



Advocacy for Sexuality Education and Behaviors of Students in Secondary Schools in Kamuli District

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Abstract: This study evaluated the influence of sexuality education on the unacceptable behaviours of students in secondary schools in Kamuli District in Uganda. The objectives of study were: to establish the commonest antisocial behaviours manifested among students in secondary schools, and to establish the extent to which advocacy for sexuality education influences improvement in behaviors of students in secondary schools. A cross-sectional survey research design employing both qualitative and quantitative data gathering techniques was employed. The sample size comprised 320 students and 486 teachers. The researcher used Statistical Package for Social Sciences (SPSS) to generate results. Regression analysis was used to establish the influence of sexuality education on unacceptable behaviours of students. According to findings, unacceptable behaviours among secondary school students primarily manifest as smoking on school premises, instances of male students engaging in bullying their female peers, neglecting personal hygiene, and engaging in sexual activity while at school. Secondary school students were exposed to a range of topics including reproductive anatomy, contraception techniques, sexually transmitted diseases (STIs), consent, and healthy relationships. Sexuality education was strongly and statistically correlated with behaviours of students ($r = 0.633$ $p < .05$). The study concludes that there is a positive and significant relationship between sexuality education and the behaviours of students in secondary schools in Kamuli District, Eastern Uganda.

Keywords: Behaviours of Students, Sexuality Education, Kamuli District, secondary schools, Kamuli District

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1. Introduction

Sexuality education is the process of imparting knowledge, abilities, attitudes, and values into students to enable them realize their health, well-being, and dignity, build respectful relationships with others, know the implications of decisions they make on their own and others' well-being, and comprehend the protection of their rights in life (Atletic, 2023). Sexuality education can be traced to Sweden in 1955, as it continued unfolding in numerous other Western European nations in the 1970s and 1980s. School-based sexuality education can be traced in the 1990s and early 2000s in France and the United Kingdom, and along these lines in Portugal, Spain, Estonia, Ukraine, and Armenia (UNESCO, 2017). In Ireland, sexuality education

became obligatory in schools in 2003 (Haldre & Ketting, 2012).

In Europe, sexuality education is structured into social, enthusiastic, and interpersonal components of sexuality. Teachers are more frequently prepared to instruct sexuality education, and intuitively instructing procedures are regularly utilized (Ibid). The arrangement of sexuality education programmers is related to decrease juvenile ripeness rates and more viable contraception utilization. Even if this is the case, more exhaustive consideration is still required to illustrate a connection between sexuality education and measures of high school sexual and regenerative wellbeing (Ketting, Laura, & Olena, 2021).

In the Middle East, according to Omar, et al., (2019), school-based sexuality education programmes play an imperative role in decreasing youthful people's sexual chance conduct and advancing wellbeing and well-being. Omar et al. (2019) focus on restricted evidence with respect to the principles and convictions of guardians towards the execution of school-based sexuality education programmes in Islamic social settings, including Oman, with mixed-methods ponder, sets out to explore.

The population in Sub-Saharan Africa (SSA) is basically youthful; in 15 of the countries, the population is below the age of 18 (Kriestien & Laura, 2021). In SSA, teenagers aged 10 to 19 make up at least 23% of the population, and they are also the ones most at risk for dangers to their sexual and regenerative wellbeing (SRH) (Kriestien & Laura, 2021). Youthful young people between the ages of 10 and 14 gave birth in creating countries in 2016, with 58% of those births taking place in Africa (Hildie & Shiek, 2019). Teenagers make up more than a third of the populace in Uganda, and the larger part of the battle significantly involves keeping up their sexual wellbeing and well-being (Kemigisha et al., 2019).

Uganda continues to have a high HIV prevalence rate. With prevalence rates of 6.2 and 0.5%, individually, there are around 1.2 million adults and 95,000 understudies beneath the age of 15 who are HIV/AIDS positive (Ninsiima et al., 2018). Numerous Ugandan young people need the data required to choose their SRH in a taught way, as 46% of young female students and 45% of boys matured 15 to 24 have an intensive understanding of almost HIV avoidance, according to the 2016 DHS (Kemigisha et al., 2019). These SRH issues highlight the complex transaction between obliged assets, a need for SRH information, and prohibitive social standards, all of which have an effect on SRH behaviours (Ninsiima et al., 2018).

General Objective

The study seeks to assess the influence of advocating for sexuality education on the behaviours of students in secondary schools in Kamuli Municipality in Kamuli District, Eastern Uganda.

Specific Objectives

1. To analyze the commonest antisocial behaviours manifested among students in secondary schools in Kamuli District, Eastern Uganda.
2. To examine the extent to which advocacy for sexuality education influences improvement in behaviors of students in secondary schools in Kamuli District, Eastern Uganda.

2. Literature Review

2.1 Commonest Antisocial Behaviours Manifested Among Students in Secondary Schools

One of the most notable deviant behaviors correlates with early indulging in sexual affairs, which in turn results in pre-adult pregnancy, along with unbecoming effects such as preterm delivery, intrauterine development, STDs, sexual abuse, and restricted access to curative therapy. Young women are protected from becoming pregnant while they are still young by policies in existence (Anena, Orishaba, & Mwesigwa, 2020). The behavioral influence at this level includes measures such as the sexual and regenerative wellbeing least bundle, the national wellbeing arrangement, the national juvenile wellbeing arrangement, the contamination act, and the national approach to young people and HIV/AIDS. These guidelines also suggest creating a setting that supports young people's regenerative wellness (Anena et al., 2020).

A cross-sectional study was conducted to ascertain the prevalence and variables related with alcohol use among secondary school students in Port Harcourt (Alex-Hart et al., 2014). The study found that the prevalence of alcohol consumption among the participants was 30.6%. Furthermore, it was observed that 38.1% of those who reported present drinking had also consumed alcohol within the preceding 30 days. Among this subgroup, a notable proportion (17.2%) reported regular episodes of intoxication. The behavior that exhibited a significant correlation with alcohol consumption, intoxication, and the frequency of intoxication was engaging in evening outings for leisure and entertainment purposes. There was a significant positive correlation between gender and alcohol consumption, as a higher proportion of males reported drinking alcohol within the previous 30 days compared to females ($p=0.000$). According to a study conducted by Alex-Hart et al. (2014), there was a positive correlation between cigarette smoking within the past 30 days and truancy, indicating that individuals who engaged in smoking were more likely to report instances of being intoxicated. Conversely, the intake of alcohol exhibited an inverse association with academic grades, suggesting that higher levels of alcohol consumption were related with lower academic performance.

The topic of children and adolescents' sexuality in Croatia is a socially sensitive one, while the prevalence of sexually transmitted illnesses continues to provide a substantial and escalating challenge to worldwide public health. The issue of adolescent pregnancy arises as a common outcome of reckless sexual conduct and premature engagement in sexual activities. Contraceptives serve the purpose of averting both

sexually transmitted infections and unintended births, with teens being identified as the most susceptible demographic (Kathleen et al., 2018).

Despite concerted global efforts to eradicate violence against children across various contexts, recent reports indicate that violence against children remains alarmingly widespread, particularly in low- and middle-income nations. The presence of violence during childhood is linked to a wide range of adverse consequences, and the effects of exposure in one environment can readily extend to other situations. For example, the study conducted by Ssenyonga et al. (2019) found that the experience of family violence was not only associated with mental health issues but also appeared to be a contributing factor to the occurrence of peer victimization.

A study was conducted to examine the impact of guidance and counseling (G&C) services on the performance of teachers in public secondary schools within the Arusha District Council. According to Mollel and Otieno (2022), the research suggests that the implementation of G&C services can serve as effective ways to alleviate physical, mental, emotional, and social stress, hence enhancing teachers' performance.

Another study was conducted to examine the components of moral and character education in relation to children, as well as the pedagogical methods utilized by parents and teachers in imparting character and moral education to children. The study demonstrates the presence of moral and character elements integrated across many academic disciplines. However, a significant obstacle arises when attempting to implement character and moral education as a distinct subject within educational institutions, compounded by the inadequate demonstration of positive behavior by parents and instructors, hence failing to serve as effective role models for children (Birhan et al., 2021).

A research study was conducted to examine the knowledge, attitude, and oral hygiene behaviours of secondary school students in Debre Tabor town, located in the Amhara region of North Central Ethiopia in the year 2018. The findings of the study indicated that a majority of the respondents, specifically 253 individuals or 60% of the total sample, possessed a commendable level of knowledge pertaining to oral hygiene. Furthermore, a significant proportion of the students, accounting for 281 individuals or 66.6% of the sample, exhibited a positive attitude towards oral hygiene. However, despite these positive indicators, the actual implementation of oral hygiene practices among the students remained suboptimal. Specifically, a considerable number of students, amounting to 260 individuals or 61.6% of the sample, demonstrated poor oral hygiene practices (Gualie & Tayachew, 2018).

The study's results indicate that student assessments of teaching may primarily assess adherence to gender-based

norms rather than instructional effectiveness, leading to disproportionately adverse consequences for female instructors. The incorporation of Social Exchange Theory (SET) into the implementation of performance management strategies within higher education institutions has the potential to perpetuate disparities among university personnel, hence placing female academics at a disadvantage (Adams et al., 2022).

2.2 Advocacy for Sexuality Education and Behaviors of Students in Secondary Schools

In their study, Achora, Thupayagale, Akpor, & Mashalla (2018) examined the perspectives and encounters of educators and students regarding school-based sexuality education in rural secondary schools. Adolescents were shown to derive advantages from sexuality education programs conducted inside school settings. However, the execution of such programs faced challenges stemming from various levels, including national, regulatory, community, family, and individual factors.

Additionally, it is important to consider the concept of sexual self-esteem, as the expansion of sexual experiences significantly influences the formation, growth, and functioning of one's self-esteem (Okunlola, Odukoya, & Gesinde (2020). During the period of puberty, there are discernible variations in self-esteem levels between adolescent boys and girls as they navigate the process of conforming to societal expectations related to gender. According to Okunlola et al. (2020), there is a perception that objectives pertaining to freedom and independence have a stronger influence on the self-esteem of male students, compared to objectives connected to interdependency and affectability among female students.

In addition to considerations of self-esteem and related concerns, Kathleen et al. (2018) examined the academic, social, and behavioral performance of primary and secondary students diagnosed with emotional and behavioral disorders (EBD) who were receiving educational services in a specialized school designed for students with severe behavioral challenges. Upon examination, it was seen that the scores of elementary secondary groups were much lower than the 25th percentile in the areas of mathematics, reading, and written expression examinations. A seven-variable study was conducted to examine the segregation patterns among different age groups, clusters, and groups. The study utilized academic, social, and behavioral dimensions to analyze the data. The results indicated that these variables accounted for 54% of the observed variation and accurately classified 78% of elementary students and 84% of secondary students.

Violence against women remains a pressing concern in Europe and a significant global public health issue. Fortunately, there has been an increased focus on

addressing this issue, aiming to combat its diverse forms, ranging from domestic violence to human trafficking, while considering its gendered nature (Limoncelli, 2017).

Hildie et al. (2019) reported that the global prevalence of HIV infection among young individuals exceeds 2 million. Additionally, as per the World Health Organization, individuals aged 15 to 25 constitute almost one-third of the global untreated HIV cases. The prevalence of young motherhood is increasing. The discomforting nature of these designs suggests potential deficiencies or ineffectiveness in current pharmaceutical interventions and sexuality education initiatives. Despite the emphasis placed on the provision of education to adolescents by the Program of Activity from the 1994 World Conference on Population and Development (ICPD) to support the well-being of teenagers in terms of reproductive health, there exists a lack of consistency in the implementation of related initiatives on a global scale.

According to Clara et al. (2019), a comprehensive examination of significant research findings indicates the necessity of incorporating sexting education within a broader framework encompassing various relationship dynamics such as sexual behavior, power dynamics, and trust among peers. Additionally, fostering enhanced communication channels between students and educators or other responsible adults is crucial. The findings have the potential to inform the development and dissemination of educational materials on sexting targeted at adolescents in various educational contexts, including both formal school environments and informal ones.

Kristin, O'Malley, Elizabeth, Ellen, Allen & Denno (2019) conducted a study in southern Malawi to investigate the dissemination of sexual and reproductive health (SRH) information among young female students. The research aimed to gain insights into the methods and content of SRH data sharing, as well as the perceptions of key stakeholders. The ultimate goal of this study was to reduce the incidence of unintended pregnancies among adolescent female students. Male/female guardians were commonly known as the "watchmen" in relation to sexual and reproductive health (SRH) assets and administrations. Many guardians expressed a preference to postpone discussions about SRH until after their child's sexual debut due to concerns that such conversations would inadvertently promote sexual behavior.

3. Methodology

3.1 Research Design

A research model is described by McCombes (2019) as a framework for organizing research and responding to research issues. A cross-sectional questionnaire and both

qualitative and quantitative data gathering techniques were employed in this study. As data were only gathered for each variable during the investigation, this arrangement was chosen.

3.2 Population of Study

The study population is a collection of people chosen in accordance with inclusion and exclusion standards related to various research (Alex & Caren, 2019). The study population comprised teachers and students.

Teachers were included in the research as the rules of secondary schools are very clear; for example, all students must wear school uniforms and maintain etiquette. The rules and regulations of the school are also clearly written, and the consequences of violating these rules and regulations are clearly and legally stated in the school documents. The study also involved students in each public secondary school.

3.3 Sample size

Little (2017) defines a sample size as the number of observations from a population through which statistical inferences for whole population are made. In this study, the researcher indicates that there are many secondary schools in Kamuli District and that it requires much time to visit respondents in the different categories per secondary school. Therefore, for effective cutting down expenses and making use of available time productively, the researcher scaled the study down to a manageable and accessible population. The study sample was obtained using Sloven (1960) formula cited by Amin (2005) as $n = \frac{N}{1+N(e)^2}$ Where n is a sample, N is the population and e is a constant (0.05 or 5%) at 95% confidence interval. The population for head teachers was taken straight away by census sampling. However, given that the population for teachers and students were numerous, a sample size was determined for each. N1 was for 1603) students and N2 was for 283 teachers.

$$n = \frac{N1}{1+N(e)^2} + \frac{N2}{1+N(e)^2}$$

$$= \frac{1603}{1+1603(0.05)^2} + \frac{283}{1+283(0.05)^2} = \frac{1603}{1+1603 \times 0.0025} + \frac{283}{1+283 \times 0.0025}$$

$$= \frac{1603}{1+4.0075} + \frac{283}{1+0.7075} = \frac{1603}{5.0075} + \frac{283}{1.7075} = 320 \text{ students} + 166 \text{ teachers} = 486$$

Therefore, the sample size comprised 320 students and 166 teachers.

3.4 Sampling Techniques

Stratified Sampling Technique: It is probability sampling technique that allows a researcher to divide the study population into subgroups based on common features,

which may not cover the entire population (Explorable.com, 2019). Using a stratified sampling approach, respondents were considered by category, such as students, prefects, teachers, and head teachers. This was to ensure that responses are given based on the respondents' category.

Simple Random Sampling: This is a sampling style where every item in the population has an even chance and likelihood of being picked in the sample; it implies that, the selection of items completely depends on chance or probability (Adi, 2019). Using simple random sampling, the researcher distributed questionnaires randomly until the desired sample size was obtained per category.

Purposive Sampling. It is a strategy whereby researchers pick individuals to include in the study focused on their personal judgment when selecting members of the population to participate in the study (Foley, 2018). In this study, the researcher's judgment was that head teachers have overriding information in their respective departments and, thus, were directly included in each of them.

3.5 Data collection methods and instruments

In this study, the researcher created and administered structured self-administered questionnaires along with some unstructured questions in order to collect authentic data from head teachers, teachers and students. The questionnaire was divided into sections to elicit feedback on specific aspects of study variables. The rating of items for involvement was done using mean score and interpretation.

2.6 Data Analysis

The collected data is to be coded and grouped thematically for easy analysis and reporting. The researcher enters quantitative data into a Statistical Package for Social Sciences (SPSS) spreadsheet, transforms it into frequencies and percentages, and then

presented it in summary tables to show scores for individual items. The mean interpretation was such that: 1.00-1.80 is considered *strongly disagree*, 1.81-2.60 is considered *Disagree*, 2.61-3.40 denotes *Neutral* or *Not sure*, 3.41- 4.20 stand for *Agree*, and 4.21-5.00 for *Strongly Agree*. Correlation analysis was performed to identify the relationship between corrective measures and morality. In addition, regression analysis was used to establish the effect of sexuality education on behaviours of adolescents.

2.7 Ethical Considerations

To minimize any psychological injuries, this study was only conducted among respondents who were willing to participate. This meant that anyone who was not ready to participate was free to withdraw from the study. In addition, a consent form was issued for respondents to sign so as to confirm their willingness to participate.

From the beginning of the study, each respondent was treated in a similar way, without any form of discrimination. Students, teachers, and head teachers were all treated with a lot of dignity, and each one's privacy were highly protected.

In the event of any recording or video coverage, respondents were asked to sign consent forms. In case of any discomfort, the view of a respondent was highly respected. The act of acting against the will of the participant was avoided.

4. Results and Discussion

4.1 The commonest antisocial behaviours manifested among students in secondary schools in Kamuli District, Eastern Uganda

The findings of the study revealed outcomes pertaining to the dependent variable, which were unacceptable behaviours exhibited by secondary school teenagers.

Table 1: Descriptive Statistics for commonest antisocial Behaviours of students

Behaviours of adolescents	N	Min	Max	M	SD
1. Smoking while in school	486	1.00	5.00	3.28	1.49
2. Male students bullying female counterparts	486	1.00	5.00	3.23	1.44
3. Not maintaining hygiene	486	1.00	5.00	3.21	1.54
4. Sexual intercourse among students	486	1.00	5.00	3.19	1.42
5. Female students looking down on male teachers	486	1.00	5.00	3.17	1.51
6. Drinking alcohol while at school	486	1.00	5.00	3.13	1.45
7. Disobedience to the authority	486	1.00	5.00	3.12	1.45
8. Conniving and causing strikes	486	1.00	5.00	3.10	1.41

The findings according to Table 1 reveal that the behaviour of smoking while in school received a neutral response. This suggests that smoking while in school is neither strongly encouraged nor discouraged among the participants. However, it is important to note that there is some inclination towards smoking while in school. This further suggests that there is not a significant variation in the responses, indicating a consistent trend among the participants. According to a study conducted by Alex-Hart et al. (2014), there was a positive correlation between cigarette smoking within the past 30 days and truancy, indicating that individuals who engaged in smoking were more likely to report instances of being intoxicated. Conversely, the intake of alcohol exhibited an inverse association with academic grades, suggesting that higher levels of alcohol consumption were related with lower academic performance.

In addition, the behaviour of male students bullying female counterparts received a neutral response. This suggests that there is a certain level of bullying occurring within the school environment, although it is not as prevalent as smoking. The low standard deviation indicates a consistent trend, which suggests that the majority of male students are acting in this way toward their female counterparts. The findings indicate that the decrease in moral values among secondary school children is significantly influenced by inadequate parenting, media exposure, peer influence, and the utilization and advancement of diverse internet technologies, including social media platforms like Facebook, email communication, internet search engines, and online chatting (Nakalyakaani & Bisaso, 2020). This finding highlights the need for interventions and programmes aimed at addressing and reducing bullying incidents within the school.

Further, the behaviour of not maintaining hygiene received a rating neutral response. This suggests that while not maintaining hygiene is not necessarily seen as positive, it is also not viewed as significant negative behaviour. The relatively low standard deviation

indicates that there was little variation in participants' responses, further supporting the notion that it is seen as a neutral behaviour. Furthermore, a significant proportion of the students, accounting for 281 individuals or 66.6% of the sample, exhibited a positive attitude towards oral hygiene. However, despite these positive indicators, the actual implementation of oral hygiene practices among the students remained suboptimal. Specifically, a considerable number of students, amounting to 260 individuals or 61.6% of the sample, demonstrated poor oral hygiene practices (Gualie & Tayachew, 2018). It would be interesting to explore why this behaviour is perceived as neutral and if cultural or societal factors play a role in shaping these attitudes.

The findings regarding the view that in secondary schools, there is sexual intercourse among students received a neutral evaluation implication; this suggests that there is a lack of consensus or strong opinions about the occurrence of sexual intercourse among students in secondary schools. This could be due to a variety of factors, such as differing cultural norms, varying levels of awareness or acceptance, or even a lack of open discussion about the topic. Further research could delve into these factors to gain a deeper understanding of the neutral evaluation and its underlying causes. Young women are protected from becoming pregnant while they are still young by policies in existence (Anena et al., 2020). The behavioural influence at this level includes measures such as the sexual and regenerative wellbeing least bundle, the national wellbeing arrangement, the national juvenile wellbeing arrangement, the contamination act, and the national approach to young people and HIV/AIDS.

The findings regarding the view of female students looking down on male teachers received a neutral evaluation this suggests that there is some variation in the perception of female students towards male teachers, with some holding negative views while others may have a more positive perspective. Further, the findings

indicate that the overall average perception of female students towards male teachers is slightly leaning towards a more neutral standpoint. However, the standard deviation suggests that there is a significant range of opinions among female students, with some holding stronger negative or positive views. This highlights the importance of considering individual experiences and perspectives when studying the dynamics between female students and male teachers.

The findings, in line with the view of students drinking alcohol while at school, received a neutral evaluation. This indicates that, on average, students have a moderately neutral stance towards drinking alcohol at school. However, the standard deviation suggests that there is a considerable variation in opinions, with some students strongly opposing or supporting the idea. These divergent views emphasise the significance of considering individual perspectives and experiences when examining the attitudes towards alcohol consumption among students. The research conducted by Segalo (2020) indicates that there were notable differences in sexual and reproductive health (SRH) instruction both within individual schools and across different schools. The correlation between the sufficiency of sexual and reproductive health (SRH) education and many factors was identified, including: i) the level of confidence exhibited by instructors in delivering SRH education, ii) the prevailing school policies and atmosphere, and iii) the degree of priority assigned to SRH education.

In addition, disobedience to the authority received a neutral response. This suggests that participants did not strongly agree or disagree with the idea of disobedience to authority. Specifically, participants had mixed feelings towards the concept of disobedience. Some may have believed that there are certain circumstances where disobedience is necessary, while others may have felt that it is generally unacceptable. The correlation between instructors' communication patterns and students' chauvinistic attitudes is evident, as observed in both the subjective impression of individual students towards teachers' communication and the presence of

chauvinistic communication cultures inside educational institutions (Dekeyser et al., 2023). The neutral response suggests that there was no clear consensus among the participants regarding this issue. Further research could explore the factors that influence individuals' attitudes towards disobedience to authority.

The act of students conniving and causing strikes received a neutral response. This indicates that participants had mixed opinions on the act of students conniving and causing strikes. Some may have believed that it was necessary for students to express their dissatisfaction through strikes, while others may have seen it as unacceptable behaviour. The presence of positive teacher-student relationships served as a moderating factor in mitigating the adverse effects of early poor effortful control and conflictive parent-adolescent relationships on misconduct. According to Wang et al., (2013), these relationships also played a crucial role in assisting at-risk adolescents to achieve developmental trajectories that were less inclined towards behavioural delinquency over an extended period of time (Wang et al., 2013). The neutral response suggests that there was no clear agreement among the participants on whether this act of disobedience was justified or not.

4.2 Influence of Advocacy for sexuality education on improvement in behaviors of students in secondary schools in Kamuli District, Eastern Uganda

The influence of sexuality education on behaviours of students was determined using a regression analysis. The significant results were determined at p-value of 0.05. The tables below indicate results obtained. This section allows researchers to evaluate the goodness of fit and make informed decisions about the regression model's reliability and predictive power. Table 2 shows results for the model summary.

Table 2: Model Summary for Sexuality education and behaviours of students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410 ^a	.168	.163	1.18129
a. Predictors: (Constant), Sexuality Education				
b. Dependent Variable: Behaviours of students				

The model summary for the regression of a predictor as sexual education and a dependent variable as the behaviours of students in secondary schools reveals R = 0.410a, R square = 0.168, adjusted R square = .163, and

the standard error of the estimate = 1.18129. These results indicate that the predictor, sexual education, explains 16.8% of the variability in the behaviours of students in secondary schools. The value of R = 0.410a

suggests a moderate positive correlation between sexual education and the behaviours of students. The adjusted R square value of .163 suggests that approximately 16.3% of the variability can be attributed to the predictor variable after accounting for the number of predictors in

the model. Additionally, the standard error of the estimate of 1.18129 indicates the average distance between the observed values and the predicted values by the model.

Table 3: ANOVA for Sexuality Education and Behaviours of Students

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	46.160	1	46.160	33.079	.000 ^b
	Residual	228.855	164	1.395		
	Total	275.015	165			

a. Dependent Variable: Behaviours of students
b. Predictors: (Constant), Sexuality Education

The ANOVA results for the effect of Sexuality Education on Behaviours of students indicate a regression of 46.160, Mean square of 46.160, $F = 33.079$, and $\text{sig.} = 0.000$. These findings suggest that there is a significant relationship between sexuality education and adolescent behaviours. The regression value of 46.160 indicates a strong positive association between the two variables, further supporting the effectiveness of sexuality education in shaping positive behaviours

among adolescents. Additionally, the mean suggests that there is a substantial amount of variance in the behaviours of students that can be accounted for by sexuality education. The F value of 33.079 and the significance level of 0.000 indicate that the observed relationship is unlikely to have occurred by chance alone. Therefore, these results provide strong evidence that sexuality education plays a crucial role in promoting positive behaviours among adolescents.

Table 4: Coefficients for Sexuality Education and Behaviours of Students

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.928	.397		2.336	.021
Sexuality Education	.633	.110	.410	5.751	.000

a. Dependent Variable: Behaviours of students

The coefficients for the effect of sexuality education on the behaviours of students reveal $B = 0.633$ and a standard error of 0.110. In addition, the beta is 0.410, $t = 5.751$, and $\text{sig.} = 0.000$. This indicates that there is a positive and significant relationship between sexuality education and the behaviours of students. The coefficient of 0.633 suggests that for every unit increase in sexuality education, the behaviours of students increase by 0.633 units. Moreover, the low standard error of 0.110 indicates a high level of precision in the estimation of the coefficient. The beta value of 0.410 indicates that there is a moderate positive effect of sexuality education on the behaviours of students. The t -value of 5.751 indicates that the relationship is statistically significant, with a p -value of 0.000. This means that the likelihood of observing such a strong relationship by chance alone is extremely low. Therefore, we can confidently conclude that there is a positive and significant relationship between sexuality education and the behaviours of students. In their 2018 study, Achora et al. examined the perspectives and encounters of teachers and students regarding school-based sexuality education in rural secondary schools. Adolescents were shown to derive advantages from sexuality education programmes

conducted inside school settings. However, the execution of such programmes faced challenges stemming from various levels, including national, regulatory, community, family, and individual factors. Additionally, it is important to consider the concept of sexual self-esteem, as the expansion of sexual experiences significantly influences the formation, growth, and functioning of one's self-esteem. During the period of puberty, there are discernible variations in self-esteem levels between adolescent boys and girls as they navigate the process of conforming to societal expectations related to gender. According to Okunlola et al. (2020), there is a perception that objectives pertaining to freedom and independence have a stronger influence on the self-esteem of male students, compared to objectives connected to interdependency and affectability among female students. In addition to considerations of self-esteem and related concerns, Kathleen et al. (2018) examined the academic, social, and behavioural performance of primary and secondary students diagnosed with emotional and behavioural disorders (EBD) who were receiving educational services in a specialized school designed for students with severe behavioural challenges.

5. Conclusion and Recommendations

5.1 Conclusion

The study's results indicate that unacceptable behaviours among secondary school students primarily manifest as smoking on school premises, instances of male students engaging in bullying towards their female peers, neglecting personal hygiene, engaging in sexual activity while at school, leading to early pregnancies, and displaying disrespect towards teachers, particularly observed between female students and male teachers. The study additionally identified acts of defiance towards authority and the consumption of alcohol in violation of the law, both of which are deemed unacceptable but frequently seen activities among adolescent pupils in secondary schools within Kamuli District.

In conclusion, it can be firmly asserted that there exists a robust and statistically significant correlation between sexuality education and the behaviours exhibited by students. Specifically, it has been seen that for each incremental unit of sexuality education, there is a corresponding increase of 0.633 units in the behaviours displayed by students. The beta coefficient of 0.410 suggests a moderate favourable association between sexuality education and the actions exhibited by students. Sexuality education serves to facilitate open dialogues, mitigate social stigmatization, and cultivate a school atmosphere that is characterized by inclusivity and respect.

5.2 Recommendations

The following recommendations were generated from the study:

1. It is crucial to establish clear and consistent disciplinary policies that outline the consequences of unacceptable behaviour.
2. Additionally, promoting a positive and inclusive school environment can help prevent unacceptable behaviours from occurring in the first place.
3. Providing counselling and support services for students struggling with emotional or behavioural issues can also be beneficial.

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