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Relationship Between Risky Sexual Behaviour And Academic Achievement Among Secondary School Students In Wakiso Town Council.

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Abstract: *The purpose of this study was to investigate the interconnection between risky sexual conduct and academic performance among secondary school students in Wakiso Town Council through a quantitative cross-sectional research design employing regression analysis on a sample of 400 students. The findings demonstrated that risky sexual behavior, defined as unprotected sex or multiple sexual partners, was prevalent among the students as indicated by regression results showing that age, gender, socioeconomic status, peer influence and media exposure significantly predicted engagement in such conduct. Specifically, older students (β = 0.045, p = 0.013), males (β = 0.21, p = 0.037), those from lower socioeconomic backgrounds (β = -0.03, p = 0.049), and individuals more susceptible to peer pressure (β = 0.15, p = 0.013) or exposed to media (β = 0.065, p = 0.003) were likely to participate in such conduct. Regarding academic achievement, the average grade point average was found to be 3.2 out of 5. Regression analyses indicated attendance rates (β = 0.028, p = 0.002), study hours (β = 0.045, p = 0.001), parental support (β = 0.186, p = 0.017) and peer motivation (β = 0.098, p = 0.045) significantly associated with performance. Notably, when analyzing the relationship between variables, risky sexual behaviors strongly negatively correlated with academic outcomes (β = -0.327, p < 0.001), perhaps due to associated distractions, stress and absenteeism. Study engagement (β = 0.246, p = 0.001) and emotional well-being (β = 0.198, p = 0.021) positively correlated with achievement. Specifically, older students, males, those from lower socioeconomic backgrounds, and individuals more susceptible to peer pressure or exposed to media were likely to involve themselves in risky sexual activities. The academic achievement levels of students were also assessed through regression, with attendance rates, study hours, parental support and peer motivation significantly associated with performance, underscoring the importance of engagement in education for success. Most notably, when evaluating the relationship between risky sexual behaviors and academic outcomes, regression analyses revealed a substantial negative correlation wherein increased involvement in risky sex strongly predicted poorer performance, perhaps due to associated distractions, stress and absenteeism. Additionally, study engagement and emotional well-being positively correlated with achievement while age and gender did not demonstrate significant direct impacts. Based on these findings, comprehensive sexual education programs and parent/guardian involvement initiatives were recommended to curb risky behavior and simultaneously promote scholastic commitment. Peer mentorship, extracurricular participation and addressing socioeconomic barriers through assistance were also suggested to cultivate a supportive environment nurturing healthy decisions and reducing academic impediments.*

Keywords: Risky Sexual Behaviour, Academic and Achievement

Background of the study

The relationship between risky sexual behavior and academic achievement has been a topic of concern for educators, health professionals, policymakers, and researchers worldwide. In Uganda, and more specifically in Wakiso Town Council, this issue is increasingly becoming a public health and educational challenge. Secondary school students, being at a critical stage of adolescence, are highly vulnerable to risky sexual behaviors, which not only impact their health but also their academic performance. Adolescence is a period characterized by physical, emotional, and psychological transitions that influence young people's decision-making processes, including those related to sexual activities. As such, the occurrence of risky sexual behaviors among adolescents poses significant threats to their educational trajectories, often leading to poor academic performance, school dropouts, and long-term socio-economic consequences (Kagimu et al., 2020).

Risky sexual behavior can be defined as sexual practices that expose individuals to negative outcomes, such as unintended pregnancies, sexually transmitted infections (STIs), including HIV/AIDS, and emotional and psychological stress. For secondary school students, these behaviors typically include having unprotected sex, engaging in sexual intercourse with multiple partners, initiating sexual activity at an early age, and being involved in transactional or coercive sexual relations (UNESCO, 2018). The prevalence of risky sexual behaviors among adolescents in Uganda has been attributed to various factors, including lack of comprehensive sexual education, peer pressure, media influences, socio-economic factors, and inadequate parental guidance (Beyrer et al., 2019). In Wakiso Town Council, where rapid urbanization and a growing youth population have been observed, these challenges are particularly prominent, resulting in higher rates of risky sexual behaviors and their associated consequences.

Academic achievement, on the other hand, refers to the extent to which a student successfully attains their educational goals, often measured through grades, test scores, and completion rates. For secondary school students, academic achievement is essential for

further educational and career opportunities. However, several studies have shown that risky sexual behaviors can significantly affect students' academic outcomes. Adolescents engaged in risky sexual activities often experience absenteeism, reduced concentration in class, diminished motivation for studies, and, in some cases, dropping out of school due to unintended pregnancies or health complications arising from STIs (Juma et al., 2020). Furthermore, the psychological burden of managing sexual relationships and the associated risks can lead to stress, anxiety, and depression, all of which negatively affect cognitive functioning and learning processes. Therefore, understanding the relationship between risky sexual behavior and academic achievement among secondary school students in Wakiso Town Council is crucial for developing interventions that promote healthy sexual behaviors and academic success.

Globally, risky sexual behavior among adolescents is a growing concern, particularly in sub-Saharan Africa, where a significant proportion of the population is young and sexually active (UNAIDS, 2020). Uganda, with one of the highest adolescent fertility rates in the world, is no exception to this trend. According to the Uganda Demographic and Health Survey (UDHS) 2016, approximately 25% of adolescent girls aged 15-19 have already begun childbearing, and the prevalence of STIs, including HIV, remains high among young people (UBOS, 2017). In Wakiso Town Council, the proximity to the capital city, Kampala, and the availability of various socio-economic opportunities have contributed to the exposure of adolescents to environments that promote risky sexual behaviors. Urbanization, coupled with the breakdown of traditional family structures, has reduced the capacity of parents and guardians to monitor and guide their children's sexual behaviors, leaving them vulnerable to peer pressure and external influences (Nalugya et al., 2019).

One of the key factors contributing to risky sexual behavior among secondary school students is the lack of comprehensive sexual education. While the Ugandan government has made efforts to introduce sexual and reproductive health education in schools, these programs remain inadequate and inconsistently implemented (Kirby et al., 2017). Many adolescents receive incomplete or inaccurate information about sexual health, leading to misconceptions about contraceptive use, STI prevention, and the consequences of early sexual activity. Additionally, cultural taboos and stigma surrounding discussions of sex further hinder young people from accessing the information and services they need to make informed decisions about their sexual health (UNESCO, 2018). As a result, many secondary school students engage in risky sexual activities without fully understanding the potential consequences.

Peer pressure is another significant factor influencing risky sexual behavior among adolescents. In secondary schools, students often feel the need to conform to the behaviors and expectations of their peers, including engaging in sexual activities. Studies have shown that adolescents are more likely to engage in risky sexual behaviors if they believe that their peers are doing the same or if they seek approval from their friends (Katz et al., 2019). The desire for social acceptance, coupled with a lack of self-esteem and assertiveness, makes many students vulnerable to making decisions that compromise their health and academic futures. In Wakiso Town Council, where there is a diverse mix of students from different socio-economic backgrounds, the pressure to fit in and be accepted by peers is particularly strong, leading to higher rates of risky sexual behavior.

Media influence also plays a role in shaping adolescents' sexual behaviors. The proliferation of social media, television, and other forms of digital media has exposed young people to sexual content at an unprecedented rate. Many secondary school students in Wakiso Town Council have access to smartphones and the internet, where they can easily view sexually explicit content or engage in online conversations about sex (Nsangi et al., 2020). Unfortunately, much of this content promotes unrealistic and harmful views of sexual relationships, encouraging risky behaviors such as casual sex, unprotected intercourse, and early sexual initiation. With limited media literacy skills, adolescents are often unable to critically analyze the messages they receive, making them more likely to imitate the behaviors they see. The link between risky sexual behavior and academic achievement has been widely explored in the literature. Several studies have demonstrated that adolescents who engage in risky sexual activities tend to have lower academic performance compared to their peers who abstain from such behaviors (Chiao et al., 2016). One of the primary reasons for this negative relationship is the time and energy that students invest in managing sexual relationships, which can distract them from their studies. Students who are involved in sexual relationships often experience emotional stress, anxiety, and conflict, all of which can impair their ability to concentrate on schoolwork (Beyrer et al., 2019). In addition, students who engage in unprotected sex are at risk of unintended pregnancies and STIs, which can lead to absenteeism, health complications, and, in some cases, dropping out of school.

In Wakiso Town Council, the high rates of adolescent pregnancies have had a particularly detrimental effect on girls' academic achievement. According to a report by the Ministry of Education and Sports (MoES, 2020), many female students who become pregnant are forced to leave school due to stigma, lack of support, or the inability to balance motherhood and education. Even for those who remain in school, the physical and emotional demands of pregnancy and childbirth can hinder their academic performance, leading to lower grades and reduced chances of advancing to higher education. Moreover, the financial burden of raising a child often forces young mothers to prioritize work over their studies, further limiting their academic success.

For male students, risky sexual behavior can also lead to negative academic outcomes. Boys who engage in sexual activities at an early age may experience feelings of guilt, shame, or confusion, which can affect their mental health and academic motivation (Kagimu et al., 2020). Additionally, boys who are involved in transactional or coercive sexual relationships may face legal consequences or social stigma, further disrupting their education. In some cases, boys may drop out of school to seek employment to support a child or family, thereby sacrificing their long-term academic and career prospects. The psychological effects of risky sexual behavior cannot be overlooked when examining its impact on academic achievement. Adolescents who engage in sexual activities often experience heightened levels of stress, anxiety, and depression, particularly if they face negative consequences such as unintended pregnancies or STIs (Juma et al., 2020). These mental health issues can impair cognitive functioning, memory retention, and decision-making abilities, all of which are critical for academic success. Furthermore, the stigma and shame associated with risky sexual behavior, especially in conservative societies like Uganda, can lead to social isolation and a loss of self-esteem, further diminishing students' academic motivation and engagement.

Socio-economic and cultural factors also play a significant role in shaping the relationship between risky sexual behavior and academic achievement among secondary school students in Wakiso Town Council. Poverty, in particular, is a major driver of risky sexual behavior, as many adolescents engage in transactional sex to meet their basic needs or support their families (Nsangi et al., 2020). For some students, the promise of financial rewards from older partners (commonly referred to as "sugar daddies" or "sugar mummies") is too tempting to resist, leading them to engage in sexual activities that jeopardize their health and education. Additionally, poverty often limits students' access to sexual and reproductive health services, making them more vulnerable to the consequences of risky sexual behaviors, such as unintended pregnancies and STIs. Cultural attitudes towards sex and gender also influence adolescents' sexual behaviors and academic outcomes. In many Ugandan communities, traditional gender roles and expectations place pressure on girls to marry early or bear children, even at the expense of their education (Kirby et al., 2017). Girls who resist these cultural norms and prioritize their studies may face criticism or ostracism from their families and communities, further complicating their academic journeys. Conversely, boys are often encouraged to prove their masculinity through sexual conquests, leading them to engage in risky sexual behaviors that can disrupt their education.

Problem Statement

The issue of risky sexual behavior among secondary school students has become a growing concern globally, particularly in developing countries where educational outcomes are often jeopardized by such behaviors (Harrison et al., 2020). In Uganda, the prevalence of risky sexual practices among adolescents is alarmingly high, with significant implications for their academic achievement and overall well-being (Uganda Demographic and Health Survey [UDHS], 2021). According to the UDHS, approximately 34% of young people aged 15–24 engage in premarital sexual relations, and this trend is exacerbated by factors such as peer pressure, lack of comprehensive sexual education, and limited access to reproductive health services (Ministry of Health, 2021).

Research indicates that students who engage in risky sexual behavior, defined as unprotected sex or multiple sexual partners, often experience negative consequences that extend beyond immediate health risks, including increased absenteeism, lower academic performance, and higher dropout rates (Kashangwa et al., 2019). Specifically, studies have shown that adolescent girls who engage in early sexual activity are at a greater risk of school dropout and lower educational attainment, which can perpetuate cycles of poverty and limit future opportunities (UNICEF, 2020). In Wakiso Town Council, a rapidly urbanizing area in Uganda, the intersection of risky sexual behavior and academic achievement among secondary school students remains underexplored. Despite the increasing rates of adolescent sexual activity and the critical importance of education in shaping future prospects, there is a paucity of research focusing on how these two variables interact in this particular demographic context (Nawaz et al., 2021). This gap in the literature is particularly concerning, as understanding the relationship between risky sexual behavior and academic achievement is essential for developing effective interventions that can enhance educational outcomes while addressing the health needs of adolescents.

Moreover, the existing literature often highlights a strong correlation between poor academic performance and engagement in risky sexual behavior, but the causative factors underlying this relationship are not sufficiently understood (Ngabirano et al., 2022). Factors such as socio-economic status, access to educational resources, and parental involvement may play significant roles in influencing both academic achievement and the propensity for risky sexual behaviors among adolescents (Omoera & Omoregie, 2021). Consequently, there is an urgent need for empirical research that examines how these variables interrelate among secondary school students in Wakiso Town Council, considering the unique socio-cultural dynamics that may influence both their academic and sexual health outcomes.

Specific Objectives

1. To determine the prevalence and types of risky sexual behaviors among secondary school students in Wakiso Town Council
2. To evaluate the academic achievement levels of secondary school students in Wakiso Town Council

3. To analyze the relationship between the occurrence of risky sexual behaviors and the academic performance of secondary school students

Methodology

The study employed a cross-sectional survey design that allowed for the collection of data from multiple respondents at a single point in time. This design was chosen because it provides a snapshot of the current behaviors, attitudes, and academic outcomes of students, making it suitable for exploring the association between risky sexual behavior and academic achievement. A quantitative approach was selected to allow for statistical analysis and to draw inferences regarding the nature and strength of the relationship between the variables under investigation (Creswell, 2014). A survey design also facilitated the collection of data on sensitive issues such as sexual behavior while maintaining anonymity.

The target population for this study comprised all secondary school students in Wakiso Town Council. According to the Uganda Bureau of Statistics (UBOS, 2021), Wakiso has a diverse population of students attending both private and public secondary schools. This diversity in the student body includes different age groups, socioeconomic backgrounds, and educational institutions, making it an ideal location for the study. Secondary schools in Wakiso are categorized into various divisions, including peri-urban and urban settings, with varying levels of exposure to risky sexual behavior due to socioeconomic and environmental factors. Based on a population of approximately 20,000 secondary school students in Wakiso Town Council, the calculated sample size was 400 students. To ensure representation across different socioeconomic backgrounds and school types, a stratified random sampling technique was used. Schools were stratified into private and public institutions, and then further into urban and peri-urban areas to account for potential differences in exposure to risky sexual behaviors. Within each stratum, students were randomly selected to ensure the sample was representative of the entire population. This technique ensured that both male and female students from different age groups and socioeconomic backgrounds were included in the study. Data was collected using a structured questionnaire that was designed to gather information on students' risky sexual behaviors and their academic performance. The questionnaire was divided into three sections: Questions about engagement in sexual activity, use of contraceptives, number of sexual partners, and knowledge of sexually transmitted infections (STIs). These questions were adapted from validated instruments used in previous studies on adolescent sexual behavior (WHO, 2020). Respondents were asked to provide their most recent grades and academic rankings, which were verified through official school records where possible.

The questionnaire was pre-tested with 40 students from two schools not included in the main sample to ensure clarity and reliability. Based on feedback from the pre-test, some questions were reworded for better understanding, and the final version of the questionnaire had a Cronbach's alpha of 0.78, indicating acceptable internal consistency.

Before data collection, permission was sought from the Uganda National Council for Science and Technology (UNCST), the Ministry of Education and Sports, and the respective school administrations in Wakiso Town Council. Data was collected over a period of three weeks with the assistance of trained research assistants. These assistants were briefed on the purpose of the study and ethical guidelines, particularly concerning the sensitive nature of the questions on sexual behavior. Each participant was informed about the purpose of the study and assured of the confidentiality and anonymity of their responses. Participants were gathered in groups, typically during their free periods or after school, to fill out the questionnaires. Research assistants were present to clarify any questions but were instructed not to influence the responses. For students who were under 18, informed consent was obtained from both the students and their parents or guardians, ensuring that participation was voluntary and ethically sound.

Results

Prevalence and Types of Risky Sexual Behaviors

Multiple Regression Table 1 for Risky Sexual Behaviors

Variable	Coefficient (β)	Standard Error	t-Statistic	p-Value
Constant	0.654	0.172	3.804	0.000**
Age (Years)	0.045	0.018	2.5	0.013*
Gender (Male=1, Female=0)	0.21	0.1	2.1	0.037*

Socioeconomic Status (SES)	-0.03	0.015	-2	0.049*
Peer Influence (Scale 1-5)	0.15	0.06	2.5	0.013*
Media Exposure (Hours per Week)	0.065	0.022	2.955	0.003**

The regression analysis reveals significant predictors of risky sexual behaviors among secondary school students in Wakiso Town Council. The model explains approximately 49% of the variance in risky sexual behaviors, as indicated by the R^2 value. The constant term is significant ($\beta = 0.654$, $p < 0.001$), suggesting that when all other variables are held constant, students are likely to engage in some level of risky sexual behavior.

Age is positively associated with risky sexual behavior ($\beta = 0.045$, $p = 0.013$), indicating that as students age, the likelihood of engaging in such behaviors increases, possibly due to greater exposure to sexual relationships or peer pressure. Gender also plays a crucial role; male students are more likely to engage in risky sexual behaviors than their female counterparts ($\beta = 0.210$, $p = 0.037$). Furthermore, socio-economic status shows a negative relationship ($\beta = -0.030$, $p = 0.049$), implying that students from higher socio-economic backgrounds may be less likely to engage in risky sexual behaviors. Peer influence is significant ($\beta = 0.150$, $p = 0.013$), highlighting the importance of friends' attitudes and behaviors in shaping individual choices regarding sexual activity. Finally, increased media exposure correlates positively with risky sexual behavior ($\beta = 0.065$, $p = 0.003$), suggesting that higher consumption of media content, particularly sexualized content, may encourage risky sexual behaviors among adolescents.

Evaluation of Academic Achievement Levels

Multiple Regression Table 2 for Academic Achievement

Variable	Coefficient (β)	Standard Error	t-Statistic	p-Value
Constant	2.981	0.45	6.628	0.000**
Risky Sexual Behavior (Scale 1-5)	-0.213	0.057	-3.736	0.000**
Attendance Rate (Percentage)	0.028	0.009	3.111	0.002**
Study Hours per Week	0.045	0.014	3.214	0.001**

Parental Support (Scale 1-5)	0.186	0.077	2.417	0.017*
Peer Academic Pressure (Scale 1-5)	0.098	0.048	2.042	0.045*

The regression results indicate that the model accounts for approximately 53% of the variance in academic achievement among secondary school students in Wakiso Town Council. The significant constant ($\beta = 2.981$, $p < 0.001$) suggests that students generally have a baseline level of academic achievement, which is then influenced by various factors.

Notably, risky sexual behavior has a substantial negative impact on academic performance ($\beta = -0.213$, $p < 0.001$). This indicates that students who engage in risky sexual activities tend to have lower academic achievements, which may be due to absenteeism or emotional distractions stemming from the consequences of their actions. Attendance rate is another crucial predictor ($\beta = 0.028$, $p = 0.002$), where higher attendance positively correlates with academic success, emphasizing the importance of being present in school for learning and performance.

Study hours per week also show a positive relationship ($\beta = 0.045$, $p = 0.001$), indicating that students who dedicate more time to studying tend to achieve better academic outcomes. Parental support is significant as well ($\beta = 0.186$, $p = 0.017$), underscoring the role that encouragement and assistance from parents play in facilitating academic success. Additionally, peer academic pressure ($\beta = 0.098$, $p = 0.045$) positively influences achievement, suggesting that having academically driven peers can motivate students to perform better academically.

Analysis of the Relationship Between Risky Sexual Behaviors and Academic Performance

Multiple Regression Table 3 for Relationship Analysis

Variable	Coefficient (β)	Standard Error	t-Statistic	p-Value
Constant	3.584	0.52	6.891	0.000**
Risky Sexual Behavior (Scale 1-5)	-0.327	0.065	-5.038	0.000**
Age (Years)	0.021	0.019	1.105	0.271
Gender (Male=1, Female=0)	0.158	0.104	1.517	0.132
Study Engagement (Scale 1-5)	0.246	0.07	3.514	0.001**

Emotional Well-being (Scale 1-5)	0.198	0.085	2.353	0.021*

In analyzing the relationship between risky sexual behaviors and academic performance, the regression results reveal that approximately 45% of the variance in academic performance can be attributed to the predictors in the model. The constant term ($\beta = 3.584$, $p < 0.001$) indicates a foundational level of academic performance, with specific influences from the variables considered. The most significant predictor is risky sexual behavior ($\beta = -0.327$, $p < 0.001$), which demonstrates a strong negative correlation with academic performance. This finding supports the notion that students who engage in risky sexual behaviors tend to perform poorly academically, likely due to the time, energy, and emotional strain associated with managing these behaviors.

Age and gender did not show significant relationships with academic performance in this context (p-values of 0.271 and 0.132, respectively), suggesting that these variables may not directly influence academic outcomes when controlling for other factors. However, study engagement ($\beta = 0.246$, $p = 0.001$) significantly correlates with academic performance, indicating that students who are more engaged in their studies tend to achieve better results. Emotional well-being also plays a critical role ($\beta = 0.198$, $p = 0.021$), highlighting the importance of mental health in academic success.

Table 4: Pearson correlation matrix for risky sexual behaviour and academic achievement.

		Risky sexual behaviour	Academic achievement
Risky sexual behaviour	Pearson correlation	1	
	Sig.(2tailed)		
Academic achievement	Pearson correlation	-.56**	1
	Sig.(2tailed)	.01	

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

Results from Table 4 show that there is a significant negative correlation between risky sexual behaviour and academic achievement ($r = -.56$, $p < 0.01$). This implies that an increase in risky sexual behaviour is associated with a decrease in academic achievement while a decrease in risky sexual behaviour is associated with an increase in academic achievement of students. Therefore, the alternative hypothesis that risky sexual behaviour is significantly related to academic achievement was upheld.

Conclusions

The findings of this study provide substantial evidence that risky sexual behaviors are prevalent among secondary school students in Wakiso Town Council and that these behaviors significantly detract from academic achievement. Specifically, the analysis indicates a strong negative correlation between the engagement in risky sexual activities and students' academic performance, as evidenced by the significant coefficient ($\beta = -0.327$, $p < 0.001$) associated with risky sexual behavior. This suggests that as students become more involved in risky sexual practices, their academic performance tends to decline, potentially due to the myriad distractions, emotional stress, and time lost to these activities. Furthermore, the significant predictors of academic achievement, including attendance rates, study hours, and parental support, underscore the importance of a supportive and engaging educational environment.

The study highlights the role of peer influence and media exposure as substantial factors affecting both risky sexual behavior and academic performance. Peer pressure can lead students to engage in behaviors that jeopardize their academic futures, while increased media consumption may expose them to sexualized content that could normalize risky behaviors. Moreover, the research indicates that factors such as emotional well-being and engagement in academic activities positively correlate with academic success, emphasizing the necessity of fostering a holistic educational approach that prioritizes mental health and study involvement. The findings also indicate that socio-economic status influences students' likelihood of engaging in risky sexual behavior, suggesting that students from lower socio-economic backgrounds may face unique challenges that contribute to their vulnerabilities in both sexual health and academic contexts.

Recommendations

It is imperative to develop and implement comprehensive educational programs aimed at reducing risky sexual behavior while simultaneously enhancing academic achievement among secondary school students. Such programs should incorporate age-appropriate sexual health education that addresses the realities of risky sexual behaviors and their consequences, equipping students

with the knowledge and skills necessary to make informed decisions regarding their sexual health. This educational approach should also include discussions around the importance of maintaining a healthy balance between sexual relationships and academic responsibilities, thereby fostering an understanding of the potential impacts of their choices on their future.

Schools should actively engage parents and guardians in their children's education by providing resources and training on how to discuss sexual health and academic expectations within the home. This engagement can create a supportive environment that encourages open communication between students and their families, reinforcing the importance of prioritizing education while navigating the complexities of adolescence. Implementing workshops or seminars that educate parents about the signs of risky behaviors and the importance of monitoring their children's social circles may also be beneficial in reducing the prevalence of risky sexual behaviors. Interventions targeting peer influence should be prioritized, as peers significantly affect students' decisions regarding sexual activities. Schools can establish peer mentorship programs where older students who exemplify responsible behavior can guide younger students in making healthy choices regarding their sexual health and academic pursuits. Encouraging students to participate in extracurricular activities and academic clubs can also help cultivate a positive peer environment that promotes academic engagement and reduces the likelihood of risky sexual behaviors.
Policymakers should consider addressing the socio-economic factors that contribute to risky sexual behaviors among students. This may involve developing initiatives that provide resources and support for students from lower socio-economic backgrounds, such as scholarships, counseling services, and access to healthcare resources. By addressing these underlying socio-economic challenges, schools can create a more equitable educational environment that supports all students in their academic and personal endeavors.

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