

University of Applied Sciences



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Susceptibility to HIV infection among female and male students: Case of Africa University (AU), Zimbabwe

A Research Project Submitted to Van Hall Larenstein University of Professional Education in Partial Fulfillment of the Requirements for the Degree of Master of Development, Specialization Rural Development and HIV/AIDS

BY

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Acknowledgements and Dedications

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Dedications

I dedicate this research project report to my mum and dad. I am what I am today because of you. I love you.

Table of Contents

Acknowledgements and Dedications	i
List of tables and figures	v
ACRONYMS	vi
ABSTRACT	vii
CHAPTER 1	1
1.1 Introduction	1
1.2 Background Study.....	1
1.2.1 HIV/AIDS in Zimbabwe	1
1.2.2 Africa University	1
1.3 Research problem.....	2
1.3.1 Problem Justification	2
1.4 Research Objective.....	3
1.4.1 Research Question and sub questions	3
1.4.2 Main Question	3
1.4.3 Sub Questions.....	3
1.5 Definition of concepts.....	5
1.5.1 Susceptibility to HIV.....	5
1.5.2 Differentiated susceptibility.....	5
1.5.3 Risky behaviors.....	5
1.5.5 Organizational culture factors	5
1.5.6 Social cultural factors	5
Chapter 2 LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 HIV/AIDS in Sub Saharan Africa	7
2.3 Social cultural factors	8
2.3.1 Gender inequality.....	8
2.3.2 Multiple and concurrent partnerships	9
2.5 Organizational culture of universities.....	10
2.6 School environment	12
2.7 Differential Susceptibility	12
2.8 Responding to HIV/AIDS pandemic using education sector	13
2.9 Conclusion.....	13
Chapter 3 METHODOLOGY.....	15
3.1 Introduction	15

3.2 Sampling Strategy.....	15
3.3 Method for data collection	16
3.3.1 Desk study	16
3.3.2 Anonymous questionnaire.....	16
3.3.3 Focus group discussions	16
3.3.4 Interviews	17
3.3.5 Observation	17
3.4 Organization and data examination.....	17
3.5 Limitations to the study	18
CHAPTER 4 PRESENTATION AND INTERPRETATION OF FINDINGS.....	19
4.1 Introduction.....	19
4.2 Respondents of the anonymous questionnaire	19
4.3 Socio-cultural factors	20
4.3.1 Sexual partners.....	20
4.3.3 Number of sexual partners.....	21
4.3.5 Exchange of sex for money.....	22
4.3.6 Taking of alcohol.....	23
4.4 ORGANIZATIONAL CULTURE FACTORS.....	24
4.4.1 Ways of recreation.....	24
4.4.2 Initiation into the school	24
4.4.3 Peer pressure.....	25
4.4.5 Ways of enrollment.....	26
4.4.6 Sexual relationships between students and lecturers.....	26
4.4.7 Access to condoms	27
4.5 ECONOMIC FACTORS	28
4.5.1 Amount of money students receive from their parents/guardians per month.....	28
4.5.2 Ways of spending money	28
4.6.1 Amount of school fees	29
4.6.2 Living conditions	29
4.6.3 Structure of school curriculum on HIV/AIDS.....	30
4.7 CONCLUSIONS	30
CHAPTER 5 ANALYSIS AND DISCUSSION OF KEY ISSUES FROM FINDINGS	32
5.1 Introduction.....	32
5.2 Socio- cultural factor influencing susceptibility for student	32
5.2.1 Condom use	32

5.2.2 Number of Partners	32
5.2.3 Sex for money	32
5.3 Organizational Cultural Factors.....	33
5.3.1 Ways of recreation.....	33
5.3.2 Power relations between students and lecturers	33
5.3.3 Peer Pressure	34
5.3.4 Initiation into the school	34
5.4 School Environment Factors	34
5.4.1 Amount of school fees	34
5.4.2 Living conditions.....	34
5.5 Conclusions.....	35
CHAPTER 6 CONCLUSION AND RECOMMENDATIONS.....	36
6.1 Conclusion	36
6.2 Recommendations.....	37
References.....	38
ANNEX 1	40
Annex 2	43
Annex 3.....	44

List of tables and figures

Table 1 presents the number of respondents and the methods used for data collection. ...16

Table 2: Ages of female respondents per year grade.....19

Table 3: Ages of male respondents per year grade.....19

Table 4: Number of respondents who are sexually active20

Table 5: Number of respondents using condoms per year of study group.....20

Table 6: Numbers of sexual partners (sp) of the respondents per year of study.....21

Table 7: Number of respondents who cannot negotiate for safe sex22

Table 8: Number of respondents who would have sex for money22

Table 9: Number of respondents who had sex under the influence of alcohol23

Table 10: Number of respondents who were forced to have unprotected sex with the senior students.....25

Table 11: Number of respondents who have been influenced by friends into having sex..26

Figure 1 Conceptual framework showing chances of getting infected by HIV among male and female students at AU.....4

ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome

AU: Africa University

FACT: Family Aids Caring Trust

FGD: Focus Group Discussion

HIV: Human Immunodeficiency virus

NAC: National Aids Council

NGO: Non-Governmental Organization

Sp: Sexual partners

UNAID: United Nations Agency International Development

WHO: World Health Organization

ABSTRACT

The aim of this research project is to understand the factors that increase susceptibility to HIV among male and female students of Africa University so that measures to reduce the occurrence will be taken. The study was conducted with 64 students of AU, 2 officials of AU and one barman (key informants) through the use of four methods of investigation. 40 students responded to anonymous questionnaires, 24 students participated in focus group discussions and the key informants were individually interviewed.

The results of questionnaires, group discussions and interviews show the socio cultural factors, economic factors, organizational cultural factors and school environment factors that influence susceptibility to HIV for female and male students at AU.

The results show that 34 out of 40 of the students are sexually active and the other 6 students who are not yet sexually active are all first year students. 10 out of 16 female students and 14 out of 18 male students have 2 or more sexual partners. There is less use of condoms among female students the reason being failure to negotiate for safe sex. Male students practice safe sex because of fear of getting infected. There is sharing of hostels among male and female students but in different wings. Male students sometimes bribe the caretaker to get inside the rooms of female students.

There is sexual harassment between female students and male music lecturers of AU. The results showed that 12 female students out of 16 had sex with lecturers and only one male student had sex with a lecturer. The main reason of having sex with lecturers was to be chosen in choir trips to America whilst the male student said he was in love. From the findings first year female students are also drugged unknowingly by men from town and forced to have sex during their first weeks at AU.

The results showed that female students visit an expensive night club in town during weekends. Only the AU students do not pay for entry so that rich men from town will come to the club in numbers since the AU female students attract men. After club the majority of the female students leave to hotels drunk with old men. Most of the male students visit a pub near the university and leave to their hostels after drinking. Both male and female students influence each other into having sex. The high school fees of AU also make female students to engage in risk behaviors whilst male students would look for jobs during vacations.

To achieve the objectives of this study, the researcher recommends the government of Zimbabwe to carry out campaigns to stop the silence between males and females to negotiate for safe sex and to introduce scholarships to students to avoid the female students from selling sex.

CHAPTER 1

1.1 Introduction

This research study is in partial fulfillment of the requirement for the professional master degree in Rural Development and HIV/AIDS at the Van Hall Larenstein University of Applied Science in Wageningen, the Netherlands. The study aims to assess the factors that determine susceptibility to HIV among female and male students of Africa University (AU), Zimbabwe. These factors will help the university authorities in providing appropriate measures to reduce the prevalence rate among students.

1.2 Background Study

The importance of this study is related to university circumstances which leave students at high risk of getting infected of HIV. These circumstances can be socio-cultural, economic, environmental and organizational cultures which play a vital role in the day to day lives of students at a university. These factors may create risk environments which will in turn force students to indulge into risk behavior including practicing unsafe sex in exchange of money in order to live a decent life (Wamoyi et al., 2010a). Furthermore, a gender inequality in Zimbabwe which disadvantages females and disempowers them makes it harder for women. The women are left in a subordinate position irrespective of age and can therefore not negotiate for safe sex (Simbayi., etal). This leaves the students susceptible to HIV but female students being at a disadvantage compared to male students.

This chapter gives an overview of HIV/AIDS in Zimbabwe. It further explains about the situation at AU and how it can make students susceptible to HIV. Contextualization of the research problem, the research owners, the objective of the study and the research questions is also highlighted. Finally, the working definitions and the conceptual framework of the study are described in this chapter.

1.2.1 HIV/AIDS in Zimbabwe

Zimbabwe is one of the countries in southern Africa that has experienced high prevalence rates of HIV. It has a generalised AIDS epidemic which is characterised by high infection levels among 'high risk groups' and widespread infection among the 'low risk' population (Barnett and Whiteside 2006). Unsafe heterosexual is the main means of transmission in the country .UNAIDS 2011 statistics indicates that an estimated 1.3 million people in Zimbabwe are living with the HIV virus with a prevalence rate of 13, 7%. The same study indicated that women are more infected than men in the country, the prevalence rate of infected women being 58%. The age group which is most affected in the country is the 15 -24 age group. In that age group women are more affected (WHO, 2011). Prevalence among women aged 15-19 and 20-24 years varies considerably with the 20-24 age group reported at 14% and 15-19 at 5.1% (UNAIDS, 2011).

1.2.2 Africa University

AU is situated about 17 kilometres away from the fourth biggest city of Zimbabwe, Mutare. The university has got about 1200 students from 22 African countries. 35% are female and 65% are male. It is a private, Pan-African and United Methodist-Related institution. It was established in 1988. Although the university is United Methodist related, students are members of various denominations or practice traditional African religions. It recruits students with lower marks at advanced level than other universities in the country. This

attracts students who cannot afford the tuition fees with lower marks to join the university. The university tuition fees are very high as well as the food cost compared to other universities in the country.

AU recruits students from the ages of 19 to 60 married or not married. Most of the students who turn up are of the ages of between 19 to 24 old years and will be joining the university straight from high school. For the students who are currently recruited 90% of them are of the age group of 19-24 old and are not married. This study is targeting the age group of 19 to 24 years old since it is the one which is dominating at AU and has the highest prevalence rate in the country (NAC, 2011).

At University level students in Zimbabwe are believed to have enough knowledge on HIV issues because since they were born HIV was preached every time and everywhere to them (Mapfumo, 2007). At University level youth tend to be well informed about HIV and AIDS and show general knowledge on HIV and AIDS and have positive attitudes towards HIV prevention (Lengwe, 2009). However the knowledge is not translated into practice, which would assist to control HIV transmission (Simbayi et al., 2005). Knowledge alone is not enough to assure "safe" sexual behavior. However, there are other factors that are known to influence students' decisions to practice safer sex (Visser, 2005). These factors could be socio-cultural, economic and organizational culture. These factors can contribute to and fuel the incidence of HIV and AIDS through unequal gender relationships, unfavorable economic positions of young women and the inability to make the correct decision on the timing of sex and the lack of negotiation skills to safer sex practices (Harris, 2006). These factors restrict young women from protecting themselves against sexually transmitted infections including HIV. Equally, these factors need to be tackled adequately. This study will therefore investigate the critical factors that make female students more susceptible to HIV infection than male students and how to align these factors with prevention strategies that meet the needs of female students.

1.3 Research problem

In 2007 National Aids council carried out a survey in all the universities in Zimbabwe. Of the eight universities in the country Africa University had the highest prevalence rate of 14, 8% (NAC, 2007). The university approached Family Aids Caring Trust (FACT), an organization which does awareness projects, to help them to lower the prevalence rate. FACT does awareness, distribution of condoms and voluntary counseling training (VCT). The prevalence rate of the university remains higher to the female students. In 2009, of the students who were tested, 68 % of those who were tested positive were female students. Beginning of 2011 the prevalence rate of the female students had even gone higher to 70% and became a major concern to the authority of the University. This concern was the main motivation for this study. The researcher works with issues of gender and HIV /AIDS under the Ministry of Woman Affairs Gender and Development, government of Zimbabwe. The same Ministry approached the researcher of this study to carry out the research for AU.

1.3.1 Problem Justification

Africa University authorities lack information on why the prevalence rate of AU remains high and also why the prevalence rate of female students is higher than that of male students.

1.4 Research Objective

To contribute to better knowledge and insights on how to reduce HIV transmission to AU female students by investigating factors that influence risk of getting HIV infection among male and female students at Africa University.

1.4.1 Research Question and sub questions

This research will be based on answering the research questions below:

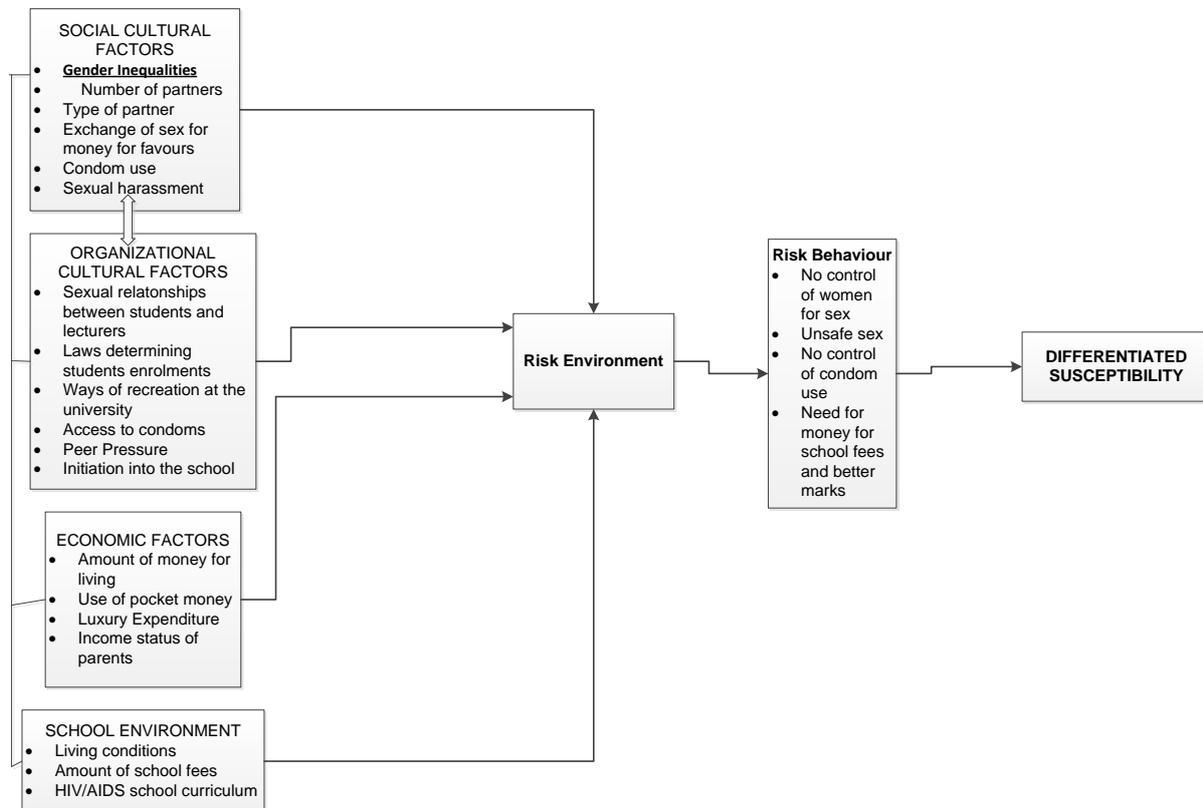
1.4.2 Main Question

- What are the factors that contribute to differentiated susceptibility to HIV infection for female and male students at AU?

1.4.3 Sub Questions

- What are socio-cultural factors to AU female students and male students which influence risk of getting HIV?
- What are economic factors to AU female and male students which influence susceptibility to HIV infection?
- What individual risk situations and risk behaviors influence AU female and male students' susceptibility to HIV?
- What are AU organizational culture factors that influence AU female and male students' susceptibility to HIV?
- What are the environmental factors present at AU influencing female and male students' susceptibility to HIV?

Figure 1 Conceptual framework showing chances of getting infected by HIV among male and female students of A.U



The framework presented above shows the relationship between socio- cultural factors, organizational culture factors, school environment and economic factors together with risk environment and risk behavior on how they can increase students' susceptibility to HIV infection.

The *economic factors* for both male and female students such as their parents' income status determine the amount of money they can afford to give their children. If it is less then it leaves the students susceptible to HIV infection looking for other means to get money so that they will be able to supplement from what they are given. Male students with little money are kept protected by masculinity which makes them not to engage in sex for money practices. For female students it will also depend on the way they spend their money they might want to buy fancy and expensive clothes and to do the hair regularly so as to keep up appearance unlike the male students who do not usually care about appearance. If the money from parents is more as well for the male students it will leave them at high risk behavior, for example, they will spend the money on drugs and end up failing to control their egos and practice unsafe sex. *Social cultural factors* such as number of partners and sexual harassments increase susceptibility to HIV infection for both male and female students. The *socio cultural factors* are also reflected in the organizational culture of the university because of masculinity and femininity which play a role in the society. *School environment* is another factor which increases susceptibility among students for instance if male and female students live in the same hostel. The *organizational culture factors* of the university also play a role in increasing susceptibility to HIV infection like informal relationships between students and lecturers which will make lecturers very free and comfortable to ask for unsafe sex to female

students. The presence of *risk environments* at the university are also indicators of possibility of students to get infected like if number of male students is more than female students this will force them to engage into multiple relationships amongst themselves. *Gender inequalities* play a role in all the factors because of different roles which women and men are expected to do in society.

1.5 Definition of concepts

For better understanding of the context of research I found it necessary to define the major concepts in this study because they are expected to help in explaining the susceptibility of students. Thus, their operational definition is given in the following:

1.5.1 Susceptibility to HIV

It is the likelihood of an individual becoming infected with HIV. The likelihood of the spread of HIV infection within a country, a population group, and an institution as determined by the interaction of a variety of social attributes (Muller, 2005). There is therefore equally a chance among female and male students of AU of getting infected of HIV.

1.5.2 Differentiated susceptibility

It refers to the different level of susceptibility to HIV among the people or community (i.e. male and female students) (Barnett and Whiteside, 2006). It also refers to the differences in susceptibility to HIV due to sex.

1.5.3 Risky behaviors

In case of this study risky behavior appears as a specific act, where there is a chance to get infected. In Zimbabwe HIV/AIDS transmission is mostly transferred through sexual intercourse. The others like mother to child transmission, circumcision or excision are very low. Then risk behavior is mostly during sexual intercourse. For female students, these risks will be appearing during unsafe sex due to less power to negotiate safe sex. While for male students it will happen when they are not able to control their feelings to protect themselves due to for example, alcohol consumption or if they are not aware that condom can save their life.

1.5.4 Risk environment

In this study it refers to socio-cultural, economic, environmental and organizational culture indicators that facilitate the rapid transmission of HIV by making students to engage in risky behaviors that expose them to the virus (Barnett and Whiteside, 2006).

1.5.5 Organizational culture factors

Refers to factors related to the culture and practices of the university which put students at risk of getting infected of HIV and these includes informal relationships between students and lecturers, different laws on enrollments, peer pressure...etc.

1.5.6 Social cultural factors

These are the factors surrounding people in a society that put individuals at risk. For the purpose of this study factors closely looked at include gender inequality, sexual harassment and use of condoms.

1.5.7 Economic Factors

In this study it refers to the pocket money which students get from their parents and different ways on how students spend their pocket money which might not be enough for covering all their needs and make them engage into risky actions which make them susceptible to the infection.

Chapter 2 LITERATURE REVIEW

2.1 Introduction

The HIV epidemic has its deepest foundation in “normal” social and economic life. The rationale of HIV infection growing faster is shaped by environmental factors, social cultural, economic, risk behavioral, and environmental factors, which create inequalities in relations between groups of human beings (Barnett & Whiteside, 2006). The signs of these factors could be, sexual harassments, misinformation, concurrent sexually transmitted infections, low status of women in society, lack of observed personal HIV risk, peer pressure means, little use of condoms and unavailability of female condoms, gender inequality power relationships just to mention a few (UNAIDS, 2010). The presence of these factors create imbalance and unequal exposure to HIV infection among various age groups (UNAIDS/WHO, 2007). HIV is a very serious threat to young people in Zimbabwe and they are at a very high risk of getting HIV infected (UNICEF, 2009). It is important to adapt the prevention strategies by looking at factors that make youths susceptible to HIV infection and to realize that HIV prevention will not be a reality if we fail to address the reality of the daily lives of young women (Ackermann & de Klerk, 2002). Gender imbalances in the society are the most obstacles to HIV infection. For the purpose of this study the researcher will look at different factors and how they are fuelling the epidemic to AU students. This chapter will also explain HIV/AIDS in sub-Saharan Africa with closely looking to Zimbabwe and finally the literature review explains how education can be used as an intervention in AIDS prevention.

2.2 HIV/AIDS in Sub Saharan Africa

Sub Saharan Africa is more heavily affected by HIV and AIDS than any other region of the world. An estimated 22.9 million people are living with HIV in the region that is around two thirds of the global total. In 2010 around 1.2 million people died from AIDS in sub-Saharan Africa and 1.9 million became infected with HIV (UNAIDS, 2011). The major source of infection for HIV in Africa is through heterosexual relationship experiences involving unprotected sex (UNAIDS/WHO, 2007). A study done in Cape Town, South Africa (Simbayi, 2005) revealed that youth demonstrated high rates of risky sexual practices. These risky sexual practices place them at risk of getting infected of HIV, despite sufficient knowledge and risk sensitization on HIV infection.

Both HIV prevalence rates and the numbers of people dying from AIDS vary greatly between African countries. West Africa has been less affected by HIV and AIDS, but some countries are experiencing rising HIV prevalence rates. Women comprise about half of all people in the world living with HIV. However, in sub-Saharan Africa, where the epidemic is worst, more than half of adults with HIV are women and of the young people aged 15-24 living with HIV, three quarters are girls (UNAIDS, 2006).

According to UNAIDS 2010 Zimbabwe is one of the countries which is experiencing harshest HIV/AIDS pandemic in the world with around 13.5 % living with HIV. Women account for more than half (58%) of adults estimated to be living with HIV/AIDS in Zimbabwe. New HIV infections among women outnumber those among men in Zimbabwe. Young women are especially hard hit by HIV/AIDS in Zimbabwe. Among young people ages 15-24, the

estimated number of young women living with HIV/AIDS in Zimbabwe was more than twice that of young men(NAC,2010).

2.3 Socio cultural factors

HIV is not only a health challenge; it is also a social problem that is rooted and shaped by the cultural and social characteristics of the society in which we live. HIV is seen as an infection of attitude and behaviors, as it is closely associated with risky sexual behavior (Oguntibeju et al., 2003). Muller, (2005) defines social cultural factors as the degree to which men and women are able to control the various aspects of their lives (i.e. their ability to negotiate the timing of sex, conditions under which it takes place and the use of condoms) which plays a role in determining their susceptibility to HIV infection.

2.3.1 Gender inequality

Gender refers to the socially constructed differences between males and females (Muller, 2005). This social construction reflects inequalities in power, decision making, control over events, freedom of action, ownership of resources (Lipinge et.al, 2004). This perception of gender shows that it is about power and subordination. At school, relations between teachers and students, and between female and male students are influenced by gendered social values (Mapfumo, 2007). In the Zimbabwean culture women and men are not equal. Women are vested into men and therefore lack decision making (Mapfumo, 2007). Women have to consult men first in everything they do. This makes women in Zimbabwe to lack control over sexual lives and to bring new ideas in sex to their partners. If they do they will be labeled “sex fanatics”. Women in Zimbabwe just grow being taught that they are subordinates of men. This makes men to have control over sex and women not able to negotiate for safe sex. These cultural practices are the ones leaving students in universities susceptible to HIV infection that is male students knowing that they control sex and female students not being able to negotiate for safe sex from males.

In a study conducted by Lengwe (2009), a girl explained that as a woman you have no rights and you have to keep quiet and do as the man wants. Women are generally aware of the power inequalities and double standards operating within constructions of love and sex, but they find that resistance is difficult because of male violence and cultural norms and expectations. This tendency puts them at risk of getting pregnant or catching sexually transmitted infections including HIV (Mapfumo, 2007).

Mapfumo (2007) argues that the increase of HIV among women in Zimbabwe is mainly caused by the different ways in which men and women are expected to behave in the society. He further explains that in many African societies it is not proper to see a man selling sex. If he does so he will not be seen as a man because of masculinity since society expects only women to engage into such behaviors.

Socially, young women also face higher risks compared to young boys. When they have sexual relations, it tends to be with older men, increasing the likelihood that their partners are already infected. Most university girls are attached to “sugar daddies”, much older, relatively well-off (usually married) men who support them in exchange for sex. More commonly, sexually active girls, in Africa at least, have partners 2-10 years their senior who provides them with gifts, such as soap, perfume, meals out and jewellery. Some poor girls exchange

sex for money for school fees or to help their families. Once in these relationships, girls have little power to negotiate the use of condoms (Lengwe, 2009).

Gender inequalities are also shown in sexual harassment. Studies have indicated that colleges are not conducive for students, because they create risk environments and increase the contribution to increase in susceptibility to students to HIV and AIDS (Shapumba et al., 2004; Sabone et al., 2007). A study done in Masvingo region of Zimbabwe in 2001 on an assessment of educational opportunities for girls found that girls obtained poor results in school due to sexual harassments. In South Africa, teachers account for one-third of the rape cases among school children (Ipinge et al., 2004). Female students also have sex with teachers to get good marks and to get money. If you refuse sex from a teacher then you will not do well in your examinations (Mulwo, 2009).

2.3.2 Multiple and concurrent partnerships

Multiple sexual partners contribute to the spread of HIV (Mapfumo, 2007). A study conducted in Nigeria among college students revealed that a poor economy resulted in youth becoming involved in sexual networks, opting for multiple partners to earn a living (Chwee et al, 2007). Several studies found that young females are at risk of sexual behavior that leads to increased opportunities for HIV infection. Multiple partners influence the presence of sexually transmitted infections and genital sores (Simbayi et al, 2005). The most efficient means for reducing the epidemic spread is to reduce HIV transmission among people with high rates of multiple partners (Brown et al. 2001).

Cross-generational relationships increase the spread of HIV (Weissman et al., 2006). Women who enter in cross generational relationships have limited power over sexual activities (Pettifor et al. 2005). Due to limited condom use, young women are more likely to contract HIV through such relationships. There is a rapid increase in “sugar daddy” relationships in which older men seek out younger sexual partners because of the men’s perception that young girls might not be infected with HIV (van Niekerk & Kopelman, 2005). Older male partners have been theorized to place young women at greater risk of HIV infection. A study done in South Africa (Pettifor et al.,2005) found that 15-19 year old women with a partner of 5 or more years older and 20-24 years with a partner 1-4 years older were significantly more likely to be infected with HIV in comparison with women with a partner of the same age or younger. Young men nowadays put themselves in risk situation through having many sexual partners for pleasure (Lengwe, 2009).

Multiple and concurrent partnerships increases the chance of getting infected among both female and male students but women are at a disadvantage since they cannot negotiate for safe sex.

2.4 Economic Factors

Financial status of parents of university students also plays a crucial role in the behavior of the students. Mulwo (2009) argues that students arrived at university with little financial support for food and fees, and lack of disposable income encourages risky behavior. If the parents of the students cannot afford to give enough money to their female children then they will take prostitution as a way to get money to stand the competition with students from richer families. It is different from the male child who thinks of other ways of generating incomes such as starting small businesses. Ways of spending money between male and female students also differs because of gender inequalities. Female students have got more needs

than male students like hairdos which most of the parents cannot always provide for them (Mapfumo, 2002). This leaves female students at a high risk of getting infected. According to a study done at a university in South Africa it was found out that female students prefer old men than male students because male students cannot afford to buy them 'goodies' (Lengwe, 2009). The predicament for many of young women at universities is straight forward. Sex is a strategy for survival, with women selling sex to meet specific obligations such as paying school fees or buying food (Harris, 2006). The issue is not so much that they have sex in exchange for money, but that they cannot decide how they will have the sex that is unsafe or safe.

Many young girls exchange sex for money to buy basics such as soap and food and some even use the money to pay for their education. It is because of femininity that girls in Africa are expected to be available in exchange for presents for money, clothes and food whilst boys are not expected to sell sex. (Lengwe, 2009). Boys would rather look for jobs to show their masculinity. There is a gender inequality between these options for girls and boys while at university to earn money (Mapfumo 2007).

It is therefore the amount of money which students receive from their parents as well as the different ways which female and male students spend their pocket money that make students susceptible to HIV infection.

2.5 Organizational culture of universities

There is a link between culture in society and culture in an institution like university. What one is expected to do in a society is what he is expected to do as well in a university because of gender inequalities. Within a university it is that culture between students and lecturers and the different expectations of gender groups from the society. Due to the power which the teacher has over the students it becomes difficult for the students to refuse having sex with teachers. Moreover, the teacher has got money and the students at universities with their "love" for money cannot resist them. Once they get in such relationships most African students cannot negotiate for safe sex leaving them at high risk of getting infected (Maharaj, 2006).

A study done in Masvingo region of Zimbabwe in 2001 on an assessment of educational opportunities it was found out that some female students were performing badly, below the standards of the course because they had to sleep with teachers first to get enrolled although they had lower grades. This does not only affect the results of the students but also leave them susceptible to HIV because of no control of women to negotiate for safe sex (Mapfumo, 2007). In South Africa, teachers account for one-third of the rape cases among school children (lipinge et al., 2004). The relationship between lectures and students at most colleges is informal. It is different from the relationship of teachers in primary and secondary schools where students do not have a close relationship with teachers. The informal relationship between teachers and students at colleges make the teachers to easily ask students for sex (Lengwe, 2009). In a study done in South Africa it was found out that students and lecturers go to the same night clubs and would be even seen dancing and drinking together (Oguntibeju et al., 2003). Observational studies point out that ways of recreational available for a certain group results in an onset of sexual activity posing a risk to HIV transmission (lipinge et al., 2004). Condoms are only believed to be for boys and in most

places in Zimbabwe it was found out that only male condoms are accessible and female are not accessible (Mapfumo 2007).

2.3.6 Initiation of first year students in the school environment

Studies have found out that students at universities have different cultures which leave them susceptible to HIV infection. These are hazing practices. In a study done at Kwazulu natal University in South Africa it was found that they had a practice of whereby when first year female students join them the senior students would rush to have relationships with them. In the same study most students said it was fashionable to have a relationship with a first year student without using condoms. If she denies the use of condoms then the senior student would get another partner and have two partners (Lingwe, 2009). In the same study one male student was courted, "The old-fashioned beliefs of one-guy-one-girl relationship are long gone. Here we get-as many freshers as you can immediately they join varsity." (Lengwe, 2009). These kinds of cultures students have in universities leave them susceptible to HIV infection without them even realizing it. (Lipinge et al.,2004).

2.5.1 Peer pressure

Peer pressure drives many young students into engaging into unprotected sex (lipinge et al., 2004). Students in universities influence each other into having unprotected sex (Lipinge et al., 2004). In a study done in South Africa it was found out that students do unsafe sex so that they find something to talk about with others at the hostels. It is because of masculinity that drives male students into engaging into other practices like unsafe sex they would be afraid to be called names if they keep quite every time others will be sharing their experience. Female students and male students in universities also influence each other when it comes to types of dressing (Mulwo, 2009). Other students who do not afford to buy such type of clothes are left in a risk situation. In a study done by Lengwe, 2009 in South Africa it was found out that some female students engaged in selling sex practices because they wanted to buy new clothes and look like other female students. In the same study male students called names to female students who wore unfashionable clothes.

Students also influence each other into drinking of alcohol and taking of drugs (Lipinge et al., 2004) which are available and accepted for students at universities in Zimbabwe. Most of the students will be drinking for their first time with influence from other students since it would be there first time to have alcohol exposed to them. They take it excessively not knowing their limits. Excessive alcohol consumption results in impaired judgment and decision-making ability. Impaired judgment in turn may result in diminished inhibition and cause an individual to engage in HIV risk behaviors such as unprotected sex (Morojele et al., 2004). In a study done by Mulwo (2009) at a university in South Africa it was found out that most of the students have unsafe sex after they drink alcohol and only to realize it the following morning that they had unsafe sex. Night clubs can also be risk places for students because drunken men can act irresponsibly and may force young girls to have sex or rape small children (Mapfumo, 2008). Since many young people are sexually active, increasing numbers of youths are at risk of being infected with HIV.

2.6 School environment

Studies have indicated that schools create risk environments and increase the contribution to increase in susceptibility of students to HIV and AIDS (Shapumba et al., 2004; Sabone et al., 2007). A study done in Masvingo region of Zimbabwe in 2001 found that students engage in sex because of the school living arrangements which were at the school that male and female students shared hostels. It was easy for the student to sneak from one room to another at night (Mapfumo, 2007). In the same study students were found to be sharing same apartments with lecturers because of limited accommodation. This set up is not favorable for female students because unmarried male lectures can take advantage of their power and force female students to have unsafe sex with them (Mapfumo, 2007).

In a study done by Mulwo, 2009 it was shown that school fees make female students to engage in risk behavior such as selling sex for quick money whilst male students because of masculinity opt for other ways like looking for jobs. In the same study it was also shown that there are areas around the school which create risk environments like dark areas.

From the findings of literature above high amounts of school fees and sharing of hostels between male and female students leave students susceptible to HIV.

2.7 Differential Susceptibility

Women and men have different ways in terms of susceptibility and risk impacts. Structural inequalities in the gender status of women make it harder for women to gain self-protection. The women are kept in a subordinate position irrespective of age (Simbayi et al., 2006). The gender inequality of susceptibility has a lot to do with the socio-cultural and economic context of heterosexual sex throughout the world and it has had a powerful influence on women's susceptibility to infection (Ackermann Zierler (1994:1). The challenges become more severe in women than men if for instance condom use is not a realistic option for women in heterosexual encounters in case condoms are unaffordable or unavailable and if their men just do not want to use them (Harris, 2006) also stated that unequal gender relations between men and women tend to make it difficult for younger women to negotiate the use of condoms and to prevent HIV infection. Young women who want to practice safer sex may not be able to do so for fear of being considered immoral and untrusting and for fear of reprisals in the form of anger and rejection (Mulwo, 2009)

Age and susceptibility to HIV are taken as independent variable for HIV infection; people at younger age are more susceptible to HIV infection than older ages. Especially women at younger age are more susceptible than men at the same young age. For instance, the prevalence of HIV is highest in young women aged 15 to 25 and peaks in men five to ten years later in the 25 to 35 age groups (Roy et al., 2002).

It is therefore because of these different ways in which male and female get infected that in order to understand the factors that increase HIV infection among students gender is considered.

2.8 Responding to HIV/AIDS pandemic using education sector

Education is only one way of many interventions that may contribute to changes of behavior (UNICEF, 2009). In most countries the HIV epidemic is driven by behavior. And large part of behavior is driven by socio-cultural-economic context in which people live. Education can address the social, cultural and economic conditions that contribute to increased susceptibility it also modifies the behaviors that create, increase or perpetuate the risk of HIV infection (UNAIDS,2006). Education can therefore be used to respond to fight the HIV/AIDS pandemic since it covers all the aspects of life as HIV impacts on all dimensions of life. Education is life-sustaining and it provides the tools with which children and young people shape out their lives, and is a lifelong source of strength. Good education can include delaying sexual engagements, fewer sexual partners and more widespread and consistent use of condoms (UNICEF, 2009).

HIV and AIDS education can be effective when targeted at particular groups who are at risk of becoming HIV infected. Young students at a university are one such group because of the different factors that they encounter at universities. HIV and AIDS education needs to target different groups which vary depending on the nature of the epidemic in an area. Schools play a major role in shaping the attitudes, opinions and behavior of young people and so are ideal environments for teaching the social as well as the biological aspects of HIV and AIDS (UNAIDS 2006). HIV/AIDS preventive education in schools is, therefore, an important vehicle for reaching and enabling children and young people to protect them. Such efforts are likely to work best where schools are safe places for learning and playing, and where school-based efforts are reinforced by community-based support (Roy et al, 2002).

2.9 Conclusion

This chapter has shown that socio cultural factors, organizational culture factors, economic factors and environmental factors influence risk of getting infected by HIV among students. Gender inequalities in societies play a big role in leaving students susceptible to HIV infection. This is because of the culture that men and women are not equal. Women fail to negotiate for safe sex because of that culture that they should be subordinate to men. The expectations within a society between male and female like men not being expected to sell sex otherwise would lose their masculinity leave students susceptible to HIV infection. Teachers can also force students into having sexual relationships with them for favors due to the power which the teacher has over the student makes the students not being able to ask for safer sex. Having multiple partners leaves students susceptible to HIV because there is a high tendency of one partner being unfaithful in the cycle.

Students can also influence each other into risk behaviors which can leave them susceptible to HIV infection through for example excessive drinking of alcohol and taking of drugs which can make them fail to control themselves and might end up having unsafe sex and therefore susceptible to HIV infection. High amounts of school fees and the amount of pocket money the students receive from their parents can also leave students susceptible to HIV infection.

The school can also have its own culture which can leave the students susceptible To HIV infection like the way it enrolls its students and the way the senior students welcome the first year students. The relationships between teachers and students also play a role in increasing susceptibility to HIV between male and female students. The importance of education on HIV/AIDS in schools has also been shown in the chapter that it will be most

effective if the education is introduced starting from an early age before engagement in sexual intercourse in order to reduce the transmission of HIV infection.

Chapter 3 METHODOLOGY

3.1 Introduction

The study used both qualitative and quantitative methods for primary and secondary data collection. The quantitative method was applied through anonymous questionnaire since most of the areas of the research study were sensitive. The qualitative was applied through interviews and focus group discussions so as to get diverse information with. These methods assisted in having the indicators that could explain the susceptibility for female and male students at AU. During data collection, listening and observation were used by the researcher to support the necessary information needed.

The primary task was to inform the university administrator about the objective of the research and to ask permission to make interview in AU. He also gave advice to the researcher of not taking pictures to the students otherwise they would not give honest information in fear of getting associated with the data.

3.2 Sampling Strategy

The researcher's interest to understand the factors that are influencing susceptibility to HIV infection among female and male students of Africa University was influenced by the researcher's opinion that male and female students are affected differently. This is due to different factors which affect male and female students at universities because of gender inequalities between the two groups. The anonymous questionnaire was first tested by distributing it to 8 male students (four to female and four to male). 8 questionnaires were used for pretesting 8 is a small number to quickly find out if the questionnaire was easy and clear to understand. This was really helpful because afterwards three questions were polished and new questionnaires were distributed to 40 students (20 to female and 20 to male). The 40 students were randomly selected to give a quick overview on the levels of the students' involvement in risky behaviors that make them more susceptible to HIV infection and how they are engaged in these behavior. The researcher made use of 40 questionnaires because 40 is a manageable number in order to get a quick over view of the results.

For the focus group discussion (FGD), two groups were randomly selected in order to get diverse information. 12 female students and 12 male students for the discussion exercise. These numbers were manageable for FGD and ensured maximum participation from the participants. The discussions were done separately so as to make them feel comfortable and free to say out what cannot be said in the presence of the other group. Here also the researcher's expectation for having different year groups per discussion was not met. The students selected did not take part in answering the questionnaire so as to get diverse data.

The university councilor, the vice chancellor, sociology lecturer, and dormitory warden were the key informants chosen for the interviews. Unfortunately, the university councilor and the vice chancellor were taking part in the census which was on going in the country and had left for training. Only the sociology lecturer and the warden were available for the interviews during the actual field work. However, they were able to give relevant data needed for the research. During the actual field visit the researcher also found it necessary to interview the bar man of the club which female students visit during the weekend. He was the third key informant interviewed.

Table 1 presents the number of respondents and the methods used for data collection.

Category	Method	Number of informants
Students	Questionnaire	20 male and 20 female
Students	Focus group discussions	12 male and 12 female
Sociology Lecturer	Interview	1
Dormitory Warden	Interview	1
Club bar men	Interview	1

Total number of sample population is 67

3.3 Method for data collection

In order to find out the factors that are increasing susceptibility to HIV infection among AU students the researcher used the following tools:

3.3.1 Desk study

The desk study was used to gather secondary data to complement the primary data from the questionnaires, FGDs and interviews to write the research study. It was part of the research proposal writing including the literature reviews.

3.3.2 Anonymous questionnaire

The researcher used the anonymous questionnaire in order to get diverse and reliable information since there are other areas of the subject area of the research study which one cannot be free to talk about freely in the presence of other people. The anonymity of the questionnaire also helped in encouraging the students to participate because they were assured that their names would never be known or associated with neither the questionnaires nor the results of research. The anonymous questionnaire was adopted to find the factors which are increasing susceptibility to HIV which are sensitive to talk about or which one cannot be comfortable to talk about in a group. As the students were already leaving for vacation when the researcher arrived the questionnaires were distributed randomly on the same day to 20 female students and 20 male students who were still there. The students were asked to complete the questionnaires and return them in the school suggestion box in order to maintain anonymity before they leave for vacation. All the 40 questionnaires were returned fully completed.

3.3.3 Focus group discussions

Focus group discussions were used by the researcher in order to probe the students and get more information on why female students are at a higher risk of getting infected by HIV than male students and also why students engage in risky behaviors. Students were again assured of confidentiality of the information they give as well as their identities. Each gender group was met separately for the discussion. This was done to get the students feel comfortable and speak freely and be sincere with the information they give. The topic of the

research, its objectives and what the students had to do were explained to them at each session. Using the topic checklist, face-to-face discussions were done for a maximum of one hour. The researcher was also surprised by the way the female students were giving information at first and thought the students thought since the researcher had said was studying from the Netherlands they would get assistance. The researcher then explained carefully to the students that she was only doing a research and was not there for assistance. The discussions then proceeded and went on well. Carefully, data were noted down in a book whilst listening to the students as they gave their opinions.

3.3.4 Interviews

Interview was organized and an appointment was made with the sociology lecturer who was explained the objective, the purpose of the research and why his contributions would help to the study. The purpose of the interview was for him to give his views on the factors he assumes are increasing susceptibility to HIV infection to the female students of AU with much focus on the school environment since he is a profession of society and its interactions. The meeting took about 40 minutes. He could not take more than that since he was inspecting students writing examinations. The same process was done with the dormitory warden. The purpose of the interview was for her to explain the living conditions of the students, their behaviors in the hostels and for her to give her opinion on how students might be getting infected of HIV. The meeting took about one hour and twenty minutes. During the interview, data collected were written down on a copy book. The researcher also had to interview the bar men at the club in town in order to find out some details which she thought were important for the outcomes of this research when she got to the field. The interview only took a few minutes because he was busy attending customers.

3.3.5 Observation

The researcher also made use of the places which were named by the students during focus group discussions as places where they go during the weekends for leisure. One night club in the city center and a bar near the university campus which most of the students visit were then visited by the researcher observing the behaviors of the students in the club and what happens when they leave the club. The researcher only managed to visit the night club and the bar one night each, Friday and Saturday, since it was the only weekend left before all the students left for vacation. The university campus was also visited by the researcher twice different weeks to observe the behavior of the students at night as was emphasized by the dormitory warden. During the second visit the observer did not see much activity since there were very few students left.

3.4 Organization and data examination

Data collected for this research was organized and examined by the researcher. Data entry was also done by the researcher in order to reduce errors and to maintain consistency. Data collection was done basing on prepared methodological process such as pre-testing of anonymous questionnaire and face to face interview, observation and desk study. The analysis in this study was done basing on what other workers have researched and found out about the objective of this study. The information for this study was collected in the period of July- August 2012 basing on the current structure of the Institute. To analyze the data obtained from various respondents; clustering by sex was done and respondents have been grouped into two groups that are male and female students. Data which was not consistent or realistic was observed more critically and when there was no argument to justify them, it was not considered during the analysis.

3.5 Limitations to the study

The research study had a number of constraints even before the start of the field work. The researcher's laptop which had all the information on the research study stopped functioning the day she arrived in the country data had to be collected. It was not easy to have it fixed and this brought a great delay to the research process since some of the information collected during desk study was lost. And this implies that there was short time than expected by the researcher to collect and therefore less data than anticipated.

The researcher had also less time to work with the students than she expected because when she got in the country of study she was informed that schools were closing earlier than usual due to census which was taking place. When the researcher got to the area of study the students were already writing examinations. It was therefore impossible to put them in one place for selection and explanation of the objectives. It might be that the students completed the questionnaires fast without putting much attention to it in order to get back to their preparation of examinations making the information found in this study shallow.

Getting the respondents for the questionnaire, FGD and interview was very difficult as writing of examinations was already in progress. For the observations it could be that they were not doing what they usually do because they had to study and again some of the students had left.

The unavailability of the councilor and vice chancellor limited some detailed information which could have been obtained from them.

CHAPTER 4 PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the results of the field research from the questionnaire, focus group discussions, observations and interviews with 3 key informants. The findings from the focus group discussions (24 students, 12 females and 12 males, participated in the 2 focus group discussions , they did not participate in the anonymous questionnaire) and observations helped to have a deeper understanding of the questionnaire issues and help to understand the factors that contribute to students' susceptibility to HIV.

4.2 Respondents of the anonymous questionnaire

40 students 20 males and 20 females who were randomly selected completed the questionnaires and are considered as respondents in this research. Since the students were randomly selected among the female respondents first year students were 6, 8 were second year and 6 were in their fourth year.

Table 2: Ages of female respondents per year grade

Ages	Year of study			Total
	1	2	4	
19	2	0	0	2
20	2	3	0	5
21	1	4	0	5
22	1	1	0	2
23	0	0	5	5
24	0	0	1	1
Total	6	8	6	20

Total number of female respondents is 20

For the male respondents who were randomly selected as well 6 were first year students, 7 were in their second year of study and 7 were in the fourth year of study.

Table 3: Ages of male respondents per year grade

Ages	Year of study			Total
	1	2	4	
19	2	0	0	2
20	4	3	0	7
21	0	3	0	3
22	0	1	0	1
23	0	0	4	4
24	0	0	3	3
Total	6	7	7	20

Total number of male respondents is 20

The ages of the respondents are of the age group 19-24 years. 20 of the 40 students are 20 and 21 years old and most of them are in their second year of study. 9 of the respondents are 23 years old. Only 4 of the respondents are 24 years old.

4.3 Socio-cultural factors

Socio-cultural factors include the ability to negotiate for safe sex, the use of condoms, exchange of sex for money, number of partner and excessive use of alcohol since these play a critical role in determining susceptibility to HIV infection.

4.3.1 Sexual partners

Unsafe heterosexual sex is the main means of transmission of HIV/AIDS in Zimbabwe therefore the students were asked if they were sexually active.

Table 4: Number of respondents who are sexually active

	Yes	No
Male	18	2
Female	16	4

The findings of this study show that 34 out of 40 of the students are sexually active. The number of male students who are sexually active is slightly higher than that of the female students. All the six students who are not yet sexually active are first year students and 19 years old expect for 2 female respondents who are 20 years old. Since most of the students were found to be sexually active the researcher wanted to know if they practice safe sex or not. If they are not practicing safe sex then the students will be at a higher risk of getting infected of HIV.

The next answers are of the 34 students who are sexually active.

Table 5: Number of respondents using condoms per year of study group

	Year of study						Total
	Year 1		Year 2		Year 4		
	Yes	No	Yes	No	Yes	No	
Male	4	0	3	4	6	1	18
Female	0	2	1	7	4	2	16
TOTAL	4	2	4	11	10	3	34

The findings show that 13 out of 18 of the male respondents are practicing safe sex whilst 5 of the 16 female students are not practicing safe sex. Use of condoms is most common among male students who are in the fourth year of study. The majority of the second year students do not use condoms both males and females.

4.3.2 Reasons for not using condoms

From the findings of this study eight of the female students indicated that it is because their male partners do not like using condoms and they never use condoms at all. 1 female student said she was afraid of pregnancies so she uses condoms every time. 2 other female students said are afraid of getting infected. 4 of the male respondents said the condoms are too expensive for them and 1 said he does not like condoms.

During focus group discussions the male students said they are aware of HIV and cannot sacrifice their lives so they try their best to use condoms. Female students said most of the men from town they have sexual relationships with do not like condoms. With male students

it is easy to talk to them since they are at the same level. They can therefore use condoms with them. They said they prefer men from town that can look after them financially than students who cannot afford to look after them as much as old men do. So the females have sex with older men who have more money to buy condoms but they do not like using condoms and the females cannot negotiate using condoms. From these findings female students never mentioned about the cost of condoms meaning they never buy condoms. In conclusion, female students are at a higher risk of getting infected of HIV than male students since most of them are practicing unsafe sex. Male students are also at risk since they have sex with the same female students who cannot negotiate for safe sex from old men from town.

4.3.3 Number of sexual partners

There is a current prevention campaign initiated by USAID in Zimbabwe dubbed “who are you connected to?” It is basically as a result of the recognition that the phenomenon of multiple sexual partners is potentially a high risk factor among the risk groups in Zimbabwe. The respondents were asked if they are engaged in multi-sexual relationships since sexual networking is a factor for spreading the HIV virus and therefore makes them susceptible to HIV infection. They were asked if they had 1 or 2 or 3 sexual partners because increase in sexual partners is associated with HIV infection.

Table 6: Numbers of sexual partners (sp) of the respondents per year of study

	Year of study									Total
	Year 1			Year 2			Year 4			
	1 sp	2 sp	>2 sp	1sp	2sp	>2sp	1sp	2sp	<2sp	
Male	2	0	2	0	2	7	2	1	2	18
Female	2	3	0	4	3	0	0	2	2	16
Total	4	3	2	4	5	7	2	3	4	34

7 of the 34 students who have more than two sexual partners are second year students. 11 out of 18 of the male students have more than 2 sexual partners. 7 of them are in their second year of study and 2 are in their fourth year and the other 2 in their first year of study. The majority of the female students have 2 partners. 3 of them are in their second year of study and 3 in the first year of study. Both 2 female students with more than 2 sexual partners are in their fourth year of study. During focus group discussions the male students said the university level is the time for experimenting and they also do it for fun. Most of them said you can have one official partner and others for experimentation. As one of the male students put it, ‘This is the time to experiment and get to know the type of a sexual partner you would want in life so you have to test the different bodies fat, thin, tall and short ones.’

Most of the female students said you have to keep 2 so that if you lose the other one you will be left with one. The one will be mostly a student. Others also said that one will be for huge amounts of money and the one to cater for small amounts of money for like hairdo and food. There was also one female student who said it was not proper to have a number of partners because you will get infected of HIV. Others responded saying that they are clever and know how to play it safe.

In conclusion both male and female students are at a high risk of getting infected of HIV since they have more than one sexual partner which increases the risk of getting infected

taken into account the use of condoms. Females have different reasons than male students for having more sexual partner this should be taken along if interventions are made to reduce the number of sexual partners of the students.

4.3.4 Gender Inequality

The researcher intended to assess perceptions of the respondents on the subject of gender inequality as a factor in heightening the levels of susceptibility to HIV among AU students. Assessment was done on power to negotiate for safe sex, exchange of sex for money and sexual harassments. Within the Zimbabwean culture men should have control over sex. This culture put students at a disadvantage because there will not be any negotiations for sex. (Mapfumo, 2007). However, the respondents were asked the question: If a person wants to have unsafe sex with you is it difficult to say no?

Table 7: Number of respondents who cannot negotiate for safe sex

	Year of study						Total
	Year 1		Year 2		Year 4		
	Yes	No	Yes	No	Yes	No	
Male	0	4	0	7	0	7	18
Female	2	0	8	0	3	3	16
Total	2	4	8	7	3	10	34

15 out of 18 of the female respondents cannot negotiate for safe sex from the other partner whilst all the male respondents are able to negotiate for safe sex from the other partner. 3 of the female students who only can negotiate for safe sex are in the fourth year. 8 of the female students indicated that they cannot negotiate for safe sex to their partners because they will be in fear of losing the partner and 4 said they will not be given what they want. 1 did not indicate why. All the male respondents said they are the ones who will be in control so no need for negotiations.

These findings show that female students are at a higher risk of getting infected of HIV than male students since most of them are not free to negotiate for safer sex. Being able to negotiate for safe sex goes with age since all the 3 female students who said can negotiate for safe sex are in the fourth year. Age should be keeping them strong.

4.3.5 Exchange of sex for money

Having sex for money makes one to have less power to negotiate for safe sex but to do what the other partner wants (Mulwo, 2009) and this leaves the person at a higher risk of getting infected. The researcher thereby asked the respondents if they would have sex for money if the opportunity comes. This question helps to find out if the AU students are at a risk of getting infected due to having sex for money.

Table 8: Number of respondents who would have sex for money

	Yes	No
Male	1	17
Female	12	4

21 of the 34 students would not have sex for money although more than half of the female respondents said they would do it. All the 12 indicated that they would want to pay their school fees. One male student who answered yes said it is because he would have got the chance to become rich in life. During focus group discussions most female students said that their parents cannot afford to look after them the way they want. Other students said they do it because they want high life and they want to compete with other rich students. Most male students said that a real man does not have to be looked after by a woman so they have to be content with what they have. They said such cases are common among the female students. They said they are aware of many such relationships going on among female students and men from town. These findings show that female students put themselves in a high risk situation with men from town in order to get money. If an intervention is to be made it should be gender sensitive since differences between men and women need to be taken into account.

4.3.6 Taking of alcohol

Taking alcohol makes someone go out of mind and do what he/ she would not do under normal circumstances. It can make someone do unsafe sex without even realizing it or thinking about it. It can as well push someone to have a feeling of experiencing it unsafe. This leaves one susceptible to HIV. If you do it many times the more you will be at risk of getting infected.

Table 9: Number of respondents who had sex under the influence of alcohol

	Yes	No
Male	6	10
Female	14	4

14 out of 18 of the female respondents had sex under the influence of alcohol and 6 out of 16 of the male students had been influenced by alcohol to have sex. 2 of the male respondents said they have done it several times whilst the other 4 said once. 8 of the female respondents said they had sex under the influence of alcohol almost every weekend, 1 said only once and 4 said twice.

During the researcher’s observations visit she witnessed female students getting picked up by old man in posh cars to expensive clubs. They drank expensive drinks bought by the men. When it was time to leave the club most of them were taken to hotels by old men both drunk.

Most of the male students were just walking in groups of male students to the nearest bar and afterwards they walked back to their hostels. Only a few booked taxis to the clubs in town. Some of the female students who would have left the university campus by taxis the researcher saw them leaving the club with old men.

These findings show that female students put themselves in a risk situation through going to hotels with old men drunk. The male students are at a better risk since most of them go straight to their hostels after drinking. This was as well supported by the dormitory warden who said that most of the male students return to the hostels at night and most female students get dropped by cars the following morning.

4.4 ORGANIZATIONAL CULTURE FACTORS

These are factors related to the culture and practices of the university which put students at risk of getting infected of HIV and these includes informal relationships between students and lecturers, ways of recreation, different laws on enrollments and peer pressure.

4.4.1 Ways of recreation

In order to know the type of recreation available for students at AU the researcher asked the students the places they recreate during weekends. It is usually during the weekends that students have nothing to do without lessons to attend that they find something to do to keep them busy. What they end up doing during the weekends can create risk situations which will leave them susceptible to HIV infection.

30 out of 40 of the students visit night clubs and bars during weekends and a few stay in the hostels. Male students visit night clubs in number than female students. 2 of the male students and 3 of the female students said they visit relatives whilst 2 of the female students said they visit their boyfriends.

During the researcher' s observation visits to the club she found out that the club which most of the female students visit has higher entrance fee of which most of them do not pay to enter. It is free for AU ladies only before 10pm. When the researcher asked the bar tender why it was like that he said that AU female students attract rich men from town. If they come in number then men from town will also come in number and the club will make a lot of money. When the researcher visited the club during the observations visit almost three quarters of the people who were inside were men. Most of the female students who were inside were well dressed in short dresses thus trying to attract men. Even the ones who got picked up by men from the university campus were dressed the same. Afterwards the researcher saw most of the female students leaving with old men. When the researcher visited the bar which most of the male students visit there were mostly men and were drinking in groups of men only. Afterwards they went straight to the hostels.

In conclusion the findings show that female students are at a higher risk of getting infected of HIV than male students since they go to a club which is making money from their presence. And where there are many old men and more men than women and where they do not have to pay for their entry. This creates a risk situation for the female students and leaves them susceptible to HIV infection. Drinking of alcohol also leaves male students susceptible to HIV infection. The university should have its own ways of recreation for students to avoid going to clubs in town if interventions are to be made.

4.4.2 Initiation into the school

It is very common among colleges in Zimbabwe for senior students to sexually abuse first year students. This leaves the students susceptible to HIV infection (Mapfumo, 2007). The researcher intended to find out if such cases were common at AU. The respondents were hence asked the question, when you joined the university did the seniors force you to have unprotected sex?

Table 10: Number of respondents who were forced to have unprotected sex with the senior students

	Yes	No
Male	0	18
Female	3	14

32 out of 40 of the students were not forced to have unprotected sex with the senior students except for 3 female students. During focus group discussions most of the male students explained that it is the only chance for them to experiment with different female students but they do it safe. They said they are afraid of getting infected. Most of the female students during focus group discussions agreed they were forced to have sex with the seniors but they said it was protected. There were a few though who argued that they were forced into unsafe sex with senior students.

However, initiation at the university of female students is not limited to senior students. The female students explained that men from town are the ones who force them to have unsafe sex when they join the university. They said that there are rich men from the town who organize a welcome party every beginning of the year for first year students. They sent a bus to the university campus to fetch only first year female students to the venue and this leaves the male students stuck without having transport to get there. At the party they serve meat with drugs and lots of free sweet wine so that the female students get drunk and they manage to have unsafe sex with them. When the senior female students try to tell the female first year students not to attend such parties they do not listen. They feel like the senior students are being jealous of them since they feel like they will be the young ones and so still on demand.

In conclusion there is forcing of first year students into unsafe sex though it is not much at AU but the findings from focus group discussions show a dangerous situation that creates a greater risk of getting infected of HIV for the female students. The male students are protected since they practice often safe sex though with a number of partners. First year female students should therefore be well informed during the week of orientation when they are still new to the university about such practices.

4.4.3 Peer pressure

Peer pressure is the influence exerted by a peer group, encouraging individuals to change their attitudes, values, or behaviours in order to conform to group norms which is common among youths (Lengwe, 2009). In this study, the research concentrated on students' influence on each other in getting sexual partners. The respondents were hence asked if they had been influenced by other students into having sex. This question helped to find out if students at AU have sex due to peer pressure that is being pushed by other students into having sex which can leave them susceptible to HIV infection especially when they are influenced to do it unsafe. It is usually at that age, during university level, that students can easily be influenced by other students and want to do what they will be doing too (Mulwo, 2009).

Table 11: Number of respondents who have been influenced by friends into having sex

	Yes	No
Male	14	2
Female	11	7

26 out of 34 of the respondents have been influenced by friends into having sex. Such influence is most common to the male students than to the female students. During female focus group discussions the female students said that there are senior female students who get young students sexual rich partners from the town in exchange of money. One of the female students was quoted, 'they sweet talk you that you just end up interested into meeting the man.' The male students during focus group discussions said it is when other students in the hostels talk about how good sex is and the way they do it that you feel like experiencing it too. When you are just quiet when others talk about their experiences and you have never had safe sex other male students call you names like, "gwara" in the local language, shona, which is translated being scared of ladies. Most of them said that honestly, who would want to be called "gwara" by other men?

The findings of this study show that both male and female students of AU influence each other into having sex which leaves them all susceptible to HIV infection. This was as well emphasized by the university sociology lecturer that peer pressure affects young groups when they are put at one place and to him it is the major factor he thinks is most contributing to HIV infection among students at AU.

4.4.5 Ways of enrollment

In order to understand whether the university has laws on recruiting students which might leave students susceptible to HIV infection the researcher asked the respondents how they got enrolled. Mulwo (2009) argued that there are certain laws which schools adapt in recruiting new students which can put students at a disadvantage. Lecturers might ask for unsafe sex from students in order to get enrolled which leaves the students susceptible to HIV. All the respondents said they applied straight with the administration. The sociology lecturer said all students are enrolled straight with the administration.

These findings show that at AU lecturers do not have a culture of having sexual relationships with students for enrollment.

4.4.6 Sexual relationships between students and lecturers

The researcher intended to find out if there are any sexual relationships which are going on among students and lecturers at AU. Such relationships put students at a disadvantage because of the less power which they have compared to their lecturers. This will make them not able to ask for safe sex and therefore leave them at a high risk of getting infected of HIV. This question also helps to find out if the sexual relationships are decreasing or increasing at AU. If they are increasing then the students will be at a higher risk of getting infected.

4 of the female students said they had sexual relationships with some lecturers this school year and 6 during last year. All the students said they wanted to get chosen in the choir

group to America. Only one of the male students said had sexual relationship with a lecturer this school year and last year. During focus group discussions female students said if you want to go to America for trips of choir which are organized every year by the university you have to sleep with one of the music lecturer and failure to do so will make you not to go. The male students explained that it is obvious that all the female students who go to America would have had a sexual relationship with a lecturer.

The sociology lecturer during his interview said sexual relationships between students at AU are not allowed if it is found out a lecturer will lose the job. He gave an example of a male lecturer who made one of the students pregnant in 2008. When this was found out he said that a lot of stories came out about him. The students complained that the lecturer was forcing female students to have sexual relationships with him in order to get chosen in the group which would be going to America for choir that year. The lecturer was from Ghana and was deported. He was given 24 hours to leave the country. The sociology lecturer thinks such issues are decreasing at AU because ever since he has not had of any relationships between students and lecturers. He said that now they should be aware and afraid of losing their jobs so if they are doing it they are doing it carefully.

He also said he cannot say such cases are not there at all because lecturers are human beings and have feelings at all. Students can do many things which can tempt them. He further said that the way the female students dress when they attend lectures can make lecturers think other ways. So it is possible that the lecturers are doing their games but playing them well. During focus group discussions both male and female students said they do not know of any relationships going on between the students and lecturers but what they are sure of is almost all the female students who are in the choir and make it to America trip would have had a sexual relationship with one of the lecturers. Two of the female students said they refused sex to the music lecturer last year and they were not chosen to join the group.

These findings show that there are sexual relationships which are silently going on and mainly to the female students. The attitude of the male students that they it is obvious that this is happening the researcher found it rather shocking that it seems to be so accepted that if female students want something that they have to pay in sex. The cases are increasing and the female students are at a higher risk of getting infected because of such cases. If interventions are to be made female lecturers should also be included in the selection of students who go to America for choir.

4.4.7 Access to condoms

This question helped to find if it is the inaccessibility of condoms which make students to indulge in unsafe sex. If condoms are not easily accessible it will force students to do unsafe sex because they will have nowhere to find condoms and that leaves them susceptible to HIV infection.

During the interview with the warden of the dormitories she said that the university provides condoms in the toilets of male students. She said the surprising thing is every time they want to add more they find the boxes full that they wonder if the students are practicing safe sex. Although she said there are times they see used condoms thrown outside the windows .They do not provide them with female condoms because they do not have any sponsors.

During female students focus group discussions they said that they are not provided with condoms and only a few knew about them being provided for male students. They know about male condoms which are sold in the school tuck shop of which most of them said it is embarrassing to be seen as a lady buying condoms. Almost all of them said they have never seen a female condom. Of the few who had seen it said they do not know how it is used. Male students during focus group discussions said that it is embarrassing to use condoms provided in their toilets. They said those are donated to poor people in the rural areas and not for educated and better people. The ones which they said are ribbed and flavored which the female students prefer are too expensive for them.

The findings show that both male and female students are at risk of getting infected of HIV because the condoms are too expensive for them and they both do not want to use the cheap ones. The female students are at a higher risk since the university does not provide female condoms. If renovations are to be made female students should have same access to condoms as male students.

4.5 ECONOMIC FACTORS

These are the amounts of money which students receive from their parents and the different ways which they spend their money.

4.5.1 Amount of money students receive from their parents/guardians per month

This question helped to find out if the students are getting enough money from their parents/guardians. If they are getting too little from what they think is enough then they will be in a risk situation which might force them to find them ways to supplement to their pocket money from home which can make them susceptible to HIV infection.

Most of the female students said they get US 50 from their parents. They indicated that it was not enough for them. They would prefer US 80 or more per month. Most of the male students said that they get US 80 from their parents and indicated that it was enough for them. All the 4 female students who are not yet sexually active said that they do get US50 or less from their parents a month. They all indicated that it was enough for them. The female students who indicated that they get enough from their parents do not visit bars.

These findings show that female students who are not sexually active are content with what they get from their parents and those who go to clubs want more money. There are therefore high chances that they go to clubs to look for men to sell sex to. These results also show that male students get more money than female students from their parents. If innovations are to be made parents of the students should be advised to give female students same amounts of money as female students to avoid female students from selling sex.

4.5.2 Ways of spending money

During focus group discussions the female students said they spent most of their pocket money on hairdos which they do every month and nails do. They also buy their own meals from the school canteen which they complain was too expensive for them and the taste not really good. This makes some of the female students to look for old men from town who can drive to the university with take away foods for them. The majority of them said they buy new clothes every month so as to keep up their appearances. When they go to clubs they said they want to dress differently every time. They said their parents cannot afford to give them money for luxuries like for buying clothes regularly but as women they said they will always get means of getting money.

The male students said they spent most of their money on alcohol and on food from the canteen. They did not complain on the bad taste like female students. They said they go to a pub near the campus which sells cheaper alcohol and since it does not have any transport costs.

The female students put themselves in a high risk situation of getting infected of HIV through trying to live a life which their parents cannot afford to provide for them.

4.6 SCHOOL ENVIRONMENT

These are the amounts of school fees, school curriculum and the living conditions of the students which can make the students susceptible to HIV infection

4.6.1 Amount of school fees

The amount of school fees can leave students susceptible to HIV because if it is too high it will not be easy to get for some students. This can lead to some students getting engaged in ways which are risk in order to raise money for the fees.

During the interview with the sociology lecturer he said that among all the universities in the country AU has the highest fees. The university is not strict about Advanced level results like other universities in the country when enrolling. He further said not all students you find at the university are from rich families. He also believes that it is one of the factors which make female students act otherwise, he was quoted, "It is because of these high amounts of school fees that you find female students loitering up and down the streets of Mutare hoping to meet old men to have sexual relationships with in order to get money for school fees." He gave an example of one of the students whom one of the old men's wives caught through the man's messages in his mobile phone that they were having an affair. The wife followed the student to the campus and made a lot of noise, shouting and beating up the female student. They were both taken to the university administrator and the female student confessed that she was only doing it since the man had promised to pay her school fees which her parents could not afford.

These findings show that high amounts of school fees leave AU female students at high risk of getting infected of HIV. The government should start with scholarships to avoid students with low marks and poor to get enrolled at universities where they cannot afford to pay the fees.

4.6.2 Living conditions

If male and female students share hostels it leaves all students susceptible to HIV infection since they can easily or get tempted and have sexual relationships. If the lecturers are as well sharing hostels with the students there is a higher tendency of them to use their power to manipulate students into having sexual relationships with them (Lengwe, 2009). It will be easy for them to ask them to come to their rooms and force them to have unsafe sex with them. Students therefore will be at a risk situation of getting infected.

During an interview with the dormitory warden she said that at AU female and male students do not share hostels. They have got different hostels for both male and female students. They have got rooms in which 3 students share. There are cases when they have more male students that they will have to let male and female students share a hostel but in different wings that they never meet . They can only meet at the entrance door. She further said the

students are only allowed to visit the rooms of the students of the opposite sex between 5pm and 10pm during school days and between 5pm and 12pm during weekends. If any of the students is caught in a room of the opposite sex any other time he will pay a penalty of 50 us. She said there are no lecturers who stay in the students' hostels. They all stay in town.

During focus group discussions the male students said that they make use of the time they are given to visit each other's hostel to meet with their partners. They said that they arrange time with the other roommates so that they will be only him and the partner in the room during 5pm to 12pm. They even call that period "happy hour". They also said that if you know that your partner is the only one in the room and the other roommates are away maybe for the weekend they will only get a caretaker a bottle of African beer. The other student was quoted, 'we are man as man you just have to understand each other.' The other one was quoted. 'The caretaker is a good buddy if you befriend him well you can get inside the whole night for free.' The female students said if a partner of your roommate comes in you have no option but to excuse yourself and leave the room.

In conclusion the time the students are given to visit rooms for opposite sex and sharing of the hostels but in different ways leaves both female and male students of AU susceptible to HIV infection. The students themselves pointed out that they make use of that period.

4.6.3 Structure of school curriculum on HIV/AIDS

Education is an effective tool to use in reducing the spread of HIV/AIDS. Most schools in Zimbabwe do use this tool which is readily available to them to accomplish this goal. Many schools do have their own design mechanisms to use. The sociology lecturer said that AU collaborates with the Ministry of health and FACT to create awareness for students and staff through Voluntary Counseling and Testing (VCT) and training sessions for students.

4.7 CONCLUSIONS

From the findings both male and female students of AU are sexually active. Use of condoms is less among female students than male students. Male students are afraid of HIV and practice safe sex. It is easier for male students to practice safe sex because they control sex. Female students of AU are not practicing safe sex due to failure of negotiating for safe sex. Both male and female students have multiple sexual partners.

The results also show that there is sexual harassment at AU between male lecturers and female students in favor of getting chosen to America for choir. Female students also get sexually harassed with male lecturers in order to get enrolled. The results also show that the first year female students are forced by men from town into having sex with them after they get drug them.

Both male and female students of AU influence each other into having sex. Senior female students get junior students men to have sex with. Male students also have sex because of fear of being called names if they do not talk about sex whilst others do. Alcohol also leads to both male and female students to behave in risk behaviors. The male students also sometimes get inside female students hostels through bribing caretakers.

From the findings the environment of the school is also leaving female students susceptible to HIV by not providing them with female condoms. The living conditions at AU create a risk situation for both male and female students since they sometimes have to share hostels. The

high amounts of school fees at AU make female students to engage into risk behavior selling sex in order to pay up for their fees. Male students look for jobs because of masculinity and do not sell sex. Female students also sell sex in order to get goodies which their parents cannot provide them.

There are far more factors that are making female students susceptible to HIV than male students. This is mainly because of gender inequalities which make the female students not being able to negotiate for safe sex as well as the expectations of society which makes female students to engage in risk behavior whilst male students cannot engage in such behaviors. Male students are also susceptible to HIV infection since they have sexual relationships with the same female students who have sexual relationships with men they cannot negotiate safe sex with.

CHAPTER 5 ANALYSIS AND DISCUSSION OF KEY ISSUES FROM FINDINGS

5.1 Introduction

In this chapter, key issues in the findings in the previous chapter are discussed in relation to research questions, and compare to the other findings from literature. The discussion focuses on the findings that seek to address the objectives as well as respond to the main research questions.

5.2 Socio- cultural factor influencing susceptibility for student

The Socio cultural factors influencing susceptibility to HIV for student includes condom use, sex for money and the number of sexual partners.

5.2.1 Condom use

Maharaj (2006) found out, that young people underestimate their own risk of becoming infected with HIV although they have knowledge about how it is transmitted. This is why most of the female students at AU are in sexual relationships with old men. Most of the AU female students do not think of getting infected but think of getting money and this leaves them susceptible to infection. The argument of Maharaj (2006) contradicts with the findings that most of male students make use of condoms since they are afraid of getting infected. Lengwe (2009) argues that once young girls get involved in relationships with old men it is difficult for them to ask for safe sex because it is one with money who will be in charge being the old men. This confirms why more female students of AU practice unsafe sex than male students at AU. Mulwo (2009) argues that African men are at a better advantage when it comes to get infected of HIV because they are the ones who decide whether to have safe sex or not. During male students FGDs they emphasized that they are in control during sex therefore they use condoms.

5.2.2 Number of Partners

Mapfumo (2007) explained that increase in sexual partners is associated with HIV infection. The risk is believed to be greater with especially multiple concurrent sexual partners mainly because it is difficult to ensure faithfulness among the different partners and safer practices can be jeopardized by other factors and should one of the many partners be infected, the rest of the people sexually connected are at risk. The majority of the students at AU have more than one sexual partner. The female students during FGD said that it is better to have more than one sexual relationship so that they provide you with different needs. Male students said university level is time for experimentation that is why they have many sexual partners. The multiple sexual partners make the female and male students to be susceptible to HIV but the risk to be susceptible from multiple sexual partners is higher for female than male students. It is worse in the female situation because they have a sexual partner who will support them during their schooling at AU and a lecturer to choose them to join the trip to America.

5.2.3 Sex for money

Mapfumo (2007) discovered in a study on transactional sex among young people in rural Zimbabwe that most of the young women did not mind staying in a relationship as long as they get something out of it. This confirms with the female students of AU who said that they do get into sexual relationships with old men because they want money from them. Young

women often exchange sex for beauty products Mulwo(2009). Female students of AU during focus group discussions said they have sex with old men so that they could buy new clothes which their parents cannot afford to provide them every time. The power differences between the sexual partners in such relationships make it difficult for these young girls to negotiate for safer sex and in their love to earn money may still make them to have unprotected sex. (Mapfumo, 2007) explained that multiple and concurrent sexual partners are considered important factors in the rapid spread of HIV in Africa. Students who engage in sex for money are very susceptible to HIV due to less power to negotiate for safer sex. This confirms why female respondents said it is difficult for them to negotiate for safe sex because of fear of not getting what they want. Also, the acceptance of the majority of the female focus group discussions respondents to rather go for rich old men from town and not students put them at greater risk of HIV infection. Mulwo (2009) argues that because of fear to lose their masculinity male students do not sell sex but would rather look for jobs when they are in need of money. This confirms with the findings that male students of AU during focus groups said they cannot have sex for money because a real man cannot be looked after by a woman but should work for his money.

5.3 Organizational Cultural Factors

The organizational cultural factors which leave students of AU susceptible to HIV infection are ways of recreation, power relations between students and lecturers and peer pressure

5.3.1 Ways of recreation

Mulwo (2009) argues that the type of recreation which one chooses can leave her susceptible to HIV infection. At AU most of the students go to clubs at night during weekends. The female students go to a club where there are more men than women. Most of the men there will be older than them. In those clubs they drink a lot of beer that they get drunk which leave them susceptible to HIV since alcohol can make one behave in an unusual manner (Mapfumo, 2007). The old men in the club would also have gone to the club with intention of meeting AU female students as was explained by the bar man of the club. He said that they make it free for AU female students because they attract rich men in town. Most of the male students at AU choose going to a pub which is closer to the university as a way of recreation where there are mostly men. This leaves female students more susceptible to HIV infection because afterwards they go to hotels with the old men drunk. There is a higher probability that they do unsafe sex since they will be drunk. Male students are also susceptible to HIV infection since they also go to a pub where they drink alcohol excessively.

5.3.2 Power relations between students and lecturers

Barnett and Whiteside (2004) argue that students in the universities engage in sexual relationships with lecturers for favors. This is also supported by Mulwo (2009) that female students are sexually harassed by their teachers. This shows that both the teacher and student will engage in sexual relationships to benefit from each other. Findings from this study show that there are sexual relationships going on at AU between female students and male students in favor of going to America for choir. During focus group discussions male students pointed out that it is quite obvious at AU that a female student who make it for choir to America would have a sexual relationship with a music lecturer. They also emphasized that they are aware of such relationships between female students and lecturers none with male students. This contends with Mulwo (2009) study on sexuality and AIDS awareness which indicated females are more likely than males to have sexual relationships for favors. This also confirms why the majority of the FGD respondents said would not mind rich old

men and not young guys for financial help .Students in AU get involved in sexual relationship with lecturers mostly for getting chosen to go to America for choir. Such trips are done every year and only male music lecturers are in charge of selecting students to join the choir. Therefore the lecturers have sex with a number of female students every year as well as females outside the school putting all the actors in the sexual activities at risk of HIV infection. Similarly, these females might also have multiple sex partners thereby complicating the issue and raising those involved susceptibility to HIV. The same females also have sexual relationships with male students making male students also susceptible to HIV infection.

5.3.3 Peer Pressure

Peer pressure is another important source of students' susceptibility to HIV. Peer pressure may operate in two ways. One way is where the friends introduce you into activities that may raise your susceptibility to HIV and the other way is where friends will isolate you from them and call you names for not engaging in some risky practices. This confirms with senior female students of AU who influence other students into getting sexual partners. Lipinge et.al., (2004) found that peer pressure drives many young students into engaging into unprotected sex. In his study in universities in South Africa he found that students influenced each other into having unprotected sex and taking of alcohol and drugs. This confirms with males students of AU who get engaged into sex because of fear of being called "gwara" by other students if they do not talk about their sex experiences.

5.3.4 Initiation into the school

According to studies by Lengwe (2009) first year students are subjects of hazing activities. Hazing which refers to "any humiliating or dangerous activity expected of you to join a group, regardless of your willingness to participate. These hazing activities are sexual acts. This was confirmed in AU. On female students these were sexual abuses 3 of the female respondents said were forced to have sex with the senior students. Male students recognize sexual hazing and use it as a permit to have multiple partners which increases their chance of infection. Men from town also make use of the hazing activities through organizing parties for female first year students and drug them and have sex with them.

5.4 School Environment Factors

The amount of school fees and students living conditions of students at AU are leaving both male and female students susceptible to HIV infection.

5.4.1 Amount of school fees

Mulwo (2009) argues that high amounts of school fees can create a risk situation among female students. He further says if the parent of the student fails to pay the fees the female student might think of getting engaged into sex so as to get fees to finish school. This is supported by the female students of AU who indicated that they can have sex for money if the opportunity comes in order to pay their school fees. This leaves them susceptible to HIV infection because in such a scenario it becomes very difficult to negotiate for safe sex. This contradicts with the findings for the male students who said they would not sell sex but look for jobs which do not leave them susceptible to HIV infection.

5.4.2 Living conditions

Studies have shown that sharing of hostels between male and female students leave them susceptible to HIV infection. In a study done by Mapfumo (2007), it was found that it was

easy for male students to sneak from their rooms to female rooms at night since they shared hostels. This confirms why male students at AU said that they sometimes sleep in female students' rooms although they are not allowed. This leaves both male and female students susceptible to HIV infection. The male students do not only sneak to the rooms of the female students but also bribe caretakers to get inside the rooms.

For the **economic factors** Lengwe (2009) argues that the amount of pocket money a student get from her parents can also leave her susceptible to HIV infection if is less than what is enough for her it will leave the student susceptible to HIV infection. This confirms the findings that most female students of AU engage into sexual relationships to get money for school fees. This was also supported by the sociology lecturer who said the high school fees of AU leave the female students susceptible to HIV infections

5.5 Conclusions

From the findings socio-cultural factors as unused of condoms, many sexual partners and selling of sex for money are factors which influence susceptibility for both female and male students. Nevertheless, for the female students the major factor is because of gender inequalities which make them not being able to negotiate for safe sex. While for Male student the major factor seems to be of having sexual relationships with the same female students who have sex for money and have less power in negotiating for safe sex. This cycle of multiple sexual partners leave both female and male students susceptible to HIV infection.

For organizational cultural factors both male and female students influence among themselves into risk behaviors which leave them susceptible to HIV infection. The sexual relationships between female students and lecturers for choir trips to America because of power of the lecturer leave the female students susceptible to HIV infection.

In school environment, the high amounts of school fees and the sneaking of male students into female students' rooms leave both female and male students susceptible to HIV infection.

For economic factors it is the different ways of spending of money which make female students more susceptible to HIV infection than male students. Female students have more expenses than male students. Female students get less money from their parents than what they need.

CHAPTER 6 CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

This chapter presents the conclusion and recommendations based on the findings and discussion chapter. For the purpose of this study, a literature review was done first and the factors which increase susceptibility to HIV were explored and described. This study was conducted to understand the factors that differentiate susceptibility to HIV with focus on female and male student of AU. To achieve this, many assumptions were made as factors that influence the susceptibility of the AU female and male students to HIV. These factors were the socio-cultural, school environment, organizational culture and economic.

For socio-cultural factors which are mainly affecting female more than male students, it was found that gender inequalities play a major role on differentiated susceptibility between male and female students. Younger female students in the first and second year were found not to be able to negotiate for safe sex and the fourth year female student were found to be able to ask for safe sex. All the male students are able to negotiate for safe sex. This shows that that there is differentiated susceptibility between male and female students as well as within years of study. It also shows that negotiations of sex go with maturity since all the older female students are able to negotiate for safe sex.

It is also because of gender inequalities that there was found to be less use of condoms among female students compared to male students. Male students said they control sex therefore they can decide on their own whether to use condoms or not. Use of condoms are low in the female students who are in the second year of study and highest to the male students who are in their fourth year study. Male students of AU were found not to get favors from sex because of masculinity since in society males are not expected to sell sex and this leaves female students more susceptible to HIV infection. Female students were found selling sex, having sexual relationships with lecturers and old men from town. Both male and female students of AU have multiple sexual partners and these are most common to the second year female students. The female and male students have different reasons of having multiple sexual partners. Female students needed money most and male students were doing it for experimentation. All these factors show the different ways male and female students of AU get susceptible to HIV infection.

The economic factors which show differentiated susceptibility between male and female students are the pocket money the students get from their parents and the different ways they spend it. There is also gender inequality here since female students do not get enough from their parents because they have got lots of expenses because of femininity which their parents do not always provide for them. Male students have got fewer expenses. They spent their money on cheap alcohol and do not mind eating food from the university canteen.

The school environmental factors which are the amount of school fees which is too high and therefore leaves female students susceptible to HIV looking for old rich men to help them with paying school fees. Men look for jobs because of masculinity which leaves them not to

want to be looked after by women. The living conditions for students at AU are another factor which creates risk situations among both male and female students since the female and male students sometimes share hostels.

Ways of recreation, ways of enrollment and initiation into the school are the organizational culture factors. Female and male students do not recreate at same places. Female students recreate at an expensive night club in town where they do not have to pay to enter and where there will be more men than them who will be there mostly to meet them. Male students go to a pub near the university. This makes female students more susceptible to HIV than male students. At AU female students are forced by male students to have sex with them during their first months at the university. It is because of the expectations of society that women are not expected to ask for sex for man that only female students are forced into sex and not male students. Men from town also organize parties for first year female students within their first days at the university and force them to have sex with them. All these factors show the different ways female and male students are getting infected of HIV.

6.2 Recommendations

From the conclusions above, the following recommendations are made to various stakeholders involved:

Organizations and stakeholders which do awareness should come together and train female young students on various ways to negotiate for safe sex and men should be trained on how to accept the use of condoms so as to avoid the practices of unsafe sex.

Parents of the students should be well informed by the university authorities that if they do not give their children pocket money which is not enough they will engage in risk behaviors which leave them susceptible to HIV infection. The parents should be therefore asked to give their children enough money.

The government of Zimbabwe should carry out campaigns for women to stop the silence which is there between women and men so that women will be free to talk to men about safe sex.

Awareness campaigns for first year students about parties organized by men in town should be organized by the university authorities during the first days the students join the university so that they do not attend such parties.

The government should start with scholarships to avoid students with low marks and poor to get enrolled at universities where they cannot afford to pay the fees so as to stop female students from selling sex.

The university authorities should organize their own ways of recreation at the university to avoid students from going to clubs in town where they meet old men.

The university authorities should also include female lecturers in the selection of students who go to America for choir. They should also carry campaigns at the university so that the culture of lecturers harassing female students stops.

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ANNEX 1

Anonymous questionnaire to students

This questionnaire is established to assess the factors that are increasing susceptibility at A.U your contribution with various answers will help in finding concrete answers to the current situation. In view of this, your honest and sincere responses are crucial to the results of this research. Please be assured that whatever information you provide will be strictly confidential and no one will know of it in the university. Your responses will not be identified with you personally, nor will anyone be able to determine who you are. Nothing you say on the questionnaire will in any way influence your present or future stay at Africa University.

Please, kindly feel free to respond sincerely to the questions

Sex:

- Male
- Female

Age.....

Year of Study.....

Socio-cultural factors

1. Have you ever had a sexual partner?

- Yes
- No

If your answer is no, skip to question 6

2. Do you use condoms every time you engage in sexual intercourse?

- Yes
- No

If no why.....

3. How many sexual partners have you had from February 2012 to July 2012?

- One sexual partner
- Two partners
- More than two

4. If a person wants to have sex with you, is it sometimes difficult to say no?

- Yes
- No

If so, why?.....

5. When you joined the university did the seniors force you to have unprotected sex with them?

- Yes
- No

6. Would you have sex for money if the opportunity comes for you to earn a huge amount?

- Yes
- No
- Say,

why

.....

7. Have you ever received money for sexual favors?

- Yes
- No

If so why?.....

8. Have you ever had sex with some Lecturers at AU?

- Yes
- No

If so why?

If not why not?

9. Have your friends ever influenced you into having sex?

- Yes
- No

If yes, how frequent do they influence you? Please specify.....

10. Do your friends help you in getting sexual partners?

- Yes
- No

11. Have you ever had sex under the influence of alcohol?

- Yes
- No

If yes, how frequent? Please specify.....

12. Do your friends encourage you to smoke (mbanje)?

- Yes
- No

If yes, how frequent?

ORGANIZATIONAL CULTURE FACTORS

13. What do you usually do during weekends?

- Visit night clubs
- Stay in the hostels
- Other specify.....

14. How did you get enrolled at AU?

- I applied straight with the administration
- I had sexual relationship with a lecturer or one of the AU staff
- Other ways, Please specify.....

Economic Factors

15. How much money do you receive from your parents per month to live in AU?

Spending money (food and groceries).....

Other: please specify.....

16. Do you think this is enough for you?

- Yes
- No

17. What do you think should be the amount of pocket money for a student of AU per month?

US \$.....

Annex 2

Checklist

Focus Group Discussion (FGD)

Topics for FGD

Students' engagements in sexual relationships for money

Students' knowledge about colleagues engaging in sexual relationships with older men and teachers

Students' perceptions on condom use

Students' perceptions on peer pressure and engaging in unprotected sex

Students' ways of spending money

Students' practices of initiating first years

Physical places at AU students feel are not safe

Guiding questions

1 Do you know of any female colleagues who engage in sexual activities for money?

2 Why do think they are doing that?

3 How many of you will engage in sexual activities for money if your parents cannot provide for you?

4 What would you prefer, older rich men or young men?

5 Why would you prefer older rich men/women or young men/ women?

6 Are you aware of student-teacher sexual relationships going on at AU?

7 Do you know of any colleagues engaging in sexual relationships with teachers?

8 For what benefits are they doing this?

9 Would you also have plans of doing this?

10 Do you think student-teacher relationship is increasing or decreasing? Why do you say so?

11 Do you think these girls/boys are at higher risks of being infected with HIV? Why? Give some reasons.

12 What do you think about condom use?

13. Are condoms easily accessible at AU? (How do you get them)

14 Would you have unprotected sex because your friends are doing so?

15 When you first arrived at AU were you forced by seniors to have unsafe sex with them?

14 If your pocket money is not enough what will you do?

15 How did you get enrolled at AU?

Annex 3

Key Informant

Topics for key informant

Perception about student-teacher sexual relationships

Perception about students' sexual activeness and susceptibility to HIV

Perception on the living conditions

Guiding questions for key informants

1 What can you say about the perception of students being very sexually active and engaging in sexual activities for money?

2 What can you say about the perception of student-teacher sexual relationships at AU?

3 If this is going on, do you think it is in the increase or in the decrease?

4 Do you think the lecturers' methods of teaching and assessment create grounds for student-teacher sexual relationships?

5 What measures are in place to reduce these actions of students?

6 What do you think of the living conditions at AU?

7 Are relationships between students and lecturer accepted at AU?

8 For the past 5 years, have there been any cases of harassment or sexual reported to the administration of AU what were the sanctions that have been taken?

9 What measures are in place at AU to prevent such relationships from taking place?