

# Level of Knowledge and Attitude on Comprehensive Sexuality Education: Basis for Designing Career and Life Skills Based Instructional Materials for Senior High School

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**Abstract:** *This study aimed to determine the acceptability of the designed career and life skills based instructional materials in teaching comprehensive sexuality education for senior high school learners. Moreover, this attempted to determine if there is a significant difference between the level of knowledge and attitude of the learners. Also, to attempt to determine if there is a significant relationship between the career and life skills of the learners and their perception on sexuality education. The findings of the study on the acceptability of the designed instructional materials resulted as “Highly Acceptable” in terms of content, format, presentation and organization and accuracy and up-to-dated information. The learners obtained “Very Good” in terms of their career and life skills, it means that the learners identified many possibilities, used critical thinking, informed reasoning that inspires ideas and innovation, and sought and evaluated to provide high level feedback so that necessary adjustments. The results revealed that the level of knowledge on sexuality education is “Knowledgeable” and level of attitude on sexuality education is “Positive Attitude”. Since there is no significant difference in age, sex, gender preference, religion, educational attainment of mother and father, marital status, type of home and family structure except number of siblings, therefore the null hypothesis is partially sustained. Likewise, there is no significant relationship between knowledge and attitude and the career and life skills of the learners except communicate and collaborative, therefore the null hypothesis is partially sustained.*

**Keywords:** Comprehensive Sexuality Education; Career and Life Skills; Instructional Materials; Knowledge and Attitude

## 1. Introduction

A curriculum-based process of teaching and learning about the cognitive, emotional, physical, and social elements of sexuality is how comprehensive sexuality education (CSE). Relationships, values, rights, culture, sexuality, understanding gender, violence and safety, skills for health and wellbeing, the human body and development, sexuality and sexual behavior, and sexual and reproductive health have all been identified as fundamental components of CSE. Knowledge, attitudes, and skill development have also been identified as important domains within CSE offered content-specific guidelines for four age groups in their new international technical guidance. The age range is 5 to 18+, with the oldest group noting that some topics may be applicable to senior tertiary students (UNESCO et al., 2018).

More than a year into the COVID-19 pandemic is had tremendous effect on young people's lives, health and wellbeing, and its medium- and long-term impacts could be devastating if adequate measures are not taken to guarantee basic rights for young people. The gendered impacts of this health crisis are emerging, particularly the constraints placed on sexual and reproductive health needs and an escalation in the incidence of gender-based violence (UNFPA Philippines 2021).

Comprehensive sexuality education imparts critical information and skills for life. These not only include knowledge on pregnancy prevention and safe sex, but also understanding bodies and boundaries, relationships and

respect, diversity and consent. Countless research reports prove the effectiveness of CSE in terms of self-reported risk behaviors (such as delayed initiation of sex, decreased frequency of sex, fewer partners, and increased use of condoms and/or other forms of contraception) (CSE in Asia 2018).

Unknown and unfolding periods of physical distancing measures and school closures leave adolescents and young people across the world without access to essential sexual and reproductive health information, services and rights, including comprehensive sexuality education (CSE). Continued access to CSE that equips young people with the foundation to make well-informed decisions about their lives and bodies and develop healthy relationships needs to be ensured in all phases of the pandemic (UNFPA 2020).

In response to this situation, the Department of Education (DepEd) issued DepEd Memo No.261, Series of 2005 that includes the implementation and integration of sexuality education in the curriculum. The memorandum aims to protect the learners against mistreatment and abuse that they may experience in life (DepEd, 2016). It is entitled “Institutionalizing Adolescent Reproductive Health (ARH) through Life Skills-Based Education.” This project is designed to address various reproductive health concerns as a vital factor of the in-school and out-of-school youth, the adolescents. It aims to enhance the overall wellness of the adolescents including the physical, mental, emotional, social and spiritual development. Moreover, It also contributes to better learning outcomes, reduce the dropout rate, increased

completion rate and improved quality learning. Through this, the Filipino youth is given free access to the knowledge that they need in order to survive the complexity of today's society.

Furthermore, DepEd (2016) further explained that sex education refers to high quality teaching and learning under the K-12 program. It covers a broad variety of topics like human development including reproduction, puberty, gender identity, sexual orientation, and sexual behavior that includes abstinence and sexuality throughout life. It also contains techniques on handling relationships including families, friendships, and romantic relationships and dating. Furthermore, personal skills including communication, negotiation, and decision-making are also being taught as well as managing one's own sexual health including sexually transmitted diseases, contraception, and pregnancy. Society and culture including gender roles, diversity, and sexuality in the media are also being emphasized.

DepEd is committed to provide and protect the rights of Filipino learners to good education and improved health and to help Filipino learner's complete basic education without the burden of health concerns. It also recognizes the roles and responsibilities of the school system to give learners their right to good health by leading the implementation of the comprehensive sexuality education (CSE) (DepEd Order No. 31, s 2018).

In December 2012, the government of the Philippines passed a landmark law called "Responsible Parenthood and Reproductive Health Act of 2012", also known as the Reproductive Health (RH) Act. This act provides for government funding for contraceptives and sexuality education in the public-school curriculum. According to this bill, sexuality education should be age appropriate and be taught to students ranging from ages 10 to 19, which is both primary and secondary school. The RH Act also provides for free or subsidized contraceptives, which will be stocked at government health centers and will be made available to the poor. As stated in its Section 14, "the State shall provide an age and development-appropriate reproductive health education for adolescents, which shall be taught by adequately trained teachers in the formal and non-formal educational system." (DOH Philippines; GMA News, 2012).

Moreover, the Responsible Parenthood and Reproductive Health (RPRH) Law mandates the Department of Education (DepEd) to design a Comprehensive Sexuality Education (CSE) which is a curriculum-based process of teaching about the cognitive, emotional, physical, and social aspects of sexuality. It intends to impart age-appropriate and medically accurate information to equip the learners with knowledge, skills, attitudes, and values that will empower them to realize their health, well-being, and dignity. As per stipulated in the (DepEd's Order No. 31 s. 2018), the integration shall be based on the identified learning areas and are made congruent to the learning objectives and competencies in Music, Arts, Physical Education, and Health (MAPEH), Araling Panlipunan (AP), Edukasyon sa Pagpapakatao (EP) with this curriculum by then being used as a teaching modality in school and that the CSE program is implemented seriously by the education department, the

learning gap as revealed in the study (YAFS) will be filled up.

Despite this move, this must be supplemented by proper upbringing at home. Parents need to supervise children on the media they are exposed, especially pornographic materials. They must be prepared to answer any query tactfully regarding sex if their children ask them. This is perhaps a better solution than giving condoms to teenagers in school (Dizon 2018).

## **2. Background of the Study**

Comprehensive Sexuality Education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It goes beyond simply providing education about reproduction, risks and diseases by also addressing positive sexuality and relationships, and the broader sociocultural and gender influences on sexual and reproductive health, with an emphasis on developing life skills.

Comprehensive sexuality education enables young people to protect and advocate for their health, well-being and dignity by providing them with a necessary toolkit of knowledge, attitudes and skills. It is a precondition for exercising full bodily autonomy, which requires not only the right to make choices about one's body but also the information to make these choices in a meaningful way. And because these programmes are based on human rights principles, they advance gender equality and the rights and empowerment of young people (UNFPA 2021)

The review comes with a package of five factsheets and six videos. The factsheets shed light on different aspects of school-based CSE: Enabling Framework, Curriculum, Teacher's Preparedness, Monitoring and Assessment, and Needs of Young People. The videos illustrate how CSE provides opportunity for every child to develop the knowledge, attitudes and skills they need to safely navigate significant milestones in their life, including but also well beyond decisions related to sexual and reproductive health. These communication assets can be used as a whole set or individually (UNESCO 2021).

In an early age, learners should already be aware of appropriate and inappropriate behaviors towards the opposite sex to avoid becoming victims of other people's unwanted acts. Since they are still young, they become more vulnerable and weaker towards abuse and mistreatment that can be caused by other people or even those who are close to them. In light of sexuality education, these children will not be fooled and taken advantage since they already know what is happening around them (Dizon 2018).

DepEd (2016) adolescent reproductive health on children at this age are most vulnerable to abuse and exploitation, stressing the need for them to understand that they have the right to refuse attempts to take advantage of their youth. The education department said the move to include sexuality education is in line with the Responsible Parenthood and Reproductive Health Law of 2012, which mandates the provision of an age- and development-appropriate

reproductive health education for adolescents.

DepEd dispelled concerns that reproductive health education would focus on the sex act, saying it would instead focus on the science of reproduction, physical care and hygiene, correct values and the norms of interpersonal relations to avoid pre-marital sex and teenage pregnancy.

Furthermore, sexuality education can be integrated in the curriculum in two ways – natural and purposive. The learning areas where natural integration is possible are Science where sexuality education topics include the parts of the body, reproductive system, reproductive cycle, and puberty, Health topics comprise personal hygiene and reproductive health, Araling Panlipunan and Edukasyon sa Pagpapakatao topics to be discussed on issues like gender and sexuality, the Reproductive Health Law, same-sex marriage, prostitution, and gender-based violence are integrated in Araling Panlipunan. Edukasyon sa Pagpapakatao covers topics about developmental tasks and actions during puberty and families’ mission of educating and shaping the faith of the learners. and under purposive integration can be done in learning areas like Mathematics and Language” analysis and statistics, and grammar and vocabulary enhancement.

DepEd highlighted those discussions on sexuality education do not focus on the sex act itself, as is the common misconception, but on the science of reproduction, physical care and hygiene, correct values and the norms of interpersonal relations to avoid pre-marital sex and teenage pregnancy.

Division Memorandum No. 196, s. 2021 ONLINE ADOLESCENT HEALTH AND DEVELOPMENT (AHD) PROGRAM IN DEPED-QUEZON (PILOT ACTIVITY), in reference to the Regional Memorandum No. 77 s. 2021 entitled Online Adolescent Health and Development (AHD) Program in CALABARZON (Pilot Activity), the School Health Section of the Department of Education-Division of Quezon thru Adolescent Reproductive Health Education Program Team through the Teenage Pregnancy Symposium and AHD Film Dissemination, the activity aims to create awareness of correct information about adolescent sexuality and other reproductive health issues and concerns among adolescent learners.

According to PSA-Quezon 2021, a total of 2,791 live births were registered in the province in July 2021. It recorded a decrease of 0.3 percent from the June figure of 2,799. The daily average of birth occurrences during the month was 90. Of the total births registered, 52.1 percent were males and 47.9 percent were females. This resulted to a birth sex ratio of 109 males for every 100 females. Teenage mothers had the largest percentage of infants born out of wedlock (92.3%). The majority of Quezon's municipalities and cities have high percentages of Illegitimate children are born. In Dolores Quezon as of the number of registered live births in both sexes as pf June-July 2021 is 20 and 34, and the number and percent distribution of registered live births by legitimacy (20 or 35.0%) and illegitimacy (13 or 65.0%) status of the municipality as of July 2021. Most of the municipalities and cities of Quezon registered high

percentages of births with illegitimate status.

### 3. Conceptual Framework

The curriculum-based teaching and learning method known as CSE is based on the scientific, age- and developmentally appropriate, culturally and gender-responsive, and approach that is based on human rights. It is anchored on cognitive, emotional, physical, and social elements of sexuality. The implementation of it will also involve civil society organizations, school administrators, parents-teachers-community associations, and other interest groups to guarantee the cultural acceptance, effectiveness, and appropriateness of the major ideas and themes. CSE will help learners develop critical thinking in connection to risky behaviors and empower them to achieve their health, well-being, and dignity by providing them with the knowledge, skills, attitude, and values. Additionally, it is anticipated to help enhance learning outcomes, dropout rates, completion rates, and learning quality (DepEd 2018).

Comprehensive sexuality education is not just about reproduction, family planning and safe sexual behaviors. It also includes positive aspects of sexuality, such as love and relationships based on mutual respect and equality. It includes discussions about values, rights, culture and gender, about power dynamics based on race, gender, ability or sexuality and how to recognize, challenge and change harmful gender norms (UNESCO 2019).

According to UNFPA 2021 Comprehensive Sexuality Education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It goes beyond simply providing education about reproduction, risks and diseases by also addressing positive sexuality and relationships, and the broader sociocultural and gender influences on sexual and reproductive health, with an emphasis on developing life skills.

School-based age-appropriate CSE is an effective means of reaching a large population of children and young people, particularly where rates of school participation are high. This overview of the status of in-school CSE in Asia and the Pacific provides a strong evidence base on the reach and impact of this across the region. Through the CSE-ARH Convergence September 16, 2021 the Department affirms its commitment in ensuring that the reproductive health and other medical needs of its learners are comprehensively attended as part of the One Health Week celebration, the Department of Education (DepEd), Department of Health (DOH), and Commission on Population and Development (POPCOM) on September 09 launched the Comprehensive Sexuality Education and Adolescent Reproductive Health (CSE-ARH) Convergence. This is part of the whole-of-government response to the ongoing challenges of high levels of adolescent pregnancies, human immunodeficiency virus (HIV) or acquired immunodeficiency syndrome (AIDS) infection, and other reproductive health issues among young people.

The CSE focused on the integration of scientific, age- and developmentally appropriate, and culturally and gender-

responsive information on the cognitive, emotional, physical, and social aspects of sexuality in the K-12 Curriculum. The ARH Program, on the other hand, focuses on the establishment of facilities of information for responsible parenthood and reproductive health concerns, including capacity building and health promotion activities for learners and DepEd personnel, and on ensuring the provision of counseling and proper referral for learners' reproductive health concerns.

With proper implementation of the convergence of CSE-ARH, the health status of adolescents may be improved through linking classroom instruction to critical adolescent reproductive health interventions accessible from various public social and health facilities within the community

4. Research Paradigm

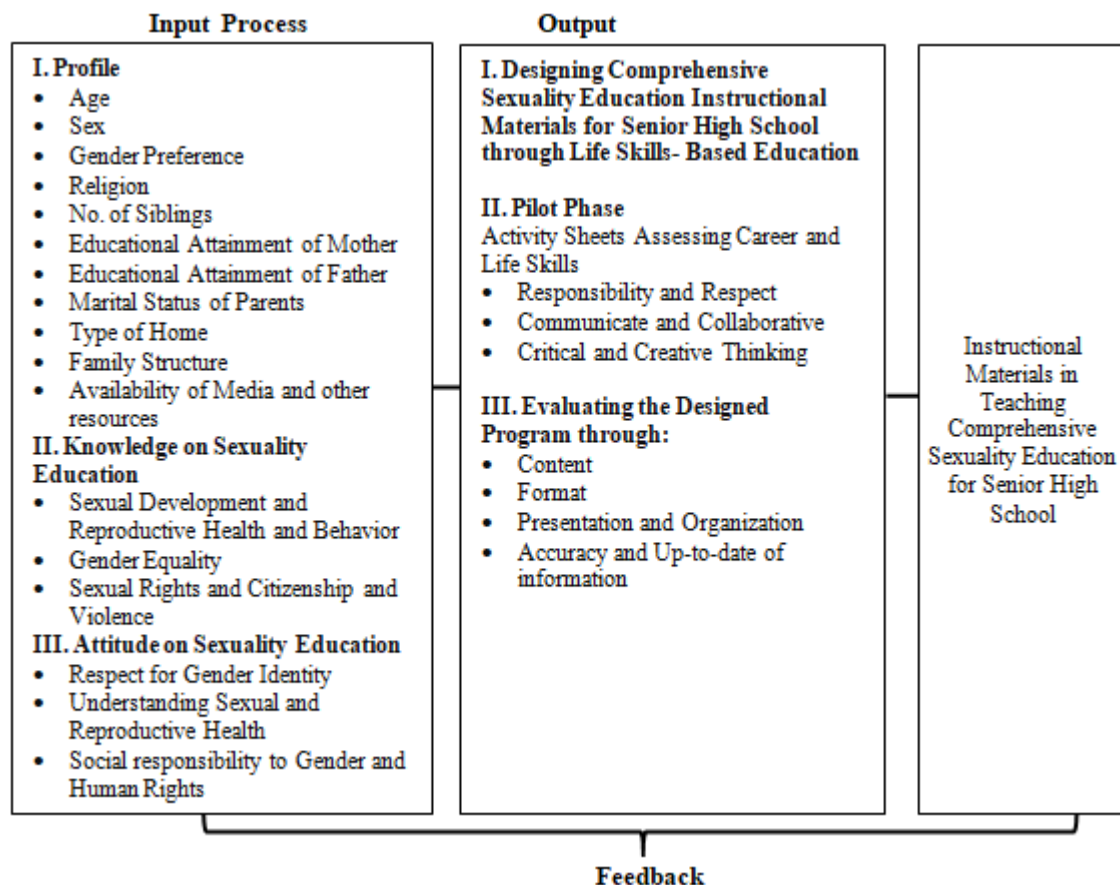


Figure 1: Level of Knowledge and Attitude on Comprehensive Sexuality Education: Basis for Designing Career and Life Skills Based Instructional Materials for Senior High School

Statement of the Problem

This study attempted to determine the level of knowledge and attitude on Comprehensive Sexuality Education of the Senior High School Students in Sta. Lucia National High School.

Specifically, it aimed to answer the following questions:

- 1) What are the respondent's demographic profile in terms of:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 gender;
  - 1.4 religion;
  - 1.5 number of siblings;
  - 1.6 educational attainment of mother;
  - 1.7 educational attainment of the father;
  - 1.8 marital status of the parent;
  - 1.9 type of home;
  - 1.10 family structure;
  - 1.11 availability of media and other resources;

- 2) What is the perceived level of knowledge of the respondents on comprehensive sexuality education in terms of:
  - 2.1 sexual development reproductive health and behavior;
  - 2.2 gender equality;
  - 2.3 sexual rights/citizenship and violence;
- 3) What is the perceived level of attitude of the respondents on comprehensive sexuality education in terms of:
  - 3.1 respect for gender identity;
  - 3.2 understanding sexual and reproductive health;
  - 3.3 social responsibility to gender and human rights;
- 4) What is the perceived level of career and life skills of the learners when sexuality education activity sheets were employed as to:
  - 4.1 responsibility and respect;
  - 4.2 communicate and collaborative;
  - 4.3 critical and creative thinking;
- 5) How do the experts evaluate the acceptability of the designed comprehensive sexuality education activity sheets as to:

- 5.1 content;
- 5.2 format;
- 5.3 presentation and organization;
- 5.4 accuracy and up-to-datedness of information;
- 6) Is there a significant difference in the level of knowledge and attitude of the respondents when they group according to their demographic profile?
  - 6.1 age;
  - 6.2 sex;
  - 6.3 gender;
  - 6.4 religion;
  - 6.5 number of siblings;
  - 6.6 educational attainment of mother;
  - 6.7 educational attainment of the father;
  - 6.8 marital status of the parent;
  - 6.9 type of home;
  - 6.10 family structure;
  - 6.11 availability of media and other resources
- 7) Is there significant relationship between the career and life skills of the learners and their perception of sexuality education as to:
  - 7.1 knowledge;
  - 7.2 attitude

### Research Hypotheses

This study posited the following hypotheses:

- 1) There is no significant difference in the level of knowledge and attitude of the respondents when they are grouped according to their demographic profile.
- 2) There is no significant relationship in the level of knowledge and attitude of the respondents.

### Scope and Limitation

The study measured the respondents' demographic profile such as age, sex, gender, religion, number of siblings, educational attainment of mother and father, marital status of parents and type of home, family structure and availability of media and other resources. It also determined the level of knowledge of the respondents on comprehensive sexuality education in terms of sexual development and reproductive health and behavior, gender equality, and sexual rights and citizenship and violence and level of attitude in terms of respect for gender identity, understanding sexual and reproductive health and social responsibility to gender and human rights.

Moreover, it was Senior High School students at Sta. Lucia National High School who are officially enrolled in the school year 2021-2022. There are 150 students from Grade 11 and 12. The respondents participated in descriptive survey questionnaires after acquiring their consent. Data gathering procedure started after the approval of the principal, public schools district supervisor (PSDS), and schools' division superintendent (SDS) was secured. The data gathering procedure was implemented from March to May 2022.

### Significance of the Study

The researcher believed that the results of this study are helpful and will benefit the following:

**Learners:** The result of this study may enable the students to broaden their knowledge, attitudes, skills, and values to make appropriate and healthy choices in their sexual behavior through reproductive health education, instills in

their mind that they have the right to decide what behaviors they engage in and to say no to unwanted sexual activity. This will prepare them to become responsible citizen of the country.

**Teachers:** The result of this study may teachers incorporate CSE in the teaching learning process. They may find CSE as an innovative tool in the effective facilitation of their lessons which are relatively useful to attain their goals to positive influence in sexual and reproductive health outcomes, promotes safe and gender equitable learning environments, and improves education access and achievement.

**Administration:** The result of this study may become an instrument to a perspective Filipino people for the necessity of comprehensive sexuality education in the public school system. For them to initiate activities and programs that will improve learner's awareness on right information related to adolescent sexuality and other reproductive health issues and concerns.

Parents. The result of this study may help parents to support their child's level of comfort in discussing sexuality-related issues. Parents and other family members frequently have the power to direct their children's development toward healthy sexuality as a natural, normal, and progressive part of life. They can assist their children in developing and practicing responsible sexual behavior as well as making personal decisions.

**Community:** The result of this study may provide information on how the society go far beyond information on reproduction and health risks associated with sexuality that is essential to prevent and combat sexual abuse against children, sexual violence and sexual exploitation in the community.

**Future Researchers:** The result of the study may serve as the basis to gather insights about the use of CSE in public school system. They may find CSE as an instrument that can raise the awareness about sexuality education in our country.

## 5. Literature Review

### 5.1 Comprehensive Sexuality Education

A lot of prior studies have focused on sexual education among young people. In different communities, the sources and nature of sexual information were investigated. School, media, peers, discussions with parents, and other sources of sexual information are the most common, but their use varies by country, depending on socio-cultural, political, and economic conditions. This section will look at sexuality-related issues, the relevance of sexual education, and various sources of sexual education, as detailed in prior study.

Youth education specialists, on the other hand, have highlighted health care services that teenagers require. According to them, adolescents still require adult help and direction in order to completely grasp the true meaning of sexuality education and avoid misinterpreting its key goals. It will avoid them from making future mistakes by providing them with all the counseling and health care services they require. (CALABARZON POPCOM 2021).

According to the Philippine Statistics Authority's Civil Registration and Vital Statistics System (2019), the Philippines has 180,916 live births among teenagers aged 10

to 19. In the 10 to 19 age range, this equates to 495 live births every day. More concerning is the fact that approximately 7 live births to children aged 10 to 14 occurred every day in 2019. Only 3% of all live births in the teenage age range are fathered by males of the same age group, according to the United Nations Population Fund Philippines (2019). Such pregnancies, according to the briefer, may be a result of "coercion and uneven power relations between adolescents and older men.

Under the K-12 program, reproductive health education was taught. Learners as early as seven years old were educated about different touchés (good and evil), as these age groups are more vulnerable to abuse and exploitation. The effort to provide sexuality education is in conformity with the law that guarantees teenagers' right to health and education, according to the education department (Mateo, 2016). Sexuality education, according to the Department of Education, is focused on the necessity of reproduction, physical care and hygiene, as well as proper values and actions toward one another in order to avoid early sexual encounters (Gines, 2016).

Gacoin (2017) comments that sexuality education is always a political undertaking, both in terms of what is taught and how it is taught. The development of UNESCO's first CSE technical guidance and the political maneuvering required to bring about this shared guideline is eloquently. The politics highlight the knowledge generation on CSE by dissecting the concept of comprehensive and its constituent pieces, and to make more plain whose political demands are being promoted and whose may be sidelined in these processes (Yankah and Aggleton's 2017).

According to Morales (2013), the number of live births by young moms increased by more than 60% in the Philippines between 2000 and 2012, based on data from the National Statistics Office. The trend of maternal fatalities among teenagers is increasing, as seen by the latest NSO statistics showing an increase in maternal deaths among Pinay teenagers. Between 2000 and 2010, the proportion of maternal fatalities increased from 5% to 10%. Furthermore, 168 Filipina moms under the age of 20 died while giving birth, with four of them under the age of 15 years. The Population Commission also stated that 8.3 percent of all baby fatalities were due to moms who were under the age of 20. Preterm birth has a high risk.

Latest report on the implementation of the RH law revealed that the Department of Education (DepEd) has not yet developed the minimum standards required for Comprehensive Sexuality Education (CSE) for there are things that need to be complied. Though it's not yet reached the standards, the Department of Education (DepEd) is still trying to include CSE in the K-12 curricula (Geronimo, 2016).

Another issue related to sexuality is its conflict with religion. Because it contradicts religious beliefs, sexuality education has long been a contentious subject in schools. Because the church values life and regards it as sacred, its existence should never be prevented or hindered, which runs counter to some sex education beliefs. As a result, a school-based

sexuality education campaign has sparked great debate in the Philippines, which is known as Asia's Catholic heartland. The high birth rate in the country is related to extreme poverty. The United Nations backed program, aims to promote safe sex, limit the spread of HIV-AIDS and prevent unwanted pregnancies. However, the Catholic Church and powerful conservative crusaders have struck back with a high-profile campaign to stop the project, saying it is against the nation's religion-based moral codes. Their reason is that sexuality education in schools will not solve our problem in population and poverty (Gutierrez & Presse, 2010).

Some people, however, argue that the Reproductive Health Bill is not at all irreligious. It's actually quite godly, because God doesn't want couples to suffer and endure poverty as a result of having more children than they can afford, because it will be hard for a couple with many children to improve their lives and attain dignified and self-fulfilling lifestyles. Religion was also included as a component in the demographic profile because of the diverse opinions it causes.

According to Andrade (2016), the purpose of teaching sex education in schools is to help students make proper choices and actions that will likely affect their overall well-being. Teachers, particularly guidance counselors, should be equipped with the information and skills necessary to integrate sex education into subjects quickly and successfully. Inquiry-based learning and other constructivist teaching strategies have been shown to be effective in teaching sexual health education. Cooperative learning techniques, such as games, role plays, and simulations, are effective in the teaching of sexuality education because they allow students to collaborate and generate meaning from data as a group.

The most intriguing outcome of this study was the good impact the Filipino people anticipated the Reproductive Health Act will have on the country as a whole. When it comes to having a positive vision for change in the Philippines, the vast majority of respondents of all ages, sexes, socioeconomic statuses, and religions agreed with one another. Many believed that not only would the geometrically high number of teen pregnancies, early marriages, and abortions diminish, but that the law's implementation would also provide a safety net solution for economic development. Individuals would also be more likely to comprehend their gender duties (La Bella, 2014).

According to the Philippine Statistics Authority (PSA), one out of every ten Filipinas between the ages of 15 and 19 has become pregnant; 8% have become moms, and 2% are expecting their first child. According to data acquired by the Department of Health (DOH), approximately 30,000 AIDS/HIV cases were reported between 1984 and 2016. These findings show that one of the elements contributing to these issues is the youth's apparent misunderstanding of sex. It can also be deduced that kids lack parental direction when exposed to media that is inappropriate for their age group. This is especially true when it comes to pornography. Without sufficient instruction, their perspective of sex is that they can enjoy it but are oblivious of the consequences.

In April 2021, a total of 2,431 live births were registered in the Quezon province, according to PSA (Region IV-A CALABARZON). It was down 27.4 percent from the previous month's level of 3,350. During the month, the average number of births per day was 81. Males made up 51.7 percent of all births, while females made up 48.3 percent. As a result, there were 107 males for every 100 females at birth. Given this alarming information, the government believes that Sex Education should be included in school curricula, particularly for Middle School and High School students, who fall into the "vulnerable" age group. An emphasis will be placed on educating the youth on how the reproductive system works (2017 Ronquillo).

According to a Department of Education (DepEd) official, teachers are not confident or comfortable teaching sexuality and reproductive health, despite the fact that they are required to do so under Reproductive Act 10354 or the Responsible Parenthood and Reproductive Health (RPRH) law. According to Muyot, during their talks with instructors, the majority of them stated that they do not enjoy teaching RPRH since their knowledge of the subjects is poor. The teachers also stated that when they were studying elementary and secondary education in college, child and adolescent development was rarely mentioned (2017 Crisostomo).

The provision for sexuality education is not only started and included in the Responsible Parenthood Law (R.A. 10354, 2012). The right to sexuality education sits at the crossroads of education, health, participation, and protection (Clarke, 2010). A crucial demand is that children be able to exercise their right to education. This is also important for exercising other rights fully and effectively. The Universal Declaration of Human Rights (UDHR), Article 13 of the Covenant on Economic, Social, and Cultural Rights (CESCR), and Articles 28 and 29 of the Convention on the Rights to Receive and Disseminate Information of All Kinds provide for this (Clarke, 2010; UNESCO Bangkok, 2012).

Adolescents are currently unprepared for the obligations and hardships that adult sexuality brings (Clarke, 2010; UNESCO Bangkok, 2012). Due to a lack of appropriate sexuality education, many young people have become vulnerable to coercion, abuse and exploitation, unintended pregnancy, and STIs such as HIV.

The need for sexuality education holds true for the country as well as any other region in the world. Many adolescents are becoming sexually aware at a younger age (UNESCO Bangkok, 2012).

The concept of age-appropriate sexuality development is still debatable. In the Philippine educational system, a complete age-appropriate sexuality education is still being evaluated and implemented. There are numerous challenges by society, such as the Church, for such a subject to be introduced and included in the existing school curriculum. There are also disagreements and conflicts about the substance of the upcoming sexuality education curriculum.

A study in the Niger Delta found that sexuality education has consequences in secondary school biology curriculum. According to the conclusions of the study, Nigerian boys

and girls engage in sexual activity not for money but out of curiosity and ignorance, which is why teenage pregnancy is common in the country. This issue prompted Nigerian biology professors, students, and parents to integrate sex education in the curriculum. According to Salami et al. (2015), if sex education is not implemented urgently in the Niger Delta, there would be more adolescent pregnancies.

Education and Social Sciences Journal, Vol. Sexuality education is one of the major ways in giving accurate information that helps secondary school students realize the importance of sex in their lives in a responsible manner, thus avoiding conditions such as unwanted pregnancies, HIV, prostitution, and the like. Secondary school curricula should prioritize sexuality education to guarantee that everyone has access to health and education (Iwu et al. 2011).

According to Hall et al. (2011), among all developed countries, the United States ranks top in teen pregnancy and sexually transmitted diseases like HIV. As a result, the US government financed abstinence-only sex education programs in order to reduce the number of unplanned pregnancies and HIV transmission. However, because this state-policy program has proven unproductive, the government has proposed a new program that integrates comprehensive sex and STD education into the biology curriculum. This integration is thought to be important for schools, particularly public schools, to participate in educating and spreading information about sex and sex-related topics. This will allow for the prevention of physical and emotional effects, as well as the promotion of a healthy lifestyle, sexual attitudes, and values (Bleakley et al. 2010).

Teachers, as well as their professional learning and development, have been identified as crucial in ensuring that children and young people have access to comprehensive sexuality education (CSE). Internationally, the provision of sexuality education (SE) during initial teacher education (ITE) is seen as critical to the implementation and quality of school-based SE. This systematic review examines empirical research that were published in English between 1990 and 2019 (Front Education 2022). Our knowledge of sexuality education is always changing, and there are variances in the vocabulary, concepts, and criteria used in various international documents dealing to SE (cf. Iyer and Aggleton, 2015; European Expert Group on Sexuality Education, 2016). While the term comprehensive sexuality education (CSE) has become increasingly popular in recent years (WHO Regional Office for Europe and BZgA, 2017; United Nations Educational Scientific and Cultural Organization [UNESCO], 2018), for the purposes of this paper, sexuality education (SE) is the broader term used.

According to a 2012 assessment by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), a scientifically correct, culturally and age appropriate, gender sensitive, and life skills-based CSE reduces risky behavior among sexually active young people. Students will become ready and mature enough in every action they do as a result of being exposed to the potential dangers and consequences of engaging in premarital sex, and they will avoid future issues.

Comprehensive Sexuality Education (CSE) should, however, be taught with prudence and tailored to the age of the students. According to the Philippine Center for Population and Development (2017), one of the most contentious parts of CSE is offering "age-appropriate comprehensive sexuality education." This provision requires schools to teach it beginning in Grade 5 and continuing until fourth year of high school, which a lot of MPs oppose. Furthermore, the learning should be age-appropriate and cumulative, ensuring that kids from Kindergarten to high school receive and build on material suited for their cognitive and social development. Age-appropriate and realistic sexuality education is essential (Plante, 2013).

Furthermore, this education provides learning at all grade levels. It should be measured the level of understanding of the students in order to attain learning (Shaw, 2018). It is critical to determine the students' level of comprehension. It will serve as a roadmap for the teacher to chart a course for the students to learn and comprehend the material while also developing skills. With quantitative and observable outcomes, the teacher may determine if the student has grasped the relevant content.

It's also crucial to think about their attention span (Briggs, 2014). Students should be motivated by their teachers. It is critical to provide pupils with real-life events and examples that they may see in their daily lives. Additionally, activating the kids' senses through the materials' activities improves sensory perception. It will encourage pupils to explore and concentrate for longer periods of time. Students' expectations should also be carefully examined and met (Swallow, 2016). It is to ascertain the kids' requirements. It is to learn about their existing knowledge and what they wish to learn more about in terms of comprehensive sexuality education. As a result, it will provide connections between the program's concepts and correct or prevent any misconceptions about the issues covered in comprehensive sexuality education.

The objectives should also be discussed. It will benefit teachers because it will assist them through the crucial teaching and learning process for their students (McClymont, 2018). It is utilized in strategic planning because it converts a vision and mission into exact, measurable goals. These goals help to realize the vision and aim of comprehensive sexuality education. To meet the goals, the items' details must be clear and complete.

Because internal and environmental factors influence knowledge and attitude, comprehensive sexuality education should be taught in a systematic manner (Bennett, 2018). Every instructor should have a clear vision of their goals. Organizing a lecture or activity maximizes in-class time while maintaining a focus on learning outcomes. It contains considerable volumes of factual information, examples of procedures, and a comprehensive discussion that should follow a logical progression from simple to complicated topics.

Rosalie Masilang, DepEd Adolescent Reproductive Health focal person and supervising education program specialist, said in a statement that teaching sex education in schools primarily aims to teach learners how to make informed

choices and decisions on issues that affect their personal safety and well-being. As early as Grade 1, students are taught to discern between a "good touch" and a "bad touch" to assist them identify between nice individuals and those with negative intentions. Children are more vulnerable to abuse and mistreatment than adults because they are still vulnerable and innocent. Teaching them about sexuality can help them recognize warning signs and avoid abuse (Andrade, 2016).

Gender is also included in the demographic profile because it influences comprehensive sexuality education. Males could readily comprehend females, and females could easily understand males, if they realized they share some basic anatomical and physiology similarities. Males and females should have a basic grasp of their opposite sex so that they can change their behavior when necessary (Prabhu, 2017).

The Demographic Research and Development Foundation, Inc. (DRDF) and the University of the Philippines Population Institute (UPPI) conducted the Young Adult Fertility and Sexuality Study YAFSS (2013), which found that the proportion of youth aged 15 to 24 who had early sexual encounters increased from 23% in 2002 to 32% in 2013. According to the Philippine Statistics Authority's (PSA) 2017 National Demographic Health Survey (NDHS), the proportion of adolescent girls who have started childbearing grows dramatically with age, from 1% at age 15 to 22% at age 19. Marriage was listed as one of the top reasons for not attending school by 12.9 percent of young people aged 6 to 24 in the PSA's 2013 Functional Literacy, Education, and Mass Media Survey (FLEMMS) Report.

Lesbian, Gay, Bisexual, and Transgender (LGBT) people are also subjected to discrimination, which leads to a loss of economic possibilities Browes (2015). One of these is requiring applicants to dress in accordance with their biological sex as a condition of employment, as well as outright refusal to hire applicants based on their SOGI. Gender mainstreaming in the DepEd's K-12 curriculum has already addressed this issue.

The Department of Education (DepEd) is dedicated to ensuring that Filipino students have access to quality education and improved health, as well as assisting them in completing their basic education without having to worry about their health. It also acknowledges the school system's duties and obligations in providing learners with their right to good health by leading the implementation of comprehensive sexuality education (CSE).

The Department of Education (DepEd) issues the enclosed Gender-Responsive Basic Education Policy in accordance with its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), and RA 10533 or the Enhanced Basic Education Act of 2013, as well as the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of (Department of Education Order No. 32, Section 2017).

DepEd Memo No. 261, Series of 2005, released by the



Department of Education, addresses the implementation and integration of sexuality education within the curriculum. The purpose of the memorandum is to protect students against harassment and abuse in the future (DepEd, 2016). Institutionalizing Adolescent Reproductive Health via Life Skills-Based Education is the title of the paper.

DepEd is dedicated to ensuring that Filipino students have access to quality education and improved health, as well as assisting them in completing their basic education without having to worry about their health. It also acknowledges the school system's roles and obligations in providing learners with their right to good health by leading the implementation of comprehensive sexuality education (CSE) (DepEd Order No. 31, s 2018).

On the other hand, youth education experts identified health care services that adolescents need. According to them, adolescents still need support and proper guidance coming from adults for them to fully grasp the real essence of sexuality education and not misinterpret its main objectives. Providing them with all the guidance and health care services that they need, it will save them from committing possible mistakes in the future. Some of these needs are information on sexual and reproductive health, counseling and services for safe motherhood, contraceptives, post-abortion care, management of sexually transmitted infections, nutrition education, and menstrual hygiene; HIV/AIDS information and education, access to preventive commodities such as male and female condoms, voluntary counseling and testing, and early diagnosis and treatment of STIs; gender-based and sexual violence prevention, detection, counseling, and follow-up; and general health checkup and counseling for substance abuse (Philippine Center for Population and Development, 2017). Some of these basic concepts were already tackled in Grade 10 Science which needs to be further intensified. This is also mandated by the "Gender-Responsive Basic Education Policy" (DepEd Order No. 32, s. 2017).

Section 141 of Executive Order No. 141 2021 (Adopting as a National Priority the Implementation Of Measures To Address The Root Causes Of The Rising Number Of Teenage Pregnancies, And Mobilizing Government Agencies For The Purpose) Under Republic Act (RA) No. 10354, also known as the "Responsible Parenthood and Reproductive Health Act of 2012," the State recognizes and guarantees the human rights of all people, including the right to health, which includes reproductive health, the right to education and information.

The law that covers all forms of gender-based sexual harassment (GBSH) perpetrated in public areas, educational or training institutions, workplaces, and internet space is Republic Act No. 11313 Safe Spaces Act of 2019 (Bawal Bastos Law).

The Philippine government approved the "Responsible Parenthood and Reproductive Health Act of 2012," also known as the Reproductive Health (RH) Act, in December 2012. This statute authorizes the government to support contraception and sexuality education in public schools. Sexuality education should be age appropriate and offered to

kids aged 10 to 19, which includes both primary and secondary school students. The RH Act also provides for free or subsidized contraception, which will be provided to the poor through government health institutions.

Executive Order No. 12 was issued in 2017 with the goal of "Attaining and Sustaining Zero Unmet Need for Modern Family Planning Through the Strict Implementation of the Responsible Parenthood and Reproductive Health Act, Providing Funds Therefor, and for Other Purposes." The Department of Education (DepEd), Department of Health (DOH), and Commission on Population and Development (POPCOM) inaugurated the Comprehensive Sexuality Education and Adolescent Reproductive Health (CSE-ARH) Convergence as part of One Health Week (September 9, 2021). The entire government's reaction to the continued challenges of high rates of adolescent pregnancies, HIV/AIDS infection, and other reproductive health issues among young people. As part of One Health Week, the Departments of Education (DepEd), Health (DOH), and Population and Development (POPCOM) launched the Comprehensive Sexuality Education and Adolescent Reproductive Health (CSE-ARH) Convergence (September 9, 2021). The government's overall response to the persistent challenges of adolescent pregnancy, HIV/AIDS infection, and other reproductive health issues among young people.

In 2018, DepEd issued DepEd Order No. 28, OK sa DepEd, which focuses on the Department of Education's major school health and nutrition programs, including the School-Based Feeding Program (SBFP), National Drug Education Program (NDEP), Adolescent Reproductive Health Education (ARH), Water, Sanitation, and Hygiene (WASH) in Schools (WinS), and Medical, Dental, and Nursing Services. In addition to these five flagship projects, other health and nutrition programs will be launched.

The World Health Organization (WHO) considers a country's investment in an effective school health program to be a cost-effective investment because it promotes health and education at the same time. Children who are sick or hungry miss a lot of school, are late or refuse to return to avoid being labeled as grade level repeaters. Girls drop out of school as a result of unintended pregnancies, reducing their chances of a better future. And the illegal drug epidemic is posing a greater threat to the safety and well-being of adolescents and students.

In the Department of Education, health-promoting measures can significantly reduce many of the existing and future causes of death, diseases, and disability (DepEd). These strategies include recognizing and referring sick and malnourished children to obtain health care while they are still in school, preventing unhealthy behaviors, and discovering and recommending extremely susceptible adults in the Department. Early detection is crucial, and school administrators, staff, and instructors can spot nutritional and hygiene difficulties, substance misuse, and dangerous sexual behavior (2019 Oplan Kalusugan (OK sa DepEd) Overview).

Comprehensive sex education refers to K-12 curricula that include a wide range of sex-related issues, including:

Puberty, anatomy, sexual orientation, and gender identity are all aspects of human development. Personal, family, friendships, romantic relationships, and health-care provider's relationships. Personal abilities, such as communication, setting boundaries, negotiating, and making decisions. Sexual conduct, which encompasses the complete range of ways in which people choose to be or not be sexual beings. Sexual health, such as STDs, birth control, pregnancy, and abortion. Society and culture, including media literacy, shame and stigma, and the impact of power, identity, and oppression on sexual wellbeing and reproductive freedom.

According to UNICEF (2017) recent global figures, one in every five females and one in every eleven boys worldwide have experienced child sexual abuse. Sexual abuse and harassment were reported by 11 to 22 percent of females and three to 16.5 percent of boys in Southeast Asia alone. The rise in child sexual abuse is due to a number of factors, including a lack of education and knowledge about the subject.

Sexuality education in ASEAN is now in its infancy, with teenagers being taught only the bare minimum when it comes to sex-related themes in the existing curriculum. Conversations regarding sexuality are also taboo from a cultural standpoint, especially when it entails exposing children to the subject. The most prominent reason against offering sexuality education to children and young adults is that it is perceived as a threat to Asian cultures that are more restrained, and it is not something that should be discussed publicly. Parents are concerned that teaching their children about sex may lead them to have sex at a young age. This is further bolstered by the misconception that teaching children about sex at an early age will encourage them to engage in sexual activity. This is a fallacy that has been debunked by researchers, who found that youngsters who are given information about sex education had fewer partners, according to a UNICEF report. (Nair).

Before the pandemic, one in every four Filipino women had experienced domestic violence, but when Covid-19 struck the country, the number of cases rose steeply. The Philippine Statistics Authority reported an increase in cases of rape from 1,656 in 2018 to 2,168 in 2020. At the height of the Covid-19 lockdowns, from March to May 2020, the Philippine government recorded an average of eight victim-survivors of sexual assault every day and a threefold increase in tips reporting online sexual exploitation of children.

It's clear that violence against women and children (VAWC) and gender-based violence (GBV) are pervasive social problems in the Philippines. The challenge of reducing such incidents and changing the conditions that enable them is immense, but steps to improve the situation must begin somewhere (Tolosa, 2022)

People of various sexual orientations and gender identities (SOGI) face harassment and violence from their families, neighbors, educational and training institutions, and even government agencies, ranging from subtle jokes to extreme forms of stigma and assault. It has an impact on pupils'

knowledge and attitudes (Cho, Cha & Yoo, 2015). As a result, violence is incorporated in the assessment of pupils' knowledge and attitudes. Gender disparity, help routes, reporting of abuse, victims of sexual violence, violence in online spaces, and violence among LGBT people are among the subjects covered.

Lesbian, Gay, Bisexual, and Transgender (LGBT) people are also subjected to discrimination, which leads to a loss of economic possibilities. Browes also talks about this (2015). One of these is requiring applicants to dress in accordance with their biological sex as a condition of employment, as well as outright refusal to hire applicants based on their SOGI. Gender mainstreaming in the DepEd's K-12 curriculum has already addressed this issue.

### **Career and Life Skills-Based Education**

Career and Life Skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors. Opportunities exist for teachers to integrate employability skills in everyday lessons, at every age and in every content area. The development of Career and Life Skills does not occur in one or two classes, but grows over the course of a student's educational career (Appleton Area School District).

According to the World Health Organization (WHO 2022), life skills are abilities for adaptive and positive behavior that enable an individual to deal effectively with the demands and challenges of everyday life. These sets of skills help individuals develop psychosocial competence and empower adolescents to have control over what they do. Decision-making, communicating, gaining self-esteem, developing relationships, dealing with conflicts, problem-solving, and living with stress and emotions are the most common life skills.

Puspakumarag (2013) found that life skills training was useful in preventing a wide range of problems. Substance misuse, teen pregnancy, violence, and bullying, as well as promoting self-confidence and self-esteem among teenagers. Discovering that life skills training has a positive impact that enhances social development, emotional and social adjustment, implying a rise in child compatibility and public safety (Roodbari, Sahdipoor, and Ghale 2013).

According to UNICEF, Life Skills are a behavior change or behavior development approach designed to address balance of three areas: Knowledge, Attitude and Skills. (WHO) defines Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skill has been classified into three broad categories: Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities. Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc. Emotional skills, involves, knowing and being comfortable with oneself. Thus, self-management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure (Ravindra Prajapati,

Bosky Sharma, Fiji Dharmendra Sharma 2017).

The literature was reviewed were on comprehensive sexuality education that equips young people with the knowledge, attitudes, and skills they need to safeguard and advocate for their health, well-being, and dignity. It is a prerequisite for exercising complete bodily autonomy, which requires not only the right to make decisions about one's body but also the knowledge to make informed decisions. These materials also promote gender equality, as well as the rights and empowerment of young people, because they are based on human rights concepts. Career and life skills are general skills required for success in the real world. Students may find new ways of thinking and problem solving, to take actions as responsibility and build confidence for collaboration. This were used by the researcher in concept of the study.

**Research Hypotheses**

This study posited the following hypotheses:

- 1) There is no significant difference in the level of knowledge and attitude of the respondents when they are grouped according to their demographic profile.
- 2) There is no significant relationship in the level of knowledge and attitude of the respondents.

**Research Methodology**

The researcher utilized a descriptive-developmental research design. Descriptive research (Pohl & Hungler 2016) describes what exists and may help to uncover new facts and meaning, meanwhile, Beb (n.d.) described developmental method as a corpus of research literature that is directly related to instructional development, implying that an output will be created after this study is completed. In other words, the systematic study of designing, producing, and carefully evaluating educational programs, procedures, and products

that must meet the standard or criterion is known as descriptive developmental technique.

It involves descriptive-survey, descriptive-evaluative, descriptive-comparative, and descriptive- correlation. Descriptive-survey employed a survey questionnaire that determined the respondents' demographic profile. The demographic profile involves age, sex, gender, religion, number of siblings, educational attainment of mother and father, marital status of parents, type of home, family structure, and availability of media and other resources.

On the other hand, descriptive-evaluative was used to identify the level of knowledge and attitude of the respondents. The level of knowledge sexual development, reproductive health and behavior, gender equality, and sexual rights, citizenship and violence and level of attitude of respect for gender identity, understanding sexual and reproductive health and social responsibility to gender and human rights. Then, descriptive-comparative was utilized to determine if there is significant difference in the level of knowledge and attitude of the respondents when they are grouped according to demographic profile Lastly, correlation was used to determine if there is a significant relationship between the level of knowledge and attitude.

Taking part of the results of four quantitative methods is significant to explore the emerging issues that emanate from the objectives of the study. The researcher determined the association of each finding to one another on the level of knowledge and attitude on CSE which served as a basis to design career and life skills based instructional materials for senior high school learners.

**6. Result and Discussion**

**Part I. Profile of the Respondents**

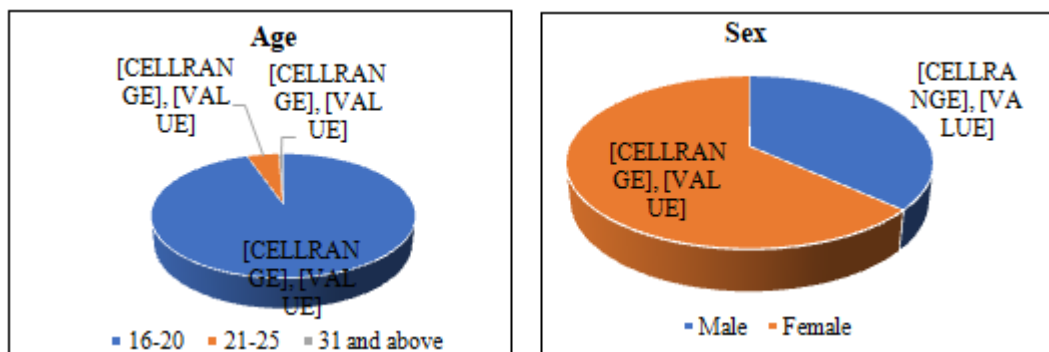


Figure 2: Personal Profile of the Respondents

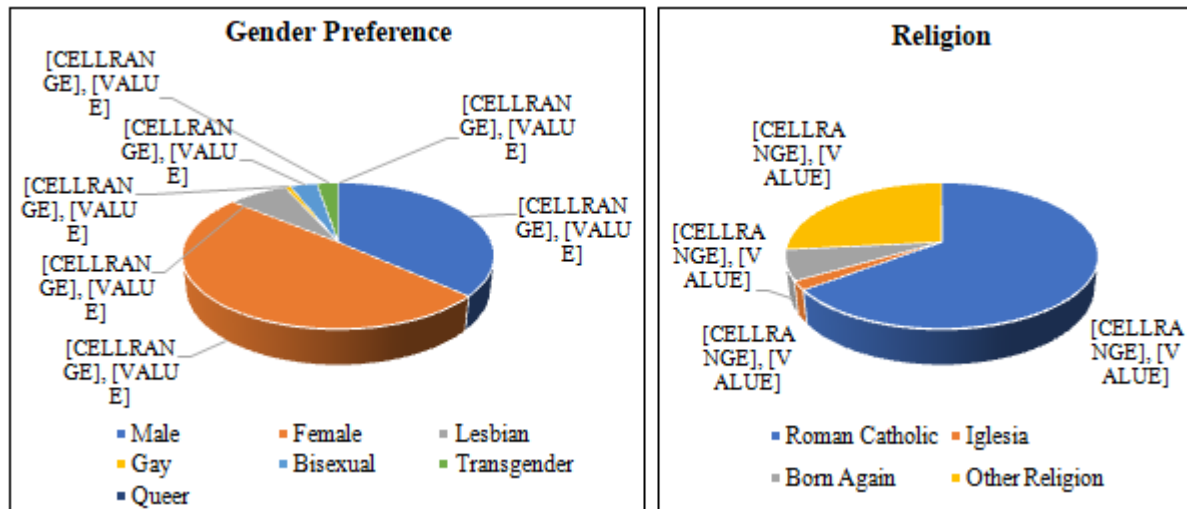


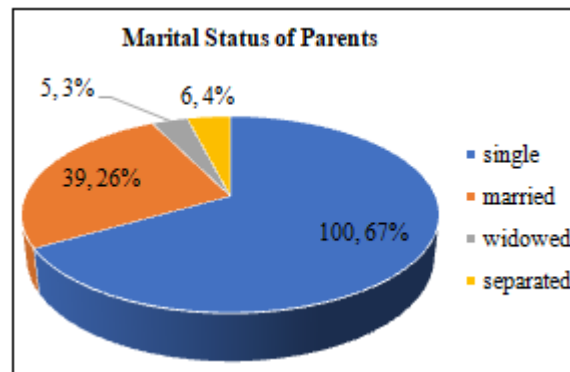
Figure 2 presents the personal profile of the respondents in terms of their age, sex, gender preference, and religion. It was revealed that most of the respondents are ages 16-20 years old, majority of them are females and Roman Catholic. The result is comparable to the Learner Information System (2022) in Sta. Lucia National High School Department.

is comparable to the Modified Learner Enrolment and Survey Form (DepEd Order No. 032, s. 2021) in Sta. Lucia National High School Senior High School Department.

**Table 1:** Distribution of the Respondents in terms of Number of Siblings

Number of Siblings	F	%
0	16	10.7
1-3	52	34.7
4-6	42	28.0
7 and above	40	26.7
Total	150	100.0

Table 1 shows present the demographic profile of the respondents in terms of number of siblings. Most of the respondents have 1 to 3 siblings or 34.7%. It is followed by 4 to 6 siblings or 28.0%, 7 and above or 26.7% and no siblings 10.7%. According to the National Demographic and Health Survey (2017) the total fertility rate has steadily fallen over time, from 4.1 children per woman in 1993 to 2.7 children per woman in 2017. The average optimal family size is currently 2.7 children. Many couples may reconsider having children due to the resources required to sustain them. The percentage of married women who use some form of family planning has climbed from 40% in 1993 to 54% in 2017. It justifies that there are more respondents who have 1 to 3 siblings in Sta. Lucia National High School.



**Figure 3:** Distribution of the Respondents Marital Status of Parents

Figure 3 presents the demographic profile of the respondents in terms of marital status of parents. Majority of the respondents have a marital status of parents that are single with 66.7%. It is followed by marital status which is married with 26.0% and marital status which is widowed with 5%. It means that the respondents have a single parent. According to World Health Organization-funded study by the Department of Health and the University of the Philippines-National Institutes of Health (2021), there are currently an estimated 14 to 15 million solo parents in the Philippines, 95% of whom are women. This is also the trend for single parents in other parts of the world (Stack and Meridith 2017).

**Table 2:** Distribution of the Respondents in terms of Educational Attainment of Parents

Educational Attainment	Mother		Father	
	F	%	F	%
Elementary	30	20.0	50	33.3
Secondary	95	63.3	77	51.3
College	19	12.7	14	9.3
Vocational	6	4.0	9	6.0
<b>Total</b>	<b>150</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>

Table 2 presents the demographic profile of the respondents in terms of educational attainment of parents. Most of the respondents have a mother (63.3%) a father (51.3%) who finished secondary. It means that majority of the respondents parents finished secondary education. The result

**Table 3:** Distribution of the Respondents in terms of Type of Home

Type of Home	f	%
Own	124	82.7
Rented	8	5.3
Provided	18	12.0
<b>Total</b>	<b>150</b>	<b>100.0</b>

Table 3 shows the demographic profile of the respondents in terms of type of home. Majority of the respondents own a home with 82.7%. It is followed by having a provided with 12% and rented with 5.3%. It means that there are more respondents who own a home in Sta. Lucia National

High School. It is comparable to the data of Philippine Statistics Authority (2019) that about two-thirds (64.1%) of Filipino families owned the house and lot they occupied.

**Table 4:** Distribution of the Respondents in terms of Family Structure

Family Structure	f	%
Nuclear Family	106	70.7
Single Parent Family	30	20.0
Extended Family	10	6.7
Stepfamily	4	2.7
<b>Total</b>	<b>150</b>	<b>100.0</b>

Table 4 shows the demographic profile of the respondents in terms of family structure. Majority of the respondents have nuclear family with 70.7%. It is followed by single parent family with 20.0%, extended family with 6.7% and stepfamily with 2.7%. It implies that most of the respondents have a nuclear family. According to Gata (2016) Filipino families are bilaterally extended and residentially nuclear. Even though Filipinos recognize husbands and fathers to be household heads, the family structure continues to be egalitarian in giving importance to both male and female family members.

**Table 5:** Distribution of the Respondents in terms of Availability of media and other resources

Availability of media and other resources	f	%
Newspaper	1	0.7
Magazine	-	-
Cellular Mobile Phones	88	58.7
Television	61	40.7
Radio	-	-
<b>Total</b>	<b>150</b>	<b>100.0</b>

Table 5 shows the demographic profile of the respondents in terms of availability of media and other resources. Majority of the respondents have cellular mobile phones with 58.7%. It is followed by television with 40.7%. It means that the respondent's available media resource at their home is cellular mobile phones.

**Part II. Level of Knowledge of the Respondents on Sexuality Education**

**Table 6:** Level of Knowledge in terms of Sexual Development and Reproductive Health and Behavior

Indicators	Mean	SD	Verbal Interpretation
1) The reproduction is the interaction between male and female reproductive systems.	2.98	.952	K
2) Human reproduction is essential for the continuance of the human species.	2.81	.972	K
3) Use of contraceptives reduces pregnancies, AIDS, and other sexually transmitted disease.	2.89	1.027	K
4) Proper use of condoms is part of reproductive health education.	2.90	1.048	K
5) Menstruation among girls is part of their puberty.	3.19	1.047	K

6) Wet dreams among boys are part of their puberty.	2.56	1.084	K
7) Self-masturbation is self-stimulation with the intention of causing sexual arousal.	2.53	.967	K
8) Abstinence is part of sexual behavior.	2.50	.896	K
9) Condoms are only for males.	3.07	1.069	K
10) Safe abortion is legal.	2.20	1.030	MK
<b>Overall</b>	<b>2.76</b>	<b>.640</b>	<b>K</b>

**Legend:** 1.0-1.49 (Less Knowledgeable); 1.50-2.49 (Moderately Knowledgeable); 2.50-3.49 (Knowledgeable); 3.50-4.0 (Highly Knowledgeable)

Table 6 shows the perceived level of knowledge of the respondents on comprehensive sexuality education in terms of sexual development reproductive health and behavior. The overall mean was 2.76 with a standard deviation of 0.640, and verbally interpreted as "Knowledgeable". This implies that most of the respondents are knowledgeable about sexual development, reproductive health and behavior. It is because other basic topics on sexual development, health and behavior were already tackled in Grades 7 to 10 in their MAPEH subjects (DepEd, 2015).

Thus, the output of this study is to make the students gain comprehensive knowledge about it. Notably, the statement with the highest mean shows that the respondents "Knowledgeable" that menstruation among girls is part of their puberty (mean= 3.19, SD=1.047). This implies that menstrual cycle is an important indicator of women's reproductive health. However, menstruation has a different pattern within a few years after menarche, which might not be well understood by many adolescent girls. A comprehensive school education program on menarche and menstrual problems may help girls to cope better and seek proper medical assistance (Shabnam Omidvar et.al. 2018)

On the other hand, the least among the result revealed that the respondents "Moderately Knowledgeable" that safe abortion is legal (mean=2.20 SD= 1.030). It means that the respondents are slightly knowledgeable about ethical issues on safe abortion. In the Philippines, abortion is still illegal in all situations and is highly stigmatized. While a liberal interpretation of the law would protect abortion providers from criminal responsibility if they perform the procedure to save a woman's life, there are no such specific provisions in the legislation. There are also no explicit exceptions to allow abortion in cases of rape, incest or fetal impairment. Finer & Hussain (2018).

**Table 7:** Level of Knowledge in terms of Gender Equality

Indicators	Mean	SD	Verbal Interpretation
1) Men and Women have equal power and equal opportunities to financial independence, education, and personal development.	3.20	.948	K
2) Gender equality helps prevent violence against women and children and makes our communities safer and healthier.	3.20	.927	K
3) Men and Women have the same gender roles inside their home, workplace and in the community.	3.03	.955	K
4) Gender pay gap, defined as the average difference between incomes of men and women.	2.69	.812	K
5) Gender mainstreaming is major global strategy of the government to pursues gender equality	2.77	.806	K
6) Gender in health refers only to reproductive health and conditions related to hormonal changes, and genetic or hereditary conditions.	2.79	.838	K
7) Gender norms are standards set by society that determine what roles and responsibilities men and women.	2.95	.784	K
8) Time, money, information, transportation, and social support networks are all resources that impact health outcomes.	3.04	.911	K
9) Gender affects health and wellbeing outcomes.	2.76	.887	K
10) Gender Mainstreaming is to achieve the vision of a gender-responsive society were women and men equally contribute to and benefit from development.	2.84	.860	K
Overall	2.93	.646	K

**Legend:** 1.0-1.49 (Less Knowledgeable); 1.50-2.49 (Moderately Knowledgeable); 2.50-3.49 (Knowledgeable); 3.50-4.0 (Highly Knowledgeable)

Table 7 unveils the perceived level of knowledge of the respondents on comprehensive sexuality education in terms of gender equality. As examined the overall mean was 2.93 with a standard deviation of 0.646, and verbally interpreted as “Knowledgeable” the result is affected by the DepEd Order 32, s. 2017 entitled “Gender-Responsive Basic

Education Policy (DepEd Order No. 32, s. 2017).” It means that the vision and mission of DepEd regarding gender equality is quite effective. It means that majority of the respondents are knowledgeable to gender-related violence, abuse, bullying and to promote gender equality.

**Table 8:** Level of Knowledge on in terms of Sexual Rights and Citizenship and Violence

Indicators	Mean	SD	Verbal Interpretation
1) Sexual rights are a fundamental element of human rights.	3.11	.931	K
2) Women have the right to control their own bodies and their sexuality without any form of discrimination, coercion, or violence is critical for their empowerment.	3.10	.939	K
3) Men can be also a victim of sexual violence.	3.15	1.039	K
4) Gender inequality results to violence.	3.04	1.016	K
5) Men should not only take control and must be in a sexual relation, leaving no space for admission of the anxieties that many feel.	2.87	.917	K
6) Both men and women have the right to positive and respectful approach to sexuality and sexual relationships.	3.25	.964	K
7) Government should penalize all forms of sexual harassment in streets and public spaces, as well as in online spaces.	2.99	.997	K
8) Inappropriate touching can be called sexual abuse.	3.09	1.010	K
9) Sexual orientation and gender identity are integral aspects of ourselves and should never lead to discrimination or abuse.	3.03	.874	K
10) Good touching like hugging and kissing for showing care, love, or good feelings toward each other is always acceptable.	3.11	.891	K
Overall	3.07	.769	K

**Legend:** 1.0-1.49 (Less Knowledgeable); 1.50-2.49 (Moderately Knowledgeable); 2.50-3.49 (Knowledgeable); 3.50-4.0 (Highly Knowledgeable)

Table 8 explicitly shows the perceived level of knowledge of the respondents on comprehensive sexuality education in terms of sexual rights, citizenship and violence. The overall mean was 3.07 with a standard deviation of 0.769, and verbally interpreted as “Knowledgeable”. It is similar to the results of Zain (2012), wherein students are already aware of the sexual rights and citizenships and violence.

Their knowledge is also affected by the DepEd Child Protection Policy (DepEd Order No. 40, s. 2012) wherein the school should implement the policy and guidelines on protecting children in school from abuse, violence, exploitation, discrimination, bullying and other

forms of abuse. It is seen that the sixth indicator received the highest mean result which revealed that the respondents “Knowledgeable” that both men and women have the right to positive and respectful approach to sexuality and sexual relationships (mean=3.25 SD=0.964) it is supported by the government’s Republic Act No. Republic Act 10354: The Responsible Parenthood and Reproductive Health Act of 2012.

On the other hand, the least among the result revealed that the respondents “Knowledgeable” (mean= 2.87 SD= 0.917) that men should not only take control in sexual relations, and must leave no space for admission of the anxieties that

many feel. Based to (humanbreeds.com 2014) macho culture and male dominance are still very much alive in the Philippines. According to one government report, “Sexual relations, child bearing and child rearing are still dependent on men as the ultimate decision makers” in Filipino

households.

**Part III. Level of Attitude of the Respondents on Sexuality Education**

**Table 9:** Level of Attitude in terms of Respect for Gender Identity

Indicators	Mean	SD	Verbal Interpretation
1) I support people’s responsibilities to gender equality.	3.27	.880	PA
2) I acknowledge gender roles, opportunities and expectations among men and women.	3.13	.857	PA
3) I believe gender equality is a human issue that affects us all.	3.11	.860	PA
4) I understand that gender norms are set by society.	3.01	.700	PA
5) I respect the acceptance of diverse sexualities.	3.11	.804	PA
6) I believe that men and women have equal rights.	3.32	.885	PA
7) I agree that gender role is caused by gender inequality.	2.98	.831	PA
8) I understand that Gender mainstreaming integrates gender equality perspective at all stage ad level of policies, programs, and projects.	3.04	.750	PA
9) I believe that every individual deserves to be treated well and treated right.	3.31	.912	PA
10) I support the government’s different policies, programs, and projects in promoting gender equality.	3.20	.941	PA
<b>Overall</b>	<b>3.15</b>	<b>.676</b>	<b>PA</b>

Legend: 1.0-1.49 (High Negative Attitude); 1.50-2.49 (Negative Attitude); 2.50-3.49 (Positive Attitude);3.50-4.0 (High Positive Attitude)

Table 9 shows the perceived level of attitude of the respondents on comprehensive sexuality education in terms of respect for gender identity. The overall mean was 3.15 with a standard deviation of 0.676, and verbally interpreted as “Positive Attitude”. This implies that the respondent’s attitude towards respect for gender identity is positive, it is supported by the DepEd Order 32, s. 2017 entitled “Gender-Responsive Basic Education Policy (DepEd Order No. 32, s. 2017).”, and the Anti-Bullying Act of 2013” which seeks to address hostile environment at school that disrupts the education process which, in turn, is not conducive to the total development of a child at school.

Particularly the statement which has the highest mean score of 3.32 shows that the respondents “Positive Attitude” that they believe that men and women have equal rights. It means that the respondent’s attitude towards comprehensive sexuality education should focus on equal rights of men and women. Gender-Responsive Basic Education Policy (DepEd

Order No. 32, s. 2017) should be strengthened in Sta. Lucia National High School. The comprehensive sexuality education should focus more in ensuring girls’ and boy’s and women’s and men’s equal access to learning opportunities especially with regards to their health, fair treatment in the learning process, and equitable outcomes as we access to opportunities in all spheres of life Dizon (2018).

On the other hand, the least among the result revealed that the respondents “Positive Attitude” (mean=2.98 SD=0.298) that gender role is caused by gender inequality. According to Philippine Commission on Women the Philippines remains the top country in Asia in terms of closing the gender gap, according to the Global Gender Gap Report 2020 of the World Economic Forum. The report shows that the Philippines has closed 78% of its overall gender gap, garnering a score of 0.781 (down by 1.8 percentage points from .799 in 2019).

**Table 10:** Level of Attitude in terms Understanding Sexual and Reproductive Health

Indicators	Mean	SD	Verbal Interpretation
1) I understand the use of natural and artificial contraceptive methods.	2.99	.760	PA
2) I support awareness campaign for Human Immunodeficiency Virus-Acquire Immune Deficiency Syndrome (HIV-AIDS).	3.10	.896	PA
3) I understand the process of how pregnancy occurs.	3.17	.784	PA
4) I agree the use of condoms to prevent pregnancy and spread of sexually transmitted diseases (STD)	3.11	.876	PA
5) I understand that boys and girls undergo puberty.	3.16	.852	PA
6) I understand that reproductive health is human rights.	3.19	.766	PA
7) I respect the ethical issues on safe abortion.	2.77	.956	PA
8) I support safe sex practices.	2.85	.961	PA
9) I understand different reproductive system diseases.	2.95	.854	PA
10) I acknowledge government’s Republic Act 10354 “Reproductive Health Law”.	3.10	.841	PA
<b>Overall</b>	<b>3.04</b>	<b>.631</b>	<b>PA</b>

Legend: 1.0-1.49 (High Negative Attitude); 1.50-2.49 (Negative Attitude); 2.50-3.49 (Positive Attitude);3.50-4.0 (High Positive Attitude)

Table 10 present the level of attitude of the respondents on comprehensive sexuality education in terms of

understanding sexual and reproductive health. The overall mean was 3.04 with a standard deviation of 0.631. It means

that the respondents “Positive Attitude” that the comprehensive sexuality education should focus more on reproductive system, its organs and functions. This topic is already included in the Grade 10 Science (DepEd, 2015). The students wanted to learn deeper concepts about the reproductive system which will also include different diseases.

The statement which has the highest mean score of 3.19 with a verbal description of “Positive Attitude” that the

respondent’s level of attitude towards understanding that reproductive health is human rights. It is supported by the governments RA 10354 Responsible Parenthood and Reproductive Health Act of 2012, known as the RH Law, and EXECUTIVE ORDER NO. 12, s. 17 “Attaining and Sustaining “Zero Unmet Need for Modern Family Planning” Through The Strict Implementation of the Responsible Parenthood and Reproductive Health Act, Providing Funds Therefor, and for Other Purposes.

**Table 11:** Level of Attitude in terms Social Responsibility to Gender and Human Rights

Indicators	Mean	SD	Verbal Interpretation
1) I advocate to stop sexual abuse and violence.	3.32	.944	PA
2) I understand the consequences of child marriage and teenage pregnancy.	3.17	.855	PA
3) I acknowledge government’s Republic Act 11313 “Safe Space Act”.	3.11	.832	PA
4) I agree that boys are also victims of sexual violence.	3.20	.920	PA
5) I believe violence also happens in online space.	3.19	.854	PA
6) I stand against bullying to the members of Lesbian, Gay, Bisexual, Queer, and Transgender (LGBTQ) community.	3.09	1.019	PA
7) I stand against gender-based violence.	3.13	.864	PA
8) I believe gender inequality results to violence.	3.14	.890	PA
9) I agree that sexual rights are fundamental element of human rights.	3.13	.825	PA
10) I understand that inappropriate touching can be called as sexual abuse	3.19	.888	PA
<b>Overall</b>	<b>3.17</b>	<b>.714</b>	<b>PA</b>

**Legend:** 1.0-1.49 (High Negative Attitude); 1.50-2.49 (Negative Attitude); 2.50-3.49 (Positive Attitude); 3.50-4.0 (High Positive Attitude)

Table 11 shows the level of attitude on comprehensive sexuality education as to social responsibility to gender and human rights. The overall mean was 3.17 with a standard deviation of 0.714, and verbally interpreted as “Positive Attitude”, this implies that the respondents have a positive response social responsibility to gender and human rights. “I advocate to stop sexual abuse and violence” got the highest mean score of 3.32. It means that the respondents agreed that the comprehensive sexuality education should focus more on duties and responsibilities of persons to report about sexual abuse and violence. The students wanted to reinforce the reporting system of the school to prevent sexual abuse and

violence. Strengthening of the reporting system is vital in sexual abuse and violence (DepEd Order No. 40, s. 2012).

On the other hand, the least among the result revealed that the respondents “Positive Attitude” (mean=3.11 SD=0.832) it implies that the respondent’s level of attitude towards government’s Republic Act 11313 “Safe Space Act” (the state policy that value dignity every human person and guarantee full respect for human rights) is positive, more over it should be discuss further for better understanding.

**Part IV. Career and Life Skills of the Learners**

**Table 12:** Sexuality Education Activity Sheets

Rating Score	Responsibility and Respect		Communicate and Collaborative		Critical and Creative Thinking	
	F	%	F	%	F	%
Needs Improvement (3)	8	5.3	2	1.3	9	6.0
Fair (5)	7	4.7	25	16.7	31	20.7
Very Good (7)	60	40.0	79	52.7	64	42.7
Excellent (9)	75	50.0	44	29.3	46	30.7
<b>Total</b>	<b>150</b>	<b>100</b>	<b>150</b>	<b>100</b>	<b>150</b>	<b>100</b>

Table 12 shows the career and life skills of the learners on sexuality education activity sheets. Majority of the respondents under responsibility and respect got excellent with frequency of 75 or 50.0% and both very good on communicate and collaborative (64 or 42.7%) and critical and creative thinking (79 or 52.7%).

The table revealed that the career and life skills of the learners with the overall mean of 7.3 and standard deviation of 1.56 and verbally interpreted as “Very Good”. It means that the career and life skills of the learners on sexuality education is that the respondents identified various scenarios, applied critical thinking, informed decision making and reasoning that leads to ideas and innovation, seeks and evaluates to provide high level of feedback in order to make necessary adjustments.

**Part V. Level of Acceptability of the Designed Comprehensive Sexuality Education Activity Sheets**

Career and Life Skills	Mean	SD	Verbal Interpretation
Responsibility and Respect	7.7	1.6	Very Good
Communicate and Collaborative	7.2	1.4	Very Good
Critical and Creative Thinking	7.0	1.7	Very Good
<b>Overall</b>	<b>7.3</b>	<b>1.56</b>	<b>Very Good</b>



**Table 13:** Activity Sheets as to Content

Indicators	Mean	SD	Verbal Interpretation
1) Content is suitable to the student's level of development.	3.50	.00	HA
2) Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	4.00	.00	HA
3) Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	3.80	.40	HA
4) Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.60	.49	HA
5) Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits) 5.1 Pride in being a Filipino 5.2 Scientific attitude and reasoning 5.3 Desire for excellence 5.4 Love for country 5.5 Helpfulness/Teamwork/Cooperation 5.6 Unity 5.7 Desire to learn new things	4.08	.40	HA
6) Material has the potential to arouse interest of target reader.	4.00	.00	HA
7) Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.	4.00	.00	HA
<b>Overall</b>	<b>3.89</b>	<b>.06</b>	<b>HA</b>

*Legend: 1.0-1.49 (Not All Acceptable); 1.50-2.49 (Less Acceptable); 2.50-3.49 (Moderately Acceptable); 3.50-4.0 (Highly Acceptable)*

Table 13 shows the experts acceptability of the designed comprehensive sexuality education activity sheets as to content. The overall mean was 3.89 with a standard deviation of 0.06, and verbally interpreted as “Highly Acceptable”. It means that the content was acceptably met. “Material enhances the development of desirable values and

traits” got the highest mean average of 4.08 where the respondents interpreted as “Highly Acceptable”. Values lay the foundation for an individual’s pattern thinking and way of acting. They play a vital role in how one makes decisions, choice and builds perceptions and attitudes (Gamage et al., 2021).

**Table 14:** Activity Sheets as to Format

Indicators	Mean	SD	Verbal Interpretation
<b>A. Print</b>			
1. Size of letters is appropriate to the intended user.	3.60	.49	HA
2. Spaces between letters and words facilitate reading.	4.00	.00	HA
3. Font is easy to read.	4.00	.00	HA
4. Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).	3.60	.49	HA
<b>B. Illustrations</b>			
1. Simple and easily recognizable.	4.00	.00	HA
2. Clarify and supplement the text.	4.00	.00	HA
3. Properly labelled or captioned (if applicable).	4.00	.00	HA
4. Realistic / appropriate colors.	3.60	.49	HA
5. Attractive and appealing.	3.80	.40	HA
6. Culturally relevant.	4.00	.00	HA
<b>C. Design and Layout</b>			
1. Attractive and pleasing to look at.	3.80	.40	HA
2. Simple (i.e., does not distract the attention of the reader).	4.00	.00	HA
3. Adequate illustration in relation to text.	3.80	.40	HA
4. Harmonious blending of elements (e.g., illustrations and text).	3.80	.40	HA
<b>D. Paper and Binding</b>			
1. Paper used contributes to easy reading.	3.80	.40	HA
2. Durable binding to withstand frequent use.	3.80	.40	HA
<b>E. Size and Weight Resource</b>			
1. Easy to handle.	3.60	.49	HA
2. Relatively light.	3.80	.40	HA
<b>Overall</b>	<b>3.83</b>	<b>.16</b>	<b>HA</b>

*Legend: 1.0-1.49 (Not All Acceptable); 1.50-2.49 (Less Acceptable); 2.50-3.49 (Moderately Acceptable); 3.50-4.0 (Highly Acceptable)*

Table 14 shows the experts acceptability of the designed comprehensive sexuality education activity sheets as to format. The overall mean was 3.83 with a standard deviation of 0.16, and verbally interpreted as “Highly Acceptable”. It means that the format was acceptably met.

**Table 15:** Activity Sheets as to Presentation and Organization

Indicators	Mean	SD	Verbal Interpretation
1) Presentation is engaging, interesting, and understandable.	4.00	.00	HA

2) There is logical and smooth flow of ideas.	4.00	.00	HA
3) Vocabulary level is adapted to target reader's likely experience and level of understanding.	3.20	.40	HA
4) Length of sentences is suited to the comprehension level of the target reader.	3.20	.40	HA
5) Sentences and paragraph structures are varied and interesting to the target reader.	4.00	.00	HA
<b>Overall</b>	<b>3.68</b>	<b>.10</b>	<b>HA</b>

Legend: 1.0-1.49 (Not All Acceptable); 1.50-2.49 (Less Acceptable);

2.50-3.49 (Moderately Acceptable); 3.50-4.0 (Highly Acceptable)

Table 15 shows the experts acceptability of the designed comprehensive sexuality education activity sheets as to presentation and organization. The overall mean was 3.68 with a standard deviation of 0.10, and verbally interpreted as "Highly Acceptable". It means that the presentation and organization was acceptably met.

**Table 16:** Activity Sheets as to Accuracy and Up-to-Date of Information

Indicators	Mean	SD	Verbal Interpretation
1) Conceptual errors	4.00	.00	HA
2) Factual errors.	4.00	.00	HA
3) Grammatical errors.	4.00	.00	HA
4) Computational errors	4.00	.00	HA
5) Obsolete information.	4.00	.00	HA
6) Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.).	4.00	.00	HA
<b>Overall</b>	<b>4.00</b>	<b>.00</b>	<b>HA</b>

Legend: 1.0-1.49 (Not All Acceptable); 1.50-2.49 (Less Acceptable);

2.50-3.49 (Moderately Acceptable); 3.50-4.0 (Highly Acceptable)

Table 16 shows the experts acceptability of the designed comprehensive sexuality education activity sheets as to

accuracy and up-to-date of information. The overall mean was 4.00 with a standard deviation of 0.00, and verbally interpreted as "Highly Acceptable". It means that the accuracy and up-to-date of information was acceptably met.

**Part VI. Test of Significant Difference**

**Table 17:** Test of Difference in the Level of Knowledge and Attitude of the Respondents when they are group according to Age, Gender Preference and Religion

Profile of the Respondents	Knowledge			Attitude		
	SDRHB	GE	SR	RGI	USRH	SRGHR
<b>Age</b>						
Kruskal-Wallis H	1.142	4.815	4.521	5.735	1.995	3.089
df	2	2	2	2	2	2
Asymp. Sig.	0.565	0.09	0.104	0.57	0.369	0.213
<b>Gender Preference</b>						
Kruskal-Wallis H	6.033	4.627	5.916	5.171	4.026	6.13
df	5	5	5	5	5	5
Asymp. Sig.	0.303	0.463	0.314	0.395	0.546	0.294
<b>Religion</b>	0.088	1.966	3.566	2.096	4	3.923
Kruskal-Wallis H	3	3	3	3	3	3
df	0.993	0.579	0.312	0.553	0.261	0.27
Asymp. Sig.						

Table 17 shows the test of significant difference in the level of knowledge and attitude of the profile of the respondents according to their age, gender preference and religion. Based from the result using Kruskal-Wallis, the level of knowledge of sexual development, reproductive health and behavior, gender equality, and sexual rights, citizenship and violence and level of attitude of respect for gender identity, understanding sexual and reproductive health and social responsibility to gender and human rights, the researcher failed to reject the null hypothesis which is not significant at 0.05 level of significance. It implies that there is no significant difference in the level of knowledge and attitude of the respondents on the comprehensive sexuality education when grouped according to profile of the respondents. The comprehensive sexuality education may be treated the same with all students even though they differ in age, gender preference and religion.

**Table 18:** Test of Difference in the Level of Knowledge and Attitude of the Respondents when they are group according to Educational Attainment and Marital Status of Parents

Profile of the Parents	Knowledge			Attitude		
	SDRHB	GE	SR	RGI	USRH	SRGHR
<b>Educational Attainment of Mother</b>						
Kruskal-Wallis H	4.631	1.08	4.441	2.135	7.269	2.701
df	3	3	3	3	3	3
Asymp. Sig.	0.201	0.782	0.218	0.545	0.064	0.44
<b>Educational Attainment of Father</b>						
Kruskal-Wallis H	7.385	5.441	8.82	2.439	4.778	8.348
df	3	3	3	3	3	3
Asymp. Sig.	0.183	0.473	0.245	0.727	0.282	0.097
<b>Marital Status</b>	4.328	0.995	3.213	2.496	3.293	2.877
Kruskal-Wallis H	3	3	3	3	3	3
df	0.228	0.812	0.36	0.476	0.349	0.411
Asymp. Sig.						

Table 18 shows the test of significant difference in the level of knowledge and attitude of the profile of the parents according to their educational attainment and marital status. Based from the result using Kruskal-Wallis, the level of

knowledge of sexual development, reproductive health and behavior, gender equality, and sexual rights, citizenship and violence and level of attitude of respect for gender identity, understanding sexual and reproductive health and social

responsibility to gender and human rights, the researcher failed to reject the null hypothesis which is not significant at 0.05 level of significance. It implies that there is no significant difference in the level of knowledge and attitude of the respondents on the comprehensive sexuality education when grouped according to profile of the parents.

**Table 19:** Test of Difference in the Level of Knowledge and Attitude of the Respondents when they group according to Type of Home and Family Structure

	Knowledge			Attitude		
	SDRHB	GE	SR	RGI	USRH	SRGHR
<b>Type of Home</b>						
Kruskal-Wallis H	2.929	0.151	0.834	3.961	1.816	2.364
Df	2	2	2	2	2	2
Asymp. Sig.	0.231	0.927	0.659	0.138	0.403	0.307
<b>Family Structure</b>						
Kruskal-Wallis H	2.373	3.612	1.196	2.451	4.516	3.4
Df	3	3	3	3	3	3
Asymp. Sig.	0.499	0.306	0.754	0.484	0.211	0.334

Table 19 shows the test of significant difference shows the test of significant difference in the level of knowledge and attitude of the respondents on the comprehensive sexuality education according to of type of home and family structure. As shown from the result using Kruskal-Wallis the level of knowledge of sexual development, reproductive health and behavior, gender equality, and sexual rights, citizenship and violence and level of attitude of respect for gender identity, understanding sexual and reproductive health and social responsibility to gender and human rights, the researcher failed to reject the null hypothesis which is not significant at 0.05 level of significance. It implies that there is no significant difference in the level of knowledge and attitude of the respondents on the comprehensive sexuality education in terms of type of home and family structure. Regardless of their differences, they have the same level of knowledge and attitude. The comprehensive sexuality education may be treated the same with all the students even though they differ in the type of home and family structure

**Availability of media and other resources**

There are not enough valid cases to perform the Test for AMOR. No statistics are computed.

**Table 21:** Correlation Between Career and Life Skills of the Learners and their Perception on Comprehensive Sexuality Education as to Knowledge and Attitude

	CAREER AND LIFE SKILLS		
	Responsibility and Respect	Communicate and Collaborative	Critical and Creative Thinking
<b>Knowledge</b>			
Sexual Development and Reproductive Health and Behavior	-	-.184*	-
Gender Equality	-	-	-
Sexual Rights and Citizenship and Violence	-	-	-
<b>Attitude</b>			
Respect for Gender Identity	-	-.177*	-
Understanding Sexual and Reproductive Health	-	-.203*	-
Social Responsibility to Gender and Human Rights	-	-.217*	-

Table 21 shows the significant relationship between career and life skills of the learners and their perception on comprehensive sexuality education as to knowledge and attitude. As shown in the table the r values for knowledge in terms of sexual development, reproductive health and

**Table 20:** Test of Difference in the Level of Knowledge and Attitude of the Respondents when they group according to Sex and Number of Siblings

	Knowledge			Attitude		
	SDRHB	GE	SR	RGI	USRH	SRGHR
<b>Sex</b>						
Mann-Whitney U	2496.5	2282	2252	2262.5	2416.5	2213.5
Wilcoxon W	7056.5	3822	3792	3802.5	3959.5	3753.5
Z	-0.453	-1.291	-1.409	-1.369	-0.766	-1.561
Asymp. Sig (2-tailed)	0.65	0.197	0.159	0.171	0.444	0.119
<b>Number of Siblings</b>						
Mann-Whitney U	189.5	179	202.5	214	185	222.5
Wilcoxon W	1009.5	999	1022.5	1034	1005	1042.5
Z	-2.372	-2.564	-2.136	-1.928	-2.457	-1.772
Asymp. Sig (2-tailed)	0.018	0.01	0.033	0.054	0.014	0.076

Table 20 shows the test of difference shows in the level of knowledge and attitude of the respondents on the comprehensive sexuality education according to sex and number of siblings. Based from the result using Mann-Whitney and Wilcoxon the level of knowledge of sexual development, reproductive health and behavior, gender equality, and sexual rights, citizenship and violence and level of attitude of respect for gender identity, understanding sexual and reproductive health and social responsibility to gender and human rights, the researcher failed to reject the null hypothesis which is not significant at 0.05 level of significance. It implies that there is no significant difference in the level of knowledge and attitude of the respondents on the comprehensive sexuality education as to sex.

Moreover, a Mann-Whitney and Wilcoxon was used in the number of siblings. Each comparison was performed at the .05 level of significance. It was revealed that there is a significant difference on the knowledge of sexual development, reproductive health and behavior, gender equality, and sexual rights, citizenship and violence and level of attitude of understanding sexual and reproductive health.

behavior (r=.051), gender equality (r=.069), and sexual rights, citizenship and violence (r=.093) and the career and life skills in terms of responsibility and respect are all greater than 0.05. Thus, there is no significant relationship between knowledge in terms of sexual development,

reproductive health and behavior, gender equality and sexual rights, citizenship and violence and the career and life skills in terms of responsibility and respect. Similarly, the  $r$  values for attitude in terms of respect for gender identity ( $r=.008$ ), understanding and sexual and reproductive health ( $r=-.005$ ) and social responsibility to gender and human rights ( $r=-.010$ ) and the career and life skills in terms of responsibility and respect. It implies that there is no significant relationship between attitude in terms of respect for gender identity, understanding and sexual and reproductive health and social responsibility to gender and human rights in terms of responsibility and respect.

The table shows the  $r$ - value of the knowledge in terms of sexual development, reproductive health and behavior and the career and life skills in terms of communicate and collaborative is equal to ( $r=-.184$ ). The implication of this is that there is a negative significant correlation that exists between the two implying inverse relationship. When one of such variable increases the other decreases, or vice versa. It should be emphasized, however that the relationship is very weak and is considered negligible. On the other hand, gender equality ( $r=-.104$ ), sexual rights, citizenship and violence ( $r=-.156$ ). It implies that there is no significant relationship between knowledge in terms of gender equality and sexual rights, citizenship and violence.

Furthermore, the table presents the  $r$ - value of the attitude in terms of respect for gender identity ( $r= -.177$ ), understanding and sexual and reproductive health ( $r=-.203$ ) and social responsibility to gender and human rights ( $r=-.217$ ) and the career and life skills in terms of communicate and collaborative. The implication of this is that there is a negative significant correlation that exists between the two implying inverse relationships. When one of such variables increases the other decreases, or vice versa. It should be emphasized, however that the relationship is very weak and is considered negligible.

As shown in the table the  $r$  values for knowledge in terms of sexual development, reproductive health and behavior ( $r=-.063$ ), gender equality ( $r=-.105$ ), and sexual rights, citizenship and violence ( $r=-.062$ ) and the career and life skills in terms of responsibility and respect are all greater than 0.05. Thus, there is no significant relationship between knowledge in terms of sexual development, reproductive health and behavior, gender equality and sexual rights, citizenship and violence and the career and life skills in terms of critical and creative thinking.

Similarly, the  $r$  values for attitude in terms of respect for gender identity ( $r=-.138$ ), understanding and sexual and reproductive health ( $r=-.080$ ) and social responsibility to gender and human rights ( $r=-.115$ ) and the career and life skills in terms of critical and creative thinking. It implies that there is no significant relationship between knowledge in terms of respect for gender identity, understanding and sexual and reproductive health and social responsibility to gender and human rights.

## 7. Summary

The study is intended to design a Career and Life Skills

Based Instructional Materials in Teaching Comprehensive Sexuality Education for Senior High School Learners. After tallying and analyzing the data gathered from the respondents, the following are the salient findings derived from the study. Specifically, it sought to describe the profile of the respondents' demographic profile in terms of age, sex, gender preference, religion affiliation, number of siblings, educational attainment of mother and father, marital status of parents, type of home, family structure, and availability of media and other resources; the perceived level of knowledge and attitude of the respondents on comprehensive sexuality education in terms of sexual development, reproductive health and behavior, gender equality, and sexual rights, citizenship and violence and level of attitude of respect for gender identity, understanding sexual and reproductive health and social responsibility to gender and human rights; career and life skills of the learners when sexuality education activity sheet were employed as to responsibility and respect, communicate and collaborative, and critical and creative thinking; how do the expert evaluate the acceptability of the designed comprehensive sexuality education activity sheets as to content, format, presentation and organization, accuracy and up-to-date of information; if there is significant difference in the level of knowledge and attitude of the respondents when they are group according to their demographic profile; and if there is a significant relationship between the career and life skills of the learners and their perception of sexuality education as to knowledge and attitude.

The respondents of the study included 150 Grade 11 and 12 students enrolled in Sta. Lucia National High School for the School Year 2021-2022.

The study utilized a self-made profile survey questionnaire, questionnaire on students' level of knowledge and attitude regarding comprehensive sexuality education, and survey on the level of acceptability of comprehensive sexuality education activity sheets, rubrics that assessed career and life skills of the students.

## 8. Summary of Findings

The study yielded the following findings:

- 1) Most of the respondents are ages 16-20 years old, female, Roman Catholic, has number of 1-3 siblings, has a mother and father who finished secondary level of education, most of them with single parent, own their home, have a nuclear family and majority of the respondents have cellular mobile phones available in their house.
- 2) The result shows that respondents' perceived level of knowledge on comprehensive sexuality education is "Knowledgeable" to sexual development, reproductive health and behavior, gender equality and sexual rights, and citizenship and violence.
- 3) The result exhibits that respondents' perceived level of attitude on comprehensive sexuality education is "Positive Attitude" to respect to gender identity, understanding sexual and reproductive health, and responsibility and respect.
- 4) The career and life skills of the learners when sexuality education activity sheet was employed is "Very Good".

- 5) The acceptability of the designed comprehensive sexuality education activity sheets was "Highly Acceptable"
- 6) There is no significant difference in the level of knowledge and attitude of the respondents when they are grouped according to age, sex, gender preference, religion, educational attainment of mother and father, marital status of the parent, type of home, family structure. In terms of the number of siblings, there is a significant difference between the knowledge and attitude.
- 7) There is no significant relationship between knowledge in terms of sexual development, reproductive health and behavior, gender equality and sexual rights, citizenship and violence and the career and life skills in terms of responsibility and respect and critical and creative thinking. Similarly, there is no significant relationship between attitude in terms of respect for gender identity, understanding and sexual and reproductive health and social responsibility to gender and human rights in terms of responsibility and respect and critical and creative thinking.
- 8) The knowledge in terms sexual development, reproductive health and behavior and the career and life skills in terms of communicate and collaborative. The result shows that there is a negative significant correlation that exists between the two implying inverse relationship. On the other hand, there is no significant relationship between knowledge in terms gender equality and sexual rights, citizenship and violence in terms of responsibility
- 9) The attitude in terms of respect for gender identity, understanding and sexual and reproductive health and social responsibility to gender and human rights and the career and life skills in terms of communicate and collaborative, there is a significant negative correlation that exists between the attitude and career and life skills implying inverse relationship.
- 10) There is no significant relationship between attitude in terms of respect for gender identity, understanding and sexual and reproductive health and social responsibility to gender and human rights and the career and life skills in terms of responsibility and respect and critical and creative thinking.

## 9. Conclusion

Based on the findings of this study, the following conclusions are drawn:

- 1) The hypothesis stating that the level of knowledge and attitude has no significant difference in the demographic profile of the respondents is not supported by evidence; hence, it is not sustained.
- 2) The hypothesis stating that there is no significant relationship in the level of knowledge and attitude of the respondents is not supported by evidence; hence, it is not sustained.

As these students mature, lessons on abstinence, teenage pregnancy, sexually transmitted illnesses, and other topics will no longer suffice. They will also have to make important choices regarding their relationships, identities, roles, sexuality, and sexual activity. The current research

will help students increase their level of understanding as well as their attitudes toward comprehensive sexuality education. Knowledge and attitude are vital since they are tied to each other and operate together. It will also encourage students to be more aware of their demographic profiles, which are important factors in their sexuality knowledge and attitudes. Since there is no significant difference in age, sex, gender preference, religion, educational attainment of mother and father, marital status, type of home and family structure except for number of siblings, therefore the null hypothesis is partially sustained. Since there is no significant relationship between knowledge and attitude and the career and life skills of the learners except communicate and collaborative, therefore the null hypothesis is partially sustained.

## 10. Recommendations

Based on the findings and conclusions made, the following recommendations are hereby offered:

- 1) Teachers, school administrators and curriculum maker that should be given and consider the comprehensive sexuality education an important component of a good education with the use of instructional materials in teaching and learning process it helps young people prepare for a successful life in a changing world that will improve career and life skills. In order to improve resilient and strong educational leaders, that response to the increase of knowledge, attitude and sexuality awareness, and eradicate the misconception, related stigma and perception among students. The goal would be to fortify educational leaders for the challenges of modern education.
- 2) Future researchers may seek further studies on long term effects of comprehensive sexuality education to knowledge and attitude of the students. They may also include other demographic profile. This may support one of the findings of this study that reveals that knowledge and attitude are essential when they are linked and work together. It will also help students to be more conscious of their demographic profiles, which are crucial variables in their knowledge and attitudes about sexuality. However, consideration of students' nature and background should also be taken into attention.

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