

Social Connectedness and Risky Sexual Behavior among youth in North Shewa Zone, Oromia Region, Central Ethiopia; Cross Sectional Study

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Abstract

Background: Adolescent risky sexual behavior has global concern because of its negative consequences on physical, social and psychological health of adolescents. Engaging in risky sexual behaviors is associated low family connectedness, low self-esteem, low self-efficacy, substance use and low perceived efficacy to use condom and watching pornographic social media. Human beings have a deep-seated need to feel connected, trusted and loved. Social connectedness has association with mental health, physical health, and longevity.

Objectives: To assess social connectedness and risky sexual behavior among youths in North Shewa zone, Oromia region, Central Ethiopia, February 2016.

Methods: A cross-sectional study supported by qualitative data was conducted in North Shewa Zone Oromia National Regional State, from February to March 2016. For survey, 635 students were selected using a multi-stage sampling method from six districts, while four FGDs contained 38 students were selected by homogeneous purposive sampling technique for FGDs. Pre-tested, structured and translated self-administered questionnaire and FGD guide were used to collect the data. Data was entered in to Epi-Data version 3.1 and exported to SPSS version 20 for Windows for analysis. Backward likelihood logistic regression was carried out to identify the independent predictors of risky sexual behavior

Result: One hundred fifteen (18.3%) of the respondents have developed risky sexual behavior. Of sexual actives, 23.5%, 45.2% and 45 (39.1%) of the students were consistently used condom, had sex with two or more partners and below the age of 18 years at first sex respectively. The mean social connectedness score of the respondent was 77.8 (SD \pm 10). Social connectedness was inversely correlated with having multiple sexual partners, use of condoms and overall risky sexual behavior. Substance user students have four times risky sexual behavior than non users (AOR= 4, 95%CI (1.54 -10.3)). For a unit increase in score of family, religion and school connectedness of the student, the odds of becoming at risk was reduced by 0.39 (AOR= 0.39, 95%CI (0.303-0.51)), 0.23 (AOR= 0.23, 95%CI (0.169-0.31)) and 0.39 (AOR= 0.39, 95%CI (0.297-0.52)) respectively. This means youths who have high connectedness were less likely engaged in risky sexual activity.

Conclusion Grade level, substance use, religious connectedness, family connectedness and school connectedness were major predictors of risky sexual behavior.

Key words: Social connectedness; Risky sexual behavior; Youths; Ethiopia

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Acronyms

AIDS-Acquired Immune Deficiency Syndrome

ANOVA-One Way Analysis of Variance

AOR- Adjusted Odd Ratio

CI-Confidence Interval

CSW-Commercial sex worker

EDHS-Ethiopian Demographic and Health Survey

FGD-Focus Group Discussion

HIV-Human Immune Deficiency Virus

MDGs-Millennium Development Goals

OR-Odd Ratio

RH-Reproductive Health

SD-Standard Deviation

SRH-Sexual and reproductive health

STD-Sexually Transmitted Disease

STIs-Sexually Transmitted Infections

UK-United Kingdom

USA-United State of America

VCT-Voluntary counseling and testing

WHO-World Health Organization

Chapter One

Introduction

1.1. Background

According to the World Health Organization (WHO), “adolescents” cover the age of 10 to 19 Years; “youths” are defined as belonging to the age group of 15 to 24 years, while the terminology “young people” covers the age of 10 to 24 years(1). Adolescence is a developmental period characterized by rapid physical, psychological, social, cultural, and cognitive changes that increase independency from their parents. The increased independence of youths brings about new challenges and risks resulting in marked differences in patterns of morbidity and mortality compared with younger children (2, 3).

Risky sexual behavior is any behavior that increases the probability of negative consequences associated with sexual contact, including HIV/AIDS or other sexually transmitted diseases (STD), abortion and unplanned pregnancy. It includes behaviors like, having multiple partners, having risky casual or unknown sexual partners, early sexual initiation and failure to take protective actions, such as use of condoms and birth control (4, 5).

Worldwide there are more than one billion adolescent people from which, seventy percent of them live in developing nations. They are disproportionately affected by HIV that is particularly higher in Sub-Saharan Africa. Rates of sexual initiation during young adulthood are rising or remaining unchanged in many developing countries, and high HIV prevalence adds to the risks associated with early sexual activity (6). In Ethiopia, thirty four percent of population comprises young people age of 10–24 years old (7). According to the 2007 Ethiopian census, youths aged 15–24 years are more than 15.2 million, which contributes to 20.6% of the whole population (8). In 2014, it is forecasted that this group is 19.9% of the total population (9).

Human beings have a deep-seated need to feel connected, trusted and loved (10). Social connectedness is feeling of belonging and relatedness to others, and the extent to which one values the relationships is sensitive to the effects of his or her actions on others (11). Social connectedness may seem to be observable or implied; however, perceived state best gauge one’s state of social connectedness. Thus, social connectedness is both a perceived psychological state and a property of a relationship system in which there is active, reciprocal exchange (12, 13). It

creates an environment within which one grows up and derives support and inspiration (14). At any given time human beings occupy multiple and diverse social ecologies. Some of them are more proximal than others, influence day-to-day functioning and be emotionally salient to the individual. As a result individuals may experience high degrees of connectedness with one while low connectedness with others (15).

Social connectedness has association with mental health, physical health, and longevity. A recent review reported that individuals with good social connectedness have a 50% greater likelihood of survival compared to those with poor or insufficient social connectedness (16). It has outstanding contribution in medical care and treatment. Empirical data suggest relevance of social connectedness in improving patient care, increasing compliance with medical regimens (17), and promoting decreased length of hospitalization (18). It also decreases the development (19) and progression (20) of cardiovascular disease a leading cause of death globally (21). In contrast, lack of social connectedness is a risk factor for multiple chronic diseases; including obesity, high blood pressure, cancer, and diabetes (22). Lack of social connectedness also increase stress levels, lead to behavior that increases health risks, and reduce healthy behaviors. It can also mask symptoms and increase the delay in seeking care (23).

However, social connectedness may not always confer benefits. Though the structure and difference in dimensions may not be well drawn, studies argue that social connectedness either positive or negative influence on youth's behavior (24, 25). It is also expected to be one of the potential estimators of youths' level of risky sexual behavior. Thus, this study seeks to describe patterns of social connectedness of youths' when they are in their adolescence age and scrutinize the linkage with level of risky sexual behavior.

1.2. Statement of the Problem

Risk behaviors like unprotected sex, multi partnership, no or inconsistency use of condoms and early initiation of sexual intercourse are extremely determinate to health of adolescents and youths (26). Adolescent risky sexual behavior has global concern because of its negative consequences on physical, social and psychological health of adolescents. Adolescents who engage in sexual behavior at earlier ages have more lifetime sexual partners, a greater likelihood of acquiring HIV/AIDS and other sexually transmitted infections, and a greater likelihood of having an unintended pregnancy (27, 28). These will bring associated social costs like welfare dependence, medical expenses, and family psychological distress (29). For instance in each year over one million teenagers become pregnant and over four million are diagnosed with a sexually transmitted disease (30).

In United States, nearly 50% grades 9–12 high school youth are sexually active. Among them, 7.1% start sexual intercourse before 13 years of age, 14.9% have sexual intercourse with four or more partners, and over one third (38.5%) have not used a condom during their last sexual intercourse. These behaviors put youth at risk of negative consequences, such as unplanned pregnancy and sexually transmitted infections, including the human immunodeficiency virus (HIV) (31). According to Commission on Children at Risk, lack of connectedness is a major contributor to deteriorating behavioral and mental health among youth in the United States (32).

In Peru secondary school, 17% of students have at least once sexual intercourse experience. Students more likely have sex if they perceived that some or many of their friends are sexually active. For both sexes, perceived connectedness with family is associated with a lower likelihood of having had sex. Highs self-efficacy appears to be a protective factor against risky sexual activity among girls; however, for boys' it is associated with being sexual active (33).

Youths' risky sexual behaviors remain also a concern in most developing countries. Evidence from Demographic and Health Surveys of many countries shows high levels of multiple sexual partners and high-risk sex among female and male youths living in sub-Saharan Africa. A vast majority of who report not using a condom at their last high risk sex experience (34).

When we see the context in Africa in Nigeria secondary school 33.6% of students are sexually active. Sexual activity is less common among female than male students (23.2% versus 42.7%),

and among students living in urban rather than rural locations. The mean age of sexual initiation is 14.8 (\pm 2.8) years. The major predictors of risky sexual activities are male sex, lower parent-teen connectedness, having a dead parent, family polygamy, lower school connectedness, and lower parental education (35).

According to the 2005 Ethiopian behavioral surveillance survey, 9.9% of in-school youths have sexual experience. Amongst the regions, in Oromia 7.8% of in school youth have ever had sex. Among all who ever had sex in the nation, 40.6% have sex at or before the age of 15, 61.3% have sex during the last 12 months and 22.7% reported having sex with more than one partner. On condom use, only 43.1% in school student use condom; however, in Oromia region it go down to 38.5% (36). On the other hand in Jimma zone, 42.1% of preparatory students practice risk sexual behavior. Out of them 30.8% have two or more sexual partners, and only 11.2% of them use condom consistently (37). These risky sexual behaviors associated with high alcohol consumption, low family, and school social connectedness (33, 37).

Risky sexual activity not only expose youths to STIs, including HIV/AIDS, but also unwanted pregnancy and abortion on females, which cause serious health, social and economic problems. In addition to this, unwanted pregnancy leads to school dropout and a failure to complete their education. The situation gets worse on those who are physically and mentally immature, such as the youth. Most frequently, unwanted pregnancies also end up with unsafe abortion, which can lead to death and loss of life (30, 31, 38).

Although a myriad of diverse factors associated with adolescents' risk sexual behaviors have been identified,(2) there is emerging interest in understanding the impact underlying patterns of social systems on risky sexual behaviors (39). In the near past most sexual health studies on young people has been focused on individual level factors, but it is increasingly recognized that risky behaviors are often driven by many social and structural factors,(40, 41) which are beyond an individual's control. Little has, however, been done to understand the social connectedness of young people's and the role it plays on their sexual behavior. At the same time, existing social studies demonstrated that social capital matters for young people's health and well-being (42). However, less is known which social connectedness dimension of high school students may operate in occurrence of several risks sexual behaviors.

Therefore, this study tries to identify social connectedness of youth as a determinant of risky sexual behavior. Therefore, this paper describes patterns of youth's social connectedness with religious groups, parent, peers, school and social media and its correlation with risky sexual behavior.

Chapter Two

Literature Review

2.1. Literature Review

Young age is a critical developmental period when they begin to define and clarify their sexual values and start to experiment sexual behaviors. In which most of them are students and are at a high risk for unsafe sexual behaviors and problems (43). Worldwide sexual activities among youth have been reported to be on increasing. Most youth throughout the world engage in sexual intercourse by age 20, whether married or unmarried (1, 44). Because of this currently, risky sexual behavior became a major public health problem across the world (45). Risky sexual behavior are potential carriers of sexual transmitted diseases including HIV due to direct contact with the semen, blood, or vaginal secretions of infected sexual partners; which includes early sexual initiation, unprotected sexual intercourse, sex with multiple partners (46, 47).

2.1.1. Risky sexual behaviors among youth

Risky sexual behaviors vary across different regions of the world. Study done on alternative high school students in Houston, Texas, shows that 68% of students have sexual experience; greater proportion of males 73% than of females 63%. With regard to age at first sex, 30% of males and 15% of females had first intercourse before age 13, and 63% of females and 49% of males had sex without condom within the past three months (48).

However, in Latin America and Caribbean, half of young women are between 18 and 19 at first sex. In Latin America, 5% of young women or fewer report multiple partners except in Colombia, where 8% of women report multiple partners in the past year. In contrast, 19% of Guyanese men, and more than 30% of Bolivian and Dominican men, report multiple partners. However, the situation is different in African countries. In Africa median age at first sex ranges from a low of 16 years or younger in Chad, Mali and Mozambique to a high of 19.6 years in Senegal for females and low 16.9 years in Mozambique to a high of 19.6 years in Ghana for males. In the rest of Sub-Saharan Africa, it is about 18.5 years. In this region of sexual active young people's, more than 20% of young men and 10% young women have multiple partners in the past 12 months (49).

Furthermore, in three African countries self-reported risky sexual behaviors vary by gender and country. In Burkina Faso and Ghana, the mean age at first intercourse of young men is higher than women. Multiple sexual relationships are practiced among 7% in Burkina Faso, 3% in Ghana, 4% in Zambia among young women and 17% in Burkina Faso, 12% in Ghana, and 20% in Zambia young men in the preceding 12 months respectively. During their most recent sexual contact 18% in Burkina Faso, 18% in Ghana, and 19% in Zambia young women's use a condom. Compared to young women's, a higher rate of condom use during most recent sexual intercourse (45% in Burkina Faso, 57% in Ghana, and 64% in Zambia) is observed in young men (50).

At the same time cross-sectional study conducted among five secondary schools, youth students in Moshi, Tanzania indicate risky sexual behavior exist among high school youths. Of study participant, 29% students report that they are sexually experienced with more males than females. From sexually active students 47.7% have more than one sexual partner, 21.6% start sexual intercourse before age of 15 and 52.2 % of them did not use condom in last sexual intercourse (51).

When we come to Ethiopia, different studies conducted at Nazareth, Addis Ababa, Shedi and Enemay towns on risky sexual behavior among high school students. These studies showed that 24%, 20.4 %, 19% and 67.6% of the students are sexually active in Nazareth, Addis Ababa, Shedi and Enemay towns respectively. The mean age at first sexual intercourse is 16.5 years for males and 15.9 years females in Shedi town. Yet, in Nazareth 60% and in Enemay 66.6% of student have their first intercourse between 15 to 16 years and before 18th ages respectively. Of sexual active student 33% in Nazareth, 45.6% in Addis Ababa, 24.8% in Shedi and 57% in Enemay have sex with more than one sexual partner and 44% in Nazareth and 55.6% Addis Ababa never use condom. Only 28.7% sexually active in-school youths used condom during their first sexual intercourse in Shedi town (52, 53, 54, 55).

2.1.2. The consequences of risky sexual behaviors

These risky behaviors have different consequences on individuals, families, communities, nations and world as a whole. World Health Organization reported that unsafe sex is second among the top ten risk factors in the global burden of all diseases caused globally (56). It is estimated that worldwide, there are between 1 million and 4.4 million abortions annually among

young women under the age of 20 years and most these unsafe abortions are with grave consequences (57). Although research on risky sexual behavior has focused on physical well-being, mental and social well-being may also be affected. Early, prior to age 16, sexual behavior in adolescence is associated with depression under some circumstances (58, 59).

On this regard, study done in UK shows that high rates of commonly diagnosed sexually transmitted infections (STIs) tend to be observed among young people under 25 years old (60). For instance, the prevalence rates for chlamydia are highest among 18–19 year old women (4.7%), men aged 20–24 years (3.4%), and for human papillomavirus women aged 18 – 19 years have the highest rates (29.6%) followed by those in the 20 – 24 year age group (26.6%) (61). These high rates of infection are mainly due to risky sexual lifestyles (62) Sexual behavior is complex partly because it is influenced by a wide array of personal, social, cultural, moral and legal factors (62, 63).

2.1.3. Factors affecting risky sexual behavior of youth

These risky sexual behaviors among high school students are the result of many factors interplay with each other. Concerning this a synthesis of more than 300 major research findings concluded that social connectedness and specific parenting practices such as monitoring, guidance and open communication-represented the central ways in which parents influence healthy adolescents development (64).

On this regard, study done in Texas show that social connectedness of the student is one factor that determines their sexual behavior. In the study 17% of youth scored 20 or lower, 32% scored 21–30 and 51% scored 31–42 family connectedness scale. Males have a significantly higher level of perceived family connectedness than females. Youth either living with both biological parents or one biological parent has higher family connectedness than others do. Concerning the relationship between risky sexual behavior and family connectedness for every one-point increase in the family connectedness score, the odds of each risk behavior decrease by 3% (38).

In Ethiopia engaging in risky sexual behaviors among high school students are associated with low social connectedness specifically low family connectedness, low religious connectedness, low school attachment, and watching pornographic social media (52, 53, 54, 55). Moreover, it is associated with low self-esteem (53), low self-efficacy, substance use, having older

boy/girlfriends, low expectations in academic success, (52), and low perceived efficacy to use condom (53). For instant in Enemay, town religious connectedness is associates with 20 times decreasing risky sexual behavior (54). On the other hand, likelihood of 11th and 12th grade students to involve in sexual intercourse reduces by a factor of 0.061 and 0.094 as compared to 9th grade students respectively (65).

2.1.4. Social connectedness and risky sexual behaviors

Social connectedness, which has different dimensions, is very important social factor that influence wellbeing and provide sense of meaning for youths life (66). Feeling connected to others increases psychological and physical well-being (67). Socially connected individuals generally have heightened social involvement, positive perceptions of other individuals, effective relationship engagement (68), higher social competency and psychological well-being (69) and high levels of esteem (68). It also enables people protected from adverse life events like risky sexual behavior and cope with negative events (70).

In study done in Ghana showed that, youths have high levels of connectedness to family, adults, friends, school and religious groups. They tend to have a large network of friends and males tend to report a larger number of close friends on average than females. Formal education serves as a proxy for a variety of things that could postpone sexual activities high expectations for the future and time occupied by other school-related activities. High levels of connectedness among adolescents through regular communication with positive reinforcement, and a circle of supportive friends of activities will be related to positive sexual and reproductive health outcomes (14).

Regarding this, literatures showed that adolescents with higher levels of religious connectedness, one dimension of social connectedness, are less likely to engage in risky sexual behavior (71). Religious connectedness decrease the likelihood that youth will associate with unconventional peers and engage in delinquent behavior. It provides opportunities for youths to meet adolescents that are more conventional and connect with them (67, 72). In other study higher levels of religious connectedness is associated with a significant reduction in the likelihood of engaging in many risks sexual behaviors (73).

Other dimensions of social connectedness (school, peer and social media) also influence adolescent's risky sexual behavior. Youths' intentions to engage in sex are strongly influenced by their social context in which peers play a major role in determining normative behavior (74). Perceived peer norms influence their sexual attitudes, which, in turn, predicted their risky sexual behaviors (75). In school environment, students who feel socially connected do better academically and are less likely to be involved in risky sexual behaviors. Additional to traditional face-to-face social connectedness, social connectedness in web has become prevalent in the current world (76). Face book allows social needs to be met, and consequently, members experience social connection (77). Social media connectedness is associated with positive psychological outcomes and greater subjective wellbeing (78).

Though there are a number of factors affecting the sexual health of in-school youths, social connectedness of youths with their immediate environment seem an important factor affecting risky sexual behavior of youths. There are information gap on the multidimensional influence of social connectedness on risk sexual behaviors among in school youths. Furthermore, there is no study on risky sexual behavior among high school student in the area. Therefore, this study will initiated to understand what motivates youth to start risky sexual activity prematurely from social connectedness points of view.

2.2. Significance of the Study

Risky sexual behavior carries a significant health, socio economic and psychological hazards and which can establish patterns for subsequent sexual and other unsafe behaviors. Realizing and recognizing why adolescents initiate risky sexual behaviors at progressively early ages allows designing meaningful intervention strategies to tackle its adverse consequences.

Likewise, investing on current adolescent is extremely important for the development of the whole nation. Since, healthy adolescent are productive and fruitful in their education and other development activities. The study outcome will enable healthcare providers, researchers, educators, counselors and policy makers to identify youths at risk of contracting risky sexual behavior by looking at their social connectedness. Thus, this study will contribute to the development and implementation of appropriate policies and programmes at different levels to reduce both the incidence and prevalence of risky sexual behaviors and its consequence. Additionally, the study outcome also will be a base line for further studies in the area.

2.3. Conceptual Framework

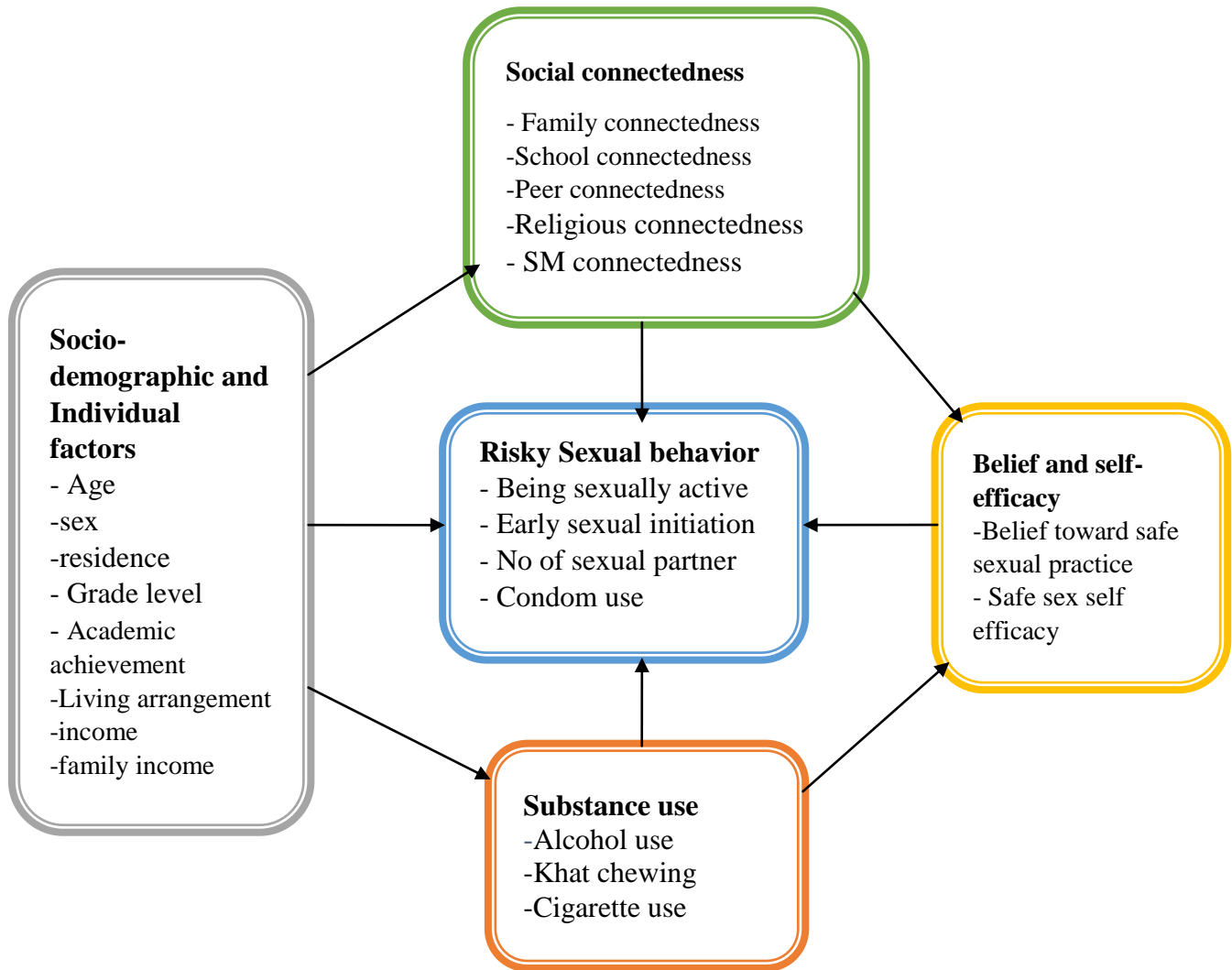


Figure 1: Conceptual frame work for assessing social connectedness and risky sexual behavior among high school youths' in North Shewa zone, Oromia region, Ethiopia, February, 2016.

Chapter Three

Objectives

3.1. General Objective

The general objective of this study was to assess social connectedness and risky sexual behavior among youths' in North Shewa zone, Oromia region, central Ethiopia, February, 2016.

3.2. Specific Objectives

1. To determine the magnitude of risky sexual behavior among youths in North Shewa zone.
2. To assess level of social connectedness among youth in North Shewa zone.
3. To assess correlation of social connectedness and risky sexual behavior among youths in North Shewa zone.
4. To identify predictors of risky sexual behavior among youths in North Shewa zone.

Chapter Four

Methods and Materials

4.1. Study area and period

The study was conducted in North Shewa Zone, Oromia National Regional State, Central Ethiopia. Oromia National Regional State was alienated into 18 administrative zones. One of these zones is North Shewa zone. North Shewa zone comprises fourteen districts, including Fiche Urban Administration. Fiche town is the administrative center of the zone, which is 112 km north of Addis Ababa. The zone is approximately located between 90 8'52" to 100 35'17" North latitude and 370 56'13" to 390 34'47" East longitudes. According 2007 Census conducted this Zone has a total population of 1,431,305, of whom 717,552 are men and 713,753 women. In the zone, there are 54 high schools. These high schools provide educational opportunity for 32,443 students. Out of these 54.3% of students are male and the rest 45.7% are females. The study was conducted from February to March 2016.

4.2. Study design

A cross-sectional study design was employed. Moreover, it was complimented by qualitative data.

4.3 Population and Sample

4.3.1 Source population

All students enrolled in calendar year 2015/2016 G.C in high schools located in North Shewa zone.

4.3.2 Study population and Unit

All sampled students enrolled in calendar year 2015/2016 G.C in already chosen high schools in North Shewa zone.

For qualitative part of the study, students enrolled in calendar year 2015/2016 G.C from each grade levels, school club leaders, youth club focal persons were participated in focused group discussion.

4.3.3 Inclusion and exclusion criteria

Inclusion criteria

All sampled students enrolled in calendar year 2015/2016 G.C in the selected public high schools and available during data collection were included in the study.

Exclusion criteria

Ever married students were excluded from the study. Furthermore, students who are already involved in the survey were excluded from focused group discussion

4.4 Sample size

Sample size was calculated by using single population proportion formula by taking the value of P as 50% as there is no previous study done in the study area and nearby.

P = the mean score of social connectedness average for all dimension converted to 100%= 50%.

Design effect 1.5 is considered

Margin of error 5% and 95% confidence interval

$$n = \frac{Z_{\alpha/2}^2 p (1-P)}{d^2}$$
$$n = \frac{(1.96)^2 0.5(1-0.5)*1.5}{(0.05)^2}$$
$$n = 577$$

By considering 10% possible non-response rate, the final sample size was 635 participants.

In the qualitative part, four FGDs were conducted and entirely thirty eighty students were participated in the FGD. Each FGD took from one and half to two hours.

4.5 Sampling procedure and Frame

The study recruited multistage sampling methods followed by simple random sampling. First six districts were selected from 14 districts in the zone by lottery method. Then from each selected districts one grade 9 to 10 and one preparatory school was selected again by lottery method. The total sample size was proportionally allocated to each school and grade levels in each school. Then, sampling frame for each grades level was availed from each selected school registration office. Finally, students were randomly selected by computer-generated method from each school and grade levels.

For FGDs, one school selected purposefully. The participants were selected using homogenous purposive sampling techniques

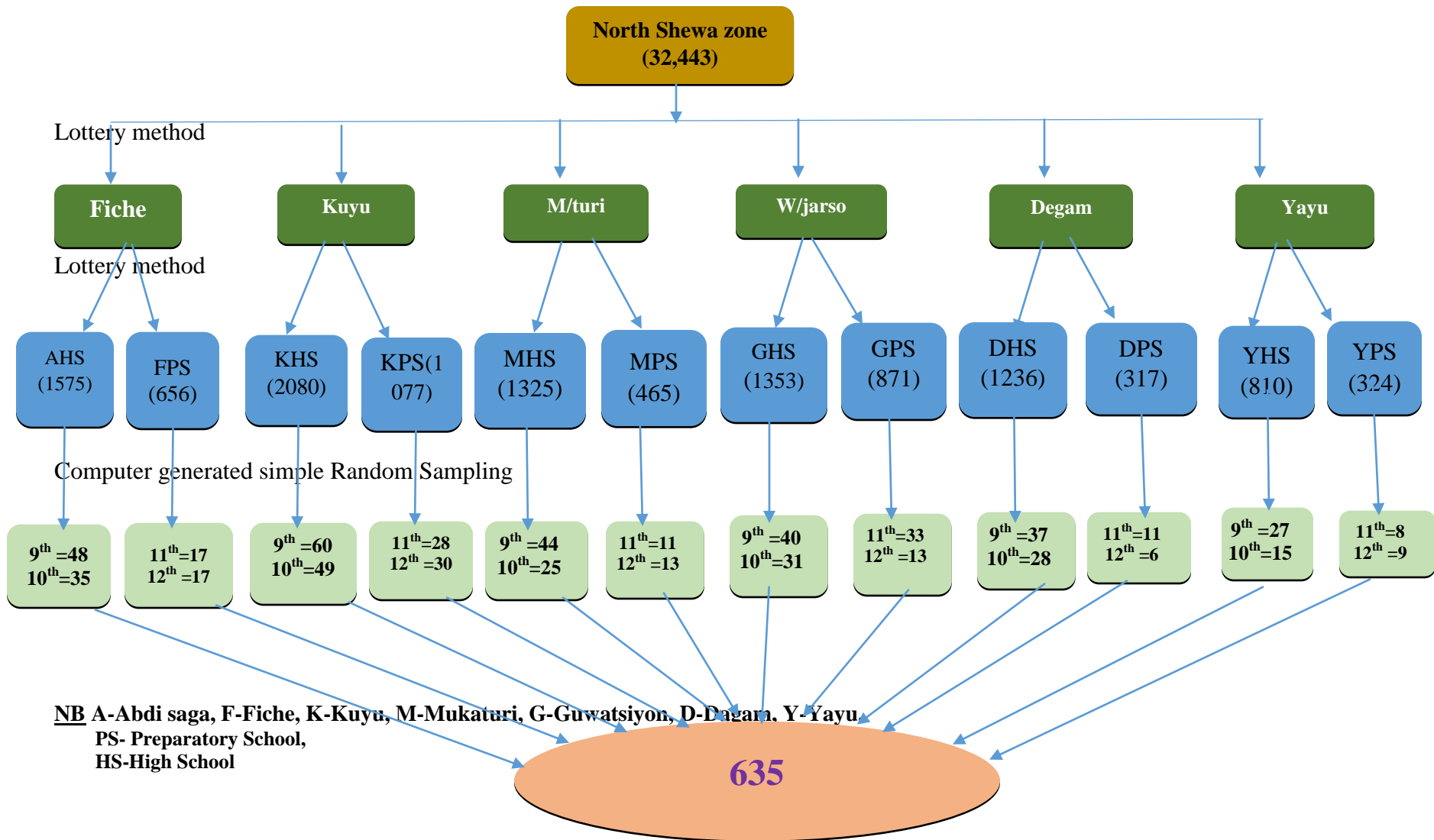


Figure 2: Sampling frame for assessing social connectedness and risky sexual behavior among high school youths' in North Shewa zone, Oromia region, Ethiopia, 2016.

4.6 Measurement and Variables

The study used a structured, pretested and translated self-administered questionnaire adapted from different literature (12, 79, 80, 81, 82, 83, 84, 85). The instrument includes constructs specified in the above conceptual framework. Socio-demographic characteristics have 13 multiple-choice items. Social connectedness part measured by Likert scale items religious connectedness (9 items), family connectedness (9 Items), school connectedness (7 items), peer connectedness (7 items), and social media connectedness (9 items). Safe sex self-efficacy was measured by nine items, belief towards safe sexual activities (11 items), sexual behavior (13 items with yes/no items), and substance use (10 yes/no items). Items used for measuring social connectedness, safe sex self-efficacy and belief towards safe sexual activities elicited response on five point Likert scale; “strongly disagree (1)”, “disagree (2)”, “neutral (3)”, “agree (4)”, “strongly agree (5)”. The wording and sequence of questions was designed in such a way of logical flow of ideas. Experts on the area assured content validity of the instrument. For each scale internal consistency of the items of the questionnaire was greater than 0.7. Risky sexual behavior information was sought on whether the participants had engaged in sexual intercourse, number of sex partners, sex before age of 18 and condom use in their every instance of sexual inter-course. For focus group discussion, FGD guide was developed and it has five open-ended questions with probing ideas.

Dependent variable

- Risky sexual behavior (being sexually active, inconsistent condom use, having multiple sexual partners and early sexual initiation)

Independent variables

- Socio-demographic factors like age, gender, residence, parental level of education, academic achievement, living arrangement, family income etc.
- Individual factors
 - ✓ Perception and belief on sexual activities
 - ✓ Self-efficacy
- Substance use
 - ✓ Alcohol
 - ✓ Chat
 - ✓ Cigarette

- Social connectedness
 - ✓ Religious connectedness
 - ✓ Family connectedness
 - ✓ Peer connectedness
 - ✓ School connectedness
 - ✓ Social media connectedness

4.7 Data collection procedures

The data were collected using self-administered questionnaire assisted by five trained diploma holders' data collection facilitators. Trained supervisors at each study district controlled data collection procedures. Two days intensive training was given to data collection facilitators and supervisors on data collection tools and procedures by the principal investigator.

Principal investigator lead the FGDs sessions. Field note and audio recorder were used during focused group discussions. Two trained facilitators were assigned as note taker and voice recorder.

4.8 Definition of terms and operational definitions

Definition of terms

Social connectedness: - was a psychological state of belonging in which individuals perceive that they are valued, cared for, trusted, and respected by the individuals and communities with whom they are in regular contact; family, peer, religious institution, school and social media.

Family connectedness- was the level of satisfaction youth experience in their relationships with their parents; the amount of warmth, love, affection, and communication teens report receiving from their parents.

Religious connectedness: - refers to an internal process, such as spiritual well - being, support, and coping and behavior, such as religious service attendance, prayer, and meditation.

School connectedness- in this study refers the level emotional connection and sense belonging students experience from their school environment.

Peer Connectedness- in this study indicates the level emotional connection, satisfaction and sense caring students receive from their peers.

Social media Connectedness- in this study indicates the level of connection, intimacy and satisfaction of the students with their Face book and viber exposure.

Operational definition

Risky Sexual behavior: - in this study measured by being sexually active or improper condom use or having multiple sexual partners or early sexual initiation.

Social connectedness: measured by summed score of family, religion, school, peer and social media connectedness domains approaching to the maximum sum scores considering as had high social connectedness and to minimum sum scores as had low social connectedness.

Family connectedness: measured by summed score nine Likert scale items approaching to the maximum sum scores considering as had high family connectedness and to minimum sum scores as had low family connectedness.

Religious connectedness: measured by summed score nine Likert scale items approaching to the maximum sum scores considering as had high religious connectedness and to minimum sum scores as had low religious connectedness.

School connectedness: measured by summed score seven Likert scale items approaching to the maximum sum scores considering as had high school connectedness and to minimum sum scores as had low school connectedness.

Peer connectedness: measured by summed score seven Likert scale items approaching to the maximum sum scores considering as had high peer connectedness and to minimum sum scores as had low peer connectedness.

Social media connectedness: measured by summed score seven Likert scale items approaching to the maximum sum scores considering as had high social media connectedness and to minimum sum scores as had low social media connectedness.

Belief toward safe sexual activities: measured by summed score of eleven Likert scale items approaching to the maximum sum scores considered as had favorable belief and to minimum sum scores as had unfavorable belief.

Favorable belief: were beliefs toward sexual initiation, abstinence, condom use and having multiple sexual partners, which support safe sexual practice.

Unfavorable belief: were beliefs toward sexual initiation, abstinence, condom use and having multiple sexual partners, which support to risky sexual practice.

Safe sex self-efficacy: measured by summed score of nine Likert scale items approaching to the maximum sum scores considering as had high safe sex self-efficacy and to minimum sum scores as had low safe sex self-efficacy.

High School: - schools from grade 9th to 12th.

Improper condom use: - was never or inconstant use of condom during sexual intercourse.

Multiple sexual partners: - was more than one sexual partner.

Early age sex-was defined as experience of sexual intercourse before the age of 18 years

Substance use- was taking alcohol, chat, or cigarette

4.9 Data Processing and Analysis

The quantitative data were checked for completeness and consistency. Negatively worded scale items were reversed during analysis. Then, it entered into Epi-Data version 3.1 and exported to statistical package for social science version 20 Windows. For Likert scale items exploratory factor analysis was performed to validate the underlying dimensions. Factor loading score of >40% and Varimax rotation was considered to load items on identified sub construct scales. Uni-variate analyses were carried out to describe socio-demographic characteristics, sexual behavior and social connectedness of the respondents. Mean score was computed for each explored social connectedness domain. Then, the total score was converted to 100 percent for possible comparisons of the domains mean scores. Independent t-test and one-way analysis of variance was performed to observe variation in mean scores of the social connectedness domains by gender, grade levels and residence of the student. The overall social connectedness was calculated by summing up all items composed in each domain. The line graph and Radar chart was used for comparison of the mean scores of each dimension of social connectedness converted to 100%. In order to examine the relationship of each dimension of social connectedness with various risky behavior indexes [number of sex partner, early sexual initiation and improper use of condom] the Spearman rank order correlation coefficient (ρ) was executed. Then, backward likelihood logistic regression was carried out to identify the independent predictors of risky sexual behavior. Model fitness was checked using Hosmer Lemshow test at P value > 0.05. Odds ratios (OR) with 95% confidence intervals was calculated. Statistical significance is accepted at the 5% level ($p < 0.05$). Results was summarized and presented by tables, charts and graphs.

For the qualitative part, the transcription was done by principal investigator immediately after each FGD by repeatedly listening the recorded voice. The transcribed data read repeatedly for emergent themes and then coded. The analysis was done using the thematic approach. Finally, it was triangulated with quantitative finding.

4.10. Data quality management

The instrument was originally developed in English language and then translated into local language of Afan Oromo and Amharic language. Then, it was translated back to English by another person to check consistency. For clarity and consistency of the questionnaire was pre-tested on 32(5%) of the total samples at Ejere high school before the actual data collection was taken place. Two days intensive training was given for all supervisors and data collection facilitators. The principal investigator controlled overall activity. The completed questionnaires was checked and made correction on daily base among data collection facilitators and supervisors. One trained data clerk had cleaned and entered the data in to SPSS 20. Questionnaires with missing data < 15percentage of the contents were tolerated; otherwise, were discarded.

For qualitative part of the study, trained and fluent speaker of local language were assigned on taking notes during focused group discussion. Tape recording was done on informed consent of the participant.

4.11 Dissemination plan

The study will be submitted to Jimma University, department of health education and behavioral sciences and school of postgraduate study. The result of this study will be presented for North Shewa zone education and health bureau, Jimma University community, Gondar University community and at different scientific symposiums. Finally, further efforts will be made to publish the paper on Science Journal of school Health.

4.12 Ethical Considerations

Ethical Clearance Committee of Jimma University, College of Health Sciences, approved the study protocol. Permission to conduct the study was obtained from Oromia Education Bureau and North Shewa Education Bureau. An official letter of cooperation was written to respective schools. All necessary explanation was given about the study and the right to stop participation at any point of time. In order to protect confidentiality, names or school IDs were not included on the written questionnaires. For < 18 years old students, they were told to ask their parents for permission to participate on the study and only those who got permission from parents were participated. Informed consent was obtained also from each participant.

4.13. Limitation of the Study

- ✓ The study topic by itself assesses sensitive issues related to sexuality, which might have reason for underreporting of some behaviors.
- ✓ Sexual behaviors such as age of sexual debut and number of sexual partners may be affected by recall bias

Chapter Five

Result

5.1. Socio-demographic characteristics

Out of 635 sampled students, 628 respondents were participated in the study, which provide the response rate of 98.9%. Table 1 presents background characteristics of the respondents. Accordingly, the mean age of the respondent was 17.57 ± 1.46 years with a minimum of 14 years and maximum of 24 years. From total 628 students 332 (52.9%) of the respondents were males and 252 (40.1%) were grade 9 students. Majority of the respondents, 558(88.9%) were from Oromo ethnic group and 567(90.3%) were Orthodox Christian followers.

Regarding residence 350(55.7%) of them permanently live in the respective towns and 333(53%) lives with their both biological families. Concerning educational status of respondents parents, 189(30.1%) of father were completed elementary classes and 288(45.9%) of mothers were illiterate. The mean respondents' household income were 2732.59 with $SD \pm 2237.2$ ETB and that of students pocket money were 201.18 with $SD \pm 142.4$ ETB

Table 1: Distribution of socio-demographic characteristics of youths in North Shewa Zone Oromia Regional, Ethiopia, 2016

Characteristics (n=628)	Frequency(n=628)	Percent (%)	
Age	<15	1	0.2
	15-19	577	91.8
	20-24	50	8.0
Sex	Male	332	52.9
	Female	296	47.1
Grade	9 th	252	40.1
	10 th	180	28.7
	11 th	108	17.2
	12 th	88	14.0
Ethnicity	Oromo	558	88.9
	Amhara	66	10.5
	Tigre	3	0.5
	Other*	1	0.2
Religion	Orthodox	567	90.3
	Protestant	38	6.1
	Muslim	10	1.6
	Catholic	6	1.0

	Other**	7	1.1
Are you permanent resident in the town?	Yes	350	55.7
	No	278	44.3
Living arrangement	Both biological family	333	53.0
	Friends	86	13.7
	Alone	79	12.6
	Mother only	42	6.7
	Relatives	39	6.2
	Grandparents	19	3.0
	One biological and stepfather/mother	10	1.6
	Father only	6	1.0
	Other***	14	2.2
Father educational status	Illiterate	173	27.5
	Read and write	124	19.7
	Elementary (1-8)	189	30.1
	Secondary (9-12)	76	12.1
	College diploma and above	66	10.5
Mother educational status	Illiterate	288	45.9
	Read and write	90	14.3
	Elementary (1-8)	144	22.9
	Secondary (9-12)	67	10.7
	College diploma and above	39	6.2

*Gurage **Wakefetta *** with sister, with brother

5.2. Respondents' sexual behavior

Regarding sexual activity, One hundred fifteen (18.3%) of the respondents ever had sexual intercourse out of which 78 (67.8%) were males, and 52 (45.2%) of them had sex with two or more partners. With regard to the frequency of sexual intercourse, 71 (67.1%) had sex in 6 months prior to the study period and 45 (39.1%) were below the age of 18 years at first sex. The mean age at first sexual intercourse was 16.63 ± 1.5 years. About 71 (67.1%) of respondents had sexual intercourse in 6 months prior to the study period. See table 2.

Table 2: Sexual behavior of youths in north Shewa zone Oromia region, Ethiopia, 2016.

Variable [n=628]		Frequency	Percent (%)
Ever had sex	Yes	115	18.3
	No	513	81.7
Sex [n=115]	Male	78	67.8
	Female	37	32.2
Age of first intercourse [n=115]	<18 years	45	39.1
	>18 years	70	60.9
No of sexual partner [n=115]	One	63	54.8
	Two and more	52	45.2
Having sex in the last six months [n=115]	Yes	72	62.6
	No	43	37.4
Condom use in last sex [n=115]	Yes	79	68.7
	No	36	31.3
Alcohol consumption during last sex [n=115]	Yes	29	25.2
	No	86	74.8
Chat chewing during last sex [n=115]	Yes	8	7.0
	No	107	93.0
Risky sexual behavior [n=628]	Yes	115	18.3
	No	513	81.7

The mean time for last sexual activity was 5.94 ± 4.4 months prior to study period. During the last sexual intercourse 36(31.3%), 29 (25.2%) and eight (7%) of them did not use condom, took alcohol and chewed chat respectively. Out of all respondents' 115(18.3%) have developed risky sexual behavior. In relation to this, only 27 (23.5%) of youth consistently used condom during each intercourse.

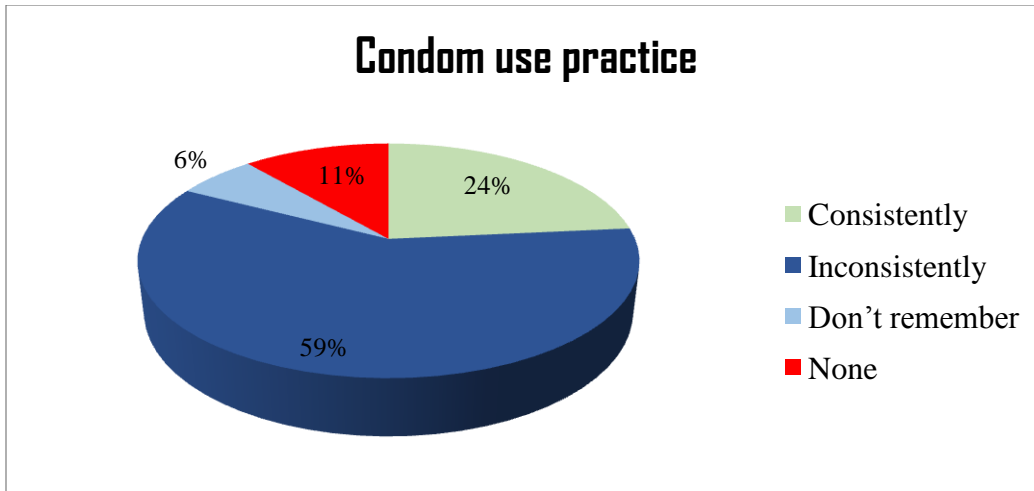


Figure 3: Condom use practice of youths in North Shewa zone, Oromia region, Ethiopia, 2016.

5.2. Respondents' Social Connectedness

Exploratory factor analysis were done to five dimensions of social connectedness domains; KMO=0.921, Bartlett's Test of Sphericity $p=0.000$. Accordingly, the nominated items into five-factor structure explained 50.0% of the variance of social connectedness. From this family connectedness accounted for the largest percentage of 25.9%, followed by religious connectedness (9.6%), school connectedness (5.2%), peer connectedness (4.7%), and social media connectedness (4.5%).

Overall mean social connectedness score of the respondent was 77.8 ± 10 . Lower mean score was observed on social media connectedness domain (mean=65.3, SD ± 9.7). Whereas higher mean score was obtained on family connectedness (mean=84.5, SD ± 17.1), peer connectedness (mean= 80.1, SD ± 14.6), school connectedness (mean= 79.6, SD ± 14.9), and spiritual connectedness (mean=79.3, SD ± 17.3) domains.

Figure 1 showed radar chart presents the respondents' mean score to social connectedness domains. As the chart depict lower charting gap was seen for social media connectedness. The left four subscales are nearly have similar charting gap.

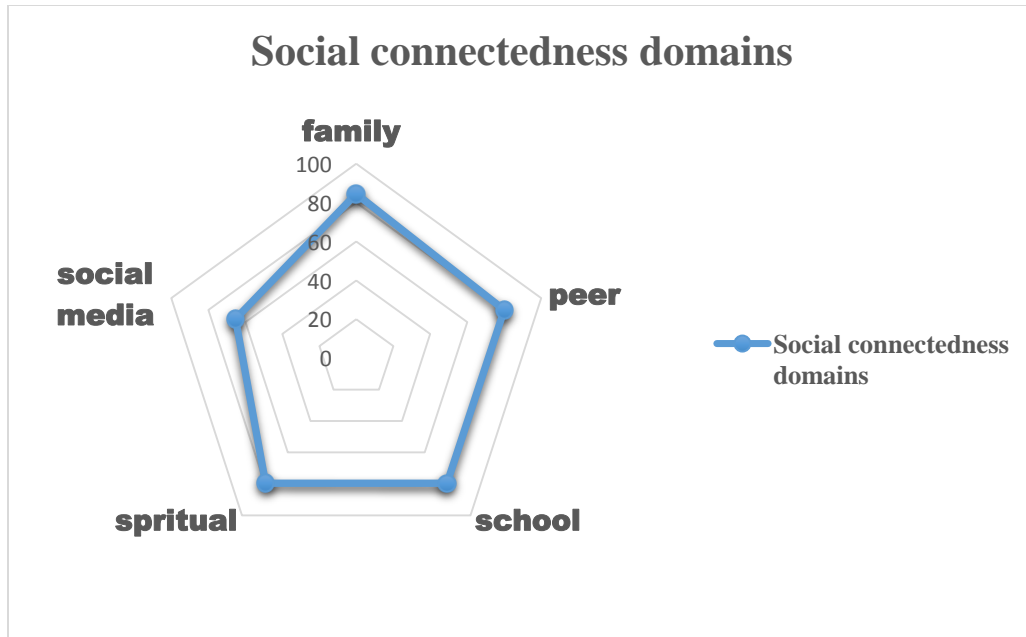


Figure 4 Radar chart presents mean score to each social connectedness domain, Oromia region, Ethiopia, 2016.

Most FGD participant explained social connectedness with family, religion, school and friend is higher than social media domains. From family members most of the participants have good connection with their mothers.

A 15 years female participant said; *"Most of the time I discuss issues with my family members especially my mother and this give high feeling of belongingness to my family. Next to this, I have good girl friends. We study and walk to school together. We support each other in any difficulties. Really, we are very happy to be with each other's. "*

Similarly an 18 years old male student said; *" I think I am good in my interaction with in my family, at school and my friends. However, my friends will take the leading place of all. We grow up together from elementary class until now. Most of the times I prefer my friends to tell any problem I face than other people. I think I am very near to my friend."*

A 16 years female said that; *"I live together with my family members. This by itself has high contribution to have good bonding with them. From them my mother is special to me. She understands my feeling before I tell to her by looking my face only. I will never hideaway anything from her."*

A 17 years old male student said, "I am sociable person I will interact with every person in my surrounding as well as at school. I also participate in religious activities at church. In such place, activities are done in-group and most of the time every other day we meet together. I use social media some times when I have internet access."

A 16 years old female student explains this by; "regarding social media it is new for us and not well known media as in developed countries. However, even if some students were addicted on it I use occasionally. For example, when I want to talk my past friends."

The relationship between social connectedness domains was examined using Pearson correlation coefficient. Pearson correlation table showed that all dimensions have significant and direct relationship with each other. Higher correlation exist between family and spiritual connectedness ($r=0.616$, $P= 0.000$). However, social media connectedness has lowest correlation with these domains. Of which higher was with peer ($r=0.245$, $p=0.000$). See table 3

FGD participant agree that social media connectedness facilitates peer connectedness by being other communication media that help to talk from different places and time.

A 17 years old male student said; "most social media connectedness users are youths in our surrounding. I am friend with our peers, classmates and siblings on face book. I can talk my friend on face book while I am at home. This simplifies my communication with friends."

A 16 years old female student said that;" ... I am friend on face book and viber with the people I know in my near social environment including my sisters. In previous time, we should go to ours friends home to talk with each other. Now it is easy by opening face book we discuss many thing by being on our respective home."

Table 3: The Correlations between social connectedness domains of youths in North Shewa zone Oromia region, Ethiopia, 2016.

	Spiritual connectedness	Family connectedness	School connectedness	Peer connectedness	Social media connectedness
Spiritual connectedness	1	.616**	.532**	.132**	.060
Family connectedness	.616**	1	.567**	.202**	.115**
School connectedness	.532**	.567**	1	.266**	.154**
Peer connectedness	.132**	.202**	.266**	1	.245**
SM connectedness	.060	.115**	.154**	.245**	1

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Furthermore, independent sample t-test and one-way analysis of variance were performed to observe variation in mean scores of the social connectedness domains by gender, grade levels and residence. Independent sample t-test result showed that, except for peer connectedness (F_{627} , $p=0.017$), no statistically significant difference was observed on other domains between sex of the respondent. The mean peer connectedness score of females (mean= 79.4, SD ± 15.6) is significantly lower than that of males (mean=81, SD ± 13.4). Similarly with regard to permanent place of residence, students who permanently live in their respective town have significantly low family connectedness (F_{626} , $P=.020$), peer connectedness (F_{626} , $P=0.027$) and spiritual connectedness (F_{626} , $P=.026$) mean score than those who were not.

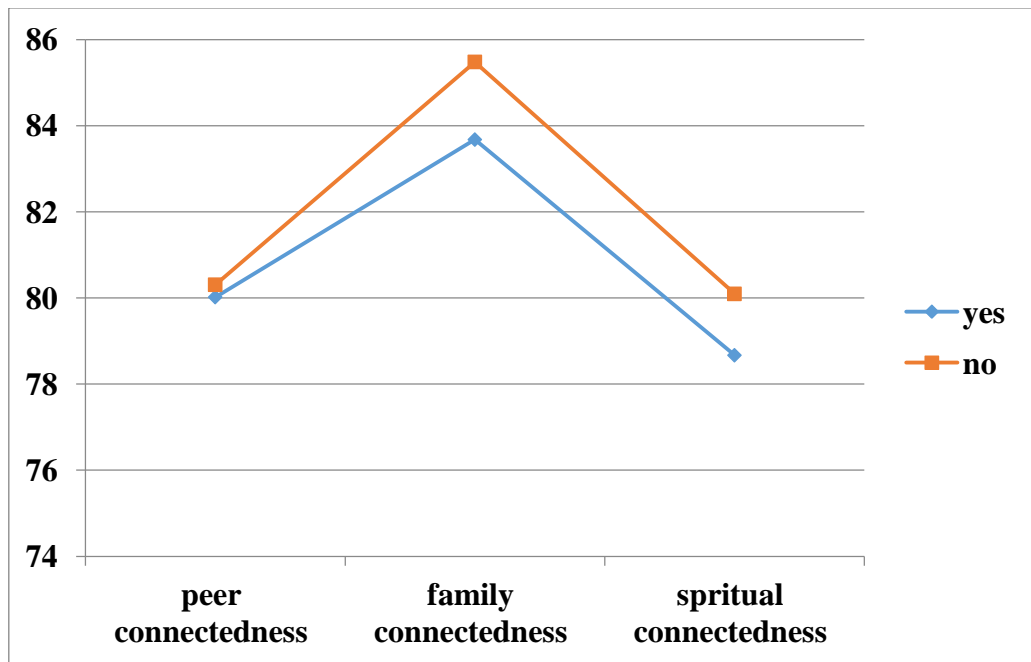


Figure 5: Difference in peer, family and spiritual connectedness domains between permanent residences of youths in North Shewa zone Oromia region, Ethiopia, 2016.

Most FGD participant identify this difference in social connectedness was a result of freedom and restriction youths encounter when they live with family.

Regarding this a 17 years old male student said; "... student who currently live with their family are under control of their family and different duties at home. For instance, I have different duties at home. Most of the time I am not allowed to stay more time out of home at church or with my friends as I want."

Another 18 years old female student said that; *"I leave alone here. No one control me. Therefore, I will go to church and my friends' home. I can stay there, as I want. These give me to have free interaction with my friends and religious group."*

One-way Analysis of variance result showed that social media connectedness ($F_{627}, P=.002$) and school connectedness ($F_{627}, P=.007$) are significantly different between grade levels. Post-hoc test was used to identify the source of the significant omnibus F for these two domains, and revealed the mean score of social media connectedness of grade 11 (mean= 62.6, SD \pm 10.7) was significantly lower than that of grade 9 (mean=66.1, SD \pm 9.5) $p=0.009$ and 10 (mean=66.4, SD \pm 9.3) $P=0.007$ respectively. Regarding school connectedness, the mean score of grade 9 (mean= 81.5, SD \pm 12.9) was significantly higher than grade 11 (mean=76.5, SD \pm 16.7) at $p= 0.020$.

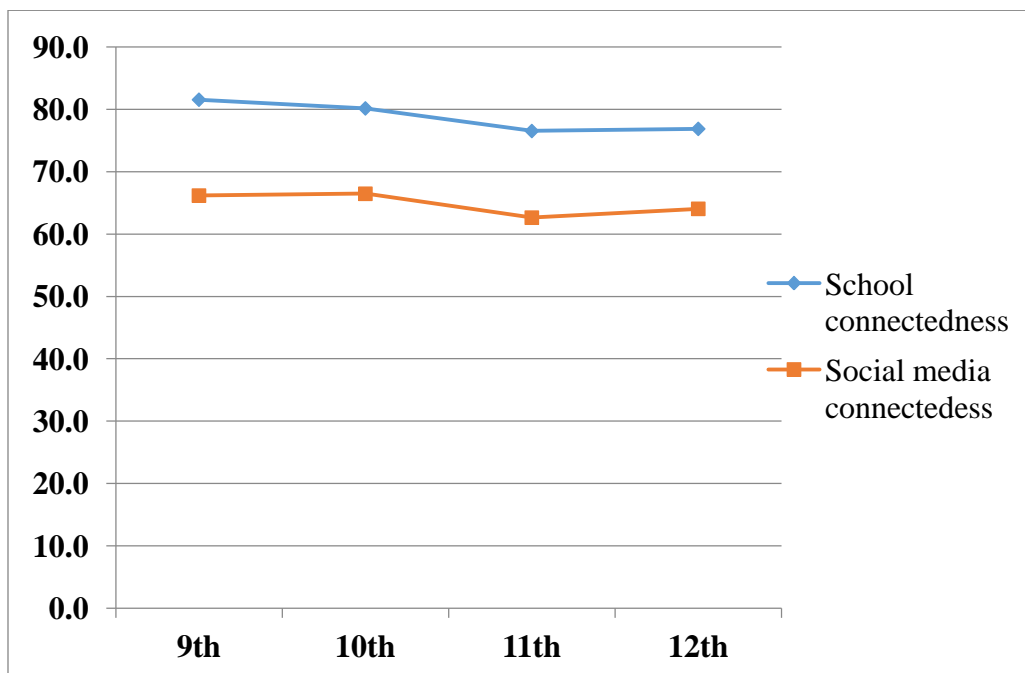


Figure 6 Difference in school and social media connectedness domains between grade levels of youths in North Shewa zone Oromia region, Ethiopia, 2016.

FGD participant explained this difference was because of being new to social media and higher value students give to teachers at elementary and early high school classes.

A 16 years old female student said; *"...student from lower grades were new to social media and internet access. They start to have mobile phone and internet access. As a result, they use it repeatedly than others. After some period, they may ignore it when they will be familiar."*

A 17 years old male student said that; "when you go up your love and bond with teacher will decrease. In elementary and early high school, I have good respect and communication with my teachers. Still I love my elementary teachers. Yet, now I may collide even with teacher."

5.4. Respondents' substance use behavior

The study showed that 43(6.8%) of the respondents reported ever use of any kind of substance. Among substance users 36(83.7%) drunk alcohol, 11 (25.6%) chewed chat and seven (16.5%) smoke cigarette in the past six months.

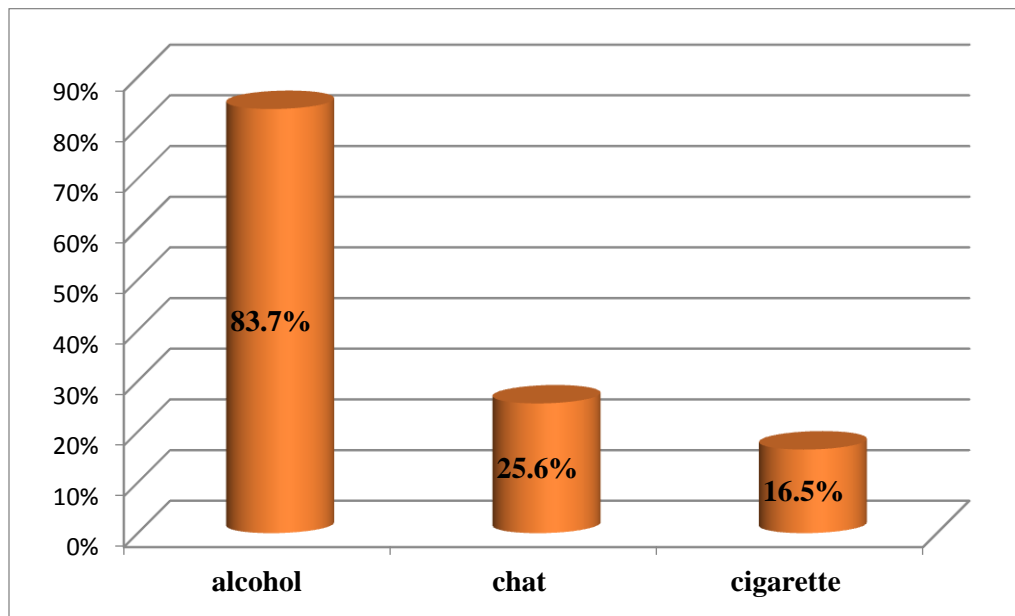


Figure 7: Substance use behavior of youths in North Shewa zone, Oromia region, Ethiopia, 2016

To examine the association between substance use behaviors of youth with risky sexual behavior continuity and Fisher exact Chi-square was done. Any of alcohol consumption, chat chewing and cigarette smoking was not associated with risky sexual indexes. However, taking any kind of substances from them was associated with having risky sexual behavior $X^2_{(1)} = 46.132, p=0.000$.

5.5. Self-efficacy and belief toward safe sexual activities

The safe sex self-efficacy scale has a range from nine to 45. The mean score were 32.8 ± 5.8 . Similarly, belief towards sexual activities scale has a range from 11 to 55. The mean score of belief toward sexual activities were 40 ± 6 . The independent sample t-test was used to check if mean score differences exist by gender permanent place of residence and risky sexual behavior

indexes. However, there is no significant difference in mean scores between gender and permanent residence.

One-way Analysis of Variance was used to check if the mean scores difference exist between grade levels. The finding specified that there is significant difference in mean score of self-efficacy ($F_{(627)} = 3.717$, $p = 0.011$) and belief toward safe sexual activity ($F_{(627)} = 3.868$, $p = 0.009$) among grade levels. Post-hoc test was used to identify the source of the significant omnibus F for these variables, and revealed the mean score of self-efficacy of grade 9 (mean=33.6, $SD \pm 5.6$) was significantly higher than that of grade 11 (mean=31.8, $SD \pm 5.8$) $p = 0.045$. Similarly the mean score of belief about sexual activity of grade 9 (mean=39.1, $SD \pm 5.9$) was significantly lower than that of grade 12 (mean= 41.2, $SD \pm 5.9$) $p = 0.032$.

With regard to risky sexual indexes, safe sex self-efficacy total score of youth who have only one sexual partner and use condom consistently was significantly higher than those who have multiple sexual partner and use condom inconsistently ($t_{(113)} = 2.287$, $p = 0.024$) and ($t_{(113)} = 2.689$, $p = 0.008$) respectively. Similarly, youth who develop risky sexual behavior have lower belief total score than those who were not ($t_{(626)} = 3.509$, $p = 0.000$).

5.6. Relationship between social connectedness and risky sexual activity

The independent sample t-test was used to check if mean social connectedness domain score differences exist between risky sexual behavior indexes. It revealed that, youths who had only one sexual partner have significantly higher family ($t_{(113)} = 12.557$, $p = 0.000$), religion ($t_{(113)} = 3.423$, $p = 0.000$) and school ($t_{(113)} = 6.463$, $p = 0.000$) connectedness than those who have multiple sexual partner. Moreover, youths who have used condom consistently have significantly higher family ($t_{(93)} = 3.860$, $p = 0.000$), religion ($t_{(93)} = 2.422$, $p = 0.017$) and school ($t_{(93)} = 2.728$, $p = 0.008$) connectedness than those who were not. With regard to overall risky sexual behavior, youths who have developed risky sexual activity have significantly lower family ($t_{(626)} = 19.126$, $p = 0.000$), religion ($t_{(626)} = 15.215$, $p = 0.000$) and school ($t_{(626)} = 13.641$, $p = 0.000$) connectedness than those who were not.

On the other hand, relationships between respondents' social connectedness domains and risky sexual behavior were examined using spearman's rank order correlation coefficient rho. The result showed that connectedness with family ($\rho = -0.761$, $p = 0.000$), religion ($\rho = -0.793$,

p=0.000), and school (rho= -0.538, p=0.000) domains were significantly and inversely correlated with having multiple sexual partners. Whereas, connectedness with friend and social media was significantly and directly correlated with having multiple sexual partner (rho=0.213, p=0.000) and (rho=0.208, p=0.001).

Regarding condom use family (rho= -0.376, p=0.000), spiritual (rho= -0.213, p=0.022) and school (rho= -0.327, p=0.000) connectedness domains were significantly and inversely correlated with using condom. On the other hand, early sexual initiation was not correlated with neither of social connectedness domains. Concerning overall risky sexual behavior, family (rho= -0.338, p=0.019), religion (rho= -0.422, p=0.000), and school (rho= -0.434, p=0.000) connectedness domains were significantly and inversely correlated with having overall risky sexual behavior.

Additionally, overall social connectedness was significantly and inversely correlated with having multiple sexual partners (rho= -0.722, p=0.000), use of condoms (rho= -0.333, p=0.000) and overall risky sexual behavior (rho= -0.464, p=0.000). So, these means, higher scores family, religion, school and overall social connectedness as well as lower score of peer and social media connectedness was correlated with reduced risky sexual behaviors. See Table 5

Table 4: The Correlations between social connectedness and risky activity of youths in North Shewa zone Oromia region, Ethiopia, 2016.

Variables	Social Connectedness Dimensions					
	Family	Religion	School	Peer	Social media	Over all social connectedness
Multiple sexual partner	-.761**	-.793**	-.538**	.213*	.208*	-.722**
Condom use	-.376**	-.213*	-.327**	-.046	-.073	-.333**
Sex before age of 18 years old	-.104	.014	.050	-.004	.026	-.071
Risky sexual behavior	-.338**	-.422**	-.434**	-.043	.144	-.464**

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

As most FGD participants explained strong advice from family, conventional belief from religious people and good academic performance that give you a good credit in front of your teacher strongly enables youths not to engage in risky sexual activities.

A 17 years old male student said that; "... I will participate in religious activities with many other peoples. There we learn to have good disciplines that suits with what is expected by being member of the church. Additionally, I engage in social support activities, which tie to the broad community. As a result, I am not engaged in sexual behaviors until now."

A 15 years old female students said that; "... let us take outstanding students. They spend most of their time on studying their lesson, other student respect them and most of their teachers love them. Such students even will not want to be seen with opposite sex."

A 17 years old male student said that; "because of taboo to discuss sexual issues, only small youths do this with their family. However, they got a lot support and advice from their parent and siblings. I see these students are confident enough to safe themselves from risky sexual behaviors."

A 16 years old female student said that; "it is so easy discuss sexual issues with my friends. The consequences will be evaluated by immature mind. Sometimes your friends advice you towards sexual activities in which they are already engaged specially in case of females, which may be risky for life."

5.7. Independent predictors of risky sexual behavior

In bi-variate analysis age, sex, grade level, living arrangement, household income, substance use, beliefs toward safe sexual activities, family connectedness, religious connectedness, school connectedness, peer connectedness and social media connectedness have showed significant association with risky sexual behavior at $p < 0.25$ and were candidate to multi-variable regression analysis. Multivariate logistic regression analysis was done to identify independent predictor of risky sexual behavior. Education level, substance use, religious connectedness, family connectedness and school connectedness were significant predictors of risky sexual behavior.

Grade 10 students were 2.3 times more likely to be at risk than grade nine students were (AOR= 2.30, 95%CI (1.20-4.41)). With regard to substance use, substance user students have four times

risky sexual behavior than non-users (AOR= 4, 95% CI (1.54 -10.3)). For a unit increase in total score of family connectedness of the student, the odds of becoming at risk was reduced by 0.39 (AOR= 0.39, 95% CI (0.303-0.51)). For a unit increase in total score of religion connectedness of the student, the odds of becoming at risk was reduced by 0.23 (AOR= 0.23, 95% CI (0.169-0.31)). For a unit increase in total score of school connectedness of the student, the odds of becoming at risk was reduced by 0.39 (AOR= 0.39, 95% CI (0.297-0.52)). See Table 5

Table 5: Multivariable analysis of risky sexual behaviors among youths in North Shewa zone, Oromia region, Ethiopia, 2016

Explanatory variables		Risky sexual activity		Crude OR (95%CI)	Adjusted OR (95%CI)
		No risk	At risk		
Age ***		17.47	18.00	0.78(0.68-0.90)**	1.07(0.86-1.34)
Sex	Male	254(49.5%)	78(67.8%)	2.15(1.40-3.30)**	0.76(0.42-1.36)
	Female	259(50.5%)	37(32.2%)	1	1
House hold income ***		2808.82	2392.52	1.00(1.00-1.00)	
Grade level	9 th	219(42.7%)	33(28.7%)	1	1
	10 th	140(27.3%)	40(34.8%)	0.70(.46-1.08)	2.30(1.20-4.41)**
	11 th	83(16.2%)	25(21.7%)	0.69(0.42-1.15)	1.91(0.88-4.12)
	12 th	71(13.8%)	17(14.8%)		
Living arrangement	Both biological family	274(53.4%)	59(51.3%)	1	1
	One biological and stepfather/mother	7(1.4%)	3(2.6%)		
	Mother only	29(5.7%)	13(11.3%)	0.47(0.24-0.94)*	1.55(0.543-4.41)
	Father only	5(1.0%)	1(0.9%)		
	Grandparents	17(3.3%)	2(1.7%)		
	Friends	75(14.6%)	11(9.6%)	1.62(0.83-3.16)	0.79(0.31-2.00)
	Relatives	30(5.8%)	9(7.8%)		
	Alone	63(12.3%)	16(13.9%)		
Substance use	Yes	18(3.5%)	25(21.7%)	7.64(4.00-14.58)**	4(1.54-10.3)**
	No	495(96.5%)	90(78.3%)	1	1
Beliefs toward safe sexual activities***		40.42	38.25	1.06(1.03-1.10)**	0.98(0.93-1.03)
Family connectedness ***		84.28	57.10	2.20(1.81-2.68)**	0.39(0.303-0.51)**
Spiritual connectedness ***		88.68	65.72	3.47(2.73-4.42)**	0.23(0.169-0.31)**
School connectedness ***		83.01	64.57	2.09(1.71-2.57)**	0.39(0.297-0.52)**
Peer connectedness***		80.15	80.15	0.79(0.64-.989)*	1.09(0.81-1.46)
Social media Connectedness ***		65.21	66.04	0.76(0.61-0.94)*	1.25(0.92-1.70)

*p-value < 0.05 **p-value <0.01 ***continuous variable

Chapter Six

Discussion

This study provides an insight into the operation of different dimension of social connectedness, substance use, beliefs and self-efficacy toward safe sexual activities as factors to predict risky sexual behavior among youths in North Shewa Zone Oromia region. As a result, 18.3% and 11.5% of youths had sex ever and in the past six month prior to the study with more males than females (67.8% vs. 32.2%). This study result is similar with study done in Addis Ababa and Shedi town in Ethiopia (53, 54). However, it is very low compared to study done in Nigeria, Tanzania and most other part of Ethiopia (35, 51, 53, 54). This difference might be the result of cultural differences, availability of risk factors and community norms.

Of youths who have already started sex fifty-two (45.2%) of them had sex with two or more partners. This study finding is nearly similar with study done in Addis Ababa and Tanzania (51, 53). However, it is higher than study done in Jimma, Nazareth and Shedi and lower than that of Enemay district (37, 52, 54, 55). The possible reason might be differences in socio-cultural and demographic characteristics of the study participants.

Only 27 (23.5%) of those who ever had sex were consistently used condom during each intercourse. This study finding is higher than study done in Jimma (37). At the same time, 31.3% did not use condom during last intercourse. This finding is lower than study done in USA and Tanzania (31, 51). The possible reason may the difference in socio-demographic characteristics and culture. Thirty nine percent of them were below the age of 18 years at first sex. This finding is lower than study done in Enemay (55). The mean age at first sexual intercourse was 16.63 ± 1.5 years. This finding is similar with study done in Shedi and higher than study done in study Nigeria. The possible justification was socio-economic status difference among these countries (54, 35).

Nearly eighteen percent of the students were sexually at risk in their sexual behaviors. This study result is much lower than study done in Jimma zone (37). This difference may be the result of difference in availability of risk factor and socio-demographic status.

Regarding social connectedness, the study revealed that youths' social connectedness were higher on most of the domains except for social media connectedness. Lack of internet and

mobile phones access to use social media were the main factor that reduces social media connectedness. This finding is different from study done in Addis Ababa (53). The difference is the result of difference in access to internet service. However, youths achieved higher social connectedness with their family members. This may be because almost all youths at this level live with and get both perceived and actual support from their family members. This may also reflect that family members were engaged in open interactions and communications that might have influence on youth's behaviors. Similarly higher score of peer, school and religious connectedness were observed than social media connectedness. Due to absence of literatures, we could not able to compare this evidence with previous studies.

Besides, there was a correlation between domains of social connectedness. Strong correlation exists between family and spiritual connectedness. However, social media connectedness has lowest correlation with other all domains. Of which higher was with peer connectedness. This may be because, most youths use social media which increases their connectedness with each other by being auxiliary way of communication that did not need being at same place; while, it decrease communication with family members and other social environment. Here also we could not able to compare this evidence with previous studies because of lack of literature.

Any of alcohol consumption, chat chewing and cigarette smoking was not associated with risky sexual indexes. However, taking any kind of substances from them was associated with having with risky sexual indexes. This study finding is similar to study done in Nazareth in which use of any substance is associated with having risky sexual behavior (52). This similarity is may be due to similar age and education level. However, it is different from study day in Jimma in which chat chewing and alcohol consumption is associated with having risky sexual activity (37). This difference is may be due to in availability of substance and socio-cultural difference.

This study revealed that total score of self-efficacy of youth who have multiple sexual partners and did not condom consistently was significantly lower than those who single sexual partner and use condom consistently. This means higher sore of self-efficacy is correlated with condom use and lower sexual partner. This is may be because youths who have good self-efficacy have confidence to use condom and decide sexual contact. This study result is similar with study done Nazareth in which low self-efficacy is associated with risky sexual behavior. (52) This similarity

may be due to similar education and age level among participants. Likewise, youth who develop risky sexual behavior have lower belief total score than those who were not.

Social connectedness with family, religion, school and overall connectedness were inversely correlated with having multiple sexual partners, condom use and overall risky sexual behavior. While, social media and peer connectedness directly correlated with having multiple sexual partners. Meaning higher score to the family, religion, school and overall connectedness correlated with lower of number of sexual partners, use of condom and reducing risky sexual behavior among youths. Likewise, lower score of social media, and peer connectedness was correlated with lower of number of sexual partners. This is may be due to strong advice from family member and religious people help youths to keep themselves from delinquent youths that were already engaged in sexual (67, 73).

As well, from one who had good bond with school environment it is expected to have good behavior and academic achievement. Students meet their friends and other adults on social media. This enables sexual issues to be discussed between them easily and confidentially. Such discussions serve youths to model quickly the behaviors of other adults that increase risky exposure. This finding is similar with study done in Ghana and Nigeria (14, 35) in which low school connectedness was associated with risky sexual activities. This may be due to similar educational level. This study finding indicates that dealing with risky sexual behavior has to consider immediate social environments and extent to which youths connected to them. This may be due to connectedness with these domains enables to have good support, conventional beliefs and increase academic performance (67, 73).

Grade ten students were more likely to be at risk than grade nine students were. This study finding is similar with study done in Dessie high school (65). In which increase in grade level associated with increased risky sexual behavior. This may be during youth period as age increase there is an increased interest in the opposite sex and sexual activities.

Taking any substances of alcohol, chat and cigarette was a significant predictor of risky sexual behavior among youths. Youths who take substance have higher probability to encounter risky sexual activities. Youths were more likely to engage in risky sexual practices after taking these substances. This result is similar with study done in Nazareth (52).

Family connectedness was one of the factors significantly associated with risky sexual behavior among youths. Youths who have strong connectedness with their parents are less likely to be occupied with risky sexual activity. This means family connectedness and risky sexual behaviors have inverse relationship. This study finding is similar to study done in USA, Nigeria, and Jimma southwest Ethiopia (31, 35, 37). Similarly, religion connectedness was the other significant factor associated with risky sexual behavior among youths. They have an inverse relationship with each other. That means, higher score religion connectedness was protective against risky sexual activities. This study finding is similar with study done in Enemay district in Ethiopia and other several studies developed country (54, 71).

School connectedness was another predictor that significantly associated with risky sexual behavior among youths. Youths who have high school connectedness were less likely engaged in risky sexual activity; while low school connectedness associated with higher risky sexual behaviors. This means students bonding and positive interaction with school social environment enables youths to safe themselves from risky sexual behaviors. This study finding is similar to study done in Nigeria and Addis Ababa in which risky sexual behavior are associated with less youths connection with the school environment (35, 53). This study showed that promoting social connectedness of youth particularly with family members, religious institution and school social environment is an important prevention of risk sexual behaviors among youths.

Chapter Seven

Conclusion and Recommendation

7.1 Conclusion

Considerable amounts of youths were engaged in risky sexual activity at early age. Of sexually active youths, most of them were subjected to multiple sexual partner and unprotected sex.

Youths have higher social connectedness with their family, religion, peers and school environments, but lower connectedness with social media. The mean score of social connectedness domains is varies across sex of the participant, residence and grade levels.

Higher family, religion, school and overall social connectedness of youth were correlated with increased condom use, decreased number of sexual partner and reduction of risky sexual behavior of youths. However, high peer and social media connectedness was correlated with increased number of sexual partner.

Grade level, substance use, religious connectedness, family connectedness and school connectedness were major predictors of risky sexual behavior.

7.2. Recommendation

Family members should improve their connectedness with youth through frank communication and support to enhance youth's sense of belongingness and responsible sexual behaviors

Religious institutions should expose youth to more conventional beliefs and shape their behaviors by connecting them each other which increases religious connectedness and decrease risky sexual activities.

Schools and education offices should work on the school system and school environment to make it conducive to foster student's bonding with their school environment and teachers. As well as they should introduce programs include family, NGOs and religious institutions to enable youths to have healthy sexual behaviors.

Youth sexual and reproductive health program planners should consider families, religious institutions, schools and education office in SRH program development and implementation. In addition, they should use peer groups and social medias for health education and promotion activities to address sexual issues among youths

Researcher should further investigate multi-dimensional domains of social connectedness; and how and when it affects risky sexual behavior of youths.

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Annexes

Factor loading

Table 6: Factor structure of social connectedness sub-scales of youths in North Shewa zone, Oromia region, Ethiopia, February, 2016.

Items	Factor Components: Social Connectedness				
	Factor 1 (Family)	Factor 2 (Religion)	Factor 3 (School)	Factor 4 (Peer)	Factor 5 (Social Media)
My family cares a lot about me	.829				
My family is warm and loving toward me	.818				
My family pays a lot of attention to me	.809				
My family and I agree a lot	.796				
My family encourage me	.789				
I enjoy spending time with my family	.759				
I am satisfied with relationship I have with my family	.739				
I talk to my family when I have problems	.681				
I have a lot of fun with my family	.589				
I ask people to pray for me		.835			
I get strength and support from people in my religion		.776			
I regularly participate in religious activities		.745			
I give spiritual advice		.724			
I voluntarily help others in my religion		.700			
I listen religious song		.667			
I regularly read my faith script		.603			
My religious belief make me happy		.596			
I regularly pray		.496			
I feel close to people at school			.852		
I feel like I am part of my school			.735		
I feel safe in my school			.705		
My teachers care about me			.687		
I feel happy to be in my school			.668		
I am included in a lot of activities at school			.576		
I talk to my teachers when I have a problem			.516		
I find myself actively involved in my friends lives				.725	
My friends feel like family				.690	
My friends like me in the way I am				.680	
My friends take my opinions seriously				.673	

I feel understood by my friends				.661	
My friend would take time to talk about my problem				.535	
I have at least one friend I could tell anything				.487	
I see social media friends as friendly and approachable					.792
I don't feel related to peoples on social media					-.640
I feel distant from social media friends life					-.631
I have little sense of togetherness with my social media friends					-.552
I am able to connect with people on social media					.497
I feel understood by people on social media					.449
I find myself actively involved in social media friends lives					.435

Extraction Method: Principal Component Analysis

Rotation Method: Varimax

A. English Questionnaire

Information sheet

The questionnaire prepared to study social connectedness and risky sexual behavior among high school students in North Shewa zone, Oromia region, central Ethiopia in February, 2016.

Good morning/afternoon

I amworking as data collector in this study that assess social connectedness and risky sexual behavior among high school students in North Shewa zone, Oromia region. Dear respondents here are lists of questions with different sections, which are designed for research work to be conducted in partial fulfillment of master of public health in health education and promotion by Simegnew Handebo from Jimma University departments of health education and behavioral sciences. I am going to give you the questionnaire to be filled by you only and your responses are completely confidential. In order to protect confidentiality, your names or school IDs will not be written on the questionnaires. Identification of an informant will be only possible through numerical codes.

Participation in the study will not impose any risk on you, and you may end to participate in the study any time you want. However, your honest response to these questions will help us to better understand the magnitude of social connectedness, sexual behavior and correlation between them among high school student. We would greatly appreciate your help in responding to these questions. It will take about 30 to 40 minutes and there is no benefit that you get from your participation in this study. However, your honest & genuine response to each question will play a major role in the attainment of the objective of the study. The results of the study will hopefully serve as an important input to intervention programs that aim at improving health and wellbeing of high school youths in general at different levels. Therefore, we thank you in advance and greatly appreciate your helping.

In case, you need to contact:

Contact Address of the Investigator... Name: Simegnew Handebo

Tel: 0912490659

Email: hsimegnew@yahoo.com

Consent Form

I the selected participant heard the information in the study information sheet & understood the purpose, benefit and what is required from me if I take part in the study. I understood that all information regarding all answers given by me is secret and confidential. I also understand that I can decide whether to take part in the study or even withdraw from the study at any time. Therefore, I am willing to participate in the study.

Yes Signature/finger print of participant-----Date-----

Proceed with the interview

No Terminate the interview

Data collector Name-----sign-----Date-----

Thank you

Part One: Socio Demographic Factors

Direction 1: Now you are expected to fill about your socio-demographic characteristics. Please answer multiple choice items by circling your choose and fill in the blank spaces for others.

S.No	Questions	Alternative Resposes	Skip to
101	Age (In completed year)	----- years	
102	Sex	A. Male B. female	
103	Grade	A. 9 th B. 10 th C. 11 th D. 12 th	
104	Ethnicity	A. Oromo B. Amhara C. Tigray D. Other (specify)-----	
105	Are you permanent resident in this town?	A. Yes B. No I came from surrounding areas.	If No skip to Q.107
106	How frequently do you visit your Parents/families?	A. Not at all B. Only during vacations (every 6 months) C. Often, once every 2-4 months D. Very often (at least once every month) E. Other specify	
107	With whom did you live now? I live with my...	A. Both biological family B. One biological and stepfather/mother C. Mother only D. Father only E. Grandparents F. Friends G. Relatives H. Alone I. Other (specify)-----	
108	Religion:	A. Orthodox	

		B. Muslim C. Protestant D. Catholic E. Other(specified	
109	Educational status of your mother	A. Illiterate B. Read and write C. Elementary (1-8) D. Secondary (9-12) E. College diploma/ university degree	
110	Educational status of your father	F. Illiterate G. Read and write H. Elementary (1-8) I. Secondary (9-12) J. College diploma/ university degree	
111	What was your last year's rank in the class?	.....
112	What is the monthly income of your household?	.....in birr	
113	What is your monthly income?	..... in birr	

Part 2: Social connectedness

Direction 2: This section entails questions about your current level of social religious group, family, school, peer, and Facebook. Please rate the degree to which you agree or disagree with each statement. Mark in only one box that best describes your feeling.

A. Religious connectedness

S.No	Statements about religious connectedness	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
201	My religious beliefs make me happy					
202	I regularly pray to my God/Allah					
203	I listen to religious songs or poetry					
204	I regularly read the scriptures of my faith					
205	Knowing God/Allah is with me keeps me from feeling lonely					

206	I volunteer to help others on my religious beliefs					
207	I regularly participate in other religious activities					
208	I ask other people to pray for me					
209	I give others spiritual or religious advice					
210	I get strength and support from people in my religious community					

B. Family Connectedness

S.No	Statements about family connectedness	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
211	People in my family understand me					
212	I have lots of fun together with my family					
213	I feel close to my family					
214	My family cares a lot about me					
215	My family is warm and loving toward me					
216	I am satisfied with relationship I have with my family					
217	I talk to my family when I have problems					
218	I enjoy spending time with my family.					
219	My family and I agree a lot.					
220	My family pays a lot of attention to me					
221	My family encourage me.					

C. School Connectedness

S.No	Statements about school connectedness	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
222	I feel close to people at my school					
223	My teachers care about me					
224	I talk to my teacher when I have problems at school.					
225	I feel like I am part of my school					
226	I feel happy to be in my school					
227	I feel safe in my school					
228	I am included in lots of activities at my school.					
229	My classmates bother me.					
230	I care what my teachers think of me					
231	I get bored in school a lot.					
232	I dislike several of the teachers in my school.					

D. Peer Connectedness

S.No	Statements about peer connectedness	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
233	I have at least one friend I could tell anything					
234	My friends would take the time to talk about my problems.					
235	Even among my friends, and me there is no sense of brother/sisterhood.					
236	I feel understood by my friends.					
237	I find myself actively involved in my friends lives					
238	My friends take my opinions seriously.					
239	My friends like me in the way I am					
240	My friends feel like family					
241	I have friends I am close to and trust completely.					

E. Social media connectedness

S.No	Statements about social media connectedness	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
242	I find myself actively involved in social media friend's lives					
243	I feel understood by the people on social media					
244	I am able to connect with people on social media					
245	I see social media friends as friendly and approachable					
246	I don't feel related to most people on social media					
247	I feel distant from social media friend's life.					
248	I have little sense of togetherness with my social media friends					
249	I talk to people on social media when I have problems					

Part 3: Belief and self-efficacy of safe sexual behavior

Direction3: Now I am going to ask you some questions about your belief and self-efficacy towards safe sexual practice. Since the following questions are more personal and secret, please answer them honestly. Rate the degree to which you agree or disagree with each statement in the scale. Remember your name is not written on the questionnaire.

A. Belief towards safe sexual behavior

S.No	Statements about belief towards safe sexual behaviors	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
301	Student should abstain from sex until marriage.					
302	Being virgin helps to get husband/wife					
303	One should not start sex before 18 years old.					
304	Being abstain from sex after starting sex is difficult.					
305	Having sex while I am a teenager would just be doing what everybody else is doing.					
306	If you really love your girlfriend/boyfriend, you should have sex with her/him.					
307	Having multiple sexual partners is risky for my life.					
308	Having multiple sexual partners made me to be wanted.					
309	Condoms make sex less enjoyable.					
310	Condoms are useful for occasional partners only.					
311	A student who talks about sexuality use lose his/her respect.					

B. Safe Sex Practice Self-Efficacy

S.No	Statements about safe sex self-efficacy	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
312	I am sure I will abstain until marriage					
313	I am sure I will stick to one partner.					
314	I can say no to sex when my partner wants sex and I don't					
315	It is difficult to talk about condom use with my partner.					
316	I am sure that I can always use a condom if I have sex					
317	Confidence in ability to use condoms when partner does not want to use them					
318	If my partner and I do not have a condom, I can say no to sex					
319	I feel confident I could purchase protection					

	without feeling embarrassed.					
320	I feel confident I would be able to choose when and where to engage in sexual activity.					

Part 4: Sexual Behaviors

Direction 4: Now I am going to ask you some questions about your sexual experience. Since the following questions are more personal and secret, please answer them honestly. Choose one in multiple-choice items. Remember your name is not written on the questionnaire.

S.No	Questions	Alternative Resposes	Skip to
401	Have you ever had sexual intercourse?	A. Yes B. No	If No skip to part 5
402	How old were you when you had sexual intercourse for the very first time?	AGE IN YEARS	
403	With whom did you do it?	A. Boy/girl friend B. Teacher C. CSW D. Others (specify)....	
404	Have you ever had sexual intercourse in the last 6 months?	A. Yes B. No	If No skip to Q 407
405	How many sexual partner did you have in the last 6 months?	.....
406	Did you use a condom every time you had sexual intercourse in the last 6 months?	A. Yes B. No	
407	When was the last time you had sexual intercourse?	Before .....(Days/weeks/months/years)	
408	The last time you had sexual intercourse was a condom used?	A. Yes B. no	
409	Were you or your partner drunk at that time?	A. Yes B. No	
410	The last time you had sexual intercourse did you chew chat any time during that day?	A. Yes B. no	
411	In total, with how many different people have you had sexual intercourse in your lifetime?	.....
412	Did you use condom during each sexual intercourse?	A. Yes B. No C. I don't remember	If B&C skip to part 5

413	If yes, how often did you use?	A. Regularly B. Inconsistently	
-----	--------------------------------	-----------------------------------	--

Part 5: Current substance use

Direction 5: Now I am going to ask you some questions about your current substance use behavior. Since your response is secret, please answer them honestly.

S.No	Questions	Alternative Responses	Skip to
501	Have you ever used any substance?	A. Yes B. No	If No it is end
502	What kind of substance did you used?	A. Alcohol B. Chat C. Cigarette D. Other specify...	
503	Have you smoke cigarettes in the last 6 months?	A. Yes B. No	If No skip to Q 505
504	If yes, how many cigarettes did you smoke per day?	Number of cigarettes . . .	
505	Have you chew chat in the last 6 months?	A. Yes B. No	If No skip to Q 508
506	If yes, how many days of a month did you chew chat?	Numbers of days . . .	
507	How frequently do you chew chat?	A. Always (daily) B. Often (3-4 times per week) C. Occasionally (1-3 times per month) D. Rarely (on holydays) E. Never	
508	Have you drink alcohol (Tella/Tegi/Areke/Beer/Wine, etc...)in the last 6 months	A. Yes B. No	If No it is end
509	If yes, how many days of a month did you drink alcohol?	Numbers of days . . .	
510	How frequently do you drink alcohol?	A. Always (daily) B. Often (3-4 times per week) C. Occasionally (1-3 times per month) D. Rarely (on holydays) E. Never	

THANK YOU!

FGD Guide

Consent form for focus group discussion

Good morning/ Good after noon

I am Simegnew Handebo from Jimma University, college of Health Sciences, departments of health education and behavioral sciences, attending a postgraduate study in Health Education and Promotion. Currently I am doing my master thesis here in North Shewa zone on social connectedness and sexual behavior among high school students. You are free to talk whatever information you think on issues based on the topic guideline prepared. I assure that you will not face any kind of harm from your participation in this study. Whatever information you give me will be very useful for the study as well it is confidential. This information will help policy makers to design intervention activities based on research findings. Are you voluntary to participate in the study?

I am willing to participate in the study.

Yes

Signature/finger print of participant----- Date----- Continue

No Terminate

Date: ----- Facilitator: ----- Note taker: -----

Tape recorder: -----

Guide to Focus Group Discussion

1. How was high school life?
2. What does social connectedness of youths looks with their immediate social environment?
 - ✓ Probe for social connectedness with religious group, family members, peers, school systems, viber and Face book
3. What are risky sexual behaviors?
 - ✓ Probe for early sexual initiation, number of sexual partner, condom use
4. In your opinion, what are factors pushes young people to risky sexual behavior?
5. How do you see role of social connectedness youth have on their risky sexual behavior?
 - ✓ Which dimension of social connectedness protects youth from risky sexual activities?
How it will protect?
 - ✓ Which dimension of social connectedness encourage youth to risky sexual activities?
How it will?

THANK YOU!

Translated questionnaire

B. Amharic Translation

የጥናቱ መግለጫ

በአሮምያ ክልል ሰሜን ሸዋ ዞን ሀይስኩል ት/ት ቤት ተማሪዎች ማኅበራዊ ግንኙነት እና አስጊ ወሲባዊ አድራጎት ለማጥናት የተዘጋጀ መጠይቅ የካቲት 2008 ዓ.ም.።

ጤና ይስጥልኝ

ስሜ ----- ይባላል በአሮምያ ክልል ሰሜን ሸዋ ዞን ሀይስኩል ት/ቤት ተማሪዎች ማኅበራዊ ግንኙነት እና አስጊ ወሲባዊ አድራጎት በሚልው ጥናት ውስጥ በመረጃ ሰብሳቢነት ነው የምሠራው። ወደ ተሳታፊዎችን በዚህ መጠይቅ ውስጥ የተለያዩ ንዑስ ክፍሎች ያሉት ጥያቄዎች የተካተቱ ሲሆን የጥናቱ ዓላማ ወጣቶች የሚያደርጉትን ማኅበራዊ ግንኙነትና ተከትለው የሚመጡትን አስጊ ወሲባዊ አድራጎት ለማጥናት በስማኘው ሀንዴቦ በጅማ ዩንቨርሲቲ የጤና ት/ት እና ማበልጸግ ክፍል የድህረ ምረቃ ኘሮግራም ማሟያ የሚሆን ነው። በመጠይቁ ውስጥ በጣም ሚስጢራዊ የሆኑ እና ግላዊ የሆኑ ጉዳዮች ተካተዋል። እርስዎ የሚሰጡት ማንኛውም መረጃ በሚስጢር የሚጠበቅ በመሆኑ በማንኛውም መንገድ ለሶስተኛ አካል አሳልፎ አይሰጥም ወይም አይጋለጥም። ስማችሁን እና የመታወቂያ ቁጥራችሁን በመጠይቁ ላይ አትጻፉ። ተሳታፊዎ የሚለየው በሚሰጡት የቁጥር ኮዶች ብቻ ይሆናል።

በዚህ ጥናት ውስጥ መሳተፍ ምንም አይነት አደጋን በተሳታፊው ላይ አያስከትልም። ተሳትፎአችሁ በፈቃደኝነት ላይ የተመሠረተ ስለሆነ በየትኛውም ሰዓት ጥናቱን አቋርጠው መውጣት ይችላሉ። ነገር ግን በዕውነት ላይ የተመሠረተና ተገቢ የሆነ መረጃ መስጠት ለጥናቱ ስኬት ከሚያበረክተው አስተዋጽኦ ባሻገር በወጣት ተማሪዎች ማኅበራዊ ግንኙነት እና አስጊ ወሲባዊ አድራጎት ላይ ተገቢውን ግንዛቤ እንዲኖር ያደርጋል። ጥያቄውን ለመሙላት ሰላሳ ደቂቃ ያህል ሊወስድ ይችላል። ያላችሁን ተሞክሮ ብታካፍሉን የጠቀስናቸውንና ሌሎችንም የወጣቶች እና ታዳጊዎች ለመፍታት እጅግ በጣም ጠቃሚ ነው። የጥናቱ ውጤት የወጣቶችን እና ታዳጊዎችን የሥነ-ተዋልዶ ጤና ችግሮች ለመፍታት የሚችሉ እቅዶች እንዲታቀዱና እንዲተገበሩ ይረዳል። ስለዚህ በጥናቱ ላይ በመሳተፍ ለሚጠየቁት በመጨረሻም ለሚሰጡት ለየትኛውም አይነት ምላሽ አመሰግናለሁ።

መጠየቅ የምትፈልጉት ነገር ካለ፡ ስመኘው ሀንዴቦ (የጥናቱ ባለቤት)
ስልክ ቁጥር 0912490659
Email: hsimegnew@yahoo.com

ፈቃድ መጠየቂያ ቅጽ

እኔ ተሳታፊ የሆንኩ ከላይ የተገለጹትን በሙሉ ሰምቼአለሁ፣ አላማውንና ጥቅሙንም ተረድቼአለሁ፣ ሚስጥር እንደሚጠበቅና ለሶስተኛ አካል እንደሚይተላለፍ ተገንዝቤአለሁ። ስለዚህ በጥናቱ ለመሳተፍ

ፈቃደኛ ነኝ አዎ አሳተፋለሁ ፊርማ.....ቀን.....

ፈቃደኛ አይደለሁም አልሳተፍ ምፊርማ.....ቀን.....

መረጃ ሰብሳቢ ስም-----ፊርማ-----

ቀን.....

ክፍል I:-አጠቃላይ መረጃ

መመሪያ I: ከዚህ በታች ላሉት ጥያቄዎች አንዱን ምርጫ አክብብ ወይም በተሰጠህ ባዶ ቦታ ሙሉ::

ተ.ቁ	ጥያቄ	አማራጭ	ይለፍ
101	ዕድሜህ/ሽ ስንት ነው?	.....ዓመት	
102	ፆታ	ሀ. ወንድ ለ. ሴት	
103	ክፍል	ሀ. 9ኛ ለ. 10ኛ ሐ. 11ኛ መ. 12ኛ	
104	ብሔር	ሀ. አሮሞ ለ. አማራ ሐ. ትግሬ መ. ሌሎች(ይገለጹ).....	
105	በዚህ ከተማ ቋሚ ነወሪ ነህ?	ሀ. አዎ ለ. የለም	መልሱ የለም ከሆነ ወደ ጥያቄ 107 ተሻገር
106	መልሰህ/ሽ አይደለም ከሆነ በስንት ጊዜ ከቤተሰቦችህ/ሽ ጋር ትገናኛለህ/ሽ?	ሀ. አልገናኝም ለ. በእረፍት ሰዓት (በ6 ወር አንዴ) ሐ. ከ 2-4 ወር ውስጥ አንዴ መ. በወር አንዴ ሠ. ልሎች(ይገለጹ).....	
107	አሁን ከማን ጋር ነው የምትኖሪው? የምኖረው.....	ሀ. ከአባትና እናቱ ጋር ለ. ከአንድ የሥጋ ቤተሰቤና ከእንጀራ እናቱ/አባቱ ጋር ሐ. ከእናቱ ጋር ብቻ መ. ከአባቱ ጋር ብቻ ሠ. ከአያቶቼ ጋር ረ. ከጓደኞቼ ጋር ሰ. ከዘመዶቼ ጋር ሸ. ለብቻዬን ቀ. ልሎች(ይገለጹ).....	
108	ሐይማኖትህ/ሽ ምንድን ነው?	ሀ. አርቶዶክስ ለ. ሙስሊም ሐ. ፕሮቴስታንት መ. ካቶሊክ ሠ. ሌላካለ (ይጠቀስ)	
109	የእናትህ/ሽ የትምህርት ደረጃ እስከ ምን ድረስ ነው?	ሀ. ያልተማረች ለ. ማንበብና መጻፍ የሚይችል ሐ. አንደኛ ደረጃ መ. ሁለተኛ ደረጃ ሠ. የኮሌጅ ዲፕሎማ/የዩኒቨርሲቲ ዲግሪ	

110	የአባትህ/ሽ የትምህርት ደረጃ እስከ ምን ድረስ ነው?	ሀ. ያልተማረ ለ. ማንበብና መጻፍ የሚይችል ሐ. አንደኛ ደረጃ መ. ሁለተኛ ደረጃ ሠ. የኮሌጅ ዲፕሎማ/የዩኒቨርሲቲ ዲግሪ	
111	ባለፈው ዓመት ከክፍልህ ስንተኛ ወጣህ?	.....
112	አጠቃላይ የቤተሰብህ/ሽ ወርሃዊ ገቢ ምን ያህል ነው?	.....ብር	
113	ወራዊ ገቢህ/ሽ ምን ያህል ነው?	-----ብር	

ክፍል 2፤ ማህበራዊ ትስስር

መመሪያ 2:ይህ ክፍል አነተ ከሀይማኖት ተቋም፤ ከቤተሰብ፤ ከትምህርትቤት፤ ከጓደኛህና ከማህበራዊ ድህረገጾች ጋር ያለህን ትስስር ይጠይቅሁል። እባክዎን በአርፍተ ነገሮቹ ምን ያህል እንደሚሰማሙና እንደሚይስማሙ ምልክት በማድረግ ያሳዩ።

ሀ. ከሀይማኖት ጋር ያለህ ትስስር

ተ.ቁ	ከሀይማኖት ጋር ያለህ ትስስር የሚያስረዱ ዐ.ነገሮች	በጣምአልሰማም	አልሰማምም	እርግጠኛ አይደለሁም	እሰማማለሁ	በጣምእሰማማለሁ
201	እምነቴ ደስተኛ እንድሆን አድርጎኛል።					
202	ሁልጊዜ ወደ እግዚአብሔር/አላህ እጽልያለሁ።					
203	የሀይማኖቴን መዝሙርና ስብከት አዳምጣለሁ።					
204	ሁልጊዜ የሀይማኖቴን መጽሐፍት አነባለሁ።					
205	እግዚአብሔር/አላህ ከእኔ ጋር ስለሆነ ብቸኝነት እንዳይሰማኝ አድርጎኛል።					
206	በፍቃድኝነት በእምነቴ ውስጥ ያሉትን ሰዎች እረዳለሁ።					
207	በሀይማኖቴ ውስጥ ባሉ ሌሎች ስራዎች ላይ እስተፋለሁ።					
208	ለሌሎች ሰዎች እንድጸልዩኝ እጠይቃለሁ።					
209	ለሌሎች ሰዎች መንፈሳዊ ምክር እሰጣለሁ።					
210	በሃይማኖቴ ውስጥ ከሚገኙ ሰዎች ብርታትና እገዛን አገኛለሁ።					

ለ. ከቤተሰብህ ጋር ያለህ ትስስር

ተ.ቁ	ከቤተሰብህ ጋር ያለህ ትስስር የሚያስረዱ ዐ.ነገሮች	በጣምአልሰማም	አልሰማምም	እርግጠኛ አይደለሁም	እሰማማለሁ	በጣምእሰማማለሁ
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211	በቤተሰቦቹ ውስጥ ያሉ ሰዎች ይረዱኛል።					
212	ከቤተሰቦቹ ጋር ጥሩ የጨዋታ ጊዜ አለኝ።					
213	ለቤተሰቦቹ ቅርብ እንዳለኝ ይሰማኛል።					
214	ቤተሰቦቹ ለእኔ እንክብካቤ ያደርጉልኛል።					
215	ቤተሰቦቹ ከልብ እንደሚወዱኝ ይሰማኛል።					
216	ከቤተሰቦቹ ጋር ባለኝ ግንኙነት ደስተኛ ነኝ።					
217	ችግር ሲመጣብኝ ለቤተሰቦቹ አወያያቸዋለሁ።					
218	ከቤተሰቦቹ ጋር የሚያስደስት ጊዜ አሳልፋለሁ።					
219	ከቤተሰቦቹ ጋር በብዙ ነገር እንስማማለን።					
220	ቤተሰቦቹ ለእኔ ብዙ ትኩረት ይሰጣሉ።					
221	ቤተሰቦቹ እኔን ያበረታቱኛል።					

ሐ. ከት/ትህ ቤት ጋር ያለው ትስስር

ተ.ቁ	ከት/ት ቤትህ ጋር ያለህ ትስስር የሚያስረዱ ዐ.ነገሮች	በጣምአል ስማማም	አልስማማም	እርግጠኛ አይደለሁም	እስማማለሁ	በጣምእስማማለሁ
222	በትምህርት ቤት ከሚገኙ ሰዎች ጋር ጥሩ የሆነ ግንኙነት አለኝ።					
223	መምህራኖቹ ለእኔ እንክብካቤ ያደርጉልኛል።					
224	በት/ት ቤት ውስጥ ችግር ሲገጥሞኝ ከመምህራኖቹ ጋር አወያያለሁ።					
225	የት/ት ቤቱ አንዱ አካል እንደሆኑኩ ይሰማኛል።					
226	በት/ት ቤቱ ውስጥ ስሆን ደስተኛ ነኝ።					
227	በት/ት ውስጥ ስሆን ደህንነት/ሰላም/ ይሰማኛል።					
228	በት/ት ቤት ውስጥ ባሉ የተለያዩ ሥራዎች እሳተፋልሁ።					
229	የክፍል ጓደኞቹ ያናድዱኛል።					
230	መምህራኖቹ ከእኔ የሚጠብቁትን ለማድረግ እተጋለሁ።					
231	ብዙ ስዓት በት/ት ቤት ውስጥ መቀመጥ ይሰለቸኛል።					
232	አብዛኛዎቹ መምህራኖቹን አልወዳቸውም					

መ. ከጓደኛህ ጋር ያለህ ትስስር

ተ.ቁ	ከጓደኛህ ጋር ያለህ ትስስር የሚያስረዱ ዐ.ነገሮች	በጣምአል ስማማም	አልስማማም	እርግጠኛ አይደለሁም	እስማማለሁ	በጣምእስማማለሁ
233	ሁሉን ነገር የማናገግረው/የማማክረው/ በትንሹ አንድ ጓደኛ አለኝ።					
234	ጓደኞቹ ሰዓት ሰጥነው ስለ እኔ ችግር ይወያያሉ።					

235	ከጓደኞቹ ጋር የወንድመነት/የእህትነት ስሜት የለም።					
236	ጓደኞቹ ይረዱኛል ብይ አስባለሁ።					
237	በጓደኞቹ ህይወት ውስጥ በደንብ እሳተፋልሁ።					
238	ጓደኞቹ ሀሳቤን በስነ-ስርዓት ይቀበሉኛል።					
239	ጓደኞቹ ባለው ማንነቴ ይወዱኛል።					
240	ጓደኞቹ እንደ ቤተሰብ አባል ይሰማቸዋል።					
241	ለእኔ በጣም የሚቀረቡኝ እና በጣም የማምናቸው ጓደኞች አሉኝ።					

ሠ. በማህበራዊ ደህረገጾች ጋር ያለህ ትስስር።

ተ.ቁ	ከማህበራዊ ደህረ ገጾች ጋር ያለህ ትስስር የሚያስረዱ ዐ.ነገሮች	በጣምአል ስማማም	አልስማማም	እርግጠኛ አይደለሁም	እስማማለሁ	በጣምእስማማለሁ
242	በማህበራዊ ድህረ ገጽ የጓደኝነት ሕይወት ንቁ ተሳትፎ አለኝ።					
243	በማህበራዊ ድህረ ገጽ ውስጥ ያሉ ሰዎች እንደሚረዱኝ ይሰማኛል።					
244	በማህበራዊ ድህረ ገጽ ውስጥ ካሉ ሰዎች ጋር መገናኘት እችላለሁ።					
245	በማህበራዊ ድህረ ገጽ ያሉት ጓደኞቹ በቀላሉ የሚቀረቡ ናቸው።					
246	በማህበራዊ ድህረ ገጽ ካሉ ሰዎች ጋር ጥሩ ቀረቤታ እንደለኝ አይሰማኝም።					
247	ከማህበራዊ ድህ ገጽ የጓደኝነት ሕይወት ሩቅ እንደሆንኩ ይሰማኛል።					
248	ከማህበራዊ ድህረ ገጽ ጓደኞቹ ጋር ያለኝ የአብሮነት ስሜት ትንሽ ነው።					
249	ከማህበራዊ ድህረ ገጽ ጓደኞቹ ጋር ችግር ሲገጥመኝ እወያያለሁ።					

ክፍል 3:- ስለ ስነ-ተዋልዶ ያለህ በአስተሳሰብና ከአደጋ የተጠበቀ ግንኙነት የማድረግ በራስ መተማመን

መመሪያ 3:አሁን ስለ ስነ-ተዋልዶ ያለህ በአስተሳሰብና ከአደጋ የተጠበቀ ግንኙነት የማድረግ በራስ መተማመን

የምጠይቅህ/ሽ። ከዚህ በታች ያሉት ጥያቄዎች ምስጢራዊና ግላዊ እንደመሆናቸው መጠን ማንነትዎ እንዳይታወቅ ስምዎ በጥያቄው ወረቀት ላይ አይመዘገቡም። ስለዚህ በግልጽ እንድትመልስልኝ/ሺልኝ በትህትና እጠይቃለሁ!

ሀ. ስለ ወሲባዊ አድራጎት ያለን መረዳትና አስተሳሰብ

ተ.ቁ	ስለ ወሲባዊ አድራጎች ያለን መረዳትና አስተሳሰብ የሚያስረዱ ዐ.ነገሮች	በጣምአል ስማማም	አልስማ ማም	እርግጠኛ አይደለሁም	እስማ ማለሁ	በጣምእስ ማማለሁ
301	ተማሪዎች ከጋብቻ በፊት ከግበረስጋ ግኑኙነት መታቀብ አለባቸው።					
302	በድንግል መቆየት ጥሩ ባል/ሚስት ለማግኘት ይጠቅማል።					
303	አንድ ሰው ከ18 ዓመት በፊት ግብርስጋ ግኑኙነት ማድረግ የለበትም።					
304	የግብረስጋ ግኑኙነትን ከጀመሩ በኋላ መታቀብ ከባድ ነው።					
305	በወጣትነት የግብረስጋ ግኑኙነት መጀመር ሌሎች ስዎች የሚያደርጉትን ማድረግ ነው።					
306	ጓደኛህን/ሽን የምትወደው ከሆነ የግብረስጋ ግኑኙነት ማድረግ አለባችሁ።					
307	ከአንድ በላይ የወሲብ ጓደኞችን መየዝ ለሕይወት አደጋነው።					
308	ከአንድ በላይ የወሲብ ጓደኞችን መየዝ የመፈለግ ምልክት ነው።					
309	ኮንዶም መጠቀም የወሲብን እርካታ ይቀንሳል።					
310	ኮንዶም መጠቀም የሚያስፈልገው ለጊዛዊ ጓደኛ ብቻ ነው።					
311	ስለ ግብር ግኑኙነት የሚያወራ ሰው ጨዋነት/ክቡሩን/ያጣል					

ለ. ከአደጋ የተጠበቀ ግኑኙነት የማድረግ በራስ መተማመን

ተ.ቁ	ስለ ከአደጋ የተጠበቀ ግኑኙነት የማድረግ በራስ መተማመን የሚያስረዱ ዐ.ነገሮች	በጣምአል ስማማም	አልስማ ማም	እርግጠኛ አይደለሁም	እስማ ማለሁ	በጣምእስ ማማለሁ
312	እስከ ጋብቻ ድረስ ከግብረስጋ ግኑኙነት እንደምታቀብ እርግጠኛ ነኝ።					
313	በአንድ ጓደኛ መወሰን እንደምታል እርግጠኛ ነኝ።					
314	እኔ ግኑኙነት ባልፈለኩበት ስዓት ጓደኛዬን መቃወም አይከብደኝም።					
315	ስለ ኮንዶም መጠቀም ከጓደኛዬ ጋር ማውራት ከባድ ነው።					
316	በየትኛው የግብረስጋ ግኑኙነት ወቅት ኮንዶም እንደምጠቀም እርግጠኛ ነኝ።					
317	ጓደኛዬ ፈቃደኛ ባይሆንም ኮንዶም እንደምጠቀም እርግጠኛ ነኝ።					
318	ኮንዶም ካልያዝን የግብረስጋ ግኑኙነት አናደረግም ለማለት አቅም አለኝ።					
319	ያለ ምንም ማፈር የወሲብ መከላከያ መግዛት እችላለሁ።					
320	መቼና የት ግኑኙነት ማድረግ እንዳለብኝ መወሰን እችላለሁ።					

ክፍል 4 ወሲባዊ አድራጎት/ባህሪ

ትዕዛዝ 4: ስለ ወጣቶች ስነ ተዋልዶ ባህሪ አሁን ስለ ግላዊ ስነተዋልዶ ባህሪህ/ሽ ነው የምጠይቅህ/ሽ።

ከዚህ በታች ያሉት ጥያቄዎች ምስጢራዊና ግላዊ እንደመሆናቸው መጠን ማንነትዎ እንዳይታወቅ ስምዎ በጥያቄው ወረቀት ላይ አይመዘገብም ስለዚህ በግልጽ እንድትመልስልኝ/ሺልኝ በትህትና እጠይቃለሁ!

ተ.ቁ	ጥያቄ	አማራጭ	ይለፍ
401	የግብረሰጋ ግንኙነት አድርገህ/ሽ ታውቃለህ/ቁአለሽ?	ሀ. አዎ ለ. የአድርጌ አላውቅም	መልሱ የለም ከሆነ ወደ ክፍል 5 ተሻገር
402	ግብረሰጋ ግንኙነት ለመጀመሪያ ጊዜ ስታደርግ/ጊ ስንት አመትህ/ሽ ነበር?	..... አመት	
403	ለመጀመሪያ ጊዜ ግብረሰጋ ግንኙነት አብረህ/ሽ ያደረገው/ሽው ከማን ጋር ነበረ?	ሀ. ፍቅረዬ ጋር . ከመምህር ጋር ሐ. ሴተኛአዳሪ መ. ሌላካለ(ይጠቀስ).....	
404	ባለፉት ስድስት ወራት ግብረሰጋ ግንኙነት አድርገህ/ሽ ታውቃለህ/ቁአለሽ?	ሀ. አዎ ለ. አላውቅም	መልሱ የለም ከሆነ ወደ ጥያቄ 407 ተሻገር
405	ባለፉት ስድስት ወራት ከስንት ሰው ጋር የግብረሰጋ ግንኙነት አድርገህ/ሽ ታውቃለህ/ቁአለሽ?	.....
406	ባለፉት ስድስት ወራት ውስጥ ባጋጣሚ ግብረሰጋ ግንኙነት ስታደርግ ኮንዶም በአግባቡ ትጠቀም/ሚነበር?	ሀ. አዎ ለ. የለም	
407	ለመጨረሻ ጊዜ የግብረሰጋ ግንኙነት ያደረገው መቼ ነው?	.....(ቀን/ሳምንት/ወር/አመት) በፊት	
408	ለመጨረሻ ጊዜ የግብረሰጋ ግንኙነት ስታደርግ ኮንዶም በአግባቡ ትጠቀም/ሽነበር?	ሀ. አዎ ለ. የለም	
409	በወቅቱ አንተ/ጓደኛህ መጥት ጠትታችው ነበር?	ሀ. አዎ ለ. የለም	
410	በወቅቱ አንተ/ጓደኛህ ጫት ቅመችው ነበር?	ሀ. አዎ ለ. የለም	
411	ባጠቃላይ እስከ አሁን ከስንት ሰው ጋር የግብረሰጋ ግንኙነት አድርገህ/ሽ ታውቃለህ/ቁአለሽ?	.....
412	ግብረሰጋ ግንኙነት ስታደርጉ ኮንዶም ትጠቀም/ሚ ነበር?	ሀ. አዎ ለ. የለም	መልሱ የለም ከሆነ ወደ ክፍል 5 ተሻገር
413	አዎ ካልክ/ሽ ምን ያህል ጊዜ ትጠቀም/ሚ ነበር?	ሀ. ሁል ጊዜ ለ. አንዳንዴ	

ክፍል 5:- አደንዛዥእጽ(ጫት፣ሽሻ፣ ሲጋራ እናአልኮል) መጠቀምንበተመለከተ

መመሪያ 5:- ከዚህ በታች ያሉት ጥያቄዎች ስለ አደንዛዥእጽ(ጫት፣ሽሻ፣እናአልኮል) መጠቀምን የሚጠይቁ ናቸው::

ማንነትዎ እንዳይታወቅ ስምዎ በጥያቄው ወረቀት ላይ አይመዘገብም:: ስለዚህ በግልጽ እንድትመልስልኝ/ሺልኝ በትህትና እጠይቃለሁ!

ተ.ቁ	ጥያቄ	አማራጭ	ይለፍ
501	ሱስየሚያስይዙ መድኃኒት/እጾችን ተጠቅመህ/ሽ	ሀ. አዎ	መልሱ የለም ከሆነ ጨርሰህል

	ታውቃለህ/ቁአለሽ?	ለ. ተጠቅሜ አላውቅም	
502	የትኛውን መድኃኒት/አጻችን ነበር የተጠቀምከው/ሽው? (ከአንድ በላይ መልስ ይቻላል)	ሀ. አልኮል ለ. ጫት ሐ. ሲጋራ መ. ሌላ ካለ	
503	ላለፉት 6 ወራት ሲጋራ አጨሰህ/ሽ ታውቃለህ/ቁአለሽ?	ሀ. አዎ ለ. አላውቅም	መልሱ የለም ከሆነ ወደ ጥያቄ 505 ተሻገር
504	መልስህ/ሽ አዎ ከሆነ፤ በቀን ምን ያህል ሲጋራ ታጩሳለህ/ሻለሽ?	.....
505	ላለፉት6 ወራትጫት ቅመህ/ሽ ታውቃለህ/ቁአለሽ?	ሀ. አዎ ለ. አላውቅም	መልሱ የለም ከሆነ ወደ ጥያቄ 508 ተሻገር
506	መልስህ/ሽ አዎ ከሆነ፤ በወር ውስጥ ምን ያህል ቀን ትቅማለህ/ሚለሽ?	.....
507	በአማካኝምንያህልጊዜ ጫት ቅመለህ/አለሽ?	ሀ. በየቀኑ(ሁልጊዜ) ለ. ብዙጊዜ(በሳምንትከ3-4 ጊዜ) ሐ. አልፎአልፎ(በወርከ1-3ጊዜ) መ. በበአላትቀን-በቻወይምባጋጣሚ	
508	ላለፉት6 ወራትየአልኮልአይነቶችን (ጠላ/ጠጅ/አረቄ/ ቢራ/ ወይን ወዘተ) ጠጥተህ/ሽታውቃለህ/ቁአለሽ?	ሀ. አዎ ለ. አላውቅም	መልሱ የለም ከሆነ ጨርሰህል
509	መልስህ/ሽ አዎ ከሆነ፤ በወር ውስጥ ምን ያህል ቀን ትጠጣለህ/ጫለሽ?.....	ሀ. አዎ ለ. የለም	
510	በአማካኝምንያህልጊዜ ጠጥተህ/ሽታውቃለህ/ቁአለሽ?	ሀ. በየቀኑ(ሁልጊዜ) ለ. ብዙጊዜ(በሳምንትከ3-4 ጊዜ) ሐ. አልፎአልፎ(በወርከ1-3ጊዜ) መ. በበአላትቀን-በቻወይምባጋጣሚ	

እናመሰግናለን!

ለ. ለቢድን ውይይት መሪ ጥያቄዎች

ለቢድን ውይይት የፈቃድ መጠየቂያ ቅጽ

እኔ ስመኘው ሀንዴቦ እባላለሁ። በጅም ዩኒቨርሲቲ፣ ጤና ሳይንስ ኮሌጅ፣ የጤና ትምህርትና ሥነ-ባህሪ ትምህርት ክፍል የሁለተኛ ዲግሪ ትምህርቴን በጤና ትምህርትና ማበልጸግ በመከታተል ላይ እገኛለሁ። በአሁኑ ሰዓት የሁለተኛ ዲግሪ መመረቂያ ጽሁፌን እዚህ በሰሜን ሸዋ ዞን "ማህበራዊ ትስስር፣ ወሲባዊ ጠባይ እና ግንኙነታቸው ልከመጠን በሁለተኛ ደረጃ ተማሪዎች" በሚል ርዕስ እየሰራሁ እገኛለሁ። ማንኛውንም የመወያያ ርዕሱን መሰረት ያደረገ አነሳሽ (አጋላጭ) ምክንያት ናቸው ብላችሁ የምታስቡትን መረጃ ለመናገር (ለመስጠት) ነጻ ናችሁ። እዚህ ጥናት ላይ በመሳተፋችሁ ምንም አይነት ጉዳት እንደማይደርስባችሁ አረጋግጥላችኋለሁ። ማንኛውም የምትሰጡኝ መረጃ ለጥናቱ በጣም ጠቃሚ ነው፤ በተጨማሪም በሚስጥር የሚያዝ ነው። ይህ መረጃ ጥናቱ ላይ በመመስረት ፖሊሲ የሚያዘጋጁ አካላትን የተለያዩ ተግባራትን ለማቀድ ይረዳል። ሁላችሁም የጥናቱ ተሳታፊዎች በመሆናችሁ አመሰግናለሁ። በጥናቱ ላይ ለመሳተፍ ፈቃደኛ ናችሁ?

በጥናቱ ላይ ለመሳተፍ ፈቃደኛ ነኝ

አዎ ፊርማ _____ ቀን _____

አይደለሁም በጥናቱ ላይ መሳተፍ የማይፈልግ ካለ እናመሰግናለን፣ አቋርጦ መውጣት ይችላል።

ቀን _____

አወያይ _____

ማስታወሻ ያዥ _____

ድምጽ ቀጂ _____

የቡድን ውይይት ርዕሶች

1. ሕይወት በግቢ ውስጥ ምን ይመስላል/
2. የወጣቶች ከሚኖሩበት ማህበረሰብ ጋር ያላቸው ማህበራዊ ትስስር ምን ይመስላል?
 - ✓ ስለ ሀይማኖታዊ ፣ ቤተሰብ፣ አቻዎች፣ ትምህርት ቤት እና ማህበራዊ ደህረገጾች ያላቸውን ትስስር ጠይቅ።
3. አስጊ ወሲባዊ ጠባይ/ግንኙነት የምንላቸው ምንድን ናቸው?
 - ✓ ስለ በልጅነት ለወሲብ መነሳሳት፣ ስለ ጾታዊ ጓደኛ ብዛት፣ ኮንዶም መጠቀም ጠይቅ።
4. ወደ አስጊ ጾታዊ ተግባር የሚገፋፋ ተግባራት (ሁኔታዎች) ምንድን ናቸው?
5. የወጣቶች ማህበራዊ ትስስር አስጊ ጾታዊ ግንኙነቶች ላይ ያለው ተጽኖ ምንድን ነው?
 - ✓ የትኛው አይነት ማህበራዊ ትስስር ወጣቶችን አስጊ ከደሆኑ ወሲባዊ ግንኙነቶች ይጠብቋቸዋል? እንዴት ይጠብቋቸዋል?
 - ✓ የትኛው አይነት ማህበራዊ ትስስሮች ወጣቶችን አስጊ ለሆኑ ወሲባዊ ግንኙነቶች ይገፋፋቸዋል? እንዴት ይገፋፋቸዋል?

እናመሰግናለን!

A. Oromiffa Translation

Gaafannoo

Waraqaa odeffanno

Gaafannoon kun wal-qunnamtii hawassumma fi gochaalee saal-qunnamtii sodaachisaa barattotta mana barumsaa sadarkaa 2ffa godina Shawaa Kaabaa, Naannoo Oromiyaa giddu-galeesaa Itoopiyaa, keessa jiran qo'achudhaf kan qophaa'e dha. Gurrandhalaa 2008

Akkam bultee/ Oltee

Ani..... jedhama qophaa'no wal-qunnamtii hawassumma fi gochaalee saal-qunnamtii sodaachisaa barattotta mana barumsaa sadarkaa 2^{ffa} godina Shawaa Kaabaa, Naannoo Oromiyaa jedhu kessaatti hojetta qindessa odeffenno dha. Kebajamo hirmaataa, kanaa gaddi gafillen kutaa adda addaa qaban qo'aano maqaa Simanyawu Haandeebootiin dhima maasitersii berumsaa fayyaa fi kakaasaadhan yunivarsiittii Jimma Kutaa berumsaa fayyaa fi saayinsii amala irraa xumuruuf kan qophaa'e dha. Ani amma gaafanno kana ati qofaa kettin akka guttammu siifiin kenna. Deebiiin atti gutuu gutuman guttutti iccittindhan kan qabammu ta'un isaa si hubbachisa. Kana mirkanessuuf maqaa kee, lakkofsa mana berumsaa kee waraqaa gafanno kanna irrattii hin berafemmu. Hirmaataan gaafanno kana kan adda baafemu danda'u lakkofsa adda keennamun qofa ta'a.

Gaafanno kana kessattii hirmachuu keetiin balaan sirratti ga'u gonkumma hin jiru. Haa ta'u malee, hirmanna kee yeroo barbadee kessatti addan kutuu ni dandesaa. Garuu deebiiin dhugaa atti nuu kennituu wal-qunnamtii hawassumma fi gochaalee saal-qunnamtii sodaachisaa barattootta sadarkaa 2ffa keessaa haammam akka ta'e fi qunnamtiin giddu isaanni jiru sirritti akka hubbanuu nu gargaaraa. Hirmaana kessaniif baayyee sin galattefadha. Gaafillee kana gutuuf dakiika 30 sitti fudhataa. Hirmaanna kettinis wanti argetuu tokkole hin jiruu. Garuu, deebii dhuugaa fi garaadhaan nuuf kennituu kaayyoo qo'aanno kanaa galman ga'uuf murtesa dha. Odeffannon qo'aanno kanaa irra argamuu sagantaaleen addaa adda fayya bartootta foyyeessuf akka ciicatattii tajajilaa. Kanaafuu baayyee sin galateefadha.

Yoo nu argachuu barbadan:

Teessoon keenya..... Maqaa: - Simanyawu Haandeeboo

Bilbila: - 0912490659

Imeelii: - hsimegnew@yahoo.com

Unka Waliigaluu

Ani hirmaataan gaafanno kanaa odeeffannoo waa'ee kaayyoo, faayidaa fi wanta ana irra eegamu waraqaa odeeffannoo irra sirritti hubadheerra. Odeffannon waa'ee ana fi deebbiwan ani laadhu iccittin akka kabamu nan beeka. Dhumarrattis hirmaanan koo gutumaan gututti feedhidhan akka ta'e nan beeka. Kanaafuu qo'aanno kana irratti:

Nan hirmadha

Mallatto hirmaata Guyyaa

Lakki hin hitmadhuu

Mallattoo qindessa odeffanno Guyyaa

Kutaa 1:- Haala dimograafii hawaas-dinagdee

Ajaja 1: Gaaffii filannoo qabuuf, deebii kee itti mari, akkasumas akkuma barbaachisaa ta'etti deebii kee iddoo duwwaa kenname irratti barreessi.

Lakk.	Gaaffii	Deebiille filanno	Irra darbu
101	Umuriin kee meeqa?	.....
102	Saala	A. Dhiira B. dhalaa	
103	Kutaa meeqaffaa baratta?	A. 9 ^{ffa} B. 10 ^{ffa} C. 11 ^{ffa} D. 12 ^{ffa}	
104	Sabummaa	A. Oromoo B. Amaaraa C. Tigree D. Kan biroo; _____	
105	Bakka jireenyi kee yeroo hunda magaaladhaa?	A. Eyyee B. Lakki	Deebii kee yoo lakki ta'e gar G. 107 Darbii
106	Yoo debbi kee lakki ta'e maati keessan yeroo mekan wal argitu?	A. Yeroo hunduma walin jiranna B. Yeroo Berumsii hin jiranne(ji'a 6 al tokko) C. Ji'a 2-4 kessatti yeroo tokko D. Ji'a kessatti yeroo tokko E. Kana biraa yoo jiratte.....	
107	Yeroo ammaa kana eenyuu waliin jiraatta?	A. Abbafii haadha koo waliin B. Maati tokko fi haadha bideni/ abba biddeni walin C. Hadha koo qofaa walin D. Abbaa koo qofaa waliin E. Akaakilee kiyya walin F. Hiriyoota koo waliin G. Firoottan koo waliin H. Qofaa koo I. Kana biraa yoo jiratte.....	
108	Amantaan Kee	A. Ortodoksii B. Musiliima C. Protestaanti D. kaatoliiki E. Kan biroo; maqaa dhahi _____	
109	Sadrakaa barumsaa haadha kee	A. Kan hin baranne B. Dubbisu fi barreessu kan hin dandeenye C. Sadarkaa tokkoffaa (1-8) D. Sadarkaa lammaffaa (9-12)	

		E. Yuunivarsitii/koollejii	
110	Sadrakaa barumsaa abba kee	A. Kan hin baranne B. Dubbisu fi barreessu kan hin dandeenye C. Sadarkaa tokkoffaa (1-8) D. Sadarkaa lammaffaa (9-12) E. Yuunivarsitii/koollejii	
111	Bara darbe kute kessan kessatti sadarka Meeqaffa baate?	.....
112	Galiin mana Kessani Ji'an meeka ta'aa?	Qarshii	
113	Galiin ji'aa kee meeqa?	Qarshii	

Kutaa 2: Walitti Dhufeenya Haawassumma

Ajaja 2: Kutaan kun gaffileen sadarkaa walitti dhufeenyaa haawassuma ati amantaa kee, maatii kee, mana berumsa kee, hiriyoota kee fi wal-qunnantii/midiyaalee/ hawaassumma waliin qabdu si gafeta. Mallattoo (✓) kana iddoo gaaffii waliin deemu keessa kaauun deebisi.

A. Walitti Dhufeenya haawassuma Amantaa

Lakk	Himoota wa'ee walitti dhufeenya haawassuma amantaa kee waliin qabdu ibsan	Baay'ee wali hin galle	Wali hin galle	Yaada hin qabu	walii galeera	Baayyee wali galeera
201	Amantaan ani hordofu akkan gammadu na godha					
202	Yeroo hunda Waaqa/ Allaah kiyya nan kadhada					
203	Farfannaa fi lallaba mana amanta koo nan Dhaggeffadha					
204	Yeroo hunda macaafa qulqulluu/Quraana nan dubbisa					
205	Waaqayyoon/Allaan naa wajjin ta'uun isaa beekun koo qofumma irraa na eega					
206	Namoota amantii kiyya kessa jiran fedhiidhaan nan gargara					
207	Yeroo hundumaa hojii mana amantaa kessaatti nan hirmaadha					
208	Namni biroo akka waaqa naaf kadhatu na gaafadha					
209	Namoota biroof gorsa amantaa nan kenna					
210	Namoota amantii kiyya kessa jiran irraa jabinaa fi gargarsa nan argadha.					

B. Walitti Dhufeenya haawassuma Maati walin qabdu

Lak k.	Himoota wa'ee walitti dhufeenya haawassuma Maati walin qabdu ibsan	Baay'ee wali hin galle	Wali hin galle	Yaada hin kabu	wali galeera	Baayyee wali galeera
211	Nammoni maatii kiyya keessa jiran na hubatu					
212	Maati koo waliin bayyeen bashannana					
213	Maatii kiyya waliin dhiyeenya akkan qabu natti dhaga'ama					
214	Maatiin koo kunuunsa gaarii naa laatu					
215	Maatiin kiyya jalalaa ho'aa naaf qabu					
216	Walitti dhufenya maatii koo waliin qabuun bayyeen gammada					
217	Rakkoon yoo namudate maatii kiyya walin nan mari'adha.					
218	Maatii kiyya waliin yeroon dabarsuu na gamachiisa					
219	Maatii kiyya waliin baayyee wali-galla					
220	Maatiin koo xiyyeeffanno bayyee naa laatu					
221	Maatiin koo bayyee na jajjabeessu					

C. Walitti Dhufeenya haawassuma mana berumsa kee walin qabdu

Lak k	Himoota wa'ee walitti dhufeenya haawassuma mana barumsaa waliin qabdu ibsa	Baay'ee wali hin galle	Wali hin galle	Yaada hin kabu	wali galeera	Baayyee wali galeera
222	Namoota mana barumsa kiyya keessa jiran walin walitti-dhiyeenya natti dhaga'aama.					
223	Barsiisoonni koo waa'ee kiyyaaf iddoo ni laatu.					
224	Mana barumsa kessatti rakkoon yoo namudate barsiisa kiyya walin nan mari'adha.					
225	Ani qaama mana barumsa koo akkan ta'e natti dhaga'aama.					
226	Mana barumsa koo kessa ta'un na gammachisaa.					
227	Mana barumsa kiyya keessatti nageenya natti dhaga'ama.					
228	Mana barumsa koo keessatti hojii bayye irratti nan hirmaadha.					
229	Hiriyoonna mana barumsaa koo waa'ee kiyya ni cinqamu.					

230	Barsisonni kiyya waan narraa egan godhuf nan xaara.					
231	Mana barumsa keessa taa'un na nuffisiisa.					
232	Barsiisota mana barumsa kiyya keessa jiran nan jibba.					

D. Walitti dhufeenya hiriya kee waliin qabdu

Lak k.	Himoota wa'ee walitti dhufeenya haawassuma hiriya kee waliin qabdu ibsan	Baay'ee wali hin galle	Wali hin galle	Yaada hin kabu	wali galeera	Baayyee wali galeera
233	Yoo xiqqaate waayee koo kanan itti himu hiriya tokko qaba.					
234	Hiriyoonna koo waa'ee rakkoo kiyya mari'achuf yeroo ni kennu.					
235	Anaa fi hiriyoona kiyya gidduutti miirri obbolummaa hin jiru.					
236	Hiriyoonna koo akka na hubatan natti dhaga'ama.					
237	Anii jireenya hiriyoona kiyya keessatti hirmaannaa guddaa nan godha.					
238	Hiriyoonna koo yaada kiyya sirriitti anarka fudhatu					
239	Hiriyoonna koo enyummaa koo ni jaallatu					
240	Hiriyoonna koo akka maatii kiyya ta'an itti dhaga'ama.					
241	Hiriyaan baayyee itti dhiyadhuu fi guutummaan guutuutti amanu nan qaba.					

E. Walitti dhufeenya haawassuma sab-qunamtii hawaasaa waliin qabdu

Lak k.	Himoota wa'ee walitti dhufeenya haawassuma sab-qunamtii hawaasaa waliin qabdu ibsan.	Baay'ee wali hin galle	Wali hin galle	Yaada hin kabu	wali galeera	Baayyee wali galeera
242	Anii jireenya sab-qunamtii/miidiyaalee/hawaasaa hiriyoona keessatti hirmaannaa guddaa nan godha.					
243	Nammoni sab-qunamtii/miidiyaalee/hawaasaa keessa jiran akka na hubatan natti dhaga'ama.					
244	Namoota sab-qunamtii/miidiyaalee/hawaasaa keessa jiran waliin walitti dhufu nan danda'a.					

245	Jireenyi sab-qunnamtii/miidiyaalee/hawaassumman michuummaa fi dhiyeenyumaa kan qabu dha.					
246	Namoota sab-qunnamtii/miidiyaalee/hawaasaa irra jiran waliin dhiyenya akkan qabu natti hin dhaga'amu.					
247	Jireenya sab-qunnamtii /miidiyaalee/hawaassummaa irraa fagoo akkan ta'e natti dhaga'ama.					
248	Jireenya sab-qunnamtii /miidiyaalee/hawaassummaa keessatti miirri tokkummaa hin jiru.					
249	Rakkon yoo namudate namoota sab-qunnamtii /miidiyaalee/ hawaassummaa keessa jiran walin nan mari'adha					

Kutaa 3: Qunnamti saala of-eeganno qabuu gochuuf ilaalcha qabdufi amantaa ofirratti qabaachuu

Ajaja 3: Kutaan kun gaffilee gochaalle saal qunamti of-eeganno qabu irratti amantaa ofirratti qabaachui if ilaalcha qabdu ati qabdu si gafeta. Irraa chaalaan gaffilee kana waa'ee dhunfaa keetti kan si gaafatan fi kan iccittidhaan qabaman dha. Kanaafuu, oddo hin soddattin deebbi dhugaa isaa deebisii. Mallattoo (√) kana iddoo gaaffii waliin deemu keessa kaauun deebisi. Maqaan kee akka irra hin jiranne yadhadhu.

A. Ilaalcha waa'e saal qunamti of-eeganno qabu

Lakk	Himoota wa'ee ilaalcha waa'ee wal-qunnamti saala qabdu ibsan	Baay'ee wali hin galle	Wali hin galle	Yaada hin kabu	wali galeera	Baayyee wali galeera
301	Amma fuudhaf heerumatti barattonni wal-qunnamti saala irra of qusachu qabu.					
302	Durbumaa qabaachun dhirsa/niitii argachuuf ni gargaaraa.					
303	Namni tokko wagga 18 dura wal- qunamti saala goochu hin qabu.					
304	Yeroo kanan dura wal-qunamti saala godhuyyu kan booda wal-qunnamti saala irraa of qusachu nan danda'ama.					
305	Yeroo dargagumma wal-qunnamti saala gochun wanta namni hunduu godhu gochudha.					
306	Yoo jaallallee kee sirritti kan jaallattu ta'ee wal-qunnamti saala walin gochuu qabda.					

307	Hiriya saal-qunamti heeddu qabachu jirenya kiyya irratti balaa ni fida.					
308	Hiriya saal-qunamti heeddu qabachu mallatto barbademu agarsisa.					
309	Kodomin gamachuu wal-qunnamti saala irra argamu ni hirisa.					
310	Kondomi fayadammu kan kabu yeroo nama hibeknee waliin wal-qunamtii saala akka tasaa yoo gotee qofaa.					
311	Barattotni waa'ee wal-qunamti saala hasa'aan kabaja isaani ni dhabu.					

B. Wal-qunnamti saala of-eeganno qabuu gochuuf amantaa ofirratti qabaachuu

Lak k.	Himoota wa'eewal-qunnamti saala of-eeganno qabuu gochuuf ofitti amanumaa qabaachuu ibsan	Baay'ee wali hin galle	Wali hin galle	Yaada hin kabu	wali galeera	Baayyee wali galeera
312	Amma fuudhutti/heerumatti wal-qunnamti saala hin godhu.					
313	Jaalallee tokko qofaan murta'uu nan danda'a.					
314	Jaalalleen koo walqunnamti saala gochuu yoo barbadee, ani garuu yoo hin barbannee wal-qunnamti saala hingodhu jechu nan danda'aa.					
315	Jaalallee kiyya waliin waa'ee kondomi fayadamu haasa'uun natti ulfaata.					
316	Yeroo wal-qunnamti saala godhu hunduma koondomi nan fayadama.					
317	Jaalalleen koo koondomii fayadamu yoo hin barbadeelle koondomi malee wal-qunamtii saala hin godhu.					
318	Koondomi yoo nu harka hin jiraane, wal-qunnamti saala hin raawadhu jechu nan danda'a.					
319	Soda malee koondomi bituudhaf offitti amanamumma qaba					
320	Yeroo fi iddo kam wal-qunnamti saala gochuu akkan qabuu murtesuf offitti amanamumma qaba					

Kutaa 4: Gochaalee saal-qunnamti

Ajaja 4: Kutaan kun gaffilee gochaalee wal-qunnamti saala atti qabu si gafeta. Deebilee ati kenittu iccittidhaan waan qabamuuf oddo hin sodaattin deebbi dhugaa isaa deebbisii. Dabaletaan maqaa kee irratti wan hin barreffamneef oddo hin sodaattin deebii kee guti.

Lakk.	Gaaffii	Deebiille filanno	Irra darbu
401	Amma har'aatti saal-qunnamtii taasistee beektaa?	A. Eyyee B. Lakki	Yoo lakki jette gar kutaa 5 Darbii
402	Eegalte yoo ta'e umurii meeqarratti saal-qunnamtii eegalte?	Waggaa _____tti	
403	Jalqaba eenyu waliin saal-qunnamtii goote?	A. Hiriya dhiiraa/ hiriya durbaa B. Barsisaa/tuu C. Hojjattuu mana bunaa D. Kan biroo (maqaa dhahi)_____	
404	Ji'oota ja'an darban keessatti saal-qunnamtii raawwattee beektaa?	A. Eyyee B. Lakki	Yoo lakki jette gar gaaffi 407 Darbii
405	Ji'oota ja'an darban keessaatti namoota meqaa wajiin saal-qunnamti goote beekta?	_____	
406	Ji'oota ja'an darba kanatti yeroo saal-qunnamtii raawwattetti kondomii fayyadamtee turtee?	A. Eyyee B. lakki	
407	Yeroo dhumaaf saal-qunnamtii yoom raawwate?	Guyya/turban/ji'a/ wagaa ... Dura	
408	Yeroo dhumaaf saal-qunnamtii oggaa raawwattetti kondomii fayyadamtee turtee?	A. Eyyee B. lakki	
409	Yeroo san ati/ hiriyaan kee dhugaatti dhugdni turtni?	A. Eyyee B. lakki	
410	Yeroo dhumaaf saal-qunnamtii oggaa raawwattetti ati/hiriyaan kee jimaa qamatani turtni?	A. Eyyee B. lakki	
411	Hanga ammatti namoota meeqa waliin saal-qunnamtii gotee beektaa?	_____	
412	Yeroo wal-qunnamti saala kondomi ni fayyadamta?	A. Eyyee B. lakki B. C. hin yaadadhu	Yoo lakki jette gar kutaa 5 Darbii
413	Yoo eyyee jette, yoom yoom fayyaamta?	A. Yeroo hundaa B. Darbee darbee	

Kutaa 5: Araada Qoricha fudhachu

Ajaja 5: Kutaan kun gaffilee araada qoricha adda adda qabaachu si gafeta. Deebilee ati kenittu iccittidhaan waan qabamuuf oddo hin soddattin deebbi dhugaa isaa deebbisii.

Lakk.	Gaaffii	Deebiille filanno	Irra darbu
501	Qoricha araada fiidan fayyadmtee beekta?	A. Eyyee B. lakki	Yoo lakki jette dhumeera
502	Deebin kee yoo lakki ta'e qoricha mal mal fudhata?	A. Alkooli B. Jimaa C. Sigaaraa D. Kan biroo (maqaa dhahi)_____	
503	Ji'oota ja'an darban keessatti sigaaraa tuxee beektaa?	A. Eyyee B. lakki	Yoo lakki jette gar G 505 Darbii
504	Deebbin kee yoo eyyee ta'e guyyattii sigaaraa meeqa fayyadmtaa?	Lakoofsa sigaaraa	
505	Ji'oota ja'an darban keessatti jimaa qamaate beektaa?	A. Eyyee B. lakki	Yoo lakki jette gar G508 Darbii
506	Deebbin kee yoo eyyee ta'e ji'a kessatti guyyaa meeka qamaataa?	.....
507	Giddugaleesatti jimaa yeroo haamamif jimaa qamaata?	A. Yeroo hunda B. Torban kessatti yeroo 3-4 C. Tasa ji'atti yeroo 1-3 D. Darbe darbe yeroo ayyanaa	
508	Ji'oota ja'an darban keessatti alkooli (farsoo/ taji/ araqee/ biiraa/ ...) dhugde bektaa?	A. Eyyee B. lakki	Yoo lakki jette dhumeera
509	Deebbin kee yoo eyyee ta'e ji'a kessatti guyyaa meeka dhugdee?	.....
510	Giddugaleesatti jimaa yeroo haamamif alkoolii dhugda?	A. Yeroo hunda B. Torban kessatti yeroo 3-4 C. Tasa ji'atti yeroo 1-3 D. Darbe darbe yeroo ayyanaa	

Galatoomaa!

Qajeelcha Marii Garee

Marii Gareettif Unka Waliigaluu

Ani Simanyawu Haandeeboo jedhama. Yunivarsiittii Jimma collejjii saayinsii fayya Kutaa barumsaa fayyaa fi saayinsii amala keessatti barataa maastersii berumsaa fayyaa fi kakaasaa dha. Yeroo amma barumsa maastersii fixudhaf mat-duree wal-qunnamtii hawassumma fi gochaalee saal-qunnamtii sodaachisaa barattotta mana barumsaa sadarkaa 2ffa godina Shawaa Kaabaa, Naannoo Oromiya jedhu irratti qo'anno hojochan jiraa. Gaafilee dhiyaten irratti sodaa malee yaada qandan ibsuu ni dandesu. Gaafanno kana kessattii hirmachuu keessanin balaan sirratti ga'u gonkumma hin jiru. Garuu, deebii dhuugaa fi garaadhaan nuuf kennittu kaayyoo qo'aanno kanaa galman ga'uuf murtessa dha. Hundi keessan qo'anno kana irratti hirmachuf fedhi akka qabdan nan abdadha. Kanaafuu qo'aanno kana irratti:

Nan hirmadha.

Mallatto hirmaata Guyyaa

Lakki hin hitmadhuu

Guyya..... Mijeessaa..... Yaadannoo qabaa.....

Teeppii waraabaa.....

Gaafille Qajeelcha Marii Garee

1. Jireeyni mana barumsaa sadarkaa 2ffa maal fakkaataa?
2. Wal-qunnamtii hawassumma dargaggonni qaban mal fakaatta?
 - ✓ Waa'ee wal-qunnamtii hawaasaa amantaa, maatii, mana berumsa, hiriyoota fi wal-qunnamtii/midiyaalee/ hawaassumma waliin qaban gafedhu.
3. Gochaalee saal-qunnamtii sodaachisaa jedhaman maalfaa dha?
 - ✓ Waa'ee yeroo saal-qunnamti itti jalqabamu, lakoofsa hiriya saal-qunnamti fi koondomi fayyadamu gaafedhu
4. Akka yaada keettitti wantootni gara gochaalee saal-qunnamtii sodaachisaa gessan maali dha?
5. Gahee wal-qunnamtii hawassumma dargaggotta gochaalee saal-qunnamtii sodaachisaa irratti qabu maal sitti fakaatta?
 - ✓ Kallatiwan/hirtaa/ wal-qunnamtii hawassumma keessa dargaggonni gochaalee saal-qunnamtii sodaachisaa akka of qusatan kan godhu kami? Akkamitti?
 - ✓ Kallatiwan/hirtaa/ wal-qunnamtii hawassumma keessa dargaggonni gochaalee saal-qunnamtii sodaachisaa akka of qusatan kan godhu kami? Akkamitti?

Galatoomaa!