self-esteem, self-efficacy, and substance abuse were insignificant, whereas there is a significant relationship between peer norms as well as attitude and risky sexual behavior among the research participants.

As illustrated in Table 4, among the five explanatory variables tested in this study, peer norms with coefficient ($\beta = .183$) and attitude with coefficient ($\beta = .423$) and attitude with coefficient ($p - value < .001$) were statistically significant at 5 percent or lower. The result implies that peer group and attitude are attested as predictive variables or fac-

tors that propel trainee teachers to engage in risky sexual behavior by the weights and signs on the coefficients of beta. That is to say that there is a high level of involvement in risky sexual behavior among participants who are exposed to the influence of peer pressure and a permissive or directive outlook or attitude towards risky sexual behavior by holding all the other independent variables constant. Furthermore, key informants also frankly proved that there is a direct and obvious pressure or influence from social groups, especially peers, low self-esteem, economic as well as academic dependency, deprived life skills, limitation of sex-related education, out-of-campus residence or owning more freedom, and favorable or permissive views of trainee teachers towards risky sexual behavior.

Table 4: Results of the Regression Model

Coefficients ^a										
Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	16.139	2.542		6.349	.000					
Peer norms	.250	.067	.183	3.730	.000	.332	.196	.170	.855	1.170
Self Esteem	-.024	.068	-.017	-.358	.721	-.025	-.019	-.016	.941	1.063
Self Efficacy	-.141	.096	-.070	-1.465	.144	-.138	-.078	-.067	.903	1.108
Attitude	.607	.072	.423	8.408	.000	.501	.411	.382	.815	1.227
Substance Abuse	.007	.184	.002	.036	.971	.062	.002	.002	.976	1.025

a. Dependent Variable: Risky Sexual Behavior

5 Discussion

The general objective of this study was to assess predictors of risky sexual behavior among all trainee teachers at the study sites. Having this, the discussion was made as follows:

Regarding the first research objective, i.e., the magnitude of the prevalence of risky sexual behavior among respondents, as divulged in Table 1, the majority of the study respondents (190) or 54% were above an average or mean value, while 163 (46%) were below the mean value with respect to the non-parametric binomial test. Thus, the result revealed that the majority of respondents tend to agree with all items that describe the basic features of risky sexual behavior. On the other side, findings from key informants strongly proved that there is a tangible, or observable, as well as extreme prevalence

of risky sexual behavior among students in their respective colleges. The key informants assured the existence of risky sexual behavior among students by checking and observing students' odd clothing styles, hairstyles, sexual (erotic)-related actions, and making relationships with many opposite-sex partners in and out of the classroom. The result is utterly supported by and related to the study of Odimegwu and Somefun (2017) in Nigerian youth, which found that large numbers of school youth have limited experience and commitment to sexual relations and are more likely to have risky sexual behavior. It incorporates the large number and different types of partnerships or multiple partners, unusual sexual practices, and sexual orientation, wishes, expectations, and outlooks compared to other age groups, especially adults.

Correspondingly, the current finding is consistent with the investigation of Kyilleh *et al.* (2018), as quoted in Kato and Omona (2021), where school adolescents engaged in unprotected sexual practices as a way of testing their fertility, assurance of love, bait for marriage, and livelihood. Condoms were believed to inhibit the pleasure of sex, and since many engaged in sex for pleasure, the use of a condom was also regarded as impracticable, coupled with inconvenience or challenges involved in getting condoms.

Based on the second objective of the current study, which was to identify the major predictors of risky sexual behavior among participants, as expressed in Table 3, among the five predictive variables tested in this study, peer pressure and social norms with a coefficient ($\beta = .183$) and a $p - value < .001$ and attitude with a coefficient ($\beta = .423$) and a $p - value < .001$ were statistically significant at 5% or lower. The result implies that peer pressure, social norms, and attitude are examined as predictive variables or factors that trigger trainee teachers to engage in risky sexual behavior by the weights and signs on the coefficients of beta. That is to say that there is a high level of involvement in risky sexual behavior among trainee teachers and students who are exposed to the influence of peer pressure and a permissive or directive outlook or attitude towards risky sexual behavior. Furthermore, key informants also confirmed that there is supreme pressure from social groups, especially peers, positive or permissive views, and low self-esteem of trainee teachers towards risky sexual behavior.

The current researchers have tried to explore ample related literature or evidence to conduct cross-checking between the present study's results and already existing research findings. Thus, the current finding on the predictive variable, i.e., the significant influence of peer pressure and social norms towards risky sexual behavior, thoroughly agreed with the finding of Sneed *et al.* (2015), who concluded that peer norms have a significant impact on intentions to have sex, early sexual debut, and subsequent sexual behavior; peers may influence college students, especially youths' sexual behavior, through direct modeling of sexual behavior, including risky sexual practice, and the

adolescent's perception of peer outlook, views, or tendency toward sex-related activities. In addition to this, the finding of the current research is quietly consistent with the corresponding investigation by Doornwaard *et al.* (2015), who explain that young school students with perceptions that their peers or norm group approve of and engage in sexual activity are more likely to engage in sexual activity incorporating risky sexual practices themselves. Furthermore, the finding of Olufemi *et al.* (2018) in a study on the prevalence and predictors of early sexual debut among adolescents in Ogbomoso, Nigeria, implicitly supports the present study's finding by explaining that school youth who think and accept that their friends are sexually active are more likely to have initiated sex and have more partners compared to the youths who perceive that their friends are not sexually active.

The finding of the current study regarding the significant impact of a permissive attitude towards risky sexual behavior or practice is supported by Ahmadian *et al.* (2014), who conducted a study on risky sexual behavior among rural female adolescents in Malaysia. They stated that a non-permissive attitude towards premarital sex, or risky sexual behavior, is common among conservative cultures like the people in Malaysia. However, there are inadvertent or unexpected changes in people's attitudes, and a permissive attitude is now common among sexually active youths in Malaysia due to the modernization system. Also, Tilahun *et al.* (2020) in a study titled Knowledge, Attitude, and Practice towards Risky Sexual Behaviors among Secondary and Preparatory Students of Metu Town, South Western Ethiopia, confirmed and agreed that attitudes pertained to risky sexual behaviors; about 254 (70.4%) of the respondents responded that they appreciated, favored, and were willing to expose and engage in risky sexual behaviors. However, the finding is inconsistent with the result of Nigatu & Seman (2011), as quoted in Tsige (2012), who stated that practical observation and systematic review show that for many campus students, there was an unfavorable or negative attitude or outlook toward risky sexual behavior (Tsige, 2012).

6 Conclusion

The current research investigation has tried to surround as well as engross the predictive factors of risky sexual behavior among trainee teachers in the selected teacher training colleges. As a result of both quantitative and qualitative approaches, the majority of trainee teachers are involved in risky sexual behavior at the current study sites. In the vein of linear regression, peer pressure and favorable or permissive outlooks are the major predictors of risky sexual behavior. Furthermore, economic as well as academic dependency, norm groups, one's outlook, deprived life skills, lack of awareness, out-of-campus residence, or owning more freedom are also the major triggering factors behind students' risky sexual behavior regarding thematic content analysis.

Recommendations

Based on the conclusions made from the findings, the following major avenues are forwarded:

- It is advisable that professional counselors, counseling centers, and resources be available to college students.
- Follow-up and monitoring, as well as evaluations, are more advisable for students' both in- and out-of-room maladaptive behaviors (like unique wearing styles, sexual (erotic)-related actions, unusual hairstyles, and having imbalanced alcohols or other stimulating drugs).
- Parents and the community should be involved in the psychoeducation of risky sexual behavior.
- Students in the campus dormitory residence or house service need to be facilitated and maintained.

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Ethical Approval

Consent was sought from the research participants. Confidentiality was maintained when reporting information.

Conflict of Interests

The authors declare that there is no conflict of interest.

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