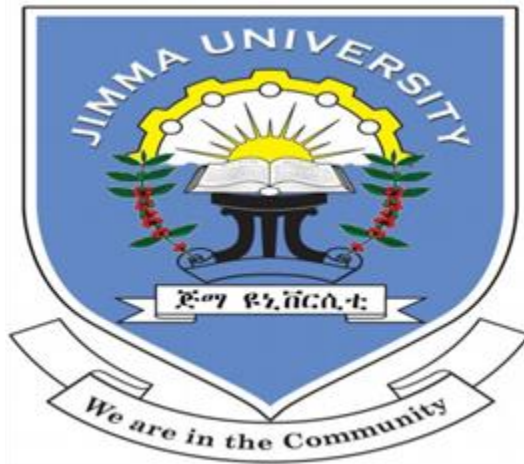


SEXUAL VIOLENCE AND ASSOCIATED FACTORS AMONG FEMALE
STUDENTS OF JIMMA TEACHER TRAINING COLLEGE, JIMMA, SOUTH
WEST ETHIOPIA



BY
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JIMMA, ETHIOPIA

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Abstract

Background: Violence against women is the world's most prevalent, pervasive and systematic problem. The risk of experiencing sexual violence appears to be particularly great among adolescent girls of Sub-Saharan African countries especially in Ethiopia. Despite the higher risk of victimization of young women in Ethiopia, data's on prevalence of sexual violence and its determinants among college students are scarce, particularly in the study setting. This study was addressing the issue.

Objective: To assess prevalence and associated factors of sexual violence among female students in Jimma Teacher Training College, Jimma Southwest Ethiopia.

Methods: Institution based cross-sectional survey was conducted in November, 2014. A total of 322 female students were selected via stratified sampling technique. Self-administered anonymous questionnaire was used to assess the life time prevalence and associated factors of sexual violence. Data was entered by using Epi-data version 3.1 and was exported to Statistical Package for Social Science Software version 21 for analysis. All variables which have p-value of <0.25 in bivariate analysis were entered in to multiple logistic regression.

Results: Life time prevalence of sexual violence was found to be 35.1% (95% CI: 29.9 - 40.3) of them had encountered one or more incidences of sexual violence. Among the different forms of sexual violence, the commonest form of sexual violence before or at the age of 13 year was found exposing to the victim the sexual organ of the sex offender 5% (n=15); Likewise forcing to have sex with them was the commonest form of sexual offence 12.4% (n=37) among respondents of age above 13 year. And sexual violence was significantly associated with living alone (AOR = 4.3 95% CI: 1.03, 18.09), had monthly financial support (AOR= 0.1, 95% CI: (0.03, 0.73), having multiple number of sexual partner in life (AOR = 11.5 95% CI: 2.80, 47.16), lack the trend of discussing reproductive health issues with their parents (AOR= 5.05 95% CI: 1.37, 18.55), average parenting style over the participants behavior (AOR = 0.2, 95% CI: 0.06, 0.87), having alcohol (AOR = 8.3 95% CI: 2.57, 27.00) and khat (AOR = 11.05 95% CI: 3.53, 34.60) use behavior.

Conclusion: The prevalence of sexual violence among female students in Jimma Teacher Training College was high; which indicates that female students are at high risk of sexual violence. This is alarming in order to give attention; and reduce the prevalence and those risk factors.

Key words: sexual violence, associated factors, female students, Ethiopia

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List of abbreviation or acronyms

AIDS: Acquired Immune Deficiency Syndrome

ETB: Ethiopian Birr

HIV: Human Immune deficiency virus

IEC: Information education and communication

JUTH: Jimma University Teaching Hospital

IVAWS: International Violence against Women Survey

SPSS: Statistical package for social sciences

SRS: Simple random sampling

JTTC: Jimma teacher training college

UN: United nation

WHO: World health organization

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CHAPTER ONE INTRODUCTION

1.1 Background

Violence against women is the world's most prevalent, pervasive and systematic problem. It is a problem without borders, a universal scourge on women and their family that knows no geographical boundaries, Culture or wealth. (1) Worldwide, an estimated one in three women will be physically or sexually abused; and one in five will experience rape or attempted rape in their lifetime. (2)

Gender based violence is a problem of great public health worldwide, especially in sub-Saharan Africa and many of the developing countries.(3) This is due to its far reaching social, economic and public health consequences.(3) This problem has gender inequality and gender power imbalances as the driving force behind the “epidemics” of HIV infection which is mainly acquired through heterosexual relations, it is greatly influenced by socio-cultural factors, underlying which is gender power imbalances.(3)

In developing countries, sexual violence is particularly common because the violence is extreme and takes place in conjunction with an increased risk of HIV infection in places where HIV infection is high.(4) This report stated also there have been increasing reports of gender-based violence in educational settings from around the world.(4) In the developing world, HIV pandemic often devastating the question of gender violence and its impact on education is particularly critical which is supported by the study done in Ethiopia, violence has a negative impact on girls' academic achievement, which usually leads to grade repetition by 56.9%.(4,5)

Generally sexual violence has a profound impact on physical and mental health.(6) As well as physical injury and also associated with an increased risk of sexual and reproductive health problems, with both immediate and long-term consequences.(6) However in Ethiopia there is a lack of information about sexual violence among college students. This research was assessed the prevalence of sexual violence and associated factors among female students of Jimma TTC.

1.2. Statement of the problem

The World Health Organization (WHO) defines sexual violence as: ‘Any sexual act, Attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.’⁽⁷⁾

The risk of experiencing sexual violence appears to be particularly great among adolescent girls of Sub-Saharan African countries.⁽¹⁾ For example study conducted in four Sub-Saharan African countries has documented that 38 % in Malawi, 30 % in Ghana, 23 % in Uganda and 15 % in Burkina Faso forced first sexual intercourse among adolescent girls aged 12-19 years.^(1,8)

A growing number of studies have documented the high prevalence of intimate partner violence and sexual violence against women worldwide.⁽⁹⁾ A recent study conducted in south central Ethiopia, reported that 49% and 59% of women physically and sexually abused by their partners at some point in their life respectively.⁽⁹⁾

World Health Organization and other stakeholders are fighting for the rights of women to be reproductively and sexually healthy. However, this goal remains a dream to women as their sexual rights are violated. It is a cause for concern to note that sexual violence is on the increase in as in Zimbabwe dictated by an average increase of 78% in the reported cases at three institutions over the 2 years, 2009 and 2010.⁽¹⁰⁾

Gender-based violence is widely recognized as an important public health problem, both because of the acute morbidity and mortality associated with assault and because of its longer-term impact on women’s health, including chronic pain, gynecologic problems, sexually transmitted diseases, depression, post-traumatic stress disorder, and suicide.⁽¹¹⁾ Even though rape is a major problem of sexual violence committed on women, it is undermined and considered as a fault of the woman.⁽⁹⁾ Mostly the crime for rape is rarely reported across the world. Thus, victims prefer to hold their painful experience to themselves inside with them than report it. The reason might be the great indecision, being unable to verbalize their problem in open furthermore, victims are afraid and reluctantly report their attack because they could be asked witness to validate their account.⁽¹²⁾

Sexual violence is found in almost all countries in all socioeconomic classes and in all age groups from childhood onwards.⁽¹³⁾ Adolescents go through a lengthy process of learning to manage sexual feelings, developing new forms of intimacy and learning to regulate sexual

behaviors.⁽¹⁴⁾ These journeys to the development of a matured sexual identity, however, encompass vulnerability to risky sexual behaviors with many adolescents becoming either a victim or perpetrator of sexual violence. Many adolescents experience risky sexual behaviors during this period. The present study focuses on the investigation of sexual violence perpetration and victimization among Ethiopian adolescent.⁽¹⁴⁾

Sexual violence against female students in Jimma teacher training college is a serious problem, and few studies have been carried out in this regard. Nevertheless, among the researches so far done in the area, which is supported by the study done in Bahirdar among college female students was 37.3 %.⁽¹⁵⁾

Several studies revealed that there is no single factor to account for sexual violence but some of them listed as follow.⁽¹⁾ Substance use by the victims or perpetrators were significantly associated with rape ,cigarette smoking alcohol drinking, Chat chewing, and drug use also has significantly associated.⁽¹⁶⁾ Rape was found to be significantly associated with living alone and forced sexual initiation. ⁽¹⁶⁾.Other factors which contribute to sexual violence include rural childhood residence, more than one sexual partner, and drunken male or female friends and do not discuss personal issue with parents.⁽¹⁵⁾ In addition to these factors, lack of communications on sexual issues between spouses was shown to contribute to the problem.⁽¹⁵⁾

In Africa especially in Ethiopia, like any other third world countries, scientifically documented information regarding sexual violence is scarce. Generally, evidences related to sexual violence in our country especially in college setup are scarce. Studies related to sexual violence had not been conducted in the study area. Thus, this study was assessed the prevalence and associated factors of sexual violence.

CHAPTER TWO LITRATURE REVIEW

2.1 Over view

Sexual violence affects millions of people worldwide and represents a serious global public health problem. It pervades all corners of the globe, puts women's health at risk, limits their participation in society, and causes great human suffering. ^(1,17)

2.1 Magnitude of sexual violence

According to WHO regional study, lifetime prevalence of non-partner sexual violence by region, based on data from 56 countries, there were variations across the WHO regions. The highest life time prevalence of non-partner sexual violence was reported in America 12.6%, western pacific 6.8% and the African Region 11.9% while the lowest prevalence was found for the South-East Asia Region 4.9 %.⁽¹⁷⁾

Cross-sectional researches on the prevalence of sexual assaults among college aged women revealed remarkable high rates of violation, between 19% and 27% of women surveyed in Canada, Korea, New Zealand, United Kingdom and the United States reported being the victim of completed or attempted rapes in their life time.⁽¹⁸⁾

Findings from the National Violence Against Women survey show that many American women are raped at an early age of the 17.6 % of all women surveyed who said they had been the victim of a completed or attempted rape at some time in their life 21.6 % were younger than age 12 yr. when they were first raped and 32.4 % were ages 12 to 17yr. Thus, more than half 54 % of the female rape victims identified by the survey were younger than age 18yr when they experienced their first attempted or completed rape.⁽¹⁹⁾

The study conducted in Chile revealed that, the prevalence of rape, attempted rape, and other types of sexual victimization were reported by 9.4%, 6.2%, and 15.6% of respondents, respectively. As the most severe event experienced since age 14; 17.2% reported some form of sexual victimization in the past 12 months alone.⁽²⁰⁾ Another finding from the Australian Component of the International Violence against Women Survey (IVAWS) on Women's experiences of male violence show that in the past 12 months, sexual violence 4% and sexual violence over their life time is 35%.⁽²¹⁾

Study done in Germany among female students revealed that 58% of the respondents have experienced some form of sexual harassment. Thirteen percent of respondent have been experienced sexual violence in their adult life, 6% rape, 4% attempted rape, 5% forced physical intimacy and 4% other forced sexual practices.⁽²²⁾

Cross-sectional study conducted on Prevalence and Correlates of Gender-Based Violence among 300 female university students in Northern Nigeria of the 62 respondents who reported sexual violence since joining Bayero University, 45.2% faced unwelcome sexual touch; 22.6% escaped from attempted rape while 3.2% were raped. Furthermore 29% of students were embarrassed by unwanted sexual jokes or comments.⁽²³⁾

Study conducted in South Africa on prevalence and patterns of gender-based violence and re-victimization among 1,395 women include in the study 55.5%, 7.9%, 8.0%, and 7.3% of them had physical/sexual partner violence, adult sexual assault by non-partners, child sexual assault, and forced first intercourse respectively.⁽²⁴⁾ And also, National study was conducted in 10 South African countries on prevalence and risk factors for forced or coerced sex among school-going youth. This study showed that in Namibia, Zambia, Malawi, Botswana, Mozambique, south Africa and Swaziland, 29.4%, 33.4%, 36.9% , 14.7%, 21.5%, 18.3% and 17.2% of female students 11 to 16 years reported they had experiencing forced or coerced sex respectively.⁽²⁵⁾

And also study conducted about experience of sexual coercion and risky sexual behavior among Ugandan university students which shows 33.1% females students experience sexual coercion ⁽²⁶⁾

The study conducted in Ethiopia, Awassa College about prevalence of workplace abuse and sexual harassment among 387 female faculty and staff show that, either workplace abuse or sexual harassment was 86.3% with 39.5% reporting work place abuse only, 4.1% reporting sexual harassment only and 42.6% reporting experience of both workplace abuse and sexual harassment.⁽²⁷⁾

The study conducted in Ethiopia, Bahirdar among 541 private college female students. This study revealed that the prevalence of sexual violence among female college students was 37.3%.⁽¹⁵⁾ And also another school-based study conducted in Debarq, North West Ethiopia. The prevalence of completed and attempted rape was 8.8% and 11.5 % respectively. Age range of completed rape victims was between 12 and 21 years.⁽²⁸⁾

Study conducted in Ethiopia, Bahirdar, about assessment of sexual violence, life time prevalence of rape was 24.3% and the prevalence of rape in the year before study was 11.4%.⁽²⁹⁾ Likewise Institution based cross-sectional study conducted on prevalence of gender based violence among 377 female students from three high schools, in Addis Ababa, Ethiopia. This study showed that 6.2% of the students have started sexual intercourse; and of these, 26.1% were raped cases. In addition 75.9% of the students reported being sexually harassed.⁽³⁰⁾

Researches on sexual violence victimization among 764 female secondary school students in Eastern Ethiopia (Dire Dawa, Harar, and Jijiga) were conducted. This study showed the prevalence of victimization is high in this group, with 88% of the young women studied having experienced at least one instance of sexual violence victimization. Based on type of sexual perpetration, 68% of the young women were victimized by at least one instance of sexual offence.⁽³¹⁾

Survey conducted among 654 female street adolescents aged 10-19 years in Addis Ababa revealed that among the sexually active, one quarter of females under the study reported that they were coerced into their first sex. In the period of three months prior to the survey, completed rape, attempted rape and unwelcome kiss was reported by 15.6%, 20.4% and 16.4% of the study participants respectively.⁽¹⁶⁾ And another facility based cross sectional study was conducted among 647 women in South Wollo Zone, Ethiopia. This study revealed that the prevalence of lifetime sexual violence and lifetime partner violence were 34.6%, and 32.3% respectively.⁽³²⁾

2.3 Factors associated with sexual violence

Several studies revealed that there is no single factor to account for violence against women but some of them listed as follow.⁽¹⁾

2.3.1 Socio-demographic and Economic factors

Violence affects certain groups disproportionately. Poverty increase peoples vulnerability to sexual exploitation in the workplace, schools and in prostitution. People with the lowest socioeconomic status are at great risk for violence.⁽¹⁾ Poor women and grille may be more at risk of rape in the course of their daily tasks than those have better income, for example when they walk alone from school late at night. Poverty force many women and grilles into occupations that carry relatively high risk of sexual violence.⁽¹⁾

Study done in Bahirdar, Ethiopia revealed that the respondents whose childhood background from rural areas were more than four times likely to have had sexual violence (OR=4.51), respondents who had never discussed on reproductive health issues with their parents were more than four times had sexual violence (OR =4.36). Likewise the study done in Addis Ababa living alone (COR=8.5, 95% CI: 2.0, 36.5).^(15,16)

Findings from the IVAWS show that the main risk factor is younger women age 18-24 (15-20 %) and age 20-24 (30 %) reported higher levels of sexual violence than older women.^(21,33) Increased the risk of sexual violence also arise from parents marital status having divorced /widowed or separated (OR = 2.31).⁽³⁴⁾ Another study also revealed that living institution, engage in sexual work, having high education economy and poverty are the risk factor for sexual violence.⁽³⁵⁾

2.3.2 Behavioral factors

Increased the vulnerability to sexual violence also arise from the use of substance like alcohol (43.5 %), khat (48.8%), and other drugs.⁽³³⁾ Consuming alcohol or drugs make it more difficult for women to protect themselves by interpreting and effectively acting on warning signs. Several studies in developed and developing countries have also found strong association between consumption of substance and risk of sexual violence. Use of alcohol or other drugs by the victim alone was reported in (5.5%) exposed them for rape or attempted rape.⁽²⁰⁾

2.3.3 Sexual history

Women who experienced abuse during childhood were one and a half times more likely to experience any violence in adulthood and also witness of violence as a child increase the risk of sexual violence by 37.1 %.^(21,33) Women who were not in a current relationship reported higher levels of sexual violence (12%) compared to women who were in a current relationship.⁽²¹⁾ Likewise another study showed that forced first intercourse (2.64%), and having boyfriend (OR= 2.65), was associated with increased risk of sexual violence.^(24,34) In addition to this another study also revealed that past experience of sexual violence and history of having money sexual partner are the risk factor for sexual violence.⁽³⁵⁾

2.4 Summery of literature

Generally Violence against women is a public health problem of epidemic proportions. It pervades all corners of the globe.⁽¹⁷⁾ Even though sexual violence is prevalent in both developed and developing counters, it is highly prevalent in developing country especially in Ethiopia.^(10,17,21,22,31) Several studies revealed that there is no single factor to account for violence against women but some of them include poverty, residency from rural area, and lack open discussion with family about sexuality, age, substance use, child hood abuse and forced sexual initiation.^(1,15,16,20,21,24)

2.5 Conceptual frame work

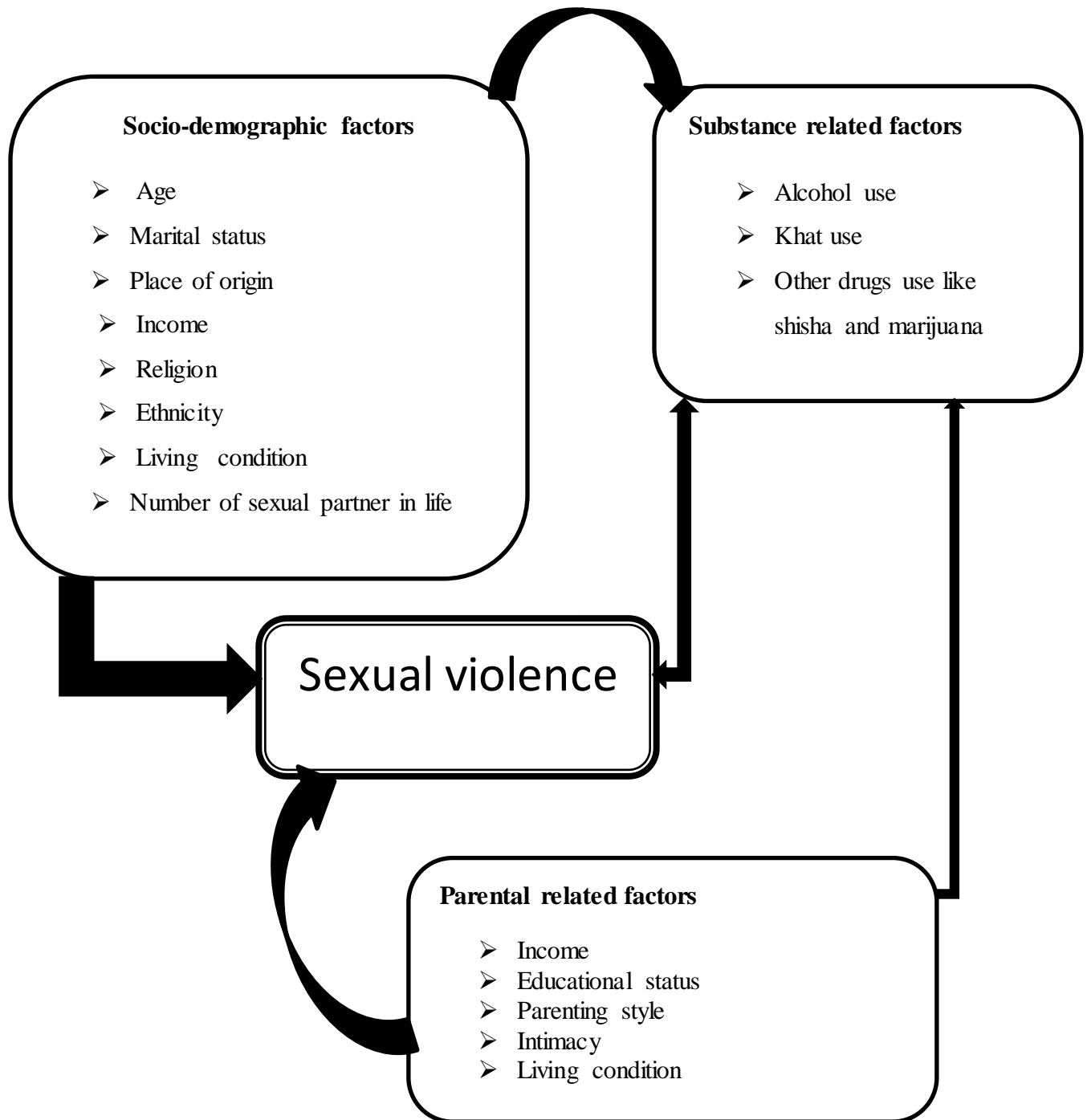


Figure 1: Conceptual frame work developed by the principal investigator after reviewing literatures and scientific facts.

2.6 Significance of the study

The finding of this research is expected to be baseline for further studies on this and related problems for other researcher to study in other learning institutes that will add the existing data and initiate nationwide measure to address the issue. The college will become aware of the magnitude of the problem to develop institutional policy that promotes female students security.

It will also benefit governmental and non-governmental organizations, students, teachers; youth project workers, sex education planners and parents to formulate nationwide measures to tackle the problem of sexual violence in college institutes. And also it will be an input to design small scale interventions like awareness creations for students and teachers on how to build healthy relationships.

CHAPTER THREE OBJECTIVES

3.1 General Objective

To assess prevalence and associated factors of sexual violence among female students in Jimma Teacher Training College, Jimma Southwest Ethiopia

3.2 Specific objectives

1. To describe the characteristics of female students in Jimma Teacher Training College
2. To determine the prevalence of sexual violence among female students in Jimma Teacher Training College
3. To determine substance use history of female students in Jimma Teacher Training College
4. To assess parental related factors of female students in Jimma Teacher Training College
5. To determine the association between socio-demographic, substance use history, parental related factors and sexual violence among female students in Jimma Teacher Training College

CHAPTER FOUR METHODS AND PARTICIPANTS

4.1 Study area and period

Jimma Teachers Training College (JTTC) is located 352 km South West of Addis Ababa and about 2.5 km to the northeast of Jimma City Centre. JTTC is one of several regional Teachers' Training Colleges in Ethiopia established specifically to produce qualified teachers for primary schools (grades 1-8). In accordance with the 1994 National Education and Training Policy, JTTC was upgraded from a Teachers' Training Institute (TTI) as it had been for 28 years (1961-1988 E.C.) and, as a college, launched its first two-year Training Program (Diploma Program) in July 1988 E.C. during the summer semester. The total number of regular day time female students registered for the year 2014/015 in the colleges was 1268. The study work was taken from May 2014 to May 2015 and data was collected from November 01 to 30 /2015.

4.2 Study design

Institution based cross-sectional study was conducted.

4.3 Population

4.3.1. Source population

The source population for the survey was all regular day time female students registered for the academic year 2014/015 found in the study area.

4.3.2. Study population

College female students, who are learning at Jimma Teacher Training College and who fulfill the inclusion criteria were the study populations.

4.4. Eligibility criteria

4.4.1. Inclusion criteria

Regular day time college female students was included in the study

4.4.2. Exclusion criteria

Student with visual impairment and those who were ill and unable to fill the questionnaire

4.5. Sample size determination and sampling procedures

4.5.1. Sample size determination

The sample size was determined using single population proportion formula. To determine minimum sample size, magnitude of sexual violence in students varied from 37.3 % to 68%^(15,31) the first objective was estimated by taking relatively larger sample in the second objective, so the

study considered a 37.3% prevalence of sexual violence⁽¹⁵⁾, 95% level of confidence and 5% margin of error.

Using the formula: Where,

$$n = Z_{\frac{\alpha}{2}}^2 \frac{P(1-P)}{d^2}$$

n = sample size desired

P = estimated percentage of sexual violence 37.3%.⁽¹⁵⁾

d = margin of error allowed 5%.

(Z α /2) = the z-score associated with selected level of confidence at 95% is 1.96 and then adding 15 % for non-response rate

$$n = \frac{(1.96)^2 * 0.373(1-0.373)}{(0.05)^2} = 359$$

Using finite population correction formula the final sample size was;

$$n_f = \left(\frac{\frac{ni}{1 + \frac{ni}{N}}}{N} \right)$$

$$n_f = \frac{359}{1 + \frac{359}{1268}} \quad n_f = 280$$

Assuming an additional 15% was added as a contingency to increase strength and compensate for possible non response rate, and a total of 322 Jimma Teacher Training College female students were included in the study.

4.5.2. Sampling technique and procedure

Stratified random sampling method was employed where each year of study were considered as stratum. Sample size for each stratum was distributed according to proportion to population size. Students sampling strata was taken from respective faculty or their delegates, and was recognized according to the three group (1st, 2nd and 3rd years) and students from each level was selected via simple random sampling.

Sample size for each group (year of study) was allocated according to proportion to the number of students in the specific year shown on the following formula.

$$n_x = \frac{N_x \times n}{N}$$

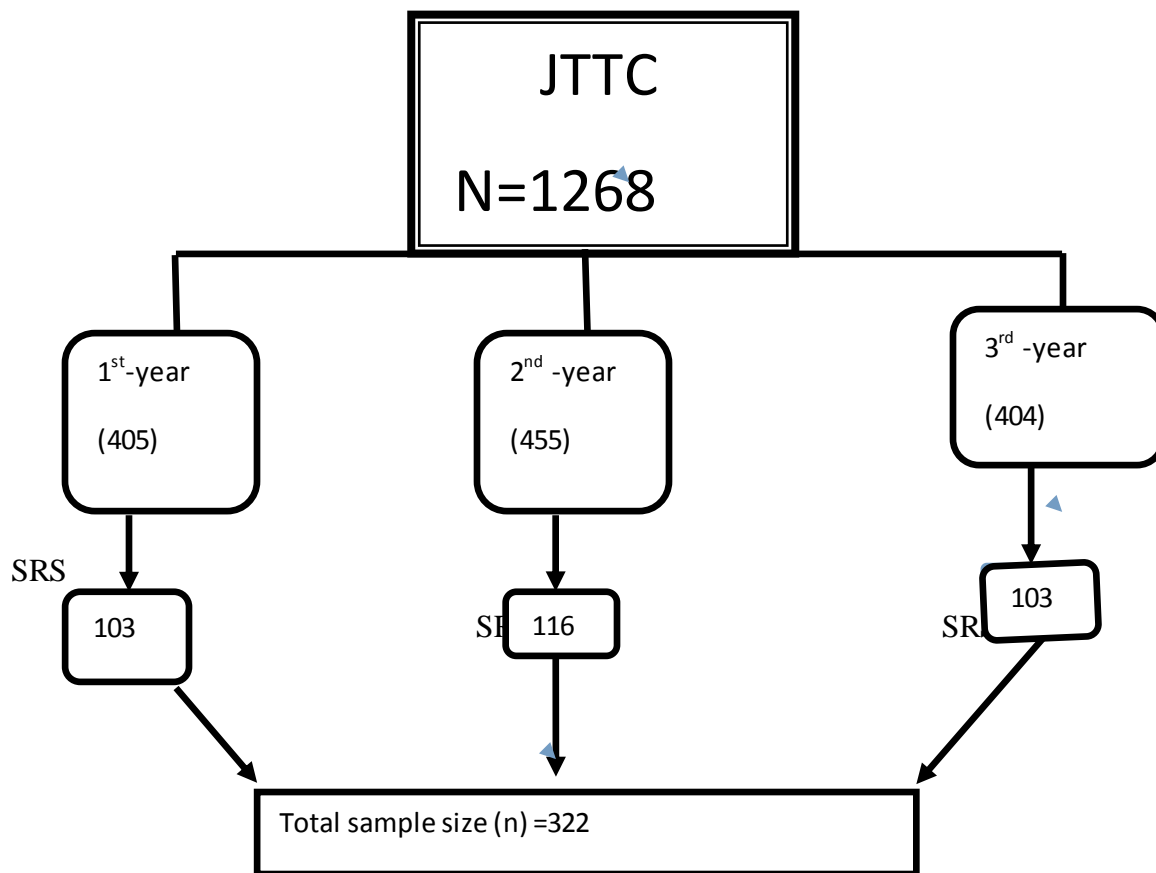


Figure 2: The sampling procedure by schematic presentation

4.6. Study variables and measurements

4.6.1. Dependent variable

Sexual violence (Yes, No)

4.6.2. Independent variable

- ✓ Socio demographic and economic variables
 - Age
 - Marital status
 - Place of origin
 - Income
 - Religion
 - Ethnicity
 - Living condition
 - Number of sexual partners in their life

- ✓ Substance use
 - Khat, Alcohol, and other drugs (shisha and marijuana)

- ✓ Parental related factors
 - Income
 - Educational status
 - Parenting style
 - Intimacy
 - Living condition

4.7. Data collection procedure and instrument

A structured anonymous self-administered questionnaire was used which has three sub sections: a socio-demographic questionnaire to assess students and their parent's background, questionnaire to assess students' sexual violence and substance use history. Sexual violence was assessed using sexual abuse history questionnaire which has 6 items. It is short and easily applied in clinical practice. A total score ranging between 0-6 to measure sexual violence and the cut of score has ≥ 1 ; it has sensitivity and specificity 88% and 91% respectively. ⁽³⁶⁾ Alcohol misuse was assessed using CAGE which has 4 items. It is short and easily applied in clinical practice. Total score ranging between 0-4 to screen for alcohol dependence and abuse. the cut of score has ≥ 2 , it has sensitivity and specificity (0.71 and 0.90 respectively). ⁽³⁷⁾ The questionnaire was translated in to Afan Oromo and Amharic language and then Back-translation was done by

another expert to check the consistency of meanings. Data was collected by four BSc health workers after trained them.

4.8. Data quality assurance

Questionnaire was pre-tested on 5% female students' in another college which is not included in the study before the actual study. The data collectors were trained to check for completeness of the questionnaire. Regular supervision of the data collection process was made. There was crosschecking of data for completeness and missing value every day by the data collectors and the supervisor.

4.9. Data processing and analysis

The quantitative data was entered into the computer by using Epi-data version 3.1 and lastly exported to SPSS version 21 for analysis. The data was explored by using frequency tables and figure. Measure of central tendency was calculated and utilized for appropriate variable to describe, the data, to check for consistencies and to identify missed values. Bivariate analysis was employed to see the association between each exposure and outcome variables. To control the effect of confounding factors and to get independently associated variables, each variable that have p -value of <0.25 in bivariate analysis was entered in to backward stepwise multiple logistic regression model. In multiple analyses, associations with p -values < 0.05 in back ward LR model were considered to be statistically significant. Finally the result was displayed using, figures and tables.

4.10. Ethical considerations

The ethical approval was received from the institutional review board of Jimma University College of Public Health and Medical Sciences. Written informed consent was obtained from the study participants. Participant's strict confidentiality was insured and their identity was not revealed and there were no dissemination of the information without the respondent's permission. The data given by the participants was used only for research purposes. Participants have the right to late the participation.

4.11 Dissemination plan

At the end of the study, research findings will be presented to academic staff of Jimma University. Copies of the paper will be submitted to department of psychiatry, College of Public

health & Medical Sciences of Jimma University, administration of teacher training college, student research office of JU, Oromia regional stat health bureau and other relevant stake holders such as Jimma town education office. Efforts will be made to present it in different workshops, and to other concerned bodies to whom recommendation will be made. Finally, attempts will be made to publish the work on a scientific journal.

4.12 Operational definitions

Sexual violence: is defied in this study as the total standard tools of sexual violence score ≥ 1 ⁽³⁶⁾

Alcohol disorder: is defied in this study as the total CAGE score ≥ 2 . ⁽³⁷⁾

Age category: is divided in to four categories by using new who standard as follows (15-19), (20-24), (25-29), (30-34). ⁽³⁸⁾

Substance use: If the patients currently use alcohol or chat or other psychoactive substances daily or occasionally. ⁽³⁹⁾

Income of student: Divided in to four categories by using quartiles as follows (0-549), (550-1199), (1200-1999), (≥ 2000)

Tight parenting style: Restrict, punish and little verbal exchange with their child.

Loose parenting style: Little involvement in the child's life and unaware of what the child is doing.

Average parenting style: They provide directions as well as freedom to their child to decide on their personal issues.

Multiple sexual partner: having more than one sexual partner in life

CHAPTER FIVE: RESULTS

5.1: Socio-demographic characteristics of the respondent

From 322 students intended to be included in this study, from 299 were obtained complete data and making a response rate of 92.9% .The remaining 7.1%, some of them were incomplete while others didn't return to the data collectors at all. Among the total respondent, almost all students from each year of studies were equally represented; i.e. 2nd year (33.8 %), 1st and 3rd year students 33.1% each. (Table 1)

The mean age of the respondent's was 21 year with (SD \pm 3.68). Orthodox Christian 30.1 % (n= 90) Oromo 87.6% (n=262) and single 62.5 % (n= 187) were the leading from their respective groups of religion, ethnicity and marital status. While 75.3% (n=225) of them were grown in rural areas 41.5% (n=124) of them were living alone. Most of students (80.9%) were supported by their families. Likewise most of respondents were receiving money on a semester basis (43.8%). Most of 36.1 % (n=108) of students have more than or equal to 2000 annual income in ETB. Among the total respondents, majority 38.8% (n=116) of them had only one sexual partner in their life time. (table1).

Table 1: Socio-demographic characteristics of study participants in JTTC, Oromia region, Southwest Ethiopia, November 2014

Characters		Frequency (n=299)	Percent (%)
Age	15-19	159	53.2
	20-24	92	30.8
	25-29	35	11.7
	30-34	13	4.3
Religion	Orthodox	90	30.1
	Protestant	82	27.4
	Muslim	63	21.1
	No affiliation	28	9.4
	Catholic	22	7.4
	Others	14	4.7
Living condition	Living alone	124	41.5
	Living with female friend	104	34.8
	Living with parents	29	9.7
	Living with husband/boy friend	27	9
	Living with relatives	15	5
Marital status of the respondent	Single	187	62.5
	Divorced	56	18.7
	Married	33	11
	Widowed	12	4
	Separated	11	3.7
Ethnicity	Oromo	262	87.6
	Gurage	22	7.4
	Amhara	8	2.7
	Tigre	7	2.3
Year of study	Second	101	33.8
	First	99	33.1
	Third	99	33.1
Place of origin	Rural	225	75.3
	Urban	74	24.7
Number of sexual partner in life	One	116	38.8
	I haven't	94	31.4
	Two	45	15.1
	Three	34	11.4
	Four and above	10	3.3
Source of financial support	Parents	242	80.9
	Husband	22	7.4
	Relative	20	6.7
	Boy friend	11	3.7
	Others	4	1.3
Frequency of financial support	Every semester	131	43.8
	Monthly	88	29.4
	Not at all	39	13
	Once in year	32	10.7
	Others	9	3
Income per year in ETB	0-549	73	24.4
	550-1199	76	25.4
	1200-1999	42	14
	>=2000	108	36.1

5.2: Parental characteristics of study participant's

One hundred twenty three (41.1%) of the respondents had a habit of discussing about reproductive health issues with their parents. More than half of the respondent had literate mothers 58.9% as well as literate fathers 76.9%. Majority 78.3% (n=234) of their parents live together till the study period. The median family annual income of the respondents was 24,000.00 ± 61,547.6 birr with range from 1,980.00 to 720,000.00 birr. The leading parenting style was reported to be tight, 13.4 % (40) (Table 2)

Table 2: Parental socio-demographic status of study participants; in JTTC in Jimma town Southwest Ethiopia; November 2014

Character		Frequency (n=299)	Percent (%)
Parents living condition	Living together	234	78.3
	Only mother alive	24	8.0
	Divorced /separated	21	7.0
	Only father alive	10	3.3
	Both of them not alive	10	3.3
Discussing reproductive health with parents	No	176	58.9
	Yes	123	41.1
Educational status of father	1-4_grade	75	25.1
	5-8_grade	71	23.7
	9-12_grade	44	14.7
	Illiterate	40	13.4
	Above 12 grade	40	13.4
	I don't know	29	9.7
Educational status of mother	Illiterate	99	33.1
	1-4 grade	92	30.8
	5-8 grade	54	18.1
	I don't know	24	8.0
	9-12 grade	17	5.7
	Above 12	13	4.3
Parenting style	Tight	157	52.5
	Average	102	34.1
	Loose	40	13.4
Family annual income in ETB	0-13199	69	23.1
	13200-23999	61	20.4
	24000-35999	84	28.1
	>=36000	85	28.4

5.3: Sexual violence history of the respondent

From a total of 299 respondents 35.1% (95%CI: 29.9 - 40.3) of them were survivors of one or more incidences of sexual violence. Of these 29.4% (n=88) of participants had the sexual

violence after age of 13years while 10.4 % (n= 31) were victimized before or at age of 13year. (Figure 3&4)

The commonest form of sexual violence before or at the age of 13 years was found to be exposing the victim to the sexual organ of the sex offender,5% (n=15) ; Likewise12.4%(n= 37) forcing to have sex with them was the commonest form of sexual offence among respondents of age above 13year. (Table 3)

The commonest mechanism used by the sex offenders to make the sexual violence was by threatening verbally11.0 % (n=33). (Figure 5)

Table 3: Sexual related history of female students in Jimma Teacher Training College; Jimma town, Southwest Ethiopia, November 2014

Character	Number (%)		Number (%)	
	13 year and younger		After 13year	
Forms of sexual violence	Yes	No	Yes	No
Being exposed the sex organs of the perpetrators	15(5)	284(95)	29(9.7)	270(90.3)
Being threatened to have sex by sex offenders	7(2.3)	292(97.7)	35(11.7)	264(88.3)
Touched the sex organs of the victim by perpetrators	5(1.7)	294(98.3)	36(12)	263(88)
Enforced victims to touch the sex organs of perpetrators	4(1.3)	295(98.7)	31(10.4)	268(89.6)
Being forced the victim to have sex with sex offenders	11(3.7)	288(96.3)	37(12.4)	262(87.6)
Had any other unwanted sexual experiences not mentioned above	3(1)	296(99)	2(0.7)	297(99.3)

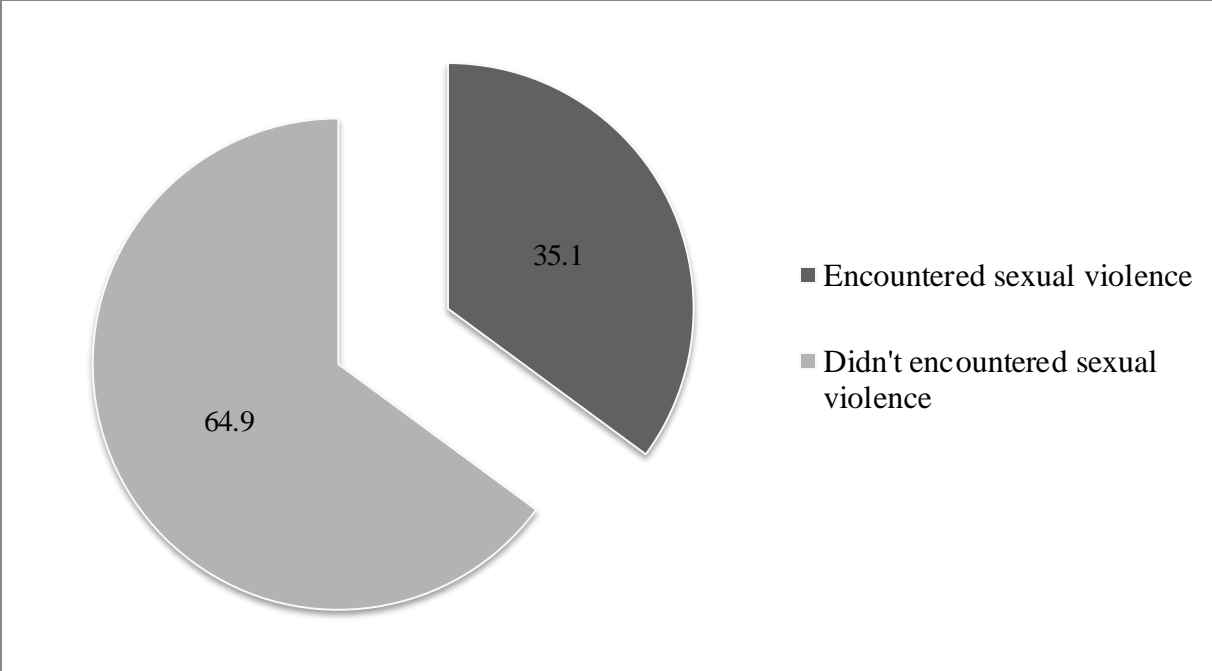


Figure 3: Life time prevalence of sexual violence among female student in Jimma Teacher Training College Southwest Ethiopia; November 2014

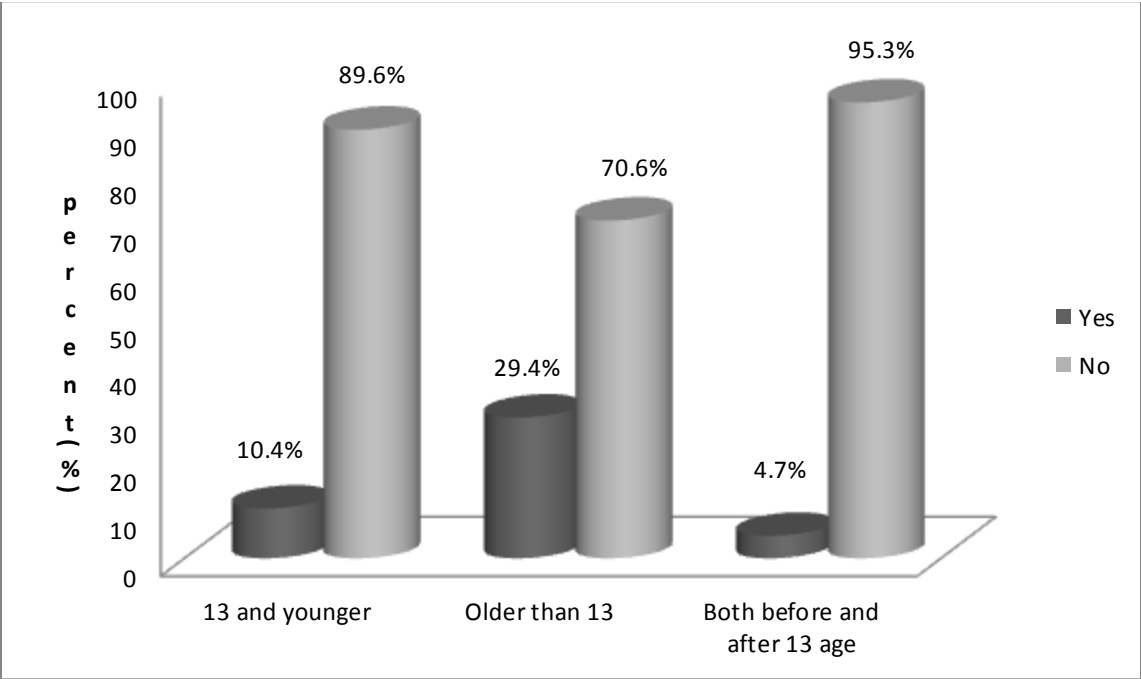


Figure 4: Encountered sexual violence by their age among female students in JTTC; Jimma town, Southwest Ethiopia, November 2014

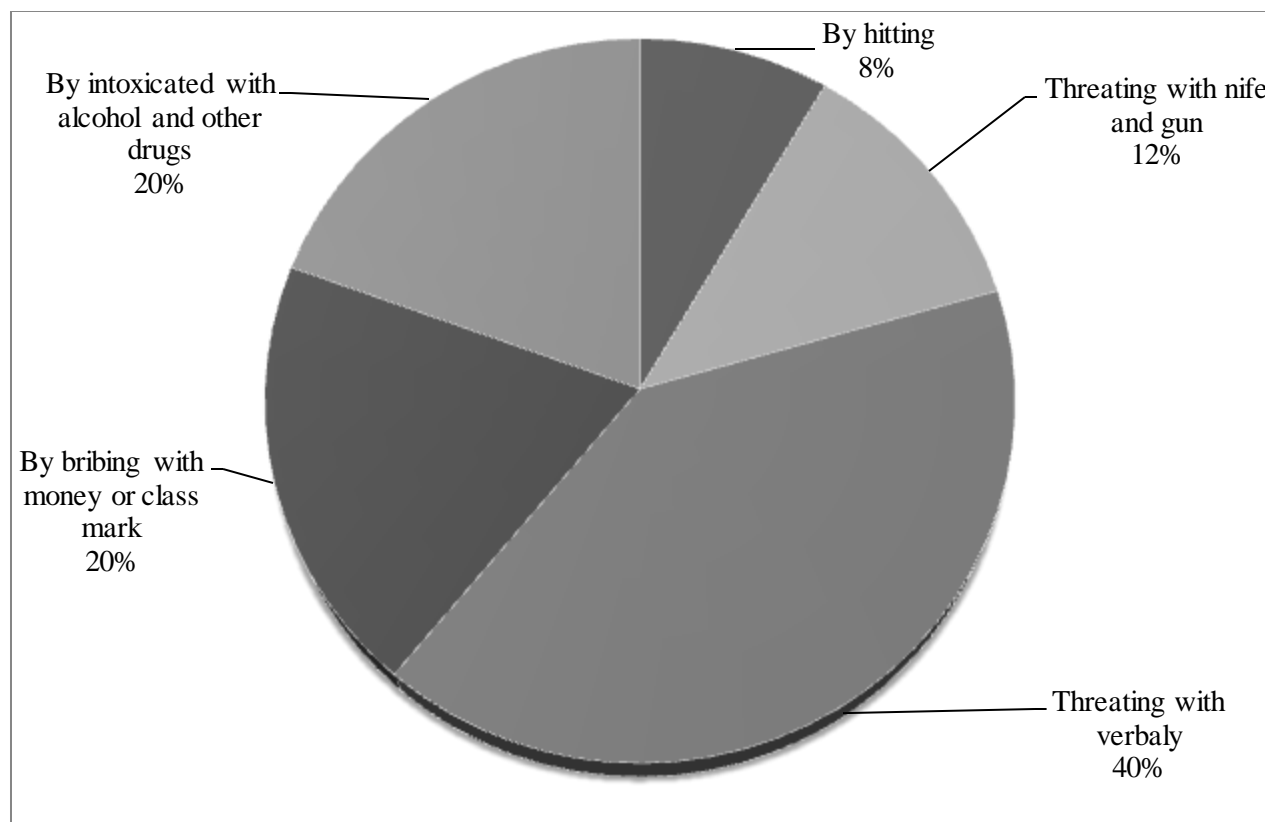
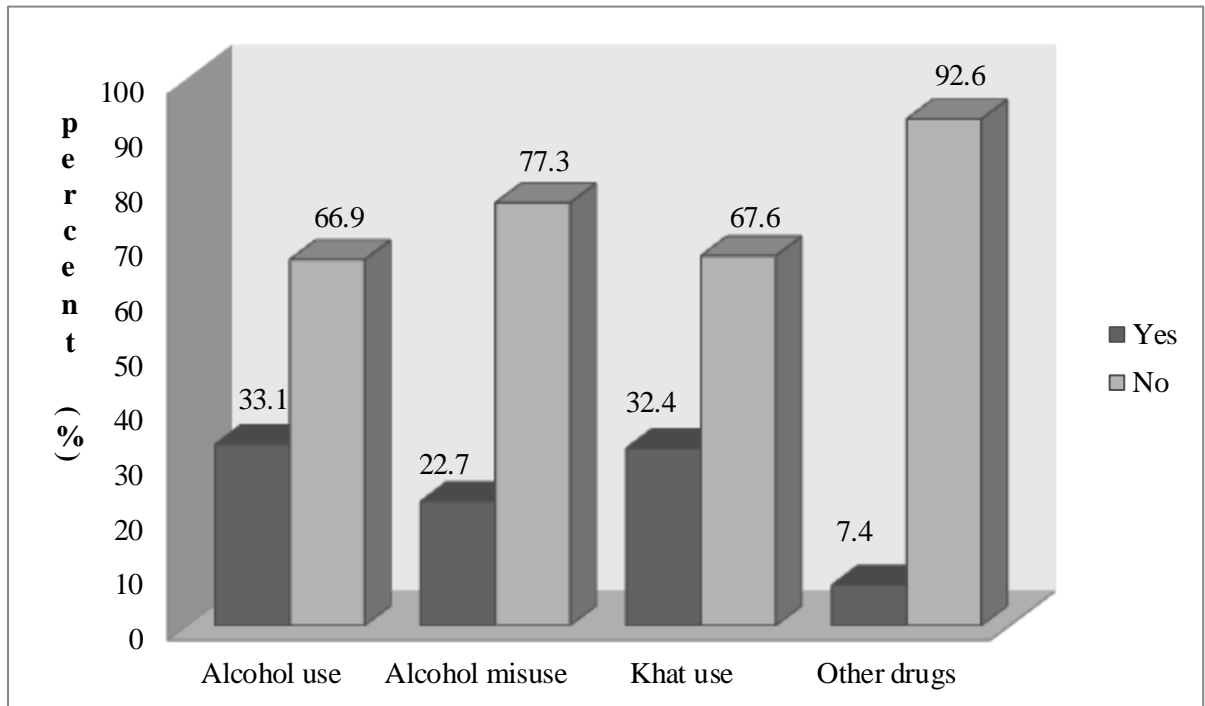


Figure 5: Mechanism used by perpetrators to force the victim during sexual violence among female students in JTTC; Jimma town, Southwest Ethiopia, November 2014

5.4: Substance use history of the respondent

Of total of study participants 33.1% (n=99) of them were alcohol users while 22.7% (n=68) of them had alcohol use problem (misuse). Proportion of khat chewers was 32.4% (n=97) of the respondents. (Figure 5)



-Other drugs (marijuana, shisha)

Figure 6: Substance use history of female students in JTTC; Jimma town, Southwest Ethiopia, November 2014

5.5: Socio-demographic related risk factors for sexual Violence

Sexual violence was statistically associated, on bivariate analysis, with females students who reported their childhood place of origin was in rural areas, who are younger (age group \geq 25) year, those lack of discussing personal affairs with parents, having two or more number of sexual partner in life, income per year (550-1199, and 1200-1999), living alone and with female friends students. But religion, ethnicity, marital status, and frequency of financial support and source of financial support didn't show any association with sexual violence on crude odd ratio (table 4).

Table 4: Bivariate analysis: Comparison of socio-demographic characteristics and sexual violence, among female student in JTTC, Jimma town, November 2014 (n=299)

Characters		Encountered sexual violence		COR(95%CI)	P-value
		NO	YES		
Age	15-19	115(72.3%)	44(27.7%)	Reference	0.127
	20-24	58(63.0%)	34(37.0%)	1.5(0.89, 2.65)	
	>=25	21(43.8%)	27(56.3%)	3.3(1.72, 6.55S)*	
Religion	Orthodox	62(68.9%)	28(31.1%)	Reference	0.637
	catholic	14(63.6%)	8(36.4%)	1.2 (0.477, 3.36)	
	protestant	52(63.4%)	30(36.6%)	1.2(0.68, 2.41)	
	Muslim	44(69.8%)	19(30.2%)	0.9(0.48, 1.93)	
	No affiliation	10(35.7%)	18(64.3%)	3.9(1.63, 9.73)	
Others	12(85.7%)	2(14.3%)	0.3(0.08, 1.76)	0.411	
living condition	living alone	54(43.5%)	70(56.5%)	3.8 (2.009, 7.25)*	0.001
	with female friend	87(83.7%)	17(16.3%)	0.5 (0.27, 1.21)*	
	others	53(74.6%)	18(25.4%)	Reference	
Marital status	Single	127(67.9%)	60(32.1%)	Reference	0.051
	divorced	30(53.6%)	26(46.4%)	1.8(0.99, 3.37)	
	others	37(66.1%)	19(33.9%)	1.08(0.57, 2.05)	
Ethnicity	Oromo	171(65.3%)	91(34.7%)	Reference	0.427
	Gurage	9(40.9%)	13(59.1%)	2.7(1.12, 6.59)	
	Others	14(93.3%)	1(6.7%)	0.1(0.02, 1.03)	
Place of origin	Urban	58(78.4%)	16(21.6%)	Reference	0.006
	Rural	136(60.4%)	89(39.6%)	2.3(1.28, 4.38)*	
Source of financial support	Parents	157(64.9%)	85(35.1%)	Reference	0.289
	Relative	10(50.0%)	10(50.0%)	1.8(0.74, 4.61)	
	Husband	17(77.3%)	5(22.7%)	0.5(0.19, 1.52)	
	boy friend	7(63.6%)	4(36.4%)	1.05(0.30, 3.71)	
	Others	3(75.0%)	1(25.0%)	0.6(0.06, 6.01)	
Frequency of financial support	Monthly	65(73.9%)	23(26.1%)	0.4(0.27, 0.88)	0.055
	every semester	76(58.0%)	55(42.0%)	reference	
	others	53(66.3%)	27(33.8%)	0.7(0.39, 1.26)	
Income per year in ETB	0-549	59(80.8%)	14(19.2%)	0.5(0.25, 1.05)	0.068
	550-1199	41(53.9%)	35(46.1%)	1.9(1.01, 3.4)*	
	1200-1999	20(47.6%)	22(52.4%)	2.4(1.15, 4.96)*	
	>=2000	74(68.5%)	34(31.5%)	Reference	
Discussing reproductive health with parents	Yes	116(94.3%)	7(5.7%)	Reference	0.001
	No	78(44.3%)	98(55.7%)	20.8(9.18, 47.21)*	
Number of sexual partner in life	One	101(87.1%)	15(12.9%)	Reference	0.001
	two and above	8(9.0%)	81(91.0%)	68.1(27.53,168.77)*	
	I haven't	85(90.4%)	9(9.6%)	0.7(0.29, 1.71)	

*Variables which shown statistically significant association during the bivariate analysis at (p<0.05)

Other religion (jovoha, and meserete kirstos)

Others frequency of financial support (per year, not at all)

Other supporter (charity)

Other marital status (married, separated & widowed)

Other ethnicity (Amhara, Tigre)

Other living condition (parents, relative and husband)

5.6: Parent's related risk factors for sexual violence

Regarding family history, those who reported their mother educational status were Illiterate, annual income of family in ETB, parenting style of loose and average over the respondent's behavior have association on bivariate analysis, but parental living condition and educational status of father didn't have. (Table 5)

Table 5: Bivariate analysis: Comparison of sexual violence and socio-demographic status of parents of study participants, in JTTC, Jimma town, Southwest Ethiopia, November 2014

Characters		Encountered sexual violence		COR(95% CI)	P-value
		NO	YES		
Parents living condition	living together	150(64.1%)	84(35.9%)	Reference	0.370
	divorced/separated	13(61.9%)	8(38.1%)	0.5(0.15, 1.99)	
	Single parents	26(76.5%)	8(23.5%)	0.6(0.13, 2.82)	
	Both are not alive	5(50.0%)	5(50.0%)	0.3(0.07, 1.34)	
Educational status of father	Illiterate	27(67.5%)	13(32.5%)	0.9(0.33, 2.51)	0.863
	Literate	148(64.3%)	82(35.7%)	Reference	
	I didn't know	19(65.5%)	10(34.5%)	1.05(0.46, 2.37)	
Educational status of mother	Illiterate	56(56.6%)	43(43.4%)	2.9(1.09, 8.44)*	0.048
	Literate	119(67.6%)	57(32.4%)	Reference	
	I didn't know	19(79.2%)	5(20.8%)	1.8(0.64, 5.12)	
Family annual income in ETB	0-13199	43(62.3%)	26(37.7%)	2.1(1.03, 4.25)*	0.039
	13200-23999	36(59.0%)	25(41.0%)	2.4(1.17, 4.96)*	
	24000-35999	49(58.3%)	35(41.7%)	2.4(1.27, 4.84)*	
	>=36000	66(77.6%)	19(22.4%)	Reference	
Parenting style	Tight	97(61.8%)	60(38.2%)	Reference	0.001
	average	93(91.2%)	9(8.8%)	0.1(0.07, 0.33)*	
	loose	4(10.0%)	36(90.0%)	14.5(4.93, 42.93)*	

*Variables which shown statistically significant association during the bivariate analysis at (p<0.05)

5.7: Substance use related risk factors for sexual violence

From substance use related factors taking alcohol, chat chewing, use drug and alcohol misuse were found to be significantly associated in the bivariate analysis. (Table 6)

Table 6: Bivariate analysis: Comparison of sexual violence and history of substance use among female students, in JTTC Southwest Ethiopia, November 2014 (n=299)

Characters		Encountered sexual violence		COR(95%CI)	P-value
		NO	YES		
Alcohol use behavior	Yes	14(14.1%)	85(85.9%)	54.6(26.33, 113.39)*	0.001
	No	180(90.0%)	20(10.0%)	Reference	
Alcohol misuse	Yes	9(13.2%)	59(86.8%)	26.3(12.18, 57.06)*	0.001
	No	185(80.1%)	46(19.9%)	Reference	
khat use behavior	No	172(92.5%)	14(7.5%)	Reference	0.001
	Yes	22(19.5%)	91(80.5%)	50.8(24.82, 104.05)*	
use drug like shisha and marijuana	Yes	11(33.3%)	22(66.7%)	4.4(2.04, 9.51)*	0.001
	No	183(68.8%)	83(31.2%)	Reference	

*Variables which show statistically significant association during the bivariate analysis at (p<0.05)

5.8: Factors associated independently with sexual violence

The final model was made using backward LR stepwise logistic regression method. The Hosmer and Lemeshow statistic has chi-square value of 2.656 and a significance of 0.954 which means that Hosmer and Lemeshow test is not statistically significant and therefore the model is quite a good fit. Because p-value exceeds level of significance ($\alpha=0.05$), that shows, there is no significant difference between the observed and predicted model values. The model used to compute the predictors of the independent variable fits, so the data well.

On backward LR stepwise multiple logistic regression model respondents' living condition has shown to be significantly associated with sexual violence as living alone was found to increase chance of being victimized more than four times (AOR = 4.3 95% CI: 1.03, 18.09) than others living condition (with parents, husband, relatives). In addition, having multiple number of sexual partners in life were found to increase the chance of sustaining sexual violence more than 11 times (AOR = 11.5 95%CI: 2.80, 47.16) compared to those who had only one sexual partner in their life. However, sexual violence was 90 % less likely among students, who had monthly financial support (AOR= 0.1, 95%CI: (0.03, 0.73) than those who earned it semesterly. (Table 7)

Respondents that lack the trend of discussing reproductive health issues with their parents were five times more prone to sexual violence, (AOR= 5.05 95%CI: 1.37, 18.55), relative to those who had the trend. The average parenting style reduces the sexual violence by 80 % (AOR =

0.2, 95%CI: 0.06, 0.87) as compared to those who was brought up under tight parenting style. Of substance related factors, alcohol use and khat use were found be associated with the sexual violence (AOR = 8.3 95%CI: 2.57, 27.00) and (AOR = 11.05 95% CI: 3.53, 34.60) respectively. (Table 7)

Table 7: Multiple logistic regression: Factors associated independently with sexual violence among female students in JTTC, Southwest Ethiopia, November 2014(n=299)

Character		COR(95% CI)	AOR(95%CI)
Age	15-19	Reference	Reference
	20-24	1.5(0.89, 2.65)	3.9(0.54, 28.59)
	>=25	3.3(1.72, 6.55)	1.7(0.33, 8.77)
living condition	living alone	3.8 (2.009, 7.25)	4.3(1.03, 18.09)*
	with female friend	0.5 (0.27, 1.21)	1.3(0.33, 4.92)
	Others	Reference	Reference
Marital status	Single	Reference	Reference
	Divorced	1.8(0.99, 3.37)	1.4(0.20, 10.10)
	Others	1.08(0.57, 2.04)	1.2 (0.23, 6.49)
Place of origin	Urban	Reference	Reference
	Rural	2.3(1.28, 4.39)	0.3(0.06, 1.90)
Frequency of financial support	Monthly	0.4(0.27, 0.88)	0.1(0.03,0.73)*
	every semester	Reference	Reference
	Others	0.7(0.39,1.26)	0.9(0.27, 3.58)
Student's Annual income per year in ETB	0-549	0.5(0.25, 1.05)	0.5(0.04, 7.40)
	550-1199	1.9(1.01, 3.4)	1.2(0.16, 10.10)
	1200-1999	2.4(1.15, 4.96)	0.3(0.02, 6.03)
	>=2000	Reference	Reference
Family annual income in ETB	0-13199	2.1(1.03, 4.25)	3.2(0.74, 14.15)
	13200-23999	2.4(1.17, 4.96)	2.2(0.47,10.43)
	24000-35999	2.4(1.27, 4.84)	0.5(0.11, 2.54)
	>=36000	Reference	Reference
Discussing reproductive health with parents	Yes	Reference	Reference
	No	20.8(9.18, 47.21)	5.0(1.37, 18.55)*
Number of sexual partner in life	One	Reference	Reference
	Two and above	68.1(27.53, 168.77)	11.5(2.80, 47.16)*
	I haven't	0.7(0.29, 1.71)	0.64(0.19, 2.19)
Parents living condition	living together	Referee	
	Divorced	0.5(0.15,1.99)	0.9(0.11,8.006)
	/separated	0.6(0.13, 2.82)	0.6(0.09, 3.92)
	Single parents	0.3(0.07, 1.34)	0.8 (0.028,23.72)
Both are not alive			
Educational status of mother	Illiterate	2.9(1.09, 8.44)	0.3(0.05, 1.99)
	Literate	Reference	0.7(0.04, 12.47)
	I didn't know	1.8(0.64, 5.12)	0.6(0.13, 2.82)

Parenting style	Tight Average Loose	Reference 0.1(0.07, 0.33) 14.5(4.93, 42.93)	Reference 0.2(0.06, 0.87)* 1.5(0.20, 11.47)
Alcohol use	Yes No	54.6(26.33, 113.39) Reference	8.3(2.57, 27.00)* Reference
Alcohol misuse	Yes No	26.3(12.18, 57.06) Reference	0.7(0.05, 9.97) Reference
khat use	No Yes	Reference 50.8(24.82, 104.05)	Reference 11.05(3.53,34.60)*
Use drug like shisha and marijuana	Yes No	4.4(2.04, 9.51) Reference	4.3(0.47, 44.70) Reference

*Variables which shown statistically significant association during the multiple logistic regression at (p< 0.05)

-Other living condition (parents, relative and husband)

-Others frequency of financial support (per year, not at all)

-Other marital status (married, separated &widowed)

CHAPTER SIX: DISCUSSION

In this study an attempt was made to assess the prevalence and associated factors of sexual violence. The prevalence of sexual violence was high. Sexual violence was associated with living condition, frequency of financial support, a trend of discussion on reproductive health with parents, number of sexual partners in life, parenting style, alcohol use and khat use history.

In this study the life time prevalence of sexual violence was 35.1 % (95%CI: 29.9 - 40.3). The finding of this study was lower as compared to study conducted in rural Ethiopia, Butajira that revealed to be 59 %.⁽⁹⁾ Similarly, the study done in Mekele reported a life time prevalence of sexual violence to be 45.4%.⁽³³⁾ The difference in tools used, sample size determined, and characteristics of involved study participants could be the reason of incongruence. However, this finding is consistent with findings of studies done in Namibia, Zambia and Malawi which ranges from 29.4% to 36.4%.⁽²⁵⁾ Likewise, the current finding is consistent with the international random surveys conducted in Australia i.e. 35%.⁽²¹⁾ However, it is higher than studies conducted in Botswana, Mozambique, South Africa and Swaziland that ranges from 14.7% to 21.5%.⁽²⁵⁾ This might be explained by the difference in study setting, socio cultural contexts and sample size between the study populations.

Of the strongly associated factors in this study living condition is one of findings as living alone increased sexual violence more than 4 times compared to those living with others (parents, relative, husband), (AOR= 4.3 95%CI: 1.03, 18.09). This is consistent with the findings in the study done in Addis Ababa and Mekele.^(16, 33)

Number of sexual partners in life is another strongly associated factor with sexual violence as those who had two or more sexual partners in life had more than 11times (AOR =11.5 95%CI: 2.80, 47.16) chance of enduring sexual violence than those who had one sexual partner in life. This is again consistent with a study done in Addis Ababa University among female students.⁽³⁴⁾

The likelihood of experiencing sexual violence among those who had no chance to discuss personal affairs with their parents was five time (AOR= 5.0 95%CI: 1.37, 18.55) than who had chance to discuss reproductive health issues with their parents. This is consistent with study done in Bahirdar (AOR = 4.36, 95%CI: 1.40 ,13.56).⁽¹⁵⁾ The reason might be lack adequate knowledge of how to deal sexual issues with perpetrators.

The likelihood of experiencing life time sexual violence was 80 % (OR = 0.2, 95%CI: 0.06, 0.87) less likely among respondents who had average parenting style on their behavior than those who had tight parenting style . The reason could be they are both provided directions as well as freedom to decide on personal issues. This fosters their confidence in self-leadership.

Sexual violence was 90 % less likely among those who had monthly financial support (AOR= 0.1, 95%CI: (0.03, 0.73) than those with semester based financial support. The possible reason could be, since they get income timely; as result they may not approach male to gain money.

Lastly, alcohol use and khat use behaviors were found to be significantly associated with sexual violence (AOR = 8.3 95%CI: 2.57, 27.00) and (AOR = 11.05 95% CI: 3.53, 34.60) respectively. Similar findings were documented by studies done in Mekele and Chile. ^(20, 33) It is difficult from this study to judge which one is causing the other. Because it is also known that sexual abuse can predispose the victim to increased substance use.⁽³⁹⁾

The study is internally valid for the following major reasons: The study is done on a population who come from all zones of the Oromia region and the result can be generalized to all college female students of the region. Standard tool (sexual abuse history questionnaire) was used to assess sexual violence.

However, the study was not without limitations; the magnitude of sexual violence might be underestimated, because the information was collected only from the survivors during the data collection time. Students could probably drop out or absentee from the college because of the victimization of the violence. And also, since the study deals with sensitive issue under reporting is inevitable. Moreover, it is difficult to show cause and effect relationship as it is a cross sectional study. Lack of nationally representative figure on prevalence of sexual violence is also another shortcoming. Some other limitations include: the perpetrator/sex offenders related factors were not assessed; the tool (sexual abuse history questionnaire) is not validated in Ethiopia; and night time extension students not included in this study even if they can also be a victim.

CHAPTER SEVEN: CONCLUSSION AND RECOMENDATION

7.1. Conclusion

The prevalence of sexual violence among female students in Jimma Teacher Training College is high which indicates that female students are at high risk of sexual violence.

Factors found to be significantly associated with sexual violence include, living alone, lack of the trend of discussing reproductive health issues with their parents and having multiple sexual partners in life. All of them are the risk factors of sexual violence. However, average parenting style and earning financial support monthly are protective factors. Lastly alcohol and khat use behaviors also have significantly association with sexual violence.

7.2. Recommendation

Finding from this study confirmed that sexual violence among JTTC female students is a very common phenomenon which deserves the following interventions from concerned bodies.

1. TO JTTC should develop secondary prevention measures such as victim support programs to take care of students affected by sexual violence; they might be suffering from physical and psychological problems. These interventions can be making access to proper counseling services, and emergency contraception. This can be done through establishing min-clinic or opening psychological guidance offices and youth friendly services in the colleges and linking referral systems with other nearby health institutions.
2. To all concerned stake holders:
 - i. To teach parents healthy parenting styles to enable their children capacitate to protect themselves from sexual violence.
 - ii. To teach parents to send their financial support every month and not leave them to live alone.
 - iii. To teach students as well as the community the harmful consequence of having multiple sexual partners.
 - iv. To teach the public about the association that exists between alcohol use, khat use and sexual violence.
3. To researchers: We recommend further studies on the following areas:
 - i. To assess the impact of sexual violence on the survivors

- ii. To conduct prospective comparative studies to establish cause and effect relationship between sexual violence and factors identified to be significantly associated in this study.
- iii. To explore sex offenders related factors

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ANNEX: I .Questionnaire

This questionnaire is to assess sexual violence and associated factors among regular female students in Jimma Teacher Training College. The finding of the study is hoped to be used by concerned bodies in efforts made to reduce the problem. There is no right or wrong answer for these questions. Your response is completely confidential. We need you know that by providing genuine information you are preventing others from being victimized as this piece of information might be used in planning and interventions. There is no need of writing your name. You are kindly requested to respond to every question. we need you respond to all questions once started even though your right to stop filling the form at any time you want is always there. It is possible to give more than one answer when necessary. It will not take more than fifteen minutes to finish it. Are you willing to participate?

1. Yes

2. No

❖ If yes, proceed to the questions; If no, you can leave it.

➤ Date.....

Time.....

Thank you for your cooperation.

A questionnaire prepared to determine the prevalence of sexual violence and associated factors among female student in Jimma TTC.

Part I Question on socio-demographic data of respondents

No	Questions	Alternative choices for Responses	Remark
Q101	Age	_____ Year	
Q102	Religion	1. Orthodox 2. Catholic 3. Protestant 4. Muslim 5. No affiliation 6. Others specify -----	
Q103	Living condition	1. Living alone 2. With parents 3. With husband/boy friend 4. With female friend 5. With relatives	

Q104	Marital status		1.single 2.married 3.in a relationship 4.separated 5. divorced 6.widowed	
Q105	Ethnicity		1. Amhara 2. Oromo 3. Gurage 4. Tigre 5. Others	
Q106	year of study		1. 1st –year 2. 2nd –year 3. 3rd –year	
Q107	Place of origin		1.urban 2.rural	
Q108	Source of support (more than one answer possible)		1. Parents 2. relative 3. husband 4. boy friend 5. Others (specify.....)	
Q109	How often do you get financial support?		1. Monthly 2. Every semester 3. Once in a Year 4. No because they are near 5. Not at all 6. Other specify -----	
Q110	Amount of money earned per year in ETB			
Q111	Number of sexual partner in life		1.One 2.Two 3.Three 4.Four & above 5. I haven't	
Part II Question on parental related factors				
Q201	Educational status of parents	A. Your father	1. Illiterate 2. 1 - 4 grade 3. 5 - 8 grade 4. 9 - 12 grade 5. Above 12 6. I don't know	
		B. Your mother	1. Illiterate 2. 1 - 4 grade 3. 5 - 8 grade 4. 9 - 12 grade 5. Above 12 6. I don't know	
Q202	Marital status		1.live together 2. Divorced/separated 3. Only mother alive 4. Only father alive 5. Both of them not alive	
Q203	Parenting style		1.Tight 2. Average 3.Loose	
	Generally how much is your Family		

Q204	annual income in ETB?		
Q205	Discuss about reproductive health with parents?	1. yes 2. no	

Part III. Sexual Abuse History Questionnaire

S.No	Question	Alternative Choices		Rema rk
		As child (13 and younger)	As an adult (above 13 year)	
	Circle for both as child and as an adult			
Q301	Has anyone ever exposed the sex organs of their body to you when you did not want it?	yes no	yes no	
Q302	Has anyone ever threatened to have sex with you when you did not want it?	yes no	yes no	
Q303	Has anyone ever touched the sex organs of your body when you did not want this?	yes no	yes no	
Q304	Has anyone ever made you touch the sex organs of their body when you did not want this?	yes no	yes no	
Q305	Has anyone ever forced you to have sex when you did not want this?	Yes no	Yes No	
Q306	Have you had any other unwanted sexual experiences not mentioned above? If yes, please specify: _____	Yes no	yes no	

Part IV : Sex offender related Questionnaire

Q401	If encountered sexual violence what mechanism used the perpetrator?	1. Hit you 2. Threaten with a knife and gun 3. Made you drink alcohol 4. Gave you drug with alcohol 5. Smoked drug on you 6. For passing examination 7. Support with money	
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Part V Questions on use of substance

S. no.	Question	Answer
Q505	Do you drink alcohol?	1. yes 2. no
Q506	If your answer is yes for question number 505 please answer the following questions.	
Q507	Have you ever felt you should cut down on your drinking?	1. yes 2. no
Q508	Have people annoyed you by criticizing your drinking?	1. yes 2. no
Q509	Have you ever felt bad or guilty about your drinking?	1. yes 2. no
Q510	Have you ever had a drink first thing in the morning or to get rid of a hangover?	1. yes 2. no
Q511	Do you chew khat	1. yes 2. no

Q512	Do you use drug like shisha and marijuana?	1 .Yes 2 .No
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Annex I

የግለሰብ ስምምነት ፎርም

ውድ እህቴ ጤና ይስጥልኝ ሥሜ _____ ይባላል በአሁኑ ወቅት በጅም የኒቨርሲቲ ነው የሁለተኛ ድግሪውን የምማረው የሴቶችን አስገዳድ መድፈርን እና ይህን ሊያስከትሉ የሚችሉ ሁኔታዎችን በቲቲሲ ወይም በጅም መምህራን ማሰልጠኛ ኮሌጅ ተማሪዎች ላይ በማጥናት ላይ እገኛለሁ አንችም ለዚህ ጥናት በአጋጣሚ ተመርጠኻል።

ለጥያቄዎቹ የምትሠጫቸው መልሶች ለጥናታችን ጠቃሚ ትሆናቸው የራስሽ የሆነና እውነተኛ ምላሽ እንድትሰጩን እንጠይቃለን። ማንኛውም የመለሸው መልስ ለጥናቱ ጥቅም ብቻ የሚውል ሲሆን ሥምሽን በጥያቄው ወቅት አትመዘገቡም። ይህንን ጥያቄ በሙሉ ወይም በከፊል መመለሥ ወይም በፈለግሽ ጊዜ ማቋረጥ መብትሽ ነው። ይሁንና የአንድን መላሽ መስጠት አንችን መሠል ለሆኑ ሊጠቅም ስለሚችል እውነተኛ የሆነ አስተያየትና ምላሽ እንድትሰጩን እንጠይቃለን። ጥያቄ ካለሽ እንመልሳለን።

1. እስማማለሁ 2. አልስማማም

ይህ መጠይቅ የሴቶችን አስገዳድ መድፈርን ለዚህ የሚያጋልጡ ሁኔታዎች በጅም መምህራን ማሰልጠኛ ኮሌጅ ሴት ተማሪዎች ላይ ለማጥናት የተዘጋጀ ጥያቄ ሲሆን ምርጫ ላላቸው ጥያቄዎች መልሱን በማክበብ ምላሽ መስጠት ይቻላል። ምረጫ ለሌላቸው ደግሞ ክፍት ቦታ ላይ ግለጭ።

ከአንድ በላይ መልስ መምረጥ ይቻላል

ተ.ቁ	ጥያቄዎች	ምርጫዎች	ኮድ
101	ዕድሜ	_____ ዓመት (ወር)	
102	ሀይማኖትሽ ምንድ ነው?	<ol style="list-style-type: none"> 1. አርተቶዶክስ 2. ካቶሊክ 3. ፕሮቴስታንት 4. ሙስሊም 5. ምንም ሀይማኖት የለኝም 6. ሌላ ካለ ይገለፅ..... 	
103	በአሁኑ ጊዜ ከማን ጋር ነው የምትኖሩው?	<ol style="list-style-type: none"> 1. ብቻዬን ነው የምኖረው 2. ከቤተሰብ ጋር 3. ከትዳር ጓደኝ ጋር 4. ከሴት ጓደኛዬ ጋር 5. ከዘመደ ጋር 	
104	የጋብቻ ሁኔታ	<ol style="list-style-type: none"> 1. አላገባሁም 2. አግብቻለሁ 3. ፈትቻለሁ 4. ባሌ የሞተብኝ (ተለያይተናል) 5. በጓደኝነት 	
105	ብሔረሰብ?	<ol style="list-style-type: none"> 1. አማራ 2. ኦሮሞ 3. ጉራጌ 4. ትግሬ 	

		5. ሌላካለ ግለጭ _____	
106	የሥነተኛ ዓመት ተማሪ ነሽ	1. የመጀመሪያ አመት 2. ሁለተኛ ዓመት 3. ሦስተኛ አመት	
107	ቋሚ መኖሪያሽ የት ነው	1. ከተማ 2. ገጠር	
108	ለመማር የሚረዳሽ ማን ነው?	1.አባቴ 2.እናቴ 3.ዘመድ 4.ባሌ 5.እጮኛዬ 6.ሌላ ካለ ግለጭ _____	
109	በምን ያክል ጊዜ ከረዳትሽ ገንዘብ ይላክልኻል	1. በወር 2. በየሴሚስተሩ 3. በአመት አንድ ጊዜ 4. አይላክልኝ ምክንያቱም በቅርብ ነው ያሉት 5. ሌላ ካለ ግለጭ _____	
110	ባለፈው ዓመት ምን ያክል ብር ተላክልሽ	_____	
	በሂወትሽ ስንት የግብረ ስጋ ግንኙነት ጓደኞች አሉሽ?	1. አንድ 2. ሁለት 3. ሶስት 4. ዓራት እና ከዚያ በላይ 5. የለኝም	

ክፍል 2 ቤተሠብን በተመለከተ መጠይቆች

201	የቤተሠብ የትምህርት ሁኔታ?	ሀ. አባትሽ	1.ያልተማረ 2.1-4 ክፍል 3.5-8 ክፍል 4.9-12 ክፍል 5.ከ12ኛ ክፍል በላይ 6.አላውቅም
		ለ. እናትሽ?	1. ያልተማረች 2. 1-4 ክፍል 3. 5-8 ክፍል 4. 9-12 ክፍል 5. ከ12ኛ ክፍል በላይ 6. አላውቅም
202	ከቤተሰቦቻሽ ጋር ስለ ተዋልዶ ጤና ወይይት አድርገሽ ታወቁያለሽ?	1.አዎ 2.የለም	
203	እናትሽ እና አባትሽ አብረው ነው የሚኖሩ?	1. አብረው ነው የሚኖሩ 2. ተፋትተዋል (ተለያይተዋል) 3. እናቴ ብቻ ነው ያለችው 4. አባቴ ብቻ ነው ያለው 5. ሁለቱም በሂወት የሉም	
204	የቤተሠብ ቁጥጥር ሁኔታ	1. ጥብቅ 2. መካከለኛ 3. ልቅ	
205	በአጠቃላይ የቤተሠብ የአመት ገቢው ምን ያክል ነው?	_____	

ክፍል 3 የታዊ ጥቃት የሚመለከቱ ጥያቄዎች

	ሁልቱም አማራጮች ላይ (ህፃናት እና አዋቂዎች) ምልክት ያድርጉ::	ህፃን (13 አመት እና ከዚያ በታች)	አዋቂ (ከ13 ዓመት በላይ)
301	ያለፍላጎትሽ የታዊ አካላቶቹን ባንቺ ፊት ሆን ብሎ የገለጠ አለ?	1. አዎ 2. የለም	1. አዎ 2. የለም
302	በህይወትሽ ያለፍላጎትሽ የግብረሰጋ ግንኙነት እንድትፈፀሟ መከራ ያደረገ ሰው አለ?	1. አዎ 2. የለ	1. አዎ 2. የለም
303	በህይወት ዘመንሽ ያለፍላጎትሽ የታዊ አካሎችሽን የነካ ሰው አለ?	1. አዎ 2. የለም	1. አዎ 2. የለም
304	በህይወት ዘመንሽ ያለፍላጎትሽ የታዊ አካላቶቹን እንድትነኪ ያደረገሽ ሰው አለ?	1.አዎ 2.የለም	1. አዎ 2.የለም
305	ያለፍላጎትሽ የግብረ-ሰጋ ግንኙነት እንድትፈፀሟ ተገደሽ ታወቁያለሽ ?	1.አዎ 2. የለም	1.አዎ 2. የለም
306	ከላይ ከተጠቀሱት ዉጪ ያልተፈለገ የታዊ ትንኮሳ ውይም ጠቃት አጋጥሞሽ ያውቃል? መልስዎ “አዎ” ከሆነ ግለጭ.....	1.አዎ 2. የለም	1.አዎ 2. የለም
ክፍል 4: አጥቂዎች በተመለከተ መጠይቅ			
401	በሂወትሽ አስገድዶ መደፈር አጋጥሞሽ ከነበር ምን ዓይነት ዘዴዎችን ተጠቀመ?	1.ድብደባ 2. በሽጉጥ በሰለት፤ በማስፈራራት 3. በቃላት በማስፈራራት 4. በመጠጥ በማስከር 5. በእፅ በማደንዘዝ 6. ፈተና አሳልፍሻለው በማለት 7. በገንዘብ ወይም በስጦታ በማታለል	

ክፍል IV CAGE

ተራቁ.	ጥያቄ	መልስ
1.	የአልኮል መጠጥ ይጠጣሉ ?	1.አዎ 2.በፋፁም
1.1	ለጥያቄቁጥር 1 መልስዎአዎንከሆነአባክዎንሚከተሉትንጥያቄዎችይመልሱ?	
2.	መጠጥመጠጣትማቆምአለብኝ/ብለህ/ሽአስበህ/ሽታውቃለህሽ?	1. አዎ 2. በፋፁም
3.	ሰዎች መጠጥ ስለመጠጣትሽ እየተናገሩአበሳጭተውሽ ያውቃሉ?	1. አዎ 2. በፋፁም
4.	መጠጥ ስለመጠጣትሽ የጥፋተኛነት ስሜት ተሰምቶሽ ያውቃል?	1. አዎ 2. በፋፁ
5.	በጠዋት እንደተነሳሽ መጠጥ ጠጥተሽ ታውቃለሽ ?	1. አዎ 2. በፋፁም
	ጫት ተቆሟ አለሽ?	1. በፍፁም 2. አዎ
	እንደ ሽሻ ፣ኮኬን ፣ማሪጅዋና የመሳሰሉ መድሀኒቶች ተጠቅሞሽ ታውቁያለሽ?	1. በፍፁም 2. አዎ

Dabalata:I.Gaafilee

Gaafileen kun kan qophaa’an qo’annoo cunqursaa saalqunnamtii fi wantoota isa fakkaatan kan dubartoota koolleejii Leenjii barsiisoota Jimmaati argamaniti.Bu’aan qo’annoo kanaa namoota rakkoo kana hirisuuf ykn furuuf dhimmaman hundaaf ni fayyada jedhame yaadama.

Gaafii kanaaf deebin sirri yookin dogoggoraa hinjiru.Iccitin deebii keetii egamaa dha.Nuti sirraa kan barbaadnu deebii sirri ta’e deebisuudhaan namoota rakkoo kanaaf saaxilaman immamaata fi furmaata haaraa bayuun rakkoo irraa akka isaan bararaa jirtuu dha.Maqa kee barreessun hin barbaachisuu.Gaafilee hundaaf akka deebii nuuf kennitu barbaadna, garuu yeroo kamiyyu mirgi gaafi debisu dhabuu keeti eegamaa dha.Yoo barbaachisaa ta’e deebii tokko ol deebisuu ni dandeessa.Waligalli gaafii fi deebii daqiiqaa kudha shan caalaa hin fixu.

Himaachudhaaf eeyyamamaa dhaa?

- 1.Eeyyee
- 2.Lakki

Yoo eeyyee ta’e itti fufi

Yoo lakki ta’e ,asitti dhaabi.

Maqaa sassaabaa _____

Guyyaa _____ Yeroo _____

Hirmaannaa keessaniif galatoomaa

Gaaffilee qoraanno baayina cunqursa saalqunnamtii fi wantoota isa fakkaatan kan dubartoota kolleejii leenjii barsiisoota jimmaatiif dhihaatan.

Kutaa I: gaafii hawaasummaa hirmaattotaa.

Lak.	Gaafilee	Filannoo deebiwanii	Dabalata
Q101	Umriin kee meeqa?	____ Waggaa	
Q102	Amantiin kee maalinni?	1. Ortodoksii 2. Katoliki 3. Protestanti 4. Muslima 5. Amantii kan hin qabne 6. Kan biraa yoo ta’e tarreessi -----	
Q103	Amma eenyu wajjiin jiraataa jirta?	Kophaa koo Maatii koo waliin Abbaa manaa/jaalalle koo wajjin Hiriyyaa dubartii wajjiin Fira koo wajjiin	
Q104	Sadarkaa fudhaaf herumaa	1. kan hi herumin/fudhiin 2.Kan fuudhe 3.Jaalalle kan qabdu 4.Kan yeroof addaan bayan 5. Kan wal hiikan 6.Kan abbaan manaa irraa du’e	
Q105	Sabummaan kee maalinni?	1. Amhara 2. Oromoo 3. Guraage 4. Tigre	

			5. Kan biro	
Q106	Barataa waggaa meeqaffaati?		Waggaa tokkoffaa Waggaa lammaffaa Waggaa sadaffaa	
Q107	Eesaatti dhalatte?		1. Magalaa 2. Baadiyyaa	
Q108	Eenyutu barumsa akka barattu sii gargaara (filannoo tokkoo ol filachuu dandeessa)		1. Abbaa 2. Haadha 3. Fira 4. Abbaa manaa 5. Jalalle dhira 6. kan biraa yoo ta'e ibsii -----	
Q109	Gargaaraan kee yeroo hammam qarshii siif ergeera?		1. Ji'a ji'aan 2. Seemistaraan 3. Waggaa al tokko 4. Dhihoo waan ta'aniif naaf hin ergan 5. Goonkumaa naaf ergani hin beekan 6. kan biraa yoo ta'e ibsii -----	
Q110	Waggaa qarshii meeqatu siif kennama?		
Q111	Hiryyoota/jaalallee/ saal-quunnamtii waliin gootu meeqa qabda?		1. Tokko 2. Lama 3. Sadii 4. Afuriifi isaa oli 5. Hin jiru	
Kutaa II Gaafii taa'umsa hawaasummaa Maatii				
Q201	Sadarkaan barumsaa maatii keetii meeqa?	A. Abbaa kee	Kan hin barannee Kutaa 1 - 4 Kutaa 5 - 8 Kutaa 9 - 12 Kutaa 12 ol Hin beekuu	
		B. Haadha kee	Kan hin barannee Kutaa 1 - 4 Kutaa 5 - 8 Kutaa 9 - 12 Kutaa 12 ol Hin beekuu	
Q202	Abbaa fi haati kee waliin jiraatu?		Waliin jiraatu Walhiikaniru/yeroof addaan bahaniiruu Haadha koo qofatu lubbun jira Abbaa koo qofatu lubbun jira Lamaanu lubbuun hin jiran	
Q203	Egumsa yookiin to'anno maatii		Daran Jiddu galeessa Xinnoo/hinjiru	
Q204	Walii galatti galiin ji'aa maatii keetii hammami?		
Q205	Maatii kee waliin waa'ee fayyaa hormaata (tewaldo tena) mari'attee beettaa?		1. Eeyee 2. Hin jiru	

Kutaa 3ffaa Gaaffilee Miidhaa koorniyaa Ilaalatan

	Filannoo lameen irratti (Da'immaniifi nama gurguddaa) mallattoo godhaa.	Daa'ima (Wagga 13fi isaa gadi)	Nama guddaa (Wagga 14fi isaa oli)
301	Fedhii kee malee qaama saala isaatii sifuula duratti beekaa kan sitti agarsiise ni jiraa?	1.Eeyee 2. Hin jiru	1.Eeyee 2. Hin jiru
302	Jireenya kee keessatti hang ammaattii fedhii kee malee saal-quunnamtii akka ati gootu nami yaali sirratti godhe ni jiraa?	1.Eeyee 2. Hin jiru	1.Eeyee 2. Hin jiru
303	Jireenya kee keessatti hang ammaattii fedhii kee malee qaamolee saal-quunnamtii keetii nami tuqe ni jiraa?	1.Eeyee 2. Hin jiru	1.Eeyee 2. Hin jiru
304	Jireenya kee keessatti hang ammaattii fedhii kee malee qaamolee saal-quunnamtii isaatii akka ati tuqxi kan godhe ni jiraa?	1.Eeyee 2. Hin jiru	1.Eeyee 2. Hin jiru
305	Fedhii kee malee saal-quunnamtii akka ati gootu dirqisiifamtee ni beettaa?	1. Eeyee 2. Hin jiru	1.Eeyee 2. Hin jiru
306	Kanneen armaan olitti caqafaame malee tutuquu yookin miidhaan saalummaa keetiin sirra dhaqabe biroon ni jiraa? Deebii keessan 'eeyee' yoo ta'ee ibsi_____	1.Eeyee 2. Hin jiru	1.Eeyee 2. Hin jiru
Kutaa 4. Gaaffilee Saal-quunnamtii Saala Faallaa / dhiiraa/ waliinii			
401	Dirqisiisanii saalquunnamtii sirratti hojjechuun/godhuun/ si mudatee beeka yoo ta'ee malleen akkamii fayyadame?	1.Dhaanuu 2.Shugguxiifibillaan sodaachisuun. 3.Jechaan sodaachisuun 4.Dhugaatiin macheessuun 5.Baala adoochituun/Itsi/ 6.Qormaatan si dabarsa jedhee 7.Qarshii yookiin kennaa dhaan sossobuudhaa.....	

Kutaa 5: ffaa: "Cage"

Lakk	Gaaffii	Deebii
Q501	Dhugaatii alkoolii ni dhugduu?	1. Eyyeen 2. Gonkumaa
Q501.1 Deebbiin keessan gaaffii lffaa olii eyyeen kan jedhu yoo ta'e maaloo gaaffiiwwan gaditti tarreefaman deebisaa		
Q502	Dhugaatii alkoollii qabu dhuguu nan dhaaba jettanii yaaddanii beektuu?	1. Eyyeen 2. Gonkumaa
Q503	Namootni waa'ee dhugaatii isin dhugdani odeessanii isin jeeqanii beekuu?	1. Eyyeen 2. Gonkumaa
Q504	Sababa dhugaatii alkoolii dhugdaniif akka balleessaa balleessitanitti isinitti dhaga'amee beekaa?	1. Eyyeen 2. Gonkumaa
Q505	Ganamaan kaatee dhugaatii alkoolii dhugdee beektaa?	1. Eyyeen 2. Gonkumaa
Q506	Yeroo akkam chaatii qaamta?	1.Eyyeen 2. Gonkumaa
Q507	kanneen armaan gadii kana ni gargaaramtaa? Yoo ni gargaaramta ta'e isa kam? 1. shisha 2. kokeen 3.hashish	eeyyeen hin gargaaramu

ASSURANCE OF PRINCIPAL INVESTIGATOR

The undersigned agrees to accept responsibility for the scientific ethical and technical conduct of the research project and for provision of required progress reports as per terms and conditions of the Faculty of Public Health in effect at the time of grant is forwarded as the result of this application.

Name of student.....

Signature.....

Date of submission.....

This research proposal has been submitted with my approval as university advisors

Name of first advisor

Signature.....

Date.....

Name of second advisor

Signature.....

Date.....