

**SOCIAL MEDIA USAGE, SELF-REGULATION AND INTENTIONS TO ENGAGE IN
RISKY SEXUAL BEHAVIOURS AMONG STUDENTS OF KYAMBOGO UNIVERSITY
IN UGANDA**

BY

KAKINDA ADRIAN IVAN

18/U/GMCP/19880/PD

**A RESEARCH DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY
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Declaration

I, Kakinda Adrian Ivan declare, that this research report, titled "*Social Media Usage, Self-Regulation and Intentions to Engage in Risky Sexual Behaviours among Students of Kyambogo University in Uganda*", is my original work, which has never been submitted to any institution for any award. I am now submitting it to the Graduate School of Kyambogo University with the approval of my supervisors. However, works of other authors referred to in this report are duly acknowledged.

Signed----------Date:-----08/10/2021-----

KAKINDA ADRIAN IVAN

18/U/GMCP/19880/PD

Approval

This dissertation, titled “*Social Media Usage, Self-Regulation and Intentions to Engage in Risky Sexual Behaviours among Students of Kyambogo University in Uganda*” by **Kakinda Adrian Ivan**, has been written under our supervision and guidance. We declare that the thesis meets the formal and research ethical requirements of Kyambogo University, and is ready for submission to the Graduate School.

Signature 

Date..... 10-10-2021

Jane Namusoke (PhD) (1st Supervisor)

Signature 

Date..... 9/10/2021

Gaston Byamugisha (2nd Supervisor)

Dedication

This dissertation is dedicated to my mother, Ms Nalutaaya Florence, my brother, Ian Peter Busuulwa, and my Late Grandfather, Sebastian Ssonko , whose constant love, care, encouragement and sacrifice have transformed me. I am exceedingly humbled and may the good Lord bless and reward you abundantly.

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Table of contents

Declaration	ii
Approval.....	iii
Dedication	iv
Acknowledgement.....	v
Table of contents	vi
List of Tables.....	ix
List of Figures	x
Abstract	x
Background	1
Objectives.....	7
Scope	8
Significance.....	10
Conceptual Framework	11
Chapter Two	13
Literature Review	15
Introduction	15
Empirical review	17

Relationship between Variables under study	17
Self-regulation and intentions to engage in risky sexual behaviours	17
Social media usage and self-regulation	22
Social media Usage and intentions to engage in risky sexual behaviours	27
Effect of social media usage and self-regulation on intentions to engage in risky sexual behaviours	32
Chapter Three	36
Methodology	36
Introduction	36
Research design.....	36
Study area.....	36
Target Population	37
Sample size and selection.....	38
Data Collection Procedure	43
Data Management	44
Data Analysis	44
Ethical considerations	45
Chapter Four	47
Presentation of the Study Findings.....	47

Introduction	47
Demographic data	47
Chapter Five	56
Discussion, Conclusion and Recommendations.....	56
Summary of findings and discussion of results.....	56
Relationship between social media usage and self-regulation among students in Kyambogo University.....	56
Relationship between self-regulation and intentions to engage in risky sexual behaviours among undergraduate students in Kyambogo University	58
Relationship between social media usage and intentions to engage in risky sexual behaviour among undergraduate students of Kyambogo University.....	61
Predictive effect of social media usage and self-regulation on intentions to engage in risky sexual behaviours among undergraduate students in Kyambogo University.	64
Conclusions	66
Recommendations	68
References	69
Appendix A: Morgan and Krejcie Sample size table.....	87
Appendix B: Questionnaire.....	88
Appendix C: Introductory Letter.....	

List of Tables

Table 1: Reliability statistics for the scales of the study variables	40
Table 2: Gender of respondents	47
Table 3: Faculties of the respondents	48
Table 4: Results of the frequencies and percentage distribution of the respondents' Age Bracket	49
Table 5: Findings on the religious denomination of the respondents	50
Table 6: Pearson correlation matrix of self-regulation and social media usage	51
Table 7 Correlation analysis between self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University	52
Table 8: Correlation analysis of social media usage and intentions to engage in risky sexual behaviour.....	53
Table 9: Shows the predictive effect of social media usage and self-regulation on intentions to engage in risky sexual behaviours among undergraduate students in Kyambogo University..	54

List of Figures

Figure 1: Conceptual Framework showing the relationship between social media usage, Self-regulation and intentions to engage in Risky Sexual Behaviours among undergraduate students of Kyambogo University in Uganda. 11

Abstract

This study set out to establish the relationship between Social Media Usage, Self-Regulation and intentions to engage in Risky Sexual Behaviours among university students, a case study of Kyambogo University in Uganda. This study was conducted using a correlational study design. A sample size of 370 participants was used in the study. The respondents constituted final year students of Kyambogo University. Data were entered in SPSS version 20 and analysed using Pearson Product Moment correlation coefficients and regression analysis.

The study found out that there is a weak significant positive relationship between social media usage and self-regulation ($r = .203$, $p = 0.01$), negative relationship between self-regulation and intentions to engage in risky sexual behaviours ($r = -.173$, $p = 0.01$), there is no significant relationship between social media usage and intentions to engage in risky sexual behaviour ($r = -.081$, $p < 0.01$). Social media usage and self-regulation are significant predictors of intentions to engage in risky sexual behaviour, ($t = 0.917$, $P = .000$), ($t = 3.091$, $P = .002$). However, the better predictor of intentions to engage in risky sexual behaviour is self-regulation (Beta = 0.162, $t = 3.091$, $p = 0.002$) among university students. Among the recommendations, there is need for sensitisation of the students and youth in universities on hazards of engaging in risky sexual behaviours, adopting self-regulation as a protective factor and also sensitise students on various control measures of social media usage, and risky sexual behaviour intentions.

Key words: Social Media Usage, Self-Regulation, Risky Sexual Behaviour

Chapter One

Introduction

This chapter consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, the scope of the study and the conceptual framework.

Background

Worldwide, 62% of university students engage in risky sexual behaviours (Joav & Shoshanah, 2018). These behaviours are common, still a serious, and increasing problem among university students (Mehra, 2013 & Turchik, 2009). There are more students in the world today than ever before (Jekielek & Brown, 2018) and globally, students are estimated at 1.8 billion, 23% of the world population by 2025. Sub-Saharan Africa alone, constitutes 20-30 % of the world's populace in the age group 14 to 24 (Bedassa, 2015) and this population is expected to significantly rise by 2040 (UNICEF, 2015). Uganda's population of students is estimated at 12.2 million (UBOS, 2020) of which these students are one category of individuals in universities today.

There were 190 million undergraduate students in 2017 worldwide (Going Global, 2017). Students in higher institutions of learning are agents of civilisation and change proxies in satisfying the gap in the yesteryears and on whom the hope of the future generation rests (Joav & Shoshanah, 2018). Students in universities are usually filled with ambitions as they transition into adulthood and this includes building their future academic and societal career practices (Cherie & Berhane, 2012). The transition into adulthood is also characterised by several

pressures which drive university students into various risky health activities which, among others, include intentions of engaging into risky sexual behaviours (Brown, 2016).

The impact of risky sexual behaviours among students in universities is increasingly highlighted and is globally estimated at 62% among students in universities (Chawla, Nishtha, Sarkar & Siddharth, 2019). According to the Uganda Bureau of Statistics, the projected populace in 2022 will be 42.2 million. Uganda has a young populace, nearly part of which is below the age of 15, and another 20% are between 15 and 25. 62% of the young population is reported to be engaging in risky sexual behaviours. Yet this age group holds the key for the future population growth in the country (Uganda Bureau of Statistics [UBOS], 2020).

Students in universities are reported to engage in various risky sexual behaviours which include: early engagement in sexual activities, consumption of pornography, attending sex parties, having unprotected sex and having multiple sexual partners (Brown, 2016, Renzaho, Kamara, Georgeou & Kamanga, 2017). The aforementioned risky sexual behaviours may have implications for both the university students' well-being, their life prospects and for others in their environment (Joav & Shoshanah, 2018). Implications of engagement into risky sexual behaviours include health risk problems with problematic social outcomes such, as teenage pregnancies, school dropouts and acquisition of sexually transmitted infections (Hoff, Green & Davis, 2016; Korn & Bonny- Noach, 2013).

In addition, there is also the risk of being infected with sexually transmitted diseases such as Human Immunodeficiency Virus (HIV), which is regarded as one of the uppermost health linked challenges for the previous two decades (Kamanga, 2017; World Health Organization WHO, 2010). Risky sexual behaviours also contribute to the increasing risky abortions in Africa (Cherie & Berhane, 2012), leading to damaging of reproductive systems, which, end up

increasing deaths among students in developing countries today (Alamrew, Bedimo, & Azage, 2015). Disregarding their sexual health can have a negative impact on their lives in terms of social and economic costs, both contemporarily and in the future (Menon, Mwaba, Lwatula & Clementian, 2016). One of the most vital obligations a country can make for future economic, social, and dogmatic evolution and constancy, is to handle the sexual and reproductive health essentials of the young population group with urgency (WHO, 2018).

Undeniably, social media usage research in Uganda has increased significantly, consistent with the progression of the digital age technology (Aluzimbi, Barker, Ssenkusu, Lubwama & Hladik, 2013). Social media usage has taken centre stage in the students' day to day lives for the past decade and it may be very hard to live another generation without it (Blanchard, 2011). With specific regard to social media usage, studies have already found out that there is a strong relationship between social media platforms and intentions to engage in risky sexual behaviours such as having multiple sexual partners and getting new sexual partners, among others (Moreno, Brockman, Warsserheit & Christakis, 2012). There is a clear linkage between social media usage and the university students' sexual behaviours since given that in several studies students have reported social media platforms as the number one source of the sexual related information (Hoff et al., 2016, Menon et al., 2016).

The influx of smartphones in Uganda has eased access to social media platforms (Oluwatoyin & Modupe, 2014). Such communication podiums are free in terms of location and time, and are relatively easy to use, making these exchanges a new way to nurture the growth of students' identity, assertiveness, intimate relationships, and social well-being (Mutinta, 2012). It has, therefore, become a condition for every university student to have a smartphone, which has been termed as a technologically assisted device by various education institutions (Gobble,

2012). Smartphones largely function as traditional computers (Lugano, 2015). This strongly supports the notion that watching and sharing sex related information via social media platforms has an impact on the students' sexual behavioural activities (Abdulahi, Samadi & Gharleghi, 2014).

Assuming the prominence of social relationships and the incapability to fully control spontaneous behaviours during the youthful stage (Sedghi, 2014), there may be some concerns about the role of social media usage in university students' lives (Lenhart, 2012). In other words, many students reported having learnt how to start sexual relationships with the information they acquired from social media (Williams, Crittenden, Keo, Teeda, McCarty & Paulette, 2012; Menon et al, 2016; Lutaaya, 2019). This implies that students should have a control mechanism, which can help them to use social media platforms appropriately to shake off the intentions to consume materials that may propel them into engaging in risky sexual behaviours as an outcome of the social media platforms used (Menon et al, 2016). Self-regulation is highlighted in the literature as being fundamental in helping individuals moderate their social media usage.

Self-regulation is a trait, and specifically personality protective factor with social media usage among students (Lin & Lu, 2014). Gottfredson and Hirschi (2010) stressed that there is a stiff association between social media usage and self-regulation, as people who have a high degree of self-regulation would spend less time on social media platforms whereas persons with low self-regulation were likely to spend extra time on social network platforms.

Furthermore, recent studies indicate that students with low intensities of self-regulation tend to involve in problematic behaviours (Sinha, 2009). In addition, it has been observed that students have concerns of controlling themselves during internet and social media usage and, as a result, social and academic problems occur (Davis, 2011). Consequently, social media misuse

can be seen in students who have a low level of self-regulation (Lin & Lu, 2014).

Correspondingly, students with a great intensity of self-regulation are less likely to undertake problematic behaviours such as engaging in risky sexual behaviours and are more likely to have better performance at school and in their personal deliberations as life goes on (Özdemir, Kuzucu, & Hirschi, 2014). Students with high intensities of self-regulation can realise their objectives by directing and controlling what they indulge in in their day to day life (Fuller, Bajaba, Marler & Pratt, 2018).

Basing on the above foundation, it can be hypothesised that students with low self-regulation in relation to using social media platforms may be at danger for later involvement in risky sexual behaviour. Indeed, several scholars, such as (Sedghi, 2014; Özdemir et al., 2014; Aluzimbi et al., 2013) speculated that self-regulation may be suitable in understanding numerous practices of problem behaviour.

This study will be guided by the Theory of Planned Behaviour (TPB) by Ajzen (1991). The Theory of Planned Behaviour (TPB) is a well-authenticated behaviour decision-making model that has been used to predict societal and health behaviours. This study is aimed at investigating predictors of students' engagement in risk sexual behaviours, using a TPB framework. The model has been used and found to be good in studies like: HIV/AIDS, Health Behaviour in Ethiopia (Tura, 2012), Social Media usage by college students in America (Cameron et al., 2012), and Self-regulation as a constituent of the Theory of Planned Behaviour in predicting physical activity (Ries & Sprecher, 2012).

Despite the prevailing sexual and reproductive health guidelines and studies aimed at refining the health and welfare of students in Uganda, little has been explored about how social media usage and self-regulation predict the students' intentions to engage or non-engage in risky

sexual behaviours in the context of higher education institutions in Uganda. This study, therefore, intended to examine the relationships between social media usage, self-regulation and intentions to engage in risky sexual behaviours among undergraduate students in Ugandan institution of higher education.

Problem Statement

Ugandan universities have continuously designed programmes to deal with student's engagement in risky sexual behaviours such orientation programmes for new students (Lutaaya, 2019). However, students have been reported to still be engaging in risky sexual behaviours such as early engagement into sexual activities, consumption of pornography, having unprotected sex and having multiple sexual partners (KYU Medical report, 2020, Brown, S2016, Renzaho, Kamara, Georgeou & Kamanga, 2017). This has resulted into health risks with problematic social outcomes such as teenage pregnancies, school dropouts, acquisition of sexually transmitted infections (Hoff, Green & Davis, 2016; Korn & Bonny- Noach, 2013). Social media usage and low levels of self-regulation have been singled out as contributing factors for the continuity of the vice among university students (Gupta & Liyaqat, 2018).

It is vital to investigate how social media usage drives university students' intentions of indulging in risky sexual behaviour and a solution to help students overcome such intentions stem from that undertaking. Despite the prevailing sexual and reproductive health guidelines and studies aimed at refining the health and welfare of students in Uganda, little has been explored about how social media usage and self-regulation predict the students' intentions to engage or not to engage in risky sexual behaviours in the context of higher institutions of education a case of Kyambogo University in Uganda.

Purpose

The purpose of the study was to assess the relationship between social media usage, self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University.

Objectives

The study pursued the following objectives:

1. To assess the relationship between self-regulation and social media usage among students in Kyambogo University.
2. To assess the relationship between self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University.
3. To examine the relationship between social media usage and intentions to engage in risky sexual behaviours among students of Kyambogo University.
4. To examine the predictive effect of social media usage and self-regulation on intentions to engage in risky sexual behaviours among students in Kyambogo University.

Scope

Content Scope:

Content wise, this study focused on students in a Ugandan University. In Uganda, students 18-25 years of age are not married and are still dependent on their parents for sustenance and are not fully adults (UBOS, 2014). This study considered students as people who enrolled for their university for their first degree. Based on the developmental stages, students are individuals who are psychologically struggling with transition into adulthood; struggling with forming close relationships, and gaining capacity for intimate love (Jekielek & Brown, 2015; Seligman & Reichenberg, 2013).

The study focussed on the social media usage, self-regulation, and intentions to engage in risky sexual behaviours. Social media usage refers to the use of virtual collaboration platforms where people interrelate to share and alter their impressions, interpretations and observations regarding any subject (Barugahare, 2020). The development and admiration of social media has shaped a novel world of association and communication (Gupta & Liyaqat, 2018). Students also use social media platforms to seek for new information or connect with their friends. Notwithstanding giving numerous advantages of using social media, there is still some negative side of using various social media platforms that we must be conscious of (Lin & Lu, 2014; Aluzimbi et al., 2013).

Self-regulation refers to control of oneself by oneself. Self-regulation is having an empowered mind that can control the strong desires or gratifications of the flesh superego (Fuller, Bajaba, Marler & Pratt, 2018). Students with high intensities of self-regulation have the capacity to keep their emotions in check. There is consent that self-regulation has significant consequences for individual wellbeing across the life course. Undeniably, it was recommended

that comprehending self-regulation is the solitary most critical goal for evolving the understanding of progress (Bowers, Gestsdottir, Geldhof, & Lerner, 2018).

Intentions to engage in risky sexual behaviour are the nearest predictor of actual risky sexual behaviour. Research on the usefulness of intentions for predicting behaviour confirms a strong relationship between intentions and subsequent behaviour (Ajzen 1991; Ajzen & Driver, 2010). Intentions are the nearest predictor of the subsequent behaviour.

Risky sexual behaviour is a behaviour which upsurges the probability of negative health concerns related with sexual contact including Human Immunodeficiency Virus, AIDS, sexually transmitted infections and death (Mehra et al., 2014). Engagement in many potentially risky sexual behaviours which include; early sexual initiation, having multiple sexual partners, inconsistency on use of condoms, having unprotected sex as well as having sex with high risk partners, such as commercial sexual workers (Turchik, 2009; Alamrew et al, 2015; Oluwatoyin & Modupe, 2014) may have implications for university students' well-being, their life prospects and for others in their environment (Joav & Shoshanah, 2013).

Geographical Scope:

Geographically, the study was carried out at Kyambogo University main campus which is located in Kampala City. Kampala is a metropolitan area where risky sexual behaviours have been shown to be rampant, as evidenced by survey data (or perhaps rates of pregnancy, HIV/AIDS diagnoses (Aluzimbi et al., 2013). The city is also an outlet to the community experiencing many social issues like unemployment (Renzaho et al., 2017). The choice of the university was based on its being in an urban setting that is characterised by easy access to information, music shows, dance clubs and bars, many recreational centres and all kinds of life styles associated with the city that lure many to possible intentions to engage in risky sexual

behaviours. Besides, students from different backgrounds, exposed and non-exposed to risky sexual activities, converge in the city (Aluzimbi et al., 2013).

The study was conducted among final year students across all the six faculties. The study considered Kyambogo University final year students for a wide range of experiences and their availability at the university campus during the data collection process

Time Scope: This Study took a period of 15 months with effect from October 2019 to January 2021.

Significance

To Kyambogo University, the findings may guide orientation of students by Deans, Counsellors and Wardens. The University Guidance and counselling unit, may use the research findings, to design programmes to boost the students' mechanism of self-regulation which will act as a preventive measure as students begin university life. Information from this study, may be used to form and/or create attitudes related to sexual behaviour.

The study would help service providers like counsellors, social workers and religious leaders. They may be equipped with information to underwrite existing knowledge and to boost the development of strategies. This may influence the attitudes of university students regarding sex related matters and to form a basis for psychological intervention.

To the universities programme review boards, information gathered may be used to develop and review sex education programmes in universities. Counsellors may be provided with appropriate information which will enable them to design more focused appropriate intervention.

To the researcher, the study was to permit the researcher to partially fulfil the requirements for the award of a Master's Degree in Counselling Psychology of Kyambogo University.

Conceptual Framework

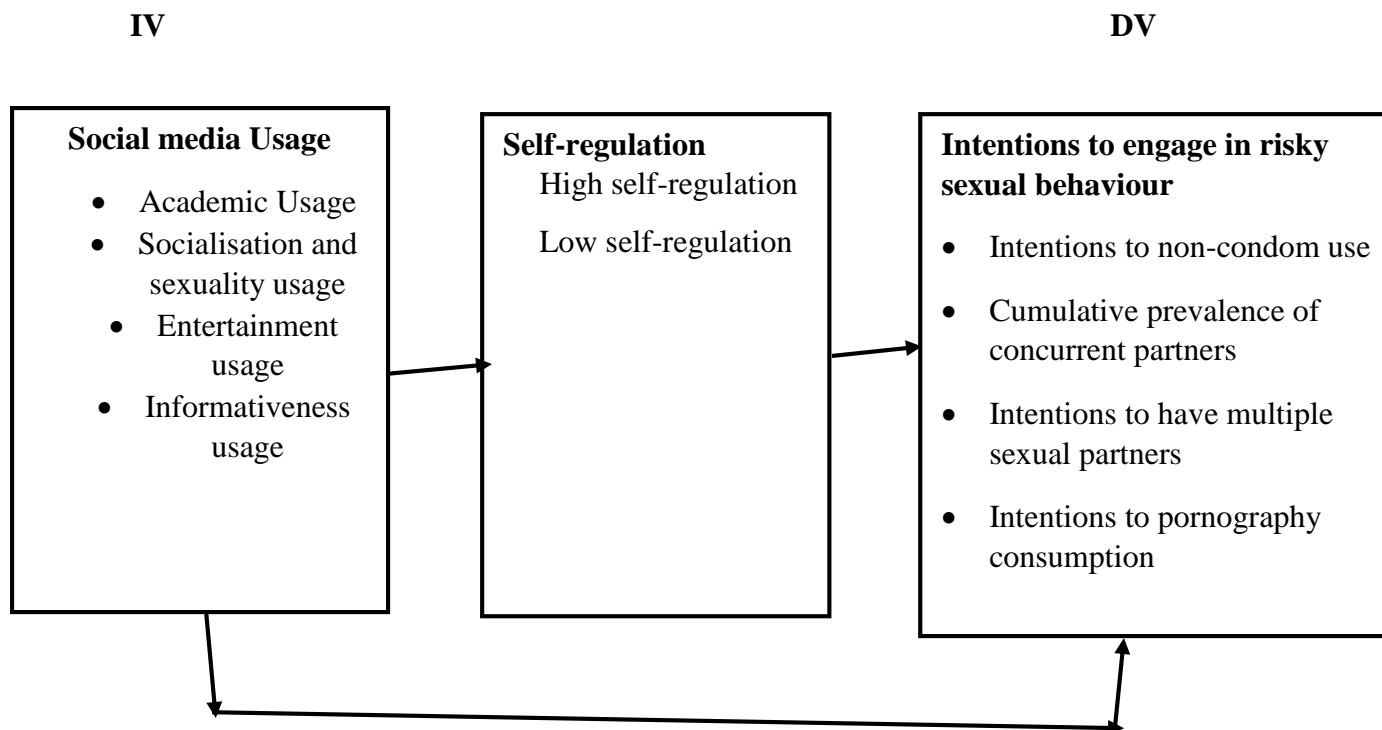


Figure 1: Conceptual Framework showing the relationship between social media usage, Self-regulation and intentions to engage in Risky Sexual Behaviours among undergraduate students of Kyambogo University in Uganda.

In this study, Social media usage was conceived as the independent variable (I.V), self-regulation as the mediating variable while the intentions to engage in risky sexual behaviour was the dependent variable (D.V). This study, therefore, intended to find out the influence of social media usage and self-regulation on intentions to engage in risky sexual behaviours among students in Kyambogo University.

The model in Figure 1 indicates TPB adopted from Ajzen (1991). It consists of social media usage represented by beliefs, subjective norm and Perceived Behavioural Control (PBC). These lead to the intentions which, consequently, result into risky sexual behaviour; the actual behaviour. This model, therefore, assumes three variables with two leading to one, the outcome.

The framework presents the effect of self-regulation on social media usage and intentions to engage in risky sexual behaviours. This implies that self-regulation relates with social media usage to predict intentionality to engage in risky sexual behaviour.

Self-regulation is related to risky sexual behaviour (Tura et al., 2012). Self-regulation in an individual may influence the engagement in risky sexual behaviour while low self-regulation increases the engagement in risky sexual behaviour whereas high self-regulation in a student may help to regulate the increased engagement into risky sexual behaviour (Alamrew et al., 2013).

Furthermore, social media usage better predicts adolescents' risky sexual behaviour than individual attributes (Ishida, 2015). Social media usage also influences adolescent risky sexual behaviour. Despite well-known distresses over the impact of social media usage on the behaviour of adolescents, there is very little appropriate research in this area rendering to a recent review by Escobar-Chavez (Naik, 2014). This theory proposes that the choice to engage in a behaviour can be anticipated by a person's intention to execute the behaviour. In a test of the theory's application to a young person's choice to engage in sexual intercourse, intentions do indeed predict sexual behaviour (Nghaamwa, 2013), since behavioural intentions are the nearest predictor of actual behaviour (Ajzen, 1991).

Definition of key terms

This study adopted the following definitions.

Social media Usage: Social media usage refers to the use of virtual collaboration platforms where people interrelate to share and alter their impressions, interpretations and observations regarding any subject (Barugahare, 2020). The development and admiration of social media has shaped a novel world of association and communication (Gupta & Liyaqat, 2018).

Social Networking sites (SNSs): These are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Gupta & Liyaqat, 2018).

Sexual behaviours: Sexual behaviour is a behaviour exhibited by individuals to gratify one of their basic needs, that is, the sexual need (Mehra et al., 2014).

Risky sexual behaviour: Risky sexual behaviour is a behaviour which upsurges the probability of negative health concerns related with sexual contact, including Human Immunodeficiency Virus, AIDS, and sexually transmitted infections (Mehra et al., 2014).

Intentions to engage in risky sexual behaviour

These are mental states that represent a commitment to carrying out an action or actions in the future in regard to activities that will increase the probability that a person engaging in sexual activity with another person infected with a sexually transmitted infection will be infected or become pregnant, or make a partner pregnant (Mehra et al., 2014).

Theory of Planned Behaviour (TPB): Theory of Planned Behaviour (TPB) started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behaviour at a specific time and place. The theory was intended to explain all behaviours over which people have the ability to exert self-control. The key component to this model is behavioural intent; behavioural intentions are influenced by the attitude about the likelihood that the behaviour will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome.

Chapter Two

Literature Review

Introduction

This chapter entails the theoretical review, as well as related literature on the existing relationships between social media usage, self-regulation and intentions to engage in risky sexual behaviours, self-regulation and intentions to engage in risky sexual behaviours, social media usage and intentions to engage in risky sexual behaviours and, lastly, social media usage and self-regulation on intentions to engage in risky sexual behaviours. It then gives an insight into the empirical relationships among the three variables and, finally, provides the research hypotheses which the study will test.

Theoretical review

The study was guided by the Theory of Planned Behaviour (TPB) developed by Icek Ajzen (1991) in an attempt to predict human behaviours. It helps us understand how the behaviour of people can change. The model assumes that behaviour is planned; hence, it predicts deliberate behaviour (Ajzen, 1991). It provides an understanding of the factors that lead to a particular behavioural intention. The Theory of Planned Behaviour (TPB) postulates that the likelihood of an individual engaging in a health behaviour (for example, regular exercise) is correlated with the strength of his or her intention to engage in the behaviour. A behavioural intention represents an individual's commitment to act and is itself the outcome of a combination of several variables. Students whose intentions that determine behaviour are predicted by their viewpoint and self-efficacy or Perceived Behaviour Control (PBC). In this study, a person's viewpoint, and PBC are the self-regulation and social media usage; the reasons why university

students intend to engage in risky sexual behaviour. Social media usage mediated by self-regulation may determine the intentions to engage in risky sexual behaviours (Mutinta, 2012).

TPB was selected because it focuses on individual's viewpoint, subjective norms and perceived behavioural control. These are strong predictors of intentions to engage in risky sexual behaviours like inconsistent condom use, having multiple sexual partners and early sexual debut (McClelland et al., 2017). The three constructs are relevant to the variables that were examined in the study and had been successfully applied in studies like HIV prevention programmes and those related to safer sex behaviour (Mutinta, 2012). TPB is preferred in circumstances where persons do not have control over their behaviour or have low volitional control (Hasbullah, Mahajar & Salleh, 2014). The model holds that individuals have less personal control over their intended behaviours (Ajzen, 1991). This, therefore, affects university students' intentions and behaviour (Mutinta, 2012).

The presence or absence of PBC facilitates or inhibits behaviour. This means that individuals with robust personal control beliefs about factors that expedite behaviour end up with high perceived control (Reis & Sprecher, 2012). The high perceived control becomes responsible for increased intention to perform a particular social behaviour, which is intentions to engage in risky sexual behaviour in this regard (McClelland, 2017). TPB has been majorly used as a framework for discovering, understanding, predicting, and redefining individual intended social behaviour (Ajzen, 1991).

University students intrinsically or extrinsically attach reasons to engaging in certain risky sexual behaviour (Reis & Sprecher, 2012). A study on what influences sexual behaviour among female students in Onitsha – Nigeria indicated that students intend to engage in risky sexual behaviours due to high poverty levels (Udigwe, Adogu, Nwabueze, Adinma, Ubajaka, &

Onwasigwe, 2014). This was related to inadequate will to have control over a certain intention to engage in behaviour (Hasbullah et al., 2014). The Theory of Planned Behaviour was used to predict and understand behaviour. It posits that behaviours are immediately determined by behavioural intentions. It also depends on the consequences anticipated based on individual and other people's beliefs. The model, therefore, is to be applied on assumption that university students use social media rampantly and this ends up aiding them to have risky sexual behaviour intentions.

On the contrary, a study on using Ajzen's Theory of Planned Behaviour to study online course adoption in public relations education revealed that, TPB does not influence personality, emotions and demographic variables (Knabe, 2012). Measuring a person's viewpoint, intentions and perceived behavioural control are not practical. Ajzen's theory does not cater for irrationality among human beings, thus, it does not account for unconscious intentions among university students. The model assumes that individuals can perform desired behaviour regardless of the intention (Udigwe et al., 2014). It does not take into account the environmental and economic issues that may influence university students into intention to perform behaviour. So, researchers must account for variables that may predict behaviour, such as economic issues and personality, too, which are always not accounted for (LaMorte, 2016).

Empirical review

Relationship between Variables under Study

Self-regulation and Intentions to Engage in Risky Sexual Behaviours

Intentions to engage in risky sexual behaviour are the nearest predictor of actual risky sexual behaviour (Ajzen, 2011). Research on the usefulness of intentions for predicting behaviour confirms a strong relationship between intentions and actual behaviour (Ajzen, 2011;

Ajzen & Driver, 2010). A longitudinal study conducted in Norway involving ninth grade pupils revealed that intentions were a significant predictor of dental floss use. In this study, Data were gathered using questionnaires. Actual use of dental floss was measured after a set period of five weeks. It was found out in this study that the higher the intentions to use the dental floss, the higher the likelihood of using it (Rise, Astrom & Sutton, 2008).

In another study, intentions were found to predict safety helmet use among school boy cyclists. This study, which was conducted in United Kingdom, involved students aged between 11-18 years who regularly cycled to the nearby schools. Data were gathered using questionnaires. Results revealed that intentions to use a safety helmet were a significant predictor of safety helmet use. The higher the intentions to use the safety helmet, the greater the likelihood of actually using it (Quine, Rutter & Arnold, 2014).

Intentions have also been found to predict breast self-examination (B.S.E) (Modupe, 2014). In a longitudinal study conducted in Britain involving female university students and non-academic female staff, it was revealed that the intentions to perform breast examination were a substantial predictor of the actual B.S.E (Hodgkins & Orbell, 2008). The participants who exhibited higher intentions to perform breast self-examination were more likely to carry it out (Hodgkins & Orbell, 2008). In the study, of the utility of intentions in predicting the actual subsequent behaviour, less has been done, specifically with regard to risky sexual behaviours (Modupe, 2014). From studies conducted on other types of behaviours, and considering the amount of theories on intentionality, it is logical to conclude that intentions to engage in risky sexual behaviours are the nearest predictor of the actual risky sexual behaviour among university students in Ugandan universities.

Various studies have indicated that there is still a public health distress regarding risky sexual behaviour in university students, especially, when they start their own life without a strict direct parental involvement (Shiferaw, Alemu, Assefa, Tesfaye, Gibermadin & Amare, 2014; Turchik, 2009; Alamrew et al, 2015; Oluwatoyin & Modupe, 2014). University students are faced with a period of evolution from adolescence to adulthood, which is earmarked by various life changes in students' bodies exposing them to risky activities, such as drug and substance abuse, multiple sexual partners, pornography consumption, early sexual debut, compared to other stages of life (Alamrew et al, 2015). Students transitioning into adulthood stage tend to have much more freedom allowing them to pursue new heightened and risky experiences than in any other given stage of one's development, which is a great characteristic of a university environment where there are no strict regulations and supervision (Shiferaw et al., 2014).

According to Pilli and Olga (2015), during the young adulthood stage, higher chances of witnessing increment in the rates of risky sexual behaviours are visible since the sexuality life of students, especially university students, is dented with a heightened growth of multiple sexual partners, attending of sex parties, sex for money activities, low condom use rates, one-night stand relationships, and substance misuse during sexual intercourse. Some studies have pointed out the role of personality traits to be associated with the intentions to engage in risky health acts, although the findings are always inconsistent.

Self-regulation is a vital factor for students during learning activities (Tura et al., 2012). Student self-regulation and risky sexual behaviour intentions are tightly interwoven constructs that influence student learning and cognition today (Azwiangwisi, 2016). However, it is noted that the education sector has no designed programmes that would aid in promotion of students' self-regulation aspects despite being an important construct today. It is also reported that the

environment has a great influence on students' personality (Matrić & Maja, 2018). Furthermore, with high self-regulation, students perform their tasks since they are innovative, assertive, and hardworking, focused, committed, creative, which attributes them to achieve their desired education outcomes (Fuller, Liu, Bajaba, Marler & Pratt, 2018).

In Uganda, a study revealed that university students who had more than two sexual partners were at 39% of the sample population (Nghaamwa, 2013). In Mbarara University of Science and Technology, high prevalence was common among students who did not visit religious sites regularly. It was further discovered that 37% of the university students of Addis Ababa University had multiple sexual partners. On the other hand, Tanzania registered 42% males and 12% females as having multiple sexual partners (Alamrew et al., 2013). Apart from the high rate of multiple partners among university students, unprotected sex is common. Unprotected sex, which is engaging in sexual intercourse without using a condom, is yet another risky sexual behaviour among university students (Pharr, Enejoh, Mavegam, Olutola, Karick & Ezeanolue, 2015).

University students shun condom use because they believe using condoms is a sign of infidelity and lack of trust in a relationship. The female university students view themselves as being under male control; they fail to negotiate, leaving decision making about condom use to the males (Nghaamwa, 2013). Similarly, Azwihangwisi (2016) reported that 45.1% of university students engaged in unprotected sexual intercourse. Azwihangwisi further revealed non-use of condoms among university students by 34.43% with their last sexual partners. This was attributed to fear of telling partners to use condoms at 16% male and 12.50% females. Other reasons included lack of control at the time of having sex and some respondents did not think at

all about the idea of condom use (Azwihangwisi, 2016). These and other risky sexual behaviours are engaged in due to various sexual intentions.

Duckworth (2011) carried out a study on self-regulation and social media usage in which the results were found to be in line with how self-regulation as an internal mechanism is associated to risky behaviours. Other studies have singled out self-regulation as being a close indicator as to whether university students would or would not engage in risky sexual behaviours (Corbin & Fromme, 2002). Similar findings have indicated that university students with low self-regulation are vulnerable to various forms of risky health behaviours, risky sexual behaviours inclusive (Sinha, 2009).

Tajfel and Turner (2009) carried out a study on individual sexual behaviours and self-regulation and indicated a clear role of self-regulation in risky sexual behavioural activities. It was reported that self-regulation had no association with proper condom use with a new companion in the following three East African countries; Uganda, Kenya and Tanzania. On the contrary, university students from Uganda, Kenya and Tanzania who had reported elevated planes of self-regulation were less likely to have had multiple sexual partners (Duckworth, 2011). Similarly, it was indicated that university students from Hungary and Slovakia who had elevated levels of self-regulation, too, were less likely to involve in risky sexual taking activities compared to their peers who reported lower levels of self-regulation (Sedghi, 2014).

According to Raffaelli and Crockett (2007), self-regulation may have an impact on the choices made by the university students or students in relation to the number of sexual partners when they have just become sexually active rather than the sexual debut itself per se. Such differences are explained by the variations in age, study designs and repetitive inclusion of control variables.

Nonetheless, findings from the study by Tajfel and Turner (2009) indicated that low self-regulation is associated with sexual intercourse under the influence of substances. Crockett, et al. (2007) also observed that self-regulation affects students' risky sexual behaviours, especially, during the middle childhood as students try to explore more about their sexual prowess. Hence, this study and others concerning students have indicated that high levels of self-regulation in an individual is a vital construct which may be related to students' early sexual behaviours.

Social Media Usage and Self-regulation

Social media usage involves use of digital platforms to share, communicate and connect with others using the internet (Wilson et al., 2002). It is now clear that social media platforms, which include Facebook, WhatsApp, Viber, Instagram, Snapchat, TikTok among others, are being used world over by, especially, university students (Sánchez, Salinas, Contreras & Meyer, 2011). This has been evident with the long hours university students spend on these platforms, as well as what they use them for like sharing their personal experiences and connecting with friends (Van den beemt, Marieke & Myrthe, 2019). Since social media entails various online applications and software, the function of these tools also varies (McClelland et al., 2017).

The past ten years have witnessed an influx in the number of social media platforms, like Twitter, Facebook, etc. ,which have added a new life to the communication space on the internet, compared to the past decades whereby communication was only limited to telephone calls, fax machines, emails, and letter sending, among others. These have made communication more interesting to the users, bringing up amazing experiences similar to those of physical engagements, like video conferencing, sharing images, and video calls which were not the case previously (Wilson et al., 2002).

The popularity of social media platforms has increased immensely and this has transformed the communication styles of the current generation, bringing various people together, those with different cultures, ideas, and upbringing, hence, promoting the aspect of socialisation using the cyberspace (Sánchez, Salinas, Contreras & Meyer, 2011). It is now clear that social media platforms are gradually replacing the traditional online communication platforms like emails, fax, and telegraphs (Prensky, 2001). The increased social media usage, especially by the youth, is partly attributed to the easy access of these platforms and the declining internet rates in some developed and developing countries (Prensky, 2001). Thus, the young generation feels more comfortable using these social media platforms than interacting physically (Sánchez, Salinas, Contreras & Meyer, 2011). However, it has also been discovered that they have profound effects on their life styles, especially, their day to day life styles, in particular (McLoughlin & Lee, 2010).

Various communities with shared interests and goals have come together and these platforms have made it easy for them to interact, thus, making the whole world a global village (Boyd & Ellison, 2007; Pempek, et al., 2009; Pempek, Yermolayeva & Calvert, 2009; Boyd & Ellison, 2007). Social media platforms aid individuals to make new friends, and to maintain the old friends or connections easier than before (Ellison, Lampe & Steinfield, 2007). Facebook, LinkedIn, WhatsApp, Twitter and Instagram have been found to be the most popularly used social media platforms by university students today (Salem, Fadi, Mourtada & Rachi, 2011). Facebook's membership has more than 2.7 billion active users as of the second quarter of 2019 (Van den beemt, Marieke & Myrthe, 2019).

Research has found out that it has become a routine for innovations in the apps industry and has predicted that we are likely to get almost over 30,000 social media platforms by 2030

(Keen, 2006). Billions of dollars of money are being made each other day due to the continued consumption of social media content every day, which has seen most of the local telecommunication companies resorting to investing in, and improving the services of selling internet bundles to match up the global trends of selling data (Van den beemt et al., 2019)

Research findings indicate some variations as to why people use various social media platforms, especially, between the sexes. Females are more inclined to use social media platforms for research activities, social connection while males have advanced usage of sex related sites, news, games and social connection, too (Kalina, 2012). Furthermore, it has been observed that young people between the ages of 17 to 30 years of age are the more rampant users of social media platforms compared to the adults above the age of 40 years of age, regardless of the socio- economic status, race and ethnicity (Mehra et al., 2014). University students are found to be more dependent on social media than the traditional media in East Africa (Udigwe et al., 2014).

However, with the increasing global usage of social media, little research has been done to examine how individuals regulate social media usage. Tsukayama & Duckworth, (2010) stated that students need to regulate the social media usage in order to utilise it productively. Self-regulation is helping people to deal with resistance and conflict, such as difficulties and temptations standing in the way of achieving desired impending consequences and academic goals in particular, for the students (Tsukayama, Toomey, Faith, & Duckworth, 2010).

Self-regulatory abilities continue to progress through young adulthood (Steinberg, et al., 2009). Studies have, further, indicated that high intensities of self-regulation are broadly underpinned to be a defensive tool against intentions to engage in risky sexual activities among university students and emerging adults (Schmitt, McClelland, Tominey, & Acock, 2015).

Research on resilience has recognised numerous mechanisms through which defensive factors, such as self-regulation, can influence consequences (Schmitt et al, 2015; Tsukayama, 2010). Regularly, defensive factors may impact the main effects of risky behaviours or they may moderate the effects of risk factors (Bianchi & Philips, 2005). That is, one cluster of protective factors is negatively associated with risky behaviours, regardless of risk factors. Regarding risky substance use and sexual behaviour, self-regulation meets the standards for at least the initial type of defensive factors (Raver, Jones, Li-Grinning, Zhai & Pressler, 2011).

Studies have observed that it is now visible that the current young generation has adapted easily and quickly to social media platforms (Schmitt, McClelland, Tominey, & Acock, 2015; Massarani, Luisa, Igor & Ttiane, 2020). This can be explained by the easy access to these platforms, low internet rates, easy usability and the nature of the designed applications provided by the social spectrum (Al-Menayes, 2015).

In the social media world, Facebook and WhatsApp have gained a distinctive global popularity, and institutions of higher education developed new ways of using the same platforms to spice up the learning styles to match up the digital age (Massarani et al., 2020). According to a recent report by The Guardian (June, 2019), approximately 723 million people can access Facebook and other social media platforms daily using their phones, tablets or personal computers (Sedghi, 2014). This implies that social media is part of the young adult's life today since most of them have phones, tablets and laptops as initial tools that help them during the learning process.

Additionally, studies observe that 85-99% of university students use Facebook world over today (Matney & Borland, 2009). It has also been observed that today people have accepted social media platforms to interrupt their day to day lives and activities compared to the yester

years (Kalina, 2012). Studies have also revealed that the biggest portion of the global population is already addicted to their phones, tablets, online games, watching online movies, streaming live functions, and doing online concerts using technology assisted devices (Schmitt, McClelland, Tominey, & Acock, 2015; Massarani, Luisa, Igor & Ttiane, 2020). A substantial number of users are already addicted to the Internet, mobile phones, online games, and online apps, like Facebook (Li, Dang, Zhang, Zhang & Guo, 2014). This has been partly attributed to an important factor leading to problematic Internet behaviours as being the lack of self-regulation during social media usage (Li et al., 2014).

McClelland, Megan and Geldof (2017) define self-regulation as a person's capacity to control him or herself and achieve their desired behaviour outcome. In this regard, if an individual has high self-regulation, he or she has a capacity to control his or her emotions, attitudes, behaviours and cognition without any environmental interruptions. Muraven and Baumeister (2000) observed that such ability is crucial with regard to achieving desired objectives. Duckworth (2011) described self-regulation as an important factor that helps an individual to fundamentally sail through life's developmental tasks. In addition, it is getting rid of unwanted thoughts which would act as a barrier in order to achieve desired set goals. In another definition, however, the literature does not reliably differentiate between self-regulation and self-control despite self-regulation also being defined as ability of one to have the element of self-control and capacity to adapt when solving problems (Wills, Sandy & Yaeger, 2001).

Nowadays, social media platforms (Facebook, WhatsApp, Twitter, Instagram, etc.) are a part of modern digital life, but they are also the cause of decline in focusing on tasks by students, especially academic decline (Gottfredson & Hirschi, 2010). Self-regulation is a trait that can be defined as a personality factor with social media usage. Gottfredson and Hirschi (2010) stressed

that there is a stiff association between social media usage and self-regulation as people who have a high degree of self-regulation would spend less time on social media platforms whereas those with low self-regulation were expected to spend more time on social network sites. Furthermore, recent studies indicate that persons with low intensities of self-regulation tend to involve in problematic behaviours (Sinha, 2009). In addition, it has been observed that students have concerns of controlling themselves during internet and social media usage and, as a result, problematic behaviours, occur (Davis, 2011). Consequently, problematic social media usage can be seen in students who have lost their self-regulation (Li et al., 2014).

Correspondingly, individuals with a high intensity of self-regulation are less likely to have problematic behaviours, such as engaging in risky sexual behaviours and are more likely to have better performance at school and in their personal deliberations as life goes on (Özdemir, Kuzucu & Hirschi, 2014). Persons with high intensities of self-regulation can attain their goals by adjusting what they indulge in, in their day to day life (Duckworth, 2011). Therefore, the researcher intends to investigate the existing relationship between social media usage and self-regulation and whether the protective factor of self-regulation equally has an influence on social media usage among students of Ugandan universities.

Social media Usage and Intentions to Engage in Risky Sexual Behaviours

The population of young people below 25 years is approximately 50% globally (United Nations Population Fund [UNPF], 2012). University students, the subject of this study, are part of this population. These are individuals between 18-25 years; and many are in institutions of higher learning (Tura et al., 2012). University students are the future generation as they transform into adulthood. However, they are vulnerable to HIV and other health related consequences. University students may not have access to adequate sexual health information

(Alamrew et al., 2013). Inadequate information is attributed to inequalities, social norms and taboos about sexuality (Blanchard, 2011). Due to the gap, university students end up engaging in risky sexual behaviours that affect their sexual health and public health, much of which it has been partly attributed to social media usage.

Having many sexual partners is a common behaviour among university students which puts them at a risk of unexpected and unwanted pregnancies which they try to terminate at a very tender stage, as well as STIs, including HIV and AIDS (Alamrew et al., 2013). A study report on HIV -Sero behavioural study in six universities in Uganda revealed high levels of risky sexual behaviours among university students (MOH, 2017). Out of 75% who are sexually active, only 59% stated having had sex with a condom. University students in Uganda within the age range of 15 – 24 years (UBOS, 2014) are experiencing adverse health problems as a result of their involvement in risky sexual behaviours. Many university students in Uganda engage in risky sexual behaviours which include pornography consumption, early sex debut, prostitution, attending sex parties, and having multiple sex partners, among others (Blanchard, 2011).

Engaging in risky sexual behaviour has been related with increased rates of abortion in Uganda. In Uganda, over 800,000 of Uganda's annual 2.3million pregnancies are unintentional and unplanned. Over 400,000 end up in abortion. Uganda's abortion rates supersede that of the 18% WHO's estimates for East Africa sub region and 13% of the world (Alamrew et al., 2013). Annually, the country loses sh.25 billion in regard to post abortion care and treatment resulting from unsafe abortions (MOH, 2017). The increasing prevalence rate of risky sexual behaviours today is highly linked to increasing social media usage among university students (Barugahare, 2020).

There are several risky sexual behaviours among university students in the world today. Deresa, et al (2014) indicates that 65.8% of students who are sexually active engage in at least one activity in relation to risky sexual behaviours. Some of the risky sexual behaviours are early sex debuts, having multiple sexual partners, attending sex parties, one night stand offs, watching pornography, visiting dating sites, and unprotected sex (Alamrew et al., 2013). Sexual debut is the age at which a person gets their first sexual intercourse (Nghaamwa, 2013).

A study on risky sexual behaviour among college students in Ibadan, Nigeria reports that 30.0% of the respondents have had sex at a tender age (Oluwatoyin & Modupe, 2014). In Ethiopia, Olasode (2011) shows that about 40.6% of youths in school engaged in sexual intercourse before 15 years of age. According to Alamrew, et al., (2013), university students in Ethiopia revealed 35.5% had early sex and the mean age of sexual initiation was at 18.2 years. Early sex is responsible for placing young people at increased risk of acquiring STIs, including HIV. Related situations worsen when university students engage in relationships with multiple sexual partners.

Multiple sexual partners occur when an individual engages in having sex with more than one sexual partner (Shiferaw et al., 2014). This can be either at the same time, or one after the other over a short period of time. Multiple partners are on a rise among university students (Alamrew et al., 2013). Male and female students were reported to be having more than three sexual partners by 16% and 12%, respectively. In addition, another study on the prevalence of risky sexual behaviours intentions among university students in Jigjiga University - Ethiopia revealed that individuals had sexual intercourse with non-current sexual partners. Of this, 30.14% had at least one person, 13.7% had two different partners, 4.1% had three different

partners while 2.1% reported having multiple sexual partners in the past twelve months (Azwiangwisi, 2016).

Social media usage has taken centre stage in our day to day lives for the past decade and it may be very hard to live another generation without it (Blanchard, 2011). The influx of smartphones made access to social media surge very easily. It is true at this particular point because it has become a prerequisite for every university student to have a smartphone which has been termed as a technologically assisted device by various education institutions (Gobble, 2012). Smartphones, in one way or the other, have even replaced the traditional computers (Lugano, 2008).

Evidently, various studies have reported a clear link between social media platforms and the university students' sexual behaviours since, on many occasions, the students have reported social media platforms as the number one source of sexual related information (Hoff et al., 2013; Oluwatoyin & Modupe, 2014; Su & Chan, 2017). This strongly supports the notion that watching and sharing sex related information via social media platforms has an impact on the students' sexual behavioural activities. In other words, many students reported having learnt how to start sexual relationships with the information they acquired from the social media (Collins et al., 2004).

Brown, et al. (2006) studied the relationship between students' sexual behaviour and the type of social media used in which the content analysis was used to determine the amount of sexual content on a social media platform used by the students. The study reported that the students who had consumed sexual related materials from various social media platforms were highly inclined to having early sexual intercourse in a short time possible after the interview

compared to their counterparts who had not consumed similar information from the social media platforms.

With specific regard to social media usage, studies have already found out that there is a strong inclination between social media platforms and intentions to engage in risky sexual behaviours, such as having multiple sexual partners and getting new sexual partners, among others (Moreno et al., 2012). Social media platforms are filled with sexual related lessons (Young & Rice, 2010), and unfortunately the young generation all over the world is consuming sexuality lessons without internal or external control (Oluwatoyin & Modupe, 2014).

Other studies in Africa concerning the impact of social media usage and students' sexual behaviour have been carried out. For instance, Ajayi (2010), Idakwo (2010) and Ilevbare (2011) focused on the uniform or general use of technology assistive devices among adolescents. However, early in the development of social networking, Adebayo, et al. (2006) examined the relationship between gender, internet use and sexual behaviour orientation among young university students. Their study confirmed the influence of social media usage on students' sexual behaviour. The findings revealed that when a student consumes sex related information off social media, his or her sex desires are shaped by the information got from these social media platforms. The above studies confirm that social media usage among university students is an issue scholars should interest themselves in.

Similarly, in Ghana, the studies of Adebayo, et al. (2006), Ajayi (2010), and Kujuni (2012) are in agreement that social media platforms or sites predispose youth to risky sexual behaviour. Therefore, there is an ultimate need for understanding the degree to which the use of social media platforms influences the intentions to engage in risky sexual behaviour as an important first step in designing programmes to reach the overwhelming numbers of students

who are already victims of the vice called involvement in risky sexual behaviours. Much of the recent studies on influences of students' sexual behaviour have focused on parent and peer roles (Sieving, Einsberg, Pettingell & Skay, 2006).

There is also enough evidence which indicates that students are influenced by social media platforms' interaction within society. These social media platforms notwithstanding, are a fact that students will eventually develop their own ways of relating to people, including sexual partners, and making decisions about potential partners, as well as actually participating in romantic and sexual liaisons (Giordano, et al., 2009).

Effect of Social Media Usage and Self-regulation on Intentions to Engage in Risky Sexual Behaviours

The literature related to social media use, self-regulation and diverse effects like risky sexual behaviours is extensive. It is now evident that social media platforms, which include Facebook, WhatsApp, Viber, Instagram, Snapchat, and TikTok among others, are being used world over by, especially, university students (Gupta, 2017). This has been evident with the long hours these university students spend on these platforms, as well as what they use them for like sharing their personal experiences and connecting with friends (Barugahare, 2021).

The popularity of social media platforms has increased immensely, which has transformed the communication styles of the current generation, bringing various people together, including those with different cultures, ideas and upbringing, hence, and promoting the aspect of socialisation using the cyberspace (Sánchez, Salinas, Contreras & Meyer, 2011). The increased social media usage, especially by the youth, is partly attributed to the easy access of these platforms and the declining internet rates in some developed and developing countries (Prensky, 2001). Studies have observed that the young generation feels more comfortable using

these platforms (Sánchez et al., 2011). However, it has also been discovered that they have profound effects on their life styles, especially, their day to day life styles in particular (McLoughlin & Lee, 2010).

Sexual intentions are the reasons as to why university students engage in sexual behaviour (Browning, 2004). University students advance intimate relationships and share erotic and romantic feelings (Sangiorgio et al., 2014). Students acquire contacts of sexual partners from the various social media platforms they use; this contributes to risky sexual activities like early sexual initiation activities (Smith, 2014). Sexual relationships aim at satisfying certain desires. A study on the association between sexual intentions and sexual satisfaction indicate that sexual satisfaction depends on sexual intentions (Griffiths, 2013). Some of the examples include; intentions of love, conformity, power, recognition and conformity. Whereas Meston and Buss (2007) report as many as 237 reasons for engaging in sex, Impett and Tolman (2006) suggest only four sexual intentions exist. A study by Sangiorgio, et al. (2014) revealed six types of sexual motivational styles: intimacy, partner support, peer pressure, surviving and enrichment.

Furthermore, in a study by Junco (2012), in which he tried to investigate the relationship between the frequency of social media usage, and conducted with 3234 students, it was discovered that social media usage negatively predicts students' engagement in class despite predicting lengthy participation of students in other activities, which implies that however much the students class engagements decreased, higher chances are that other activities like risky sexual behaviours would increase.

The study of Griffiths (2013), which was attempting to study the relationship between social media usage and other related internet problems , according to the results of over 389 students, it was discovered that usage of social media platforms for longer hours resulted in

internet addiction. In another study, Van den beemt, Antoine and Myrthe (2019) observed that an individual would develop social media addiction if he or she had got euphoria with what he or she associates with as information on social media platforms. This would only be intervened by higher levels of self-regulation. Otherwise, the students' performances were prone to decline and fail to achieve desired goals. Also, Gupta (2017) established that social media usage positively and significantly predicts deficient self-regulation of social media use, which, in turn, significantly forecasts the negative consequences related with it. Various studies have indicated that this addiction is not similar, but is clearly exaggerated by self-regulation and the effects of dropping self-regulation (Griffiths, 2013).

With specific regard to social media usage, studies have already found out that there is a strong inclination between social media platforms and intentions to engage in risky sexual behaviours such as having multiple sexual partners and getting new sexual partners, among others (Moreno et al., 2012). Social media platforms are tense with sexual related lessons (Young and Rice, 2010) and, unfortunately, the young generation all over the world is consuming uncensored sexuality lessons from them without control.

Similarly, in Ghana, the studies of Adebayo, et al. (2006), Ajayi (2010) and Kujuni (2012) are in agreement that social media platforms incline young person towards risky sexual behaviour. Therefore, there is an ultimate need for understanding the degree to which the use of social media platforms influences the intentions to engage in risky sexual behaviour as an important first step in designing programmes to reach the devastating numbers of students who are already victims of the vice called involvement in risky sexual behaviours. There is an association between social media usage and intentions to engage in sexual relationship.

However, what is not clear is the degree of the influence self-regulation has on both social media usage and intentions to engage in sexual behaviours.

Hypotheses

A hypothesis is an indeterminate estimate about the nature of association between two or more variables (Prasad, Rao & Rehani, 2001). In other words, it is a tentative clarification of the research problem, a likely result of the research or an educated presumption about the outcome of the research. The present study, as a result, tested the following hypotheses;

H1. There is a statistically significant relationship between social media usage and self-regulation among Kyambogo University Students.

H2. There is a statistically significant relationship between Social media usage and intentions to engage in risky sexual behaviours among undergraduate students of Kyambogo University.

H3. There is a significant relationship between self-regulation and intentions to engage in risky sexual behaviours among undergraduate students of Kyambogo University.

H4. Social media usage and self-regulation significantly predict intentions to engage in risky sexual behaviour among undergraduate students of Kyambogo University.

Chapter Three

Methodology

Introduction

This chapter describes the approaches that were employed in carrying out the study. It entails the research design, study population, sampling strategies and sample size. The rationale for the choice of design and sampling techniques is also presented. A description of data collection instruments and how they were used is presented. Data management and analysis plans are also considered. The chapter, finally, looks at limitations of the study.

Research design

This study assumed a correlational study design. According to Creswell (2014), a correlational study design is a method in which a researcher seeks to understand what kind of relationships naturally occurring variables have with one another. Sedgwick (2014) asserted that unlike other designs, a correlational study design is preferred because it permits the researcher to analyse the relationships among a hefty number of variables in a solitary study and was not costly in terms of time and resources as Data were collected concurrently from respondents at the same time. This study design also requires a short period of time, thus, falling in the interest of the researcher who was time limited.

Study area

The study was carried out at Kyambogo University main campus. Kyambogo University is the second biggest Government University in Uganda. It was started in 2003, after a merger of three different institutions namely: Institute of Teacher Education, Kyambogo (ITEK), Uganda Polytechnic, Kyambogo (UPK) and Uganda National Institute of Special Needs Education (UNISE), with an undertaking to advance and uphold knowledge and skills in Science,

Technology, Education and other fields (Ngobi, Otaala, Maani & Bakaira, 2010). Kyambogo University is located on Kyambogo Hill, Kampala on a latitude of 0020'59.99"N, and Longitude of 32037'28.79"E. Kyambogo University was chosen because, according to Kyambogo University Fact book (2018), it indicated that there is a big student population of over 35,000 students who use various social media platforms yet it is not clear on how it predicts their intentions towards engaging in risky sexual behaviour at large.

Target Population

A study population is the totality of elements that make up a target group among whom the study is being undertaken (Creswell, 2014). The Uganda Bureau of Statistics (UBOS) 2017 report highlights the number of students in Ugandan universities between 2012 and 2017. There were 104432 males and 81980 females. Of the above population, Kyambogo University had **11,943** final year students on campus based on enrolled figures for semester 1, 2019/2020 (KYU Academic Registrar Report, 2020).

The study targeted final year students of Kyambogo University in Kampala city due to their availability after the 1st COVID-19 lockdown was partially eased. Finalists were categorised as follows: all first year certificate programmes, all second year certificate programmes, all second year diploma programmes, second year Bachelor of Education, second year Bachelor of Teacher Education, all Bachelor's degree programmes -3rd, 4th and 5th year students. These were between the age bracket of 21 to 27 and above. The majority of the participants in the study were female and these made up 53% of the total participants while the male respondents made 47% of the total respondents. The male respondents were 174 in total while the female respondents were 196.

This was because this university has more than 15 years of existence; the choice of the university was based on its being in an urban setting that is characterised by access to substantial volumes of information, many recreational centres and all life styles associated with the city that lure many into possible intentions to engage in risky sexual behaviours. Besides, students from different backgrounds, exposed and non-exposed to risky sexual activities, converge in the city (Aluzimbi et al., 2013).

Sample Strategy

This study used the disproportionate stratified random sampling technique with stratification factors based on faculties and gender. According to Kyambogo University Fact book 2018/2019, the university has six faculties and two schools namely: Faculty of Education, Faculty of Science, Faculty of Arts and Social Sciences, Faculty of Engineering, and Faculty of Vocational Studies; Graduate School, School of Entrepreneurship and Management respectively . Different numbers of students were drawn from each faculty because some faculties had more students than others. The study was limited by neither gender nor age factors, implying that both male and female students of different age groups participated in the study.

Sample size and selection

Since it is impractical to study the entire population, the study targeted 370 students based on Krejcie and Morgan (1970) Population Sample Table (see appendix D). Given the different subgroups (Faculties), questionnaires were distributed in each faculty. The students at Kyambogo University included residents and non-residents, private and government students, across four different academic years of study: Year One, Two, Three and Four. Kenpro (2010) has argued that there is no need for calculating a sample size for a finite population since Krejcie and Morgan (1970) already did the calculation using the sample size determination formula.

The selection of students cut across all courses of studies for a wider range of experiences. Disproportionate stratified random sampling technique was considered to choose participants for quantitative data collection (Mugenda & Mugenda, 2003). University students were sampled from various faculties, schools, and departments of the same institution. The researcher, however, bore in mind residence status and gender for proportionality.

Validity test

Validity is defined as the point to which a concept is suitably measured in a quantitative study (Korb, 2012). Content validity index (CVI) was proven at the period of mounting an initial draft of the research tool by resounding critical deliberations with the supervisors. The contents of each item were critically examined by these supervisors to review the suitability and relevancy of these items for these research questionnaires. This was in line with Mugenda and Mugenda (2003) who assert that pre testing ensures precision and correctness of results so that data collected gives expressive and dependable results.

Factors with Eigen values greater than one were considered, the factors were rotated so as to get factors that were different from each other as possible which enabled putting each variable on one of the factors. The researcher ran an exploratory factor analysis in order to establish the extent to which the items measured the distinct variables. Exploratory factor analysis was used because it is one of the recognised methods of construct validation (Fouka & Mantzorou, 2018).

Reliability test

Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same circumstances with the same subjects (Devellis, 2003); is the repeatability of your dimension. A measure is deliberated reliable if a person's score on the identical test given twice is related. It is significant to recall that reliability

is not measured; it is projected. Standardized tools were adopted, edited and after the pilot study was done on 54 respondents to achieve a Cronbach alpha of .70. After the data collection from the pilot study, the researcher carried analyzed the alpha coefficient of the scales to find out the alpha value of the instruments to ensure that the entire range don't exceed the minimally acceptable value of .70 suggested by (Ray, 2015; Robert, 2011). Items on the questionnaire that reduced reliability were omitted.

The Cronbach alpha was used because it is the most supported measure of internal consistency and will have to score values equal or above .70 to meet the acceptance standards as a reliable tool (Devellis, 2003), cited in (Kagaari ,Munene, Ntayi & Mpeera., 2010).

Table 1: Reliability statistics for the scales of the study variables

Scale	Cronbach's Alpha	No of Items
Social media usage	.83	19
Self-regulation	.76	9
Intentions to engage in risky		
Sexual behaviours	.86	12

Table 1 shows that the scale for social media usage has 19 items and an alpha of .83; the scale for self-regulation has 9 items and an alpha of .76 while the intentions to engage in risky sexual behaviours scale has 12 items and an alpha of .86. All the scales were good measures of the variables at hand based on the recommendation by Nunnally (1978) who argued that any scale with an alpha of .70 and above is a good measure of a variable at hand in social research. Even though some items had Cronbach's alphas that were slightly higher than the general alphas

for the scales if item is deleted, no item was deleted since all the scales were already above the average of .70.

Instruments and measures

Introduction

The study employed a structured self-administered questionnaire on university students; (see Appendices, III and IV respectively). Self-administered questionnaires were the main data collection instrument due to the nature of the data that was required, the time available and objectives of the study. The questionnaire had closed ended questions. The self-administered questionnaire was used because it would allow the researcher to collect larger amounts of data within a relatively short period of time and it was less expensive than many other data collection techniques. The questionnaire consisted four sections; A, B, C and D. Section A covered demographic information of the respondents. Section B measured levels of social media usage; C measured self-regulation and D measured intentions to engage in Risky Sexual Behaviours among university students in Kyambogo University.

Measurements

Section A: Demographic Information

This section had 12 items aimed at seeking information that gives details of the respondents' characteristics. The information received was intended to inform the researcher about the role of demographic information in the relations between social media usage, self-regulation and intentions to engage in risky sexual behaviours.

Section B: Social Media Usage

This section measured social media usage. Social media Usage was measured based on four sub- constructs: academic usage, socialisation usage, informativeness usage, and entertainment usage. Social media usage was measured using the adopted and modified instrument consisting of 19 items from Social media usage Scale (Gupta, S. J. 2018). The items here mainly measured the respondents' relationship with and use of social media on the following anchors: Academic, socialisation, informativeness and Entertainment. The internal consistency of the social media scale was satisfactory with **Cronbach alpha** as .83. These were aligned so that they could all be answered using a 5-point Likert scale, with each statement rated on five anchors, (Always=5, Often=4, Sometimes=3, Rarely=2 and Never=1).

Section C: Self-regulation

This section measured self-regulation which denotes proactively applying self-control processes, cognitive behaviours, and sentiments to achieve objectives, study skills, and accomplish emotional responses (Abar &Loken, 2010; Southam-Gerow& Kendall, 2002; Zimmerman, 2008). Self-regulation was measured using the adopted Ralf Schwarzer, Manfred Diehl, &Gerdamarie S. Schmitz, 1999 self-regulation scale with internal consistency of **Cronbach's alpha as** = .76. These were associated so that they could all be answered using a 4-point Likert scale, with each statement rated on four anchors, ((1) not at all true, (2) barely true, (3) moderately true, (4) exactly true).

Section D: Intentions to Engage in Risky Sexual Behaviours

This section measured intentions to engage in risky sexual behaviours. Intentions to engage in risky sexual behaviours were measured using a structured, pretested and self-administered questionnaire. Risky sexual behaviour intentions are the nearest predictor of the

actual risky sexual behaviours. The developed scale consisted of sub-scales that measured sexual orientations, non- condom use, pornography consumption, and multiple sexual partners. Participants were given 15 items randomly selected and asked to indicate how often they intended to engage in risky sexual behaviour. Frequency was assessed on a 5-point scale (1=definitely will not do, 2= Slightly likely not to do 3= Slightly likely to do, 4= Likely will do 5= Definitely will do). Descriptive statistics, correlations and alpha coefficients were measured before the tool was administered. The internal consistency of the intentions to engage in risky sexual behaviours scale was satisfactory with **Cronbach alpha** as .86.

Questionnaires were preferred because they are systematically and logically arranged, and all the respondents received identical sets of questions (Sedgwick, 2014). Questionnaires were used to collect data on a large basis from a great number of university students (Zohrabi, 2013).

Data Collection Procedure

After ascertaining the suitability of the instruments, an introduction letter and consent to conduct research was attained from the Kyambogo University Psychology Department. The introductory letter was presented to authorities of Kyambogo University who let the researcher carry out the study and meet the respondents. With the permission from the University authorities, the questionnaires were administered to the respondents around the University campus.

The researcher used two weeks for collecting data, meeting at least 33 respondents per day. The researcher asked for cooperation from the students to fill the questionnaires correctly. Instructions were explained by the researcher and doubts were clarified. They remained assured that their responses were to be utilised for research purposes only and would be confidential. The

researcher appointed, and trained four research assistants with experience in data collection to help the principal investigator for a period of two weeks. The researcher and research assistants delivered consent forms. The purpose of the study was explained to the participants. Thereafter, participants assented, instruments were explained, administered, filled, and the completed instruments were collected by the research team. Questionnaires were checked before they were received to ensure that they were fully filled.

Data Management

Data management is part of the research process which partakes the organisation of data, from its entry to the research recycle through to the distribution and archiving of valuable results (Whyte, 2011). Quantitatively, the researcher rescreened all questionnaires for any unanswered items. Incomplete questionnaires were not included for data entry and analysis. Questionnaires with complete information were grouped according to year of study, gender and any other information that was considered for better data management.

Data were then coded based on the questionnaire sections, constructs of the sections, and then item by item. The data from the screened and coded questionnaires was entered into the Statistical Package for Social Scientists (SPSS), Version 20.

Data Analysis

Data analysis is a process of reviewing, cleaning, altering, and displaying data with the goal of realising useful information, suggesting conclusions, and supporting decision-making (Creswell, 2014).

Data were cleaned, coded and entered into SPSS, Version 20 for analysis. Data were dual entered to equate and assure the quality of the data. Frequency was calculated for all variables

and bivariate analysis was made to see connotation of each independent variable with the result variable.

Pearson's correlation co-efficiency test was used to determine the relationship among variables in order to test the hypotheses **H1, H2 and H3**. Correlation was estimated to be significant at level 0.01. Hypothesis **H4** was measured using Regression analysis to measure the predictive power of the independent variables on the dependent variables for the study.

Frequencies and percentage tables were used to present the bio data.

Ethical considerations

Research ethics refer to undertaking that is decently and legally correct in research (Korb, 2012). They are essentially customs for conduct that differentiate between correct, erroneous, satisfactory and undesirable behaviour. Research ethical issues were taken into consideration based on the moral dimensions of Bryman (2016). This study adhered to four major ethical concerns namely: informed consent, beneficence, non-maleficence, and confidentiality (Fouka & Mantzorou, 2018).

Informed consent is the major ethical concern which relates to a person voluntarily and intelligently participating in a study. The researcher guaranteed that the objectives of the study were explained to Kyambogo University students and only those who accepted to participate in the study were taken. Beneficence was ensured through promising to share the study results with respondents as a way of helping them to benefit from the study.

Likewise, non-maleficence was also considered through ensuring that no harm was caused to any respondent be it physically or psychologically. Finally, all data collected was treated with maximum confidentiality as it would only be used for academic purposes and nothing more. The potential risk of loss of confidentiality was minimised by the use of codes and

pseudonyms and removal of personal identifiers at the point of data entry, analysis, and writing (Data were only in the reach of the researcher and supervisors).

Chapter Four

Presentation of the Study Findings

Introduction

This section presents the findings in relation to the objectives of the study which included: to assess the relationship between self-regulation and social media usage among undergraduate students in Kyambogo University, to assess the relationship between self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University, to examine the relationship between social media usage and intentions to engage in risky sexual behaviour among students of Kyambogo University and to examine the predictive effect of social media usage and self-regulation on intentions to engage in risky sexual behaviours among students in Kyambogo University.

Demographic data

Table 2: Gender of Respondents

Category (Gender)		Frequency	Valid Percent
Valid	Male	174	47.0
	Female	196	53.0
Total		370	100.0

Table 2 indicates that the majority of the participants in the study were female and these made up 53% of the total participants while the male respondents made 47% of the total number of respondents. The male respondents were 174 in total while the female respondents were 196.

Table 3: Faculties of the Respondents

Category (Faculties)		Frequency	Valid Percent
Valid	Education	32	8.6
	Arts And Social Sciences	50	13.5
	Science	42	11.4
	Engineering	65	17.6
	Vocational Studies	40	10.8
	Special Needs	72	19.5
	SOME	69	18.6
Total		370	100.0

From the study above the results revealed that majority of respondents were from the Faculty of Special Needs Education (19.5%), and the faculty with the fewest respondents was that of Education (8.6%).

Table 4: Results of the Frequencies and Percentage Distribution of the Respondents' Age Bracket

Category (Age Bracket)	Frequency	Percentage
Valid	21	6
	22	35
	23	133
	24	144
	25	37
	26	7
27 And Above	8	2.2
Total	370	100.0

Table 4 shows that 144 respondents who were the majority were aged 24 years and these comprised 38.9% of the total respondents. They were followed by respondents aged less than 23 years who were 133 in number and making 35.9%, 10.0% were aged 25 years, 9.5% were 22 years and 2.2% were aged 27 years and above, 1.6% were aged 21, thus, Kyambogo University's finalists population was between the ages of 22-24years.

Table 5: Findings on the Religious Denomination of the Respondents

Religious		
Denominations	Frequency	Percentage
Catholics	82	22.2
Protestants	90	24.3
Muslims	89	24.1
Adventists	59	15.9
Others	49	13.5
Total	370	100.0

The study results also further reveal that majority of the respondents were Protestants with 24.3% while 13.5% of the respondents had other religions. The study results also further show that the Catholics were 22.3% and the Muslims were 24.1%; this finding also indicates majority of the respondents belong to a specific religious denomination.

Pearson’s Correlation results for the Relationship between social media usage and self-regulation among students in Kyambogo University.

Objective 1 sought to examine the relationship between self-regulation and social media usage among students in Kyambogo University. **Hypothesis 1.** Stated that there is a statistically significant relationship between social media usage and self-regulation among Kyambogo University Students.

The table below is the presentation of Pearson's correlation matrix for social media usage and self-regulation.

Table 6: Pearson Correlation Matrix of Self-regulation and Social Media Usage

		Social media	Self-Regulation
Social media	Pearson Correlation	1	.203**
	Sig. (2-tailed)		.000
	N	370	370
Self-Regulation	Pearson Correlation	.203**	1
	Sig. (2-tailed)	.000	
	N	370	370

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

The results (Table 6) above indicate that there is a positive relationship between social media usage and self-regulation ($r=.203$, $p=0.01$). This implies that students' increase in social media usage is related to a student's increase in self-regulation. Therefore, the hypothesis which stated that there is a statistically significant relationship between social media usage and self-regulation is retained.

Relationship between self-regulation and intentions to engage in risky sexual behaviours among undergraduate students in Kyambogo University

Objective 2 sought to examine the relationship between self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University. Hypothesis 2 stated that there is a statistically significant relationship between social media usage and intentions to engage in risky sexual behaviours among undergraduate students of Kyambogo University.

Table 7 Correlation Analysis between Self-regulation and Intentions to Engage in Risky Sexual behaviours among Students in Kyambogo University

		Self-Regulation	Risky sexual behaviour
Self-Regulation	Pearson Correlation	1	-.173**
	Sig. (2-tailed)		.001
	N	370	370
Risky sexual behaviours	Pearson Correlation	-.173**	1
	Sig. (2-tailed)	.001	
	N	370	370

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

The results (Table 7) above indicate that there is a weak negative relationship between self-regulation and intentions to engage in risky sexual behaviours ($r=-.173$, $p=0.01$). This implies that an increase in self-regulation leads to a decrease in intentions to engage in risky sexual behaviours. It further implies that a student who has higher intentions to engage in risky sexual behaviours is likely to have low levels of self-regulation. Therefore, the hypothesis which stated that there is a statistically significant relationship between self-regulation and intentions to engage in risky sexual behaviours is retained.

Relationship between social media usage and intentions to engage in risky sexual behaviour among undergraduate students of Kyambogo University.

Objective 3 sought to examine the relationship between social media usage and intentions to engage in risky sexual behaviours among students in Kyambogo University. Hypothesis 3 that

stated there was a statistically significant relationship between Social media usage and intentions to engage in risky sexual behaviours among students of Kyambogo University was tested using the Pearson's product moment correlation co-efficient (r) and the results are as given in table 8 below;

Table 8: Correlation Analysis of Social Media Usage and Intentions to Engage in Risky Sexual Behaviour

		Social Media	Intentions to Engage In Risky Sexual Behaviour
Social media	Pearson		
	Correlation	1	.081
	Sig. (2-tailed)		.122
	N	370	370
Intentions to Engage In Risky Sexual Behaviour	Pearson		
	Correlation	.081	1
	Sig. (2-tailed)	.122	
	N	370	370

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

The results (Table 8) above indicate that there is no significant relationship between social media usage and intentions to engage in risky sexual behaviour ($r=-.081$, $p<0.01$). Therefore, the correlation is not statistically significant. Hence, the hypothesis is rejected.

The predictive effect of social media usage and self-regulation on intentions to engage in risky sexual behaviours among undergraduate students in Kyambogo University.

Objective 4 sought to examine the predictive effect of social media usage and self-regulation on intentions to engage in risky sexual behaviour. **Hypothesis 4** stated that social media usage and self-regulation significantly predict intentions to engage in risky sexual behaviour among students of Kyambogo University and this was tested using a three stepwise multiple regression analysis, and the findings are presented below.

Table 9: Shows the Predictive Effect of Social Media Usage and Self-regulation on Intentions to Engage in Risky Sexual Behaviours among Undergraduate Students in Kyambogo University.

Model	Unstandardised		Standardised	t	Adjusted	F	Sig.
	Coefficients						
	B	Std. Error	Beta				
(Constant)	20.687	3.144		6.579	.026	6.008	.000
Social media	.044	.048	.048	.917			.359
Self-regulation	.221	.072	.162	3.091			.002

a. Dependent Variable: Intentions to Engage in Risky Sexual Behaviour

b. Predictors: (constant) Social Media Usage, Self-regulation

From Table 9 above, the adjusted R Square is .026 which indicates that social media usage and self-regulation collectively predicted 2.6 % of the variance in Intentions to Engage in Risky Sexual Behaviour. However, the better predictor of Intentions to Engage in Risky Sexual

Behaviour is self-regulation (Beta = 0.162, $t=3.091$, $p= 0.002$). From the analysis of coefficient of two variables it is also evident that self-regulation has a better predictive power of intentions to engage in risky sexual behaviour. This implies that the chances that a student of Kyambogo University will engage into risky sexual behaviour is dependent mostly on the degree of self-regulation a student holds.

Chapter Five

Discussion, Conclusions and Recommendations

Introduction

This chapter presents the summary of findings, discussion of findings and how they relate to extant literature, conclusions and recommendations of the study in view of the findings of this study. The study involved examining the relationship between social media usage, self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University.

The study was steered by the following objectives; to assess the relationship between self-regulation and social media usage among students in Kyambogo University, to assess the relationship between self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University, to examine the relationship between social media usage and intentions to engage in risky sexual behaviour among students of Kyambogo University, as well as to examine the predictive effect of social media usage and self-regulation on intentions to engage in risky sexual behaviours among students in Kyambogo University.

Discussion of results

Relationship between social media usage and self-regulation among students in Kyambogo University.

Objective One sought to examine the relationship between social media usage and self-regulation among students in Kyambogo University. The hypothesis stated that there is a statistically significant relationship between social media usage and self-regulation among

Kyambogo University students. This study found out a moderately significant positive relationship between social media usage and self-regulation ($r = .203$, $p \leq 0.01$).

This implies that university students who have difficulty in controlling themselves during social media usage are likely to develop intentions of engaging in risky sexual behaviours and other problematic behaviours such as poor emotional management, low attention span, and other social problems (Davis, 2011).

The study findings are in agreement with Duckworth (2011) who argued that self-regulation, as an internal self-control, has a direct impact on an individual's final behaviour. This study's findings further revealed that one has to have higher intensities of self-regulation in order to control the degree of one's social media usage, thus, suggesting that the higher the person's sense of self-regulation, the lower the person is likely to engage in risk taking behaviours as a result because of misuse of social media.

The study findings are still in line with Sedghi (2014), who found out that some of the common factors that can help to mitigate social media misuse in a school environment included strict regulations, reduction of social media access and continuous sensitisation by the educational institution authorities on how good these sites can be utilised. The study concluded that persons with high intensities of self-regulation might have an advantage in reducing social media misuse or addiction. This misuse can end up becoming a hurdle in students' performance and academic achievements, and yet this is the students' cardinal goal.

Another study by Lin, et al. (2011), also established a positively significant relationship between self-regulation and social media usage among undergraduate students of China. This same finding had been reported by Muraven & Baumeister (2010) whose study revealed that

students need to have maximum levels of self-regulation with social media usage in order to use it productively. This was because it had been understood that self-regulation helps people to deal with their struggles and pressures, including risky sexual behaviours, standing in their way of attaining desired future outcomes, something which the present study has confirmed.

Finally, persons with a high intensity of self-regulation are less persuaded to have negative behaviours and more motivated to perform better at school and in their individual relationships (Özdemir, Kuzucu, & Hirschi, 2014). Persons with high intensities of self-regulation can attain their goals by controlling their attention, behaviour, and feelings. Nonetheless, the present study examined the role of self-regulation and how it is related to social media usage and to intentions in engaging in risky sexual behaviours as a whole construct without going in the depth of its dimensions.

From the above empirical studies, therefore, it is argued that a significant positive relationship partly exists between self-regulation and social media usage among university students. Therefore, the hypothesis which stated that a positively significant relationship exists between social media usage and self-regulation among university students is retained.

Relationship between Self-regulation and Intentions to Engage in Risky Sexual Behaviours among Undergraduate Students in Kyambogo University

Objective Two examined the relationship between self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University. The hypothesis stated that a statistically significant relationship will exist between self-regulation and intentions to engage in risky sexual behaviours among students in Kyambogo University.

The findings revealed that there is a negative significant relationship between self-regulation and intentions to engage in risky sexual behaviours ($r = -.173$, $p=0.01$). Empirically,

this implies that an increase in self-regulation leads to a decrease in intentions to engage in risky sexual behaviours. It further implies that a student who has higher intentions to engage in risky sexual behaviours is likely to have low levels of self-regulation. Therefore, the hypothesis which stated that there is a statistically significant relationship between self-regulation and intentions to engage in risky sexual behaviours is rejected.

Empirically, past studies have suggested a negative significant relationship between self-regulation and intentions to engage in risky sexual behaviour. Studies have examined self-regulation as an important construct in controlling the students' intentionality to engage in risky sexual behaviours (Tarkang, 2019; Mehra, 2013; McClelland et al, 2018). Self-regulation was discovered as an important construct for a student in learning activity (Steinberg et al., 2009) which is consistent with the current study. Good self-regulation is important for students today in determining whether to engage in any problematic behaviour or not (Luthar, Cicchetti, & Becker, 2000).

Furthermore, Tajfel and Turner (2009) carried out a study on individual sexual behaviours and self-regulation and provided a significant dimension on the role of self-regulation in sexual risk taking. It was noted that Self-regulation was not related with condom use during initial sex with a new partner in any of the three countries: Uganda, Kenya and Tanzania. On the contrary, students from Uganda, Kenya and Tanzania who reported higher levels of self-regulation were less likely to have had three and more sexual partners (Duckworth, 2011).

Conversely, in the study of the utility of intentions in predicting behaviour, not much has been done, specifically, with regard to risky sexual behaviour. From studies conducted on other types of behaviours (Tarkang, 2019; Mehra, 2013; McClelland et al, 2018) and considering the

amount of theories on intentionality, it is logical to conclude that intentions to engage in risky sexual behaviours are the nearest predictor of the actual risky sexual behaviour among university students in Uganda.

Nevertheless, the results from the study by Tajfel and Turner (2009) indicated that deprived self-regulation is related with having sex under the effect of drugs or alcohol, which is consistent with the findings of Fromme et al. (2008) who observed similar correlations. Crockett et al. (2007) also established that self-regulation during childhood influences adolescent sexual risk behaviour in both straight and unintended ways through early adolescence.

Tarkang (2019) carried out a study on self-regulation and social media usage in which the results on self-regulation in form of regulating feelings, courtesy and behaviour, are in connection with the preceding studies which have revealed that low self-regulation is related with risky sexual behaviours. Some studies have asserted that self-regulation is a significant longitudinal pointer of whether young people will involve themselves in risky sexual behaviours (McClelland et al, 2018). Furthermore, research has suggested that self-regulation shows impartially steady individual differences (Tarkang, 2019). Thus, university students who have low levels of self-regulation may one day lack control and become more susceptible to numerous practices of health compromising behaviour, including risky sexual behaviours.

Finally, students from Slovakia and Hungary with advanced intensities of self-regulation were less expected to involve in sex under the power of substances than their peers with lower intensities of self-regulation (Sedghi, 2014). It should be noted that this study and others regarding adolescents and students have revealed that permanency in self-regulation is a vibrant feature which may affect sexual behaviour from early adolescence to young adulthood. In terms

of community health intercession or prevention activities, improving self-regulation could be operative in sinking sexual risk behaviour if in place during young adulthood.

Thus, the hypothesis which stated that a statistically significant relationship will exist between self-regulation and intentions to engage in risky sexual behaviour among students in Kyambogo University is retained.

Relationship between Social Media Usage and Intentions to Engage in Risky Sexual Behaviour among Undergraduate Students of Kyambogo University.

Objective Three sought to examine the relationship between social media usage and intentions to engage in risky sexual behaviour among undergraduate students of Kyambogo University. To study this objective, it was hypothesized that a statistically significant relationship will exist between social media usage and intentions to engage in risky sexual behaviour among undergraduate students of Kyambogo University. The results for this objective indicate that there is an insignificant relationship between social media usage and intentions to engage in risky sexual behaviour represented by Pearson correlation coefficient of 0.081.

This indicates that there is an insignificant relationship between social media usage and intentions to engage in risky sexual behaviour among undergraduate students of Kyambogo University. These results suggest that social media has an insignificant relationship with the intentions to engage into risky behaviour. This implies that an individual's over usage of social media has a less prediction on the individual's likeliness to have intentions to engage in risky sexual behaviours. It also implies that an individual may be using social media for other constructive activities, such as communication, marketing and branding reasons other than engaging in risky sexual behaviours. However, on the contrary, with other findings which have indicated that there is a strong relationship between social media usage and intentions to engage

in risky sexual behaviours, it is not the case with the current study findings which conclude that there is an insignificant relationship between social media usage and intentions to engage in risky sexual behaviours.

Similar studies have been carried out elsewhere by other scholars and findings also revealed a positive significant relationship between social media usage and intentions to engage in risky sexual behaviour among students (Tura et al., 2012, Alamrew et al., 2013, Blanchard, 2011, Nghaamwa, 2013). The findings above further indicate that with definite regard to social media usage, realities are already emerging that virtual social networking confidently relates with the intentions to engage in risky sexual behaviours, such as development of an intimate sex relationship and tolerance to risky sexual acts, such as consumption of pornography, attending sex parties, multiple sex partnerships and unsafe sex (Moreno et al., 2012).

The lessons persons acquire from social media platforms relate with the extent of the duration they engage on social media, a reflection that is also related with how eye-catching the types and designs of the social media platforms are (Moreno et al., 2012). Social media platforms are apprehensive of sexual instructions (Young and Rice, 2010), and young people all over the globe are consuming sexuality lessons from these social media platforms which has a bearing on their focus on academic goals.

This is consistent with the studies in Ghana, whereby the studies of Adebayo et al. (2006), Ajayi (2010), and Kujuni (2012) are in agreement that social media prompt youth to engage in risky sexual behaviour. Therefore, the need to understand how the usage of social media impacts on the intentions to engage in sexual risk behaviour was a significant first step in designing activities to reach the devastating numbers of young persons with virtual sex education and behaviour modification programmes.

Furthermore, numerous studies have been carried out to scrutinise the effect of social media usage on students' sexuality. For instance, Barugahare (2021), Idakwo (2010) and Ilevbare (2011), focused on the overall usage of technologies in relation with risky sexual behaviours among students. Though, in the initial expansion of social networking, Adebayo et al. (2006) studied the relationship among gender, internet use and sexual behaviour orientation among young university students. Their study provided sustenance for the influence of social media use on sexual behaviour. They established that as the use of social media amplified, male participants reported a greater extent of risky sexual behaviour alignment than their female colleagues.

Finally, a study on influences of university students' sexual behaviour has engrossed maternal and peer inspirations (Barugahare, 2021). There is new clear evidence that students are prejudiced by social media technologies collaboration in society. Using these technologies, nonetheless, students will ultimately develop their own ways of relating to other people, including having multiple sex partners and making choices about possible partners, as well as actually getting involved in romantic and sexual connections (Giordano et al., 2009).

The researcher, therefore, stresses that more studies are needed to examine the social media usage and its role in the development of the young generation at all fronts since the past studies have already demonstrated how social media usage among youth in universities must be an issue of current interest to scholars. Therefore, the hypothesis that hypothesized that a statistically significant relationship will exist between social media usage and intentions to engage in risky sexual behaviour among students of Kyambogo University is rejected.

Predictive Effect of Social Media Usage and Self-regulation on Intentions to Engage in Risky Sexual Behaviours among Undergraduate Students in Kyambogo University.

Objective Four sought to examine the predictive effect of social media usage and self-regulation on intentions to engage in risky sexual behaviours among undergraduate students in Kyambogo University. From Table 9, the adjusted R Square is .026 which indicates that social media usage and self-regulation collectively predicted 2.6 % of the variance in Intentions to Engage in Risky Sexual Behaviour. However, the better predictor of Intentions to Engage in Risky Sexual Behaviour is self-regulation (Beta = 0.162, $t=3.091$, $p= 0.002$). From the analysis of coefficient of two variables it is also evident that self-regulation has a better predictive power of intentions to engage in risky sexual behaviour. This implies that chances that a student of Kyambogo University will engage in risky sexual behaviour are dependent mostly on the degree of self-regulation a student holds.

The findings are consistent with existent studies related to social media usage, self-regulation and diverse effects, such as the fact that like intentions to engage in risky sexual behaviours are extensive (Tura et al., 2012, Alamrew et al., 2013, Blanchard, 2011, Nghaamwa, 2013). A study by Junco (2012) tried to define the relationship among occurrence of social media usage, particularly Facebook. This study revealed that Facebook usage negatively predicts student engagement in class, but positively predicts their length of engagement in other activities. These findings indicate that as their Facebook usage increases, students' overall participation decreases, but their participation in risky sexual behaviour activities increases. Also, Pornsakulvanich and Dumrongsiri (2013) found that social media usage positively and significantly predicts deficient self-regulation of social media usage, which, in turn, significantly predicts the negative outcomes associated with it.

Furthermore, Hinduja and Patchin's (2011), in a study, examined social media usage and its behavioural, demographic, and psychological health predictors. According to the results of their study, weekly time commitment, social motives, depression, anxiety, and insomnia positively predict Facebook usage. Literature indicates that social media usage is not similar, but is clearly related to self-control and the effects of losing self-regulation (Fromme, 2008). According to Dimbuene, Zacharie and Osman (2014), social media users who are less educated are likely to become addicted to social media platforms because such behaviour arises from lack of self-regulation. In the study, "The Science of Self-regulation," White (2010) presented a clear view of self-regulation in theory and research. According to this theory, the difficulty in exhibiting self-regulation is based on struggles among certain activities.

This is consistent with the study findings of Al-Menayes (2015) who stressed that the current big source of information for students currently is social media platforms. With specific regard to social media usage, studies have already found out that there is a strong inclination between social media platforms and intentions to engage in risky sexual behaviours such as having multiple sexual partners and getting new sexual partners, among others (Moreno et al., 2012). Social media platforms are tense with sexual related lessons (Young and Rice, 2010), and unfortunately, the young generation all over the world is consuming uncensored sexuality lessons from them without control.

Finally, a lot of evidence has already revealed that social media platforms positively relate to risky sexual behaviours, such as initiation of unsafe intimate sex relationships and indulgence in risky sexual practices, such as unprotected sex and multiple sex partnerships. The lessons persons acquire from social media platforms relate to the span of time they engage in using social media platforms, a scrutiny that is also connected to how gorgeous the features of

the social media platforms are (Moreno et al., 2012). Social media platforms are troubled with sexual lessons (Young and Rice, 2010), and youth all over the world are learning delightful sexuality lessons from social media platforms.

Finally, from the analysis of coefficient of two variables it is also evident that self-regulation has a better predictive power of intentions to engage in risky sexual behaviour. This implies that the chances that a student of Kyambogo University will engage in risky sexual behaviour is dependent mostly on the degree of self-regulation a student possesses.

Conclusions

Social media usage and self-regulation are determinants of students' intentions to engage in risky sexual behaviours. A lot has been done by education institutions to curb down the prevalence rate of risky sexual behaviours. However, students have continuously been reported to have engaged in risky sexual behaviours such as early engagement into sexual activities, consumption of pornography, having unprotected sex and having multiple sexual partners. This has resulted into health risks with problematic social outcomes such as teenage pregnancies, school dropouts, acquisition of sexually transmitted. This implies that an increase in self-regulation leads to a reduction in intentions to engage in risky sexual behaviours. It further implies that a student who has higher intentions to engage in risky sexual behaviours is likely to have low levels of self-regulation.

The study found out that student's self-regulation component should be boosted during social media usage to reduce the effects of social media misuse. It was discovered that social media usage doesn't necessarily relate with intentions to engage in risky sexual behaviour, since very many individuals may use social media for other productive work which may not influence their intentions to engage in risky sexual behaviour. Finally, the study concluded that intentions

to engage in risky sexual behaviour is related to social media usage and self-regulation however, self-regulation is the better predictor of intentions to engage in risky sexual behaviours among students in Kyambogo University. This implies that the chances that a student of Kyambogo University will engage into risky sexual behaviour are dependent mostly on the degree of self-regulation a student holds. If we cannot combat the ill effects that risky sexual behaviours has on our university students, the health and life style of our students will surely diminish. More research and innovation are needed to curb down the increasing rates of students engagement in risky sexual behaviours while still supporting the students' academic needs and goals.

Implications and limitations of the study

Kyambogo University should use the findings of this study to develop programmes that would aid the institution during the orientation of students and design programmes to increase the student's self-regulation as an internal protective factor. Boosting self-regulation component in a student's life, acts as a preventive measure as students begin university life.

This study was conducted within a short period of time, that is to say, from November, 2019-May; 2021. This limited the researcher in terms of going so deep with the study Variables. The use of a self-administered questionnaire was a limitation since some respondents could not understand some items and, therefore, left them blank. This became a cost to the researcher in terms of money to print out more questionnaires. It, as well, took the researcher more time to find other respondents.

Recommendations

Basing on the outcomes of this study, the following are suggested:

The study recommends a need for more professional counsellors in universities to help students to deal with the pressures that come with the transition period to adulthood which is highly characterised by risky sexual behaviour intentions. Such counsellors should design self-regulation promotion programmes which would act as an intrinsic protective factor during social media usage.

The study recommends that future research should venture into studying the different dimensions of the study variables, such as those factors which influence risky sexual behaviour intentions which include parental support, peer support, material needs, self-efficacy and religious commitments since they were some of the additional factors raised by respondents prone to predicting the intentions to engage in risky sexual behaviours. There is also a need for sensitisation of the students and youth in universities on dangers of engaging in risky sexual behaviours, adopting self-regulation and also to sensitise them to use safe sex control measures in times of sexual intercourse.

The study recommends a need for qualitative research which will seek to unearth deeper opinions, feelings and thoughts of respondents in order to inform new concepts and products. There is also a need for a bigger quantitative research to largely explore risky sexual behaviours, self-regulation and social media and the diverse effects. This is because the findings of this study cannot be generalised since a small sample was used only in Kyambogo University.

The study also recommends that more studies are carried out to examine the mediation effect of self-regulation in the relationship between social media usage and intentions to engage in risky sexual behaviours in other contexts.

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Appendix A

Morgan and Krejcie Sample size table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix B

Appendix B: Questionnaire

KYAMBOGO UNIVERSITY DEPARTMENT OF PSYCHOLOGY

Social Media Usage, Self-regulation and intentions to engage in Risky Sexual Behaviour among final year University Students Questionnaire

Dear Respondent,

The researcher is carrying out a study whose main objective is to establish whether there is a relationship between **Social Media Usage, Self-regulation and intentions to engage in Risky Sexual Behaviour**. You have been selected as one of the respondents for the study and the information you will give will be treated with utmost confidentiality and used purely for academic purposes. The findings and recommendations from this study are likely to benefit educational institutions as they nurture students at different levels. Kindly, please, spare some of your valuable time to answer these questions. There are no right or wrong answers.

Section A: Background Information

Please answer as required by ticking/circling in the appropriate alternative.

1. Gender: (a) Male (b) Female
2. Faculty (a) Education (b) Arts and Social Sciences (c) Science
(d) Engineering. (e) Vocational Studies. (f) Special Needs (g) SOME
3. Age: (a) 21 and below (b) 22 (c) 23 (d) 24 (e) 25 (f) 26 (g) 27 and above
4. Religion (a) Catholic (b) Protestant. (c) Muslim. (d) Adventist (e) Others

SECTION B Social Media Usage

Respond to the following questions using the scale below. Tick or circle according to how you feel on every item. (Always=5, Often=4, Sometimes=3, Rarely=2 and Never=1)

	Statements	Never	Rarely	Sometimes	Often	Always
1.	I use social media platforms to become more sociable.	1	2	3	4	5
2.	I use social media platforms to keep in touch with my friends and relatives.	1	2	3	4	5
3.	I use social media platforms to seek help from my lecturers.	1	2	3	4	5
4.	I use social media platforms for getting jobs related information.	1	2	3	4	5
5.	I use social media platforms to share new ideas.	1	2	3	4	5
6.	I use social media platforms to create my social identity and get new dating tips.	1	2	3	4	5
7.	I prefer using social media platforms to attending social gathering.	1	2	3	4	5
8.	I use social media platforms to get information regarding current social events.	1	2	3	4	5

9.	I use social media platforms for online academic group discussion.	1	2	3	4	5
10.	I use social media platforms for reading news.	1	2	3	4	5
11.	I use social media platforms for sharing pictures.	1	2	3	4	5
12.	I use social media platforms to do research work.	1	2	3	4	5
13.	I use social media platforms to learn about my curricular aspect.	1	2	3	4	5
14.	I communicate with my friends via social media platforms for preparation of exam.	1	2	3	4	5
15.	I use social media platforms to get relief from academic stress.	1	2	3	4	5
16.	I use social media platforms for watching pornography movies.	1	2	3	4	5
17.	I use social media platforms for collaborative learning.	1	2	3	4	5
18.	I use social media platforms to solve my academic problems.	1	2	3	4	5
19.	I use social media platforms to look at funny and erotic images.	1	2	3	4	5

SECTION C: Self-Regulation

Response format:

(1) not at all true, (2) barely true, (3) moderately true, (4) exactly true

1	I can concentrate on one activity for a long time, if necessary.	1	2	3	4
2.	If I am distracted from an activity, I don't have any problem coming back to the topic quickly.	1	2	3	4
3.	If an activity requires a problem-oriented attitude, I can control my feelings.	1	2	3	4
4.	It is difficult for me to suppress thoughts that interfere with what I need to do.	1	2	3	4
5.	I can control my thoughts from distracting me from the task at hand.	1	2	3	4
6.	When I worry about something, I cannot concentrate on an activity	1	2	3	4
7.	After an interruption, I don't have any problem resuming my concentrated style of working	1	2	3	4
8.	I have a whole bunch of thoughts and feelings that interfere with my ability to work in a focused way.	1	2	3	4
9.	I stay focused on my goal and don't allow anything to distract me from my plan of action	1	2	3	4

SECTION D: Intentions to Engage In Risky Sexual Behaviour

Response scale

1= definitely will not do 2= slightly likely not to do 3= slightly likely to do 4=
likely will do 5= definitely will do

No	Item	Response				
		1	2	3	4	5
1	Am willing to have unprotected sex with multiple sex partners.	1	2	3	4	5
2	I intend to cohabit during my university life.	1	2	3	4	5
3	Am willing to attend sex parties with friends	1	2	3	4	5
4	Am willing to terminate the pregnancy if it comes accidentally.	1	2	3	4	5
5	I intend to help my partner during termination of pregnancy.	1	2	3	4	5
6	Am willing to take sex related drugs and substances during sex.	1	2	3	4	5
7	Am willing to consume and watch pornography	1	2	3	4	5
8	I intend to have sexual intercourse with commercial sex workers	1	2	3	4	5
9	Am willing to have sex with a married partner	1	2	3	4	5
10	Am willing to have sex with the high risk partner	1	2	3	4	5
11	Am willing to have sex with my partner without his or her consent.	1	2	3	4	5
12	I intend to have sex with a partner who injects or has ever injected drugs.	1	2	3	4	5

What are your recommendations that would help to curb down the intentions to engage in risky sexual behaviours?

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Appendix C: Introductory letter