

Sex education through planning, management, and administration: A systematic review.

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ABSTRACT

Sexual behavior is an important aspect of human functioning that is biological, psychological, and sociological in nature. Traditionally, sexual behavior is seen as a managed activity that is related to personal, familial, and social well-being. However, current trends in sexual behavior focus on immediacy and self-expression to a greater extent than on moderation, planning, and management. The purpose of the current research was to explore the role of planning, management, and administration in adult sex education through a systematic literature review. Literature was reviewed from various sources such as Google Scholar, books, and peer-reviewed articles published between 1990 and 2025. Literature on adult sexual behavior, self-regulation, and health outcomes was reviewed, while studies on adolescence, childhood, and natural learning were excluded from the analysis. A total of 23 studies were reviewed using a literature review matrix and thematic analysis techniques. Four major themes were identified from the reviewed literature: the procreative and relational aspects of sex, the consequences of sexual excess, the lack of planning in adult sexual behavior, and the absence of administrative frameworks in sexual regulation and self-regulation. The findings suggest that unmanaged sexual behavior is related to outcomes such as fatigue, stress, relationship dynamics, and health outcomes, while planned and self-regulatory approaches to sexual behavior are related to positive outcomes such as improvements in psychological, relational, and physical well-being.

Key Words: Adult sex education, Sexual moderation, Self-regulation, Health and well-being, Planned sexual behavior.

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INTRODUCTION

Sex is a biological function that plays a crucial role in reproduction and social stability. Philosophically and sociologically, sexual behavior has long been recognized as a functional and non-instinctual act. Aristotle's concept of a virtuous life was made to depend on self-regulation and reason, and he maintained that pleasure should be subjected to reason in order to lead a balanced and virtuous life (Aristotle, ca. 350 BCE/2009). Aquinas further reiterated Aristotle's view on the subject and placed sexual behavior in a responsible and social context, emphasizing that unbridled desire could lead to both personal and social dysfunction (Aquinas, 1265-1274/1981). Culturally, sexual behavior has generally developed to serve a reproductive, bonding, and survival function, and pleasure has played a secondary but facilitating role in the process.

Historically, cultures have developed norms and values to regulate sexual behavior in a manner consistent with societal demands and in a manner consistent with family values and stability. Durkheim argued that a loss of moral control of human desires leads to psychological disturbances and a breakdown of social order when desires become unbounded (Durkheim, 1897/1951). Weber argued that self-control of bodily instincts and desires has been a key factor in history in achieving a responsible and controlled approach to life (Weber, 1905/1930). In these views of history and sociology, sexual pleasure was recognized but regulated by considerations of health and the long-term consequences of

sexual activities. In modern society, there is a disconnection between sexual activities and planning, control, and long-term considerations of the consequences of sexual activities. The modern culture of sex views sex as a function of unlimited freedom of self and identity (Foucault, 1978; Giddens, 1992). The loss of control in sexual activities has been related to physical exhaustion and psychological disturbances (Bancroft, 2009; Wellings et al., 2014). However, moderate sexual activities lead to overall well-being of body and mind when appropriately regulated (Levin, 2007; Brody, 2010; Pollard et al., 2025).

Yet despite such understanding, adult sex education is largely conducted on an ad hoc or tabooed basis. Modern approaches to sex education are largely focused on issues of consent, rights, and disease avoidance to the detriment of planning, moderation, energy conservation, and overall life welfare (Hogben et al., 2014; Schneider & Hirsch, 2020). Empirical research shows the strong impact of context and social organization on sexual outcomes but tends to ignore such issues within adult sex education (Laumann et al., 1994; Simons et al., 2016). From an educational perspective, sex is a life activity that requires organized planning and regulation for appropriate implementation. Social cognitive theory, developed by Bandura, gives prominence to the regulating function of individuals to make their behaviors goal-oriented (Bandura, 1991). On the other hand, educational administrative theory gives prominence to planning and administration to make human activities effective (Bush, 2003; Hoy & Miskel, 2013). This literature

review proposes organized lifelong sex education for adult individuals through planning, moderation, and self-regulation to save energy and achieve good life goals.

THEORETICAL FRAMEWORK

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This research uses an integrated conceptual framework that brings together insights from the fields of education, psychology, public health, and administrative science to reconceptualize sex education as a deliberate and controlled life process. Sexuality can be viewed neither simply as a personal desire nor as a personal freedom but as a human activity that can affect health, life span, emotional well-being, and social control. This perspective takes into account the principles of classical ethics and sociology and contemporary science that emphasize the role of control and self-regulation in maintaining both personal and social health and well-being (Aristotle, circa 350 BCE/2009; Durkheim, 1897/1951).

Educational Planning Theory

This theoretical framework stresses foresight, goal orientation, informed decision-making, and rational resource allocation for limited resources like time, energy, and health (Bush, 2003; Hoy & Miskel, 2013). In the context of sex education, sexual behavior should be goal-oriented and non-spontaneous, in line with one's personal health, family, and social goals. Aristotle's concept of practical wisdom (*phronesis*: φρόνησις) stresses planning for the long-term good and not short-term pleasure (Aristotle, ca. 350 BCE/2009), and Aquinas argues that reason must regulate one's bodily passions in order to maintain dignity and social order (Aquinas, 1265-1274/1981). Unplanned sex behavior indicates the absence of structured learning and intentionality in sex behavior outcomes, which are context-, timing-, and stage-of-life-dependent and not simply biology-based outcomes (Laumann et al., 1994; Wellings et al., 2014). Planning Theory in Education thus views sex education as a lifetime process aimed at goal-oriented and moderate behavior.

Self-Regulation Theory

This theoretical approach forms the basis of the psychological framework necessary for the regulation of sexual impulses. Bandura's description of self-regulation encompasses the observation of behavior, the processing of the results, and the regulation of behavior in line with internal standards and long-term intentions (Bandura, 1991). Sexual moderation represents the exercise of will, control, and psychological maturity. Many sexual issues, compulsive behaviors, and relationship turbulence arise from the lack of self-regulation, not from sexual behavior itself (Bancroft, 2009). Sociological studies imply the erosion of internal controls as the cause of more frequent anxiety and turbulence (Durkheim, 1897/1951; Giddens,

1992). Successful sexual education focuses on awareness, impulse regulation, and the internalization of value standards necessary for long-term health.

Public Health Preventive Theory

This theoretical perspective emphasizes the importance of moderation in minimizing risks, maintaining vigor, and promoting the extension of life expectancy with good health. Engaging in sexual intercourse can be beneficial to one's well-being if practiced in a moderate manner (Levin, 2007; Brody, 2010), but sexual excess, which can be manifested by frequent sexual intercourse, insufficient time for recovery, or mood instability, can result in infections, exhaustion, endocrine disorders, or burnout (Bancroft, 2009; Wellings et al., 2014). Risk-centered sexual education, which does not emphasize moderation, is not effective (Hogben et al., 2014; Schneider & Hirsch, 2020), while the long-term outcomes are pattern-dependent, not act-dependent (Zabin & Kiragu, 1998).

Systems Theory (Administration)

This theory offers a holistic paradigm that places sex and sexuality in the context of its administration. Inputs consist of desire, time, energy, and health, while processes consist of rate, purpose, emotional control, and control, and outputs consist of health, fertility, and quality (Bush, 2003). Poor administration is accompanied by inefficiency, while sex is embedded in family, culture, and social contexts (Laumann et al., 1994; Simons et al., 2016). Efficient administration is accompanied by constant observation and adjustment to maintain balance.

Integrated Framework for Sex Education

Theories of this type argue that sex education needs to move from providing information to providing guidance in planning, controlling, and administering sexual behavior. Uncontrolled desire can be dangerous to health, stability, and flourishing (Aristotle, ca. 350 BCE/2009; Weber, 1905/1930; Pollard et al., 2025). An integrated approach, based on educational planning, self-regulation, preventive health, and administration of systems, provides a different perspective on sexual moderation and sex education as a lifetime process for physical, mental, and social well-being.

Research Questions

The research was informed by questions drawn from philosophical, educational, psychological, and public health approaches to regulating sexual behavior across adulthood. Classical approaches posited moderation and rational control of desire to human flourishing and social order (Aristotle, circa 350 BCE/2009; Aquinas, 1265-1274/1981), whereas sociological approaches have cautioned that unregulated impulses may cause psychological and social disorders (Durkheim, 1897/1951; Weber, 1905/1930). Current literature shows sex behavior to be influenced by

social environment, family, and culture in ways contingent on moderation (Laumann et al., 1994; Wellings et al., 2014). Self-regulation and planned moderation are shown to foster overall well-being (Bandura, 1991; Levin, 2007; Pollard et al., 2025); yet sex education for adults remains disintegrated (Hogben et al., 2014; Schneider & Hirsch, 2020). With this in mind, this study will examine: *How might sex education be transformed from a sporadic process of information transfer to a systematic and lifelong process of planning and self-regulation? How might moderation in sex behavior foster physical well-being, psychological steadiness, and relational happiness across adulthood? How might educational and administrative structures be utilized to enable adults to control their sex behavior in ways conducive to overall physical well-being, longevity, and happiness?*

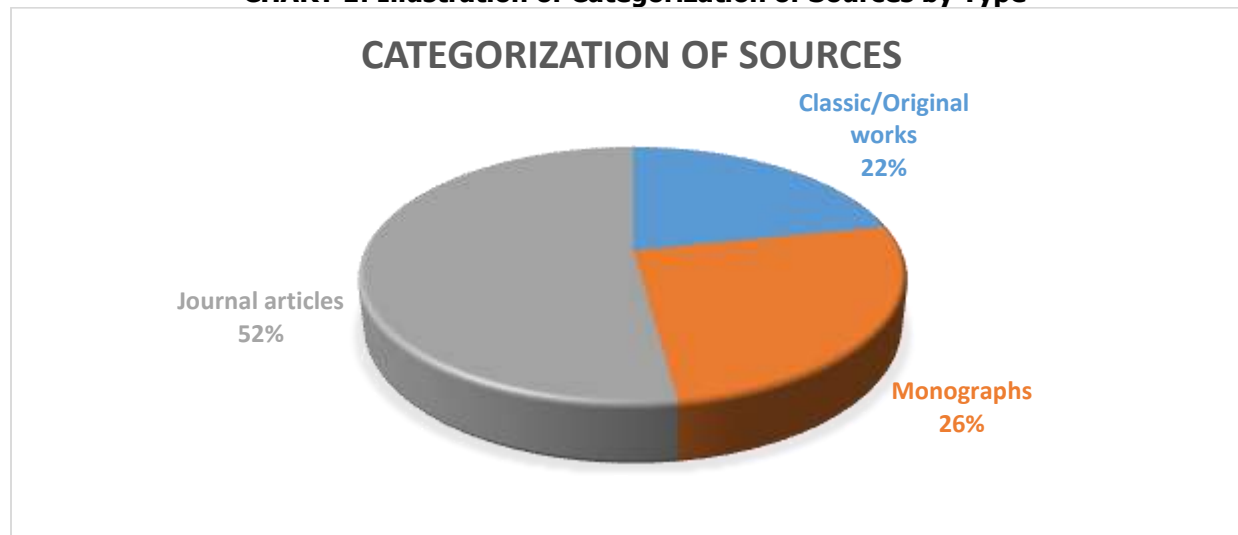
RESEARCH METHODOLOGY

Literature Search and Information Sources

The systematic review was undertaken to synthesize multidisciplinary evidence on adult sex education with a

specific focus on planning, management, and administration. Literature was collected mainly from Google Scholar, while additional literature was collected from 23 peer-reviewed journals, credible books, and classical books written by renowned researchers such as Aristotle (ca. 350 BCE/2009) and Aquinas (1265-1274/1981). The study acknowledges that using Google Scholar as a main data source is a limitation, as it is suggested that a systematic search should also be undertaken on Scopus, Web of Science, and ERIC databases (Hogben et al., 2014; Schneider & Hirsch, 2020). The inclusion criteria included articles published between 1990 and 2025 that addressed adult sexual behavior, self-regulation, planning, moderation, health outcomes, or administration directly (Bandura, 1991; Bancroft, 2009; Wellings et al., 2014; Pollard et al., 2025). Classic books that have significant theoretical importance were also included to inform adult sex education (Durkheim, 1897/1951; Weber, 1905/1930). Literature on childhood, adolescence, or informal sexual education was excluded.

CHART 1: Illustration of Categorization of Sources by Type



Search Strategy and Study Selection

The research strategy used a combination of terms such as adult sex education, sexual behavior and health, sex self-regulation, sex moderation, planning for sex, and sex management (Hogben et al., 2014; Wellings et al., 2014). Boolean search terms were used to combine the keywords and narrow the search results. From the initial search results, 162 articles were identified, and 18 articles were retrieved from the reference lists of relevant studies (Laumann et al., 1994; Foucault, 1978). After removing the duplicates, 140 articles remained for title and abstract screening, and 96 articles were excluded as not relevant to adult sex planning and self-regulation and health management (Bandura, 1991;

Bancroft, 2009). An in-depth analysis of 44 articles was carried out, and 23 articles met the inclusion criteria for a classical philosophical, sociological, psychological, and health literature review (Aristotle, ca. 350 BCE/2009; Aquinas, 1265-1274/1981; Durkheim, 1897/1951; Wellings et al., 2014).

Data Collection and Analysis

A structured literature review matrix was used to extract the data from the selected articles, which included bibliographic information, theoretical framework, methodology, findings, and relevance to adult sex planning and self-regulation and

health management (Bandura, 1991; Bush, 2003; Hoy & Miskel, 2013). A thematic analysis was used to analyze the data from the selected articles using an iterative approach from general concepts to specific themes such as planning sexuality, managing sexual behavior, administering sexual life, and health and longevity (Bancroft, 2009; Levin, 2007; Pollard et al., 2025; Wellings et al., 2014). The coding was done using open coding, intermediate coding, and the use of overarching categories to ensure consistency and reliability and to ensure a clear understanding of the concepts and themes (Mitchell et al., 2014). Ethical considerations were also made to properly cite all the sources and to deal with sensitive topics such as sexual health in a scholarly and non-judgmental manner (Hogben et al., 2014; Pollard et al., 2025).

Ethical Considerations

However, since the study did not entail human subjects and the data were not collected firsthand, the study did not require formal ethical clearance, and as such, no ethical clearance number exists. Despite this, the study adhered strictly to the ethical principles applicable to the study's nature as secondary research. Sources were properly credited for intellectual property and authenticity reasons.

Discussion of delicate issues, such as those concerning sexual health, was handled in a scholarly and non-judgmental manner, as is applicable for studies concerning sexual health (Mitchell et al., 2014). Use of peer-reviewed and credible scholarly materials made the study more methodological and less prone to bias, as the study adhered to health and learning ethics that are founded on principles of responsibility and respect (Hogben et al., 2014; Pollard et al., 2025).

RESEARCH FINDINGS

This section outlines the synthesized findings of the systematic literature review, organized around four key themes that have emerged as the most prominent across the literature from philosophy, sociology, psychology, education, and health studies. The results shed light on the understanding that was reached with regard to the nature of sexuality, the patterns of contemporary sexual behavior that are at odds with the previous regulatory paradigm, and the issues that have arisen as a result of a lack of planning and governance with regard to health and social issues that are encountered as adults. Tables are included for the purpose of identifying the patterns found in the literature reviewed and are not based on any made-up information.

PRISMA flowchart for study selection

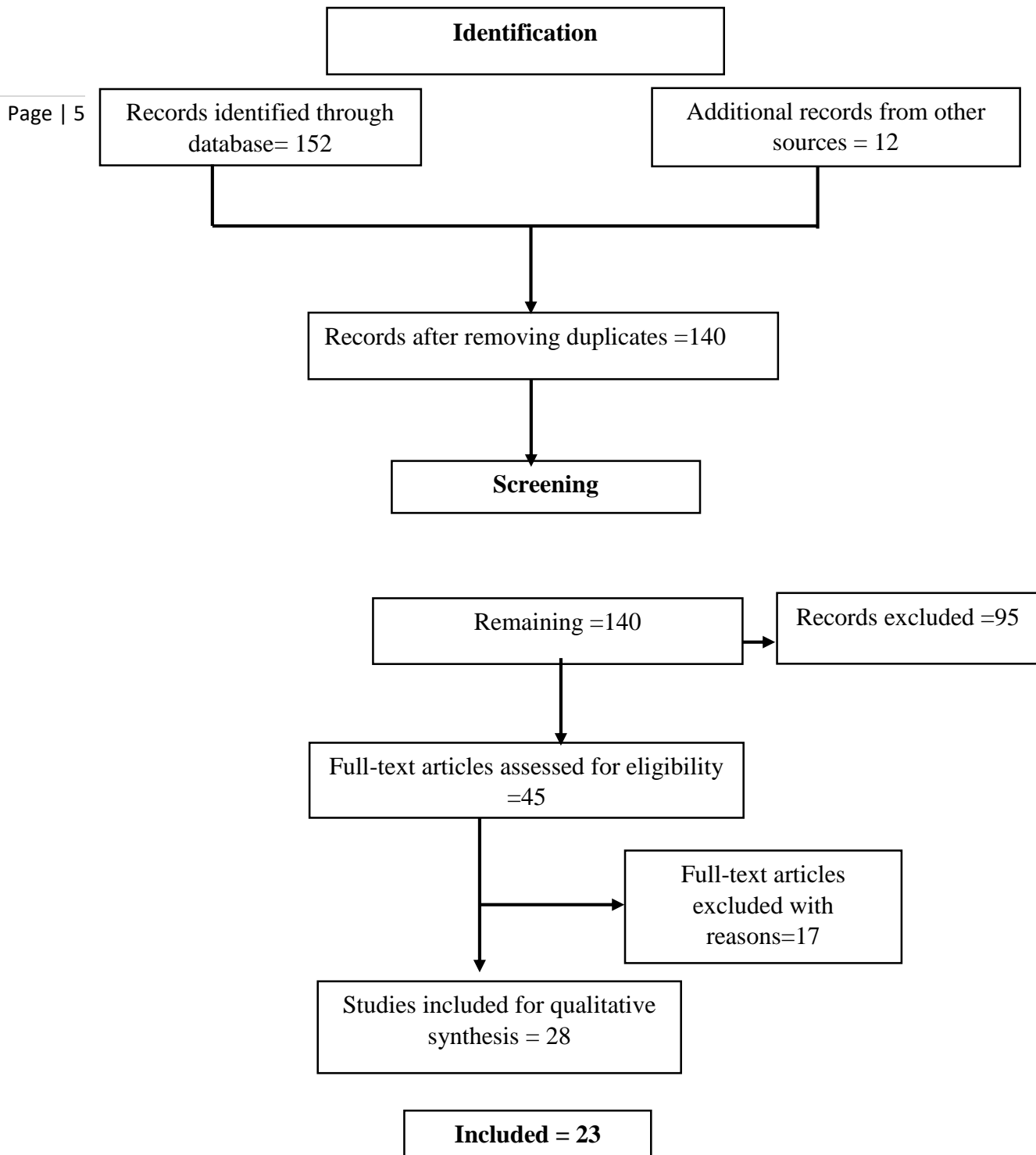


TABLE 1: Key Studies Informing the Planning, Management, and Administration of Adult Sex Education

Author(s)	Year	Discipline/Context	Study Type	Key Contribution to Adult Sex Education
Aristotle	circa 350 BCE / 2009	Philosophy	Classic Text	Establishes an ethical foundation for sexual moderation and goal-directed behavior
Aquinas	1265-1274 / 1981	Theology/Philosophy	Classic Text	Highlights reason-guided sexual conduct and responsibilities to family and society.
Bandura	1991	Psychology	Theory/Conceptual	Introduces self-regulation as a framework for planning and controlling behavior
Bancroft	2009	Biology/Health	Book	Emphasizes health and relational consequences of unregulated sexual behavior
Wellings et al.	2014	Sociology/Public Health	Review	Demonstrates health risks associated with unmoderated sexual behavior and supports structured education
Laumann et al.	1994	Sociology	Empirical Study	Illustrates the influence of social structures on sexual practices and the need for administrative frameworks
Hogben et al.	2014	Public Health	Systematic Review	Identifies gaps in adult sex education; predominantly ad hoc and risk-focused
Pollard et al.	2025	Psychology/Health	Meta-Analysis	Associates planning and moderation with well-being and longevity; supports structured intervention

To provide the most relevant theoretical and empirical bases for the research, the essential literature on the planning, management, and administration of adult sex education was identified and reviewed. The literature cited includes philosophical, psychological, sociological, and public health approaches to the regulation of sexual behavior, self-regulation, and educational approaches (Aristotle, circa 350 BCE/2009; Aquinas, 1265-1274/1981; Bandura, 1991). For instance, the literature has consistently reinforced the importance of self-regulation in the regulation of human behavior, the health and relational implications of unregulated sexual behavior, and the influence of social contexts on sexual behavior (Bancroft, 2009; Laumann et al., 1994; Wellings et al., 2014). In addition, the literature has recently reinforced the need to adopt a structured adult sex education framework to move beyond the need to avoid sexual activity to a more holistic framework to promote well-being, moderation, and educational approaches to sex (Hogben et al., 2014; Pollard et al., 2025). Table 1 is a summary of the essential literature on the regulation of sexual behavior, the nature of the studies, their contributions to the understanding of structured adult sex education, and the nature of the studies.

Sex as Primarily Procreative

In different disciplines, the literature clearly shows that sexuality developed basically for purposes of reproduction, bonding, and survival in a species. In classical philosophy, sexual desire is described as a biological need to be controlled by reason in accordance with its proper ends. Aristotle argues that bodily pleasures, such as sexual pleasures, are good only when directed to rational ends and in a moderate manner, since pleasures pursued in themselves destroy human flourishing (eudaimonia: εὐδαιμονία) (Aristotle, ca. 350 BCE/2009). Aquinas further argues that sexual acts get their significance not from pleasures but from their connection to childbearing and family stability (Aquinas, 1265–1274/1981).

Bancroft (2009) contends that sexual pleasure is a motivator for sexual reproduction rather than the endpoint of sexual behavior. Laumann et al. (1994) also propose that sexual practices occur within the remit of social institutions such as marriage and kinship, thus reinforcing social continuity. Foucault (1978) argues that the contemporary discourse transforms sexuality into self-expression, a perspective also adopted by Giddens (1992), who observes that sexual intimacy has become ‘plastic’ with a focus upon short-term commitment rather than long-term commitment.

TABLE 2: Dominant Functions of Sexuality Identified in the Literature

Domain	Primary Function Identified	Key Sources
Philosophy	Procreation, rational bonding, and moderation	Aristotle (2009); Aquinas (1981)
Biology/Health	Reproduction with pleasure as reinforcement	Bancroft (2009)
Sociology	Social continuity and institutional stability	Durkheim (1951); Laumann et al. (1994)
Contemporary Theory	Individual expression and intimacy	Foucault (1978); Giddens (1992)

Consequences of Sexual Extravagancy

A second major finding relates to the consequences of overindulgence in, or the lack of regulation of, sex, which will be referred to here as sexual extravagancy. While a certain level of sex can positively impact one's health and well-being, the consequences of overindulgence are a consistent theme in the literature. Bancroft (2009) highlights

the consequences of overindulgence in sex as fatigue, anxiety, and relationship problems. The consequences of overexertion in sex are also highlighted by Wellings et al. (2014) as stress symptoms. Durkheim's (1897/1951) view was that the lack of regulation of one's desires can lead to mental stress, which can be problematic when there are no supportive social structures.

TABLE 3: Reported Consequences of Sexual Extravagancy

Domain	Reported Outcomes	Key Sources
Physical Health	Fatigue, stress symptoms, risk of ill-health	Bancroft (2009); Levin (2007)
Psychological Health	Anxiety, burnout, and satisfaction	Durkheim (1951); Wellings et al. (2014)
Relational Stability	Conflict, Instability, Weakened Bonds	Simons et al. (2016); Giddens (1992)
Public health	Vulnerability to unfavorable outcomes	Zabin & Kiragu (1998)

Sexual Life Without Planning

The third significant discovery is the lack of structured planning in adulthood related to sexuality. The majority of sexual education is based on adolescence and biological knowledge, leaving adults with no planning for adulthood

(Hogben et al., 2014; Schneider & Hirsch, 2020). The self-regulation theory by Bandura (1991) confirms the discovery that behaviors with little focus on goal-directed planning can easily become dysregulated. Giddens (1992) identified impulsiveness in adults' sexual behavior, which is driven by cultural stories rather than planning.

TABLE 4: Characteristics of Adult Sexual Decision-Making

Dimension	Predominant Pattern	Supporting Sources
Educational Support	Minimal or absent	Hogben et al. (2014); Schneider & Hirsch (2020)
Decision Style	Impulsive/Situational	Giddens (1992); Bandura (1991)
Planning Orientation	Short-term focus	Bush (2003); Hoy & Miskel (2013)
Long-term health focus	Limited consideration	Wellings et al. (2014)

Lack of Administrative Frameworks

The key finding is regarding the lack of integrated administrative systems that can guide sexual behavior among adults. Laumann et al. argue that when social

organizing patterns are weakened, then individual accountability is promoted in the absence of direction. Pollard et al. highlight the importance of an integrated health framework that looks at physical, psychological, and interpersonal well-being.

TABLE 5: Institutional Gaps in Adult Sexual Governance

Sector	Primary Focus Identified	Limitation	Key Sources
Education	Adolescents, risk awareness	Neglect of adult planning	Hogben et al. (2014)
Public Health	Disease prevention	Limited behavioral regulation	Schneider & Hirsch (2020)
Social Institutions	Individual freedom	Weak normative guidance	Foucault (1978); Weber (1930)
Integrated Systems	Rare or absent	Fragmentation of support	Pollard et al. (2025)

Integration of Findings

Sexuality is biologically and historically driven towards procreation and bonding, in which pleasure serves as a reinforcement mechanism rather than an end in itself

(Aristotle, ca. 350 BCE/2009; Bancroft, 2009). Without the context of moderation and planning, sexual activity is a cause of fatigue, stress, relationship instability, and health problems (Wellings et al., 2014; Zabin & Kiragu, 1998).

Organized information is largely non-existent, and adults must cope with their sex lives without administrative help (Hogben et al., 2014; Bandura, 1991).

DISCUSSION

The current findings suggest a current emphasis on gratification as opposed to sustainability within sexuality culture. From an educational perspective, this is a result of ineffective administration of basic human resources, as planning provides direction, administration controls behavior, and administration establishes standards. Applying this model to adult sexuality provides a balanced approach as opposed to a repressive one.

The current sexual culture is one that emphasizes short-term gratification over sustainability, which has significant repercussions in terms of health, relationships, and social order. This is part of the larger trend towards the fulfillment of individual desires, which, although it expands the boundaries of individual liberty, undermines the traditional regulating framework. Unregulated pleasure is linked to disharmony by classic and sociological theories (Aristotle, circa 350 BCE/2009; Durkheim, 1897/1951). Management theory argues that the regulation of the necessary inputs in the long-term functioning of the system is required in order to sustain it, rather than deplete it (Bush, 2003; Hoy & Miskel, 2013). This is especially true of sexual energy, which is a basic part of human life.

According to this study, adult sexual behavior is often impulsive, reactive, and unlinked to long-term goals for health and relationships (Giddens, 1992; Wellings et al., 2014). Planning, management, and administration stand out as conceptual approaches for reorganizing adult sexual behavior. Planning integrates sexual behavior with other aspects of living, like health, longevity, emotional well-being, and relationship integration. Management is moderation or self-regulation, minimizing exhaustion, stress, and relationship turbulence (Bancroft, 2009; Levin, 2007; Brody, 2010). Administration is a set of norms or structures that make self-regulation possible, rather than repressive (Foucault, 1978; Weber, 1905/1930).

CONCLUSION

Sexuality is not the realm of the immoral or the forbidden (taboo); rather, it is the expression of a very real and vital life force that plays a crucial role in human motivation, intimacy, and reproduction. The classical ethical tradition viewed sexuality as a natural and desirable force, provided that it is ruled by reason and moderation rather than excess (Aristotle, circa 350 BCE/2009; Aquinas, 1265–1274/1981). The results of the present review support the classical ethical position in that they demonstrate the negative consequences of unregulated and profligate sexual activity, including physical exhaustion, mental anguish, and relationship instability, which in the long run may contribute to the premature reduction of healthy life expectancy (Bancroft, 2009; Levin, 2007). The sociological literature

also supports the position that the separation of sexual pleasure from planning and control is analogous to the general trend of overconsumption that is detrimental to long-term well-being (Durkheim, 1897/1951; Wellings et al., 2014). Moderated and intentional sexual behavior is in accord with the psychological theory of self-regulation, according to which the goal-directed control of behavior is crucial for the maintenance of health and life satisfaction (Bandura, 1991; Maslow, 1943).

As shown in this systematic review, sex education grounded in planning, management, and administration offers a constructive outlet towards healthier, longer, and more responsible living in adulthood. Planning helps individuals integrate sexual behavior towards overall life goals of vitality, emotional well-being, and family togetherness, in accordance with philosophical ethical tenets (Aristotle, circa 350 BCE/2009) and modern health paradigms (Pollard et al., 2025). Management emphasizes moderation and self-control of behavior, which has been linked in empirical studies to improved physical and psychological results in comparison to uncontrolled, excessive behavior (Brody, 2010; Levin, 2007). Administration in the sense of facilitating norms, policies, and learning environments relieves individuals of self-directed management in isolation and helps to fill the known gap in sexual instruction in adulthood (Bush, 2003; Hoy & Miskel, 2013). Thus, sex education programs in adulthood, formal or informal, ought to teach moderation, planning, and health in adulthood rather than focusing solely upon risk avoidance (Hogben et al., 2014; Schneider & Hirsch, 2020). Including sexual health within overall public health and education policy for adulthood would help to mainstream responsible sexual management within overall health education, encouraging individuals to regard their sexual behavior in much the same way that they regard their diet, their physical activity, or their finances—a managed life activity rather than an uncontrolled impulse (Buettner, 2012; Giddens, 1992).

Future studies should seek not only to describe but to scientifically examine the correlation between sexual moderation and longevity, using an interdisciplinary approach that connects sexual behavior with physical, psychological, and social well-being (Pollard et al., 2025). Comparative, cross-cultural studies would be especially valuable, as sociological data already suggests that social patterns of sexual moderation and organization impact health and relationship outcomes in non-uniform ways (Laumann et al., 1994; Wellings et al., 2014). Additionally, there is a need for the development of administrative approaches to sexual well-being among adults, which would integrate education, healthcare, and social values, thereby remedying the structural deficiencies identified throughout the course of this literature review (Foucault, 1978; Weber, 1905/1930). All of these studies would help to create a more balanced, equitable view of sexual behavior, which would acknowledge the underlying sexual dynamics while at the

same time protecting individual, family, and social well-being.

Abbreviations

BCE: Before Common Era,

ca.: circa (approximately),

Trans.: Translator / Translated by,

et al., et al., ibi (and others),

ed. / eds.: edition/editors

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Conflict of Interest

The author has no conflict of interest in this study.

Contributions

The study was designed and carried out by the researcher himself through a systematic desk review. The data collection, analysis, and preparation of the manuscript were done by the researcher. The study makes a contribution to the literature in the area of effective sex education in the realms of planning, management, and administration.

Availability of data

The information used to support the findings is based solely on the sources cited within the paper.

Author's Biography

Albert Byiringiro is a part-time lecturer at Mount Kigali University and the Institut Catholique de Kabgayi (Rwanda) and offers lectures and supervises student teachers for education-related fields of study. He has vast knowledge and experience in education planning and management, and education research, focusing on the innovations that exist and are applicable in the learning processes and methodologies. He is currently pursuing his Ph.D. studies in Education Planning, Management, and Administration at Bishop Stuart University (Uganda). He has also published papers that focus on the involvement of stakeholders in the secondary education system of Rwanda, aside from others that are relevant to his field of specialization. Albert Byiringiro is conversant with English, French, Swahili, and Kinyarwanda. He also undertakes research and consultancy work that focuses on his area of interest, with the objective of enhancing educational success and the digital transformation process that supports social development and the process of globalization.

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