

Awareness on Comprehensive Sexuality Education among Junior High School Teachers Towards the Designing of Teacher's Training Modules

Gulane, Josylyn P.¹, Correa, Mary Grace G.², Bandong, Joelyn G.³

¹Narra Integrated School, Omayao Road, Panacan 2, Narra, Palawan, joshgulane@gmail.com

²Narra Integrated School, Omayao Road, Panacan 2, Narra, Palawan, marygracecorrea02@gmail.com

³Municipal Tourism Development and Promotion Office, LGU, Narra, Palawan, joelynbandong17@gmail.com

Abstract

One of the most discussed issues today in the Philippines that needs attention is the alarming number of young people who engage in pre-marital sex which causes early pregnancies, abortion and even acquiring Sexually Transmitted Infections. The researchers believed that the most effective way to address this issue was through education, with teachers serving as agents of learning, but they should be the first to be aware of the issue. As a result, the study was conducted to determine the level of awareness on Comprehensive Sexuality Education among Junior High School teachers of Narra National High School. A total enumeration sampling technique was used in the study which involves seventy-six (76) Junior High School teachers who answered a researcher-made survey questionnaire. Descriptive and Inferential Statistics were applied to analyze the gathered data. The data revealed that the respondents were aware on Comprehensive Sexuality Education. Results further showed that there was no significant relationship between the respondents' level of awareness on Comprehensive Sexuality Education and their profile in terms of age, sex, and the number of years in teaching. Moreover, no significant relationship was reflected on the level of awareness of the respondents on Comprehensive Sexuality Education even if they were grouped according to profile. A training module was designed after conducting this study, hence the use of it is highly recommended.

Keywords: Awareness, Comprehensive Sexuality Education (CSE), Training Modules

Date of Submission: 15-09-2022

Date of acceptance: 30-09-2022

I. INTRODUCTION

Among the most talked-about problems in the country nowadays is the alarming number of young people who engage in pre-marital sex, which leads to early pregnancies, abortions, and even sexually transmitted infections. It is saddening to learn that, despite the Philippines' conservative traditions, these actions are evident. This kind of activity is becoming extremely common, which is very alarming and requires immediate attention. If this circumstance is ignored, the attitude toward this action may become worse in the coming years. This was regarded as societal cancer that required an immediate solution. [1]

Palawan had the highest incidence of adolescent pregnancy among the five MIMAROPA provinces in 2018. There are 7,546 cases of adolescent pregnancy in the region, with Palawan accounting for 3,510 and Puerto Princesa accounting for 1,051. Puerto Princesa is ranked first in the province of Palawan. Narra was ranked fifth out of twenty-four (24) municipalities in the province of Palawan and is one of the top twenty (20) municipalities in the entire MIMAROPA Region. Out of the twenty-three (23) barangays in the municipality of Narra, Barangay Poblacion was ranked first, and Panacan 2 was ranked second. [2]

Narra National High School is the largest secondary school in the Municipality of Narra, located between Barangay Poblacion and Panacan II, where the aforementioned social issue is prominent. The researchers' interest in this research topic was sparked by their observations of some students becoming pregnant at a young age causing them to drop out of school. Others acquire sexually related illnesses, others involve in unhealthy relationships, others engage in premarital sex, and still, others are being bullied. These are the few battles that ordinary students face, and they all arise from reproductive and sexual health issues.

The researchers believe that the above-mentioned concerns can be alleviated if these students are given accurate knowledge and nurtured with age-appropriate sex education. To effectively address their call for health and protection, the Department of Education (DepEd) issued policy guidelines for the implementation of Comprehensive Sexuality Education (CSE), intending to secure that Filipino learners received comprehensive and appropriate knowledge and life skills that will enable them to create responsible decisions that will protect their health, well-being, and dignified behavior. The DepEd acknowledges the school system's roles and

responsibilities in ensuring students' right to good health by leading the implementation of Complete Sexuality Education (CSE). CSE essential concepts, core topics, core values, and core life skills are integrated into different learning areas namely: Science, Music, Arts, Physical Education, and Health (MAPEH), Edukasyon sa Pagpapakatao (ESP), Araling Panlipunan (AP); and Personality Development (PD) These learning areas should be aligned to its learning outcomes and learning competencies. [3] However, according to the most current report on the implementation of the RH Law or the "Responsible Parenthood and Reproductive Health Act of 2012", the DepEd has yet to establish basic requirements for CSE with which schools and other learning facilities must comply. Moreover, the law requires DepEd to include age-appropriate Comprehensive Sexuality Education (CSE) in the curriculum. [4] Along these lines, the researchers decided to undertake this study to determine the level of awareness of Comprehensive Sexuality Education (CSE) among Junior High School teachers to develop teachers' training modules and to determine where to begin if CSE is implemented at Narra National High School.

II. REVIEW OF LITERATURE

Many teachers, parents, students, and members of society have expressed concerns about Comprehensive Sexuality Education (CSE) and its implementation in secondary schools. Because of the incidence of child abuse and sexual violence, it is necessary to implement an intervention to educate young learners about sexual consequences and how to protect themselves from dangerous behavior, as well as to raise awareness of their right to be safeguarded. [5] Sexuality education, in particular, will play an important role in developing a nation in which individuals are enabled to make informed choices in a world where sexually transmitted diseases, unintended pregnancies, and gender-based violence continue to pose serious threats to their well-being.

The UN experts consolidated the most up-to-date international document defining the highest standard of Comprehensive sexuality education (CSE). It is "a curriculum-based process of teaching and learning about the cognitive, emotional, physical, and social aspects of sexuality." It targets to offer young individuals a set of skills, attitudes, and scientifically accurate knowledge that will assist them in cultivating respectful social and sexual relationships. [6] Hence, CSE is considered the best practice in sexuality education. [7]

A recent UNESCO review, on the other hand, found that comprehensive sexuality education (CSE) is still far from being institutionalized in the vast bulk of low- and middle-income countries where the HIV epidemic imposes a disproportionate burden. Even in the countries with the highest HIV rates, there are few examples of scaled-up, long-term programs integrated into educational curricula. Numerous multi-country reviews of sexuality/HIV/life skills education have been undertaken, although there is no universal mapping of country CSE programs. A UNESCO review of national policies and strategies for implementing CSE in 28 Asia-Pacific countries discovered that six included detailed discussions of sexuality education. [8]

In the Philippines, sex education is viewed as a sensitive subject to discuss. However, with a rise in the numbers of pregnancies, Sexually Transmitted Diseases (STDs), and sexual assaults, the government chose to include and help educate sex education in the curriculum. After recognizing the critical role of education in reducing the rising rates of early pregnancy, sexual violence, and human immunodeficiency virus (HIV) infection among adolescents, a DepEd Order was issued to also include sexuality education to implement the provision of age-appropriate reproductive health education for adolescents. The main goal is to elicit students' baseline information on CSE and to provide context regarding their sexual knowledge, behaviors, and views. [9] This is also to ensure that the reproductive health and other medical needs of Filipino youth are addressed. [10]

Comprehensive Sexuality Education (CSE) is about more than just getting information; it is about allowing young individuals to discover and develop positive attitudes toward their sexuality which they will benefit greatly in the future. It also centers on gender norms, power dynamics in relationships, and participatory teaching approaches that are appropriate to the age of the students. [11] Children should start receiving sexuality education as young as kindergarten (around 5 years old) and continue until they reach the 12th grade (around 18 years old) to provide them with opportunities to develop skills as well as learn information that is contextually relevant to the present needs of today's youth. [12]

CSE includes establishing an environment in schools where students are safe from abuse, teachers are living examples of the values entrenched in the curriculum, and they are considered trusted and accessible sources of guidance on individual sexuality problems. Teachers must be exceptional individuals who are dedicated to their important responsibilities. Teachers must have the knowledge and experience to encourage such positive practices and demonstrate to students how they are a helpful source of guidance. Furthermore, teachers' job is to produce citizens who are responsible moral agents, who can recognize when they are making decisions, who can make decisions wisely and responsibly, and who can accept the consequences. [13]

CSE employs a variety of interactive methods to help young people personalize and apply what they learn in their lives. These methods include not only cognitive learning but also personal reflection and critical thinking about gender norms and practice with new skills such as assertive communication. A school where

students carry out the ability to think critically also prepares them to question their social aspects as well as the norms and behaviors that seriously affect their health, well-being, and rights. As a result, encouraging agency and gender equality not only contributes to better sexual health but also establishes the foundation for meaningful citizenship. [14] Sex education in schools is becoming increasingly important because it is known to educate students about sex and sexual health issues. Individuals in societies are expected to be well-informed about sex, sexual practices, child sexual abuse, and sexually transmitted diseases. A school plays a crucial role in effectively implementing sex education for children. Various studies revealed that effective sex education in schools reduces adolescent sex explorations. [15] Furthermore, in a review of the student's perceptions of the implementation of CSE in the basic education curriculum, with sufficient knowledge of the students, they agreed on the incorporation of sex education. [16]

Teachers in KwaZulu-Natal, South Africa, had positive views about sexuality education and confidence in their abilities, as per a survey of students with disabilities. However, they lacked suitable resources and training. Training is needed to address teachers' negative attitudes, misconceptions, and lack of competence in conveying sexuality education to students, particularly those with special needs. [17] They were more likely to discuss soft topics such as relationships and hygiene than sexual behavior and practice. Teachers also took a risk-averse stance toward CSE, expressing concerns about urging children to engage in sexual activities. The authors point out that there are few services and resources available that specifically address the needs of young people with cognitive disabilities. Moreover, in a review of the application of the Population Council's It's All One CSE training tool, the authors find that teacher preparedness is the major challenge facing most countries. [18] Teachers may not be specifically trained in delivering CSE and may lack the knowledge and attitudes to deliver this effectively. It is pertinent that those who teach these courses are confident about the subject matter and can create an atmosphere of trust and safety. Hence, the authors recommend that a significant investment is made in teacher training.

Research Questions

This study was undertaken to determine the awareness of the Junior High School teachers on Comprehensive Sexuality Education (CSE) in Narra National High School, Narra, Palawan.

Specifically, the study sought to address the following questions:

1. What are the characteristics of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex; and
 - 1.3 the number of years in teaching?
2. What describes the respondents' awareness on Comprehensive Sexuality Education?
3. Based on the respondents' assessments, to what extent are the following concepts relevant to Comprehensive Sexuality Education as part of the curriculum:
 - 3.1 human body and human development;
 - 3.2 personhood;
 - 3.3 healthy relationships;
 - 3.4 sexuality and sexual behaviors;
 - 3.5 sexual and reproductive health;
 - 3.6 personal safety; and
 - 3.7 gender, culture, and human rights?
4. Is there a significant relationship between respondents' profile and their awareness on Comprehensive Sexuality Education?
5. Is there a significant difference among the respondents as to their awareness of Comprehensive Sexuality Education when grouped according to age, sex, and the number of years in teaching?
6. Based on the findings, what training module can be designed to improve the teacher's awareness on Comprehensive Sexuality Education?

III. RESEARCH METHODOLOGY

Research Design

This study applied the descriptive research method to describe the awareness of the Junior High School teachers on Comprehensive Sexuality Education in Narra National High School.

Sampling

Total enumeration was used in choosing the respondents of the study. The study involved all seventy-six (76) teachers from the Junior High School of Narra National High School.

Data Tools and Procedures

The study utilized a researcher-made survey questionnaire with a modified Likert Scale was used to gather the data required. The survey indicators are based on the different literature studies reviewed and the topics under part III of the questionnaire are based on DepEd Order No. 31, s. 2018. It entails the following: (I) respondents' profile specifically their age, sex, and the number of years in teaching; (II) respondents' awareness on Comprehensive Sexuality Education; (III) respondents' assessments on the relevance of the concepts taught in Comprehensive Sexuality Education.

Respondents were asked to rate their awareness of Comprehensive Sexuality Education on a Likert scale ranging from 1 to 5, with "1.00-1.79" indicating "strongly unaware," 1.8-2.59 for "unaware," 2.6 -3.39 for "neutral," 3.4-4.19 for "aware," and 4.2-5.0 for "strongly aware." Similarly, a 5-point Likert scale was used to assess the relevance of the concepts taught in Comprehensive Sexuality Education, with "1.00-1.79" denoting "strongly irrelevant," 1.8-2.59 for "irrelevant," 2.6-3.39 for "not sure," 3.4-4.19 for "relevant," and 4.2-5.0 for "strongly relevant."

Content validity was done by three (3) Master Teachers with Master's and Doctoral Degree in Education from the Senior High School with advanced experience as advisers on both national and international research. A pilot test was done at Sandoval National High School. The data gathering instrument was tested on thirty junior high school teachers who volunteered for the study and then statistically treated with Cronbach's alpha with a 0.82 level of reliability. The authors corrected errors and deleted vague questions based on the results of the content validation and pilot testing. The research instrument was administered to the respondents by the authors themselves.

Data Analysis

Descriptive statistics involving the use of frequency count, ranking, mean, and weighted mean were applied to answer the research questions while inferential statistics involving Pearson's correlation and t-test and Analysis of Variance were used to affirm the significant relationship of the stated null hypotheses. Since this inquiry determines the significant relationship between teachers' profile and their awareness on Comprehensive Sexuality Education, the correlation technique was employed. Pearson correlation technique was also used to find out the significant relationship between the respondents' awareness on Comprehensive Sexuality Education when grouped in terms of age, sex, and the number of years in teaching.

IV. RESULT AND DISCUSSION

The obtained results are discussed below:

Table 1. Profile of the Junior High School Teachers as to Age, Sex, and Number of Years in Teaching

A. Age	
22-30	21
31-40	36
41-50	11
Above 51	8
Total	76
B. Sex	
Male	21
Female	55
Total	76
C. Number of Years in Teaching	
1-5 years	33
6-10 years	20
11-15 years	9
16-20 years	3
Above 20 years	11
Total	76

Table 1 shows that the majority of respondents are between the ages of 31 and 40. On the other hand, 73% are female and 27% are male, and most of them have 1 to 5 years of teaching experience.

Table 2. Respondents' Awareness on Comprehensive Sexuality Education

INDICATORS	MEAN	SD	ADJECTIVAL RATING	INTERPRETATION
1. Comprehensive Sexuality Education is being taught in subjects like Science, EdukasyonsaPagpapakatao (ESP), Music Arts Physical Education and Health (MAPEH), and AralingPanlipunan (AP) only.	3.99	1.013	Aware	Aware
2. Comprehensive Sexuality Education is a relevant concept. Thus, can also be integrated even in subjects like Math, English, Research, TLE, and Filipino.	3.82	0.934	Aware	Aware
3. Teaching Comprehensive Sexuality Education in school is acceptable.	4.11	0.96	Aware	Aware
4. Nothing is wrong with teenagers like my students being taught about Comprehensive Sexuality Education.	4.09	0.836	Aware	Aware
5. The idea of saying “no” to pre-marital sex is emphasized in Comprehensive Sexuality Education.	4.38	0.879	Strongly Aware	Strongly Aware
6. Comprehensive Sexuality Education teaches students about the use of contraceptives.	4.26	0.943	Strongly Aware	Strongly Aware
7. Parents are involved in Comprehensive Sexuality Education.	4.38	0.783	Strongly Aware	Strongly Aware
8. Comprehensive Sexuality Education is taught at school to lessen the incidence of teenage pregnancy.	4.34	0.809	Strongly Aware	Strongly Aware
9. Comprehensive Sexuality Education helps students make informed decisions about sexual behavior.	4.3	0.938	Strongly Aware	Strongly Aware
10. Comprehensive Sexuality Education develops students' awareness that teenage pregnancy is a serious issue.	3.57	1.037	Aware	Aware
11. Comprehensive Sexuality Education is something to be discussed with children also.	3.45	0.985	Aware	Aware
12. For teenagers, Comprehensive Sexuality Education should be limited to organs of the body only.	3.59	1.022	Aware	Aware
13. Training for teachers regarding Comprehensive Sexuality Education is clearly needed.	4.07	0.914	Aware	Aware
14. Teachers are giving students quality information about Comprehensive Sexuality Education.	4.17	0.9	Aware	Aware
15. Ignorance concerning sexuality, contraception, and responsible sexual behavior are major factors contributing factors to teenage pregnancies and HIV/AIDS infections in young people.	4.33	0.855	Strongly Aware	Strongly Aware
16. Teachers can openly and confidently convey the consequences of pre-marital sex like teenage pregnancy and Sexually Transmitted Infections (STIs) and other related topics in their class.	4.03	0.879	Aware	Aware
17. Comprehensive Sexuality Education only includes topics like Reproductive System, Pregnancy, Family Planning, Use of Contraceptives, Sex and Gender, and Sexually Transmitted Infections.	3.99	0.887	Aware	Aware
18. Teachers integrate Comprehensive Sexuality Education into my subject if needed.	4	0.894	Aware	Aware
19. Teachers grab every chance they have just to remind their students regarding the consequences of pre-marital sex like unwanted pregnancy and Sexually Transmitted Infections (STIs).	4	1.071	Aware	Aware
	4.04	0.923	Aware	Aware

As shown in Table 2, the Junior High School teachers are aware of Comprehensive Sexuality Education. Findings revealed that there are indicators of Comprehensive Sexuality Education of which they are strongly aware such as “Parents are involved in Comprehensive Sexuality Education”. Parents are the solitary main influence on their adolescents' decisions about sex. The value of parents'/caretakers' supportive role cannot be overstated. In a safe environment, they may demonstrate trust and continue a mutually respectful discussion with their children. A warm and supportive parental environment at home can help children make healthier

choices later on. That's why parents must obtain the information and expertise they need to properly accompany their children through their (sexual) growth into adulthood, and why CSE programs should always include parents/caretakers. [19]Another indicator that respondents strongly agreed is “the idea of saying “no” to pre-marital sex is given emphasis in CSE” which indicates that CSE emphasizes abstinence as the best method of avoiding STDs and unwanted pregnancies. Abstinence is viewed morally, with emphasis on the concepts of virginity and chastity, and "instructs that a mutually fiercely loyal monogamous relationship in the context of marriage is the imperative element of human sexual activity." [20]. Also, “CSE is taught at school to lessen the incidence of teenage pregnancy” which means that exposure to CSE is associated with reduced teen pregnancy while “ignorance concerning sexuality, contraception, and responsible sexual behavior are major factors contributing factors to teenage pregnancies and HIV/AIDS infections in young people.” Ignorance, exacerbated by cultural taboos against discussing sex with one’s parents, and genuine or perceived peer group pressure to engage in sexual activities cause unnecessary emotional turmoil for many young women. This signifies that providing sufficient information about sexual behaviors, contraception to teenagers, and HIV/AIDS infections should be of the utmost importance. [21] “CSE helps students make informed decisions about sexual behavior.” Young people must create important decisions about relationships, sexuality, and sexual behavior as they mature. The choices they make can have long-term consequences for their health and well-being and they have the right to live healthily. The government should educate them by providing CSE that equips them with the resources they require to make healthy choices. [22] In addition, “Comprehensive Sexuality Education teaches students about the use of contraceptives.” CSE also emphasizes contraception to reduce the risk of unintended pregnancy and STD infection, including HIV. The indicators of awareness on CSE that the respondents are aware of include “Teachers are giving students quality information about CSE”, “Teaching CSE in school is acceptable”, and “Nothing is wrong for teenagers like my students to be taught about CSE.” Some other indicator that the respondents agreed is “Training for teachers regarding Comprehensive Sexuality Education is needed.” The efficacy of CSE is heavily dependent on teachers. Teachers' commitment and comfort with delivering sex education affected their teaching ability. [23] Several publications and studies in the recent decade have recognized that well-trained and educated teachers are a critical component of providing efficient and successful sexuality education. Studies on the adoption and continuance of CSE programs show the need not only to generate high-quality content but also to investigate high-quality delivery through skilled educators. [24] The respondents also agreed that “CSE is limited to the discussion of organs of the body only”, “CSE develops students’ awareness that teenage pregnancy is a serious issue” and, “CSE is something to be discussed with children also.” Previous research suggests that sexuality education should be imparted by individuals who feel at ease bringing up sexuality, utilize various teaching approaches, and help motivate individuals to ask questions. [25] Children who are well-informed and comfortable discussing their sexuality with their parents are the least likely to engage in sexual activity as adolescents. [26]

Table 3. Relevance of the Concepts Taught in Comprehensive Sexuality Education

TOPICS	MEAN	SD	ADJECTIVAL RATING	INTERPRETATION
A. HUMAN BODY AND DEVELOPMENT				
1. Sexual and Reproductive Body	4.43	0.789	Very Relevant	Very Important
2. Human Development and Reproduction	4.43	0.789	Very Relevant	Very Important
3. Puberty and Adolescence	4.55	0.839	Very Relevant	Very Important
Total	4.47		Very Relevant	Very Important
B. PERSONHOOD				
1. Values	4.5	0.917	Very Relevant	Very Important
2. Norms and Peer Influence	3.51	1.361	Relevant	Important
3. Life Skills	4.53	0.721	Very Relevant	Very Important
Total	4.18		Relevant	Important
C. HEALTHY RELATIONSHIPS				
1. Families	4.55	0.719	Very Relevant	Very Important
2. Friendships	5.16	5.831	Very Relevant	Very Important
3. Romantic Relationships	4.47	0.791	Very Relevant	Very Important
4. Long-Term Relationships	4.21	0.943	Very Relevant	Very Important
5. Marriage and Parenting	3.63	1.242	Relevant	Important
6. Sex and Marriage	3.33	1.204	Not Sure	Not Sure
Total	4.22		Very Relevant	Very Important

D. SEXUALITY AND SEXUAL BEHAVIORS				
1. Sexuality and Sexual Life Cycle	4.47	0.757	Very Relevant	Very Important
2. Sex and Sexual Behaviors	4.43	0.869	Very Relevant	Very Important
Total	4.45		Very Relevant	Very Important
E. SEXUAL AND REPRODUCTIVE HEALTH				
1. Reproductive Health	4.36	0.905	Very Relevant	Very Important
2. Consequences of Early Pregnancy	4.12	1.107	Relevant	Important
3. STIs and HIV-AIDS	4.13	0.998	Relevant	Important
Total	4.20		Very Relevant	Very Important
F. PERSONAL SAFETY				
1. Privacy and Bodily Integrity	4.36	0.844	Very Relevant	Very Important
2. Gender-Based Violence	4.32	0.852	Very Relevant	Very Important
3. Bullying	2.88	1.265	Not Sure	Not Sure
Total	3.85		Very Relevant	Very Important
G. GENDER, CULTURE, AND HUMAN RIGHTS				
1. GENDER EQUALITY	4.01	1.026	Relevant	Important
2. MEDIA AND SEXUALITY	4.22	0.602	Very Relevant	Very Important
3. HUMAN RIGHTS	3.32	1.309	Not Sure	Not Sure
Total	3.85		Relevant	Important
GRAND TOTAL	4.17		Relevant	Important

Table 3 illustrates the importance of the concepts taught in CSE. Among the seven (7) core topics of CSE, one of the relevant topics that should be taught in CSE is "Human Body & Development." The most relevant concept under this core topic was Puberty & Adolescence. It can be gleaned from the table that, "Sexuality and Sexual Behaviors" is also a relevant topic. The most relevant concept under this core topic is "Sexuality & Sexual Life Cycle." In "Healthy Relationships" where concepts about families are chosen as the most relevant topic. The sub-topic of "Reproductive Health" is thought to be the most crucial concept in "Sexual and Reproductive Health." As the chosen relevant concept under the core topic of "Personhood," "Values" drew the most attention. Furthermore, the topic of "Gender, Culture, and Human Rights" is deemed relevant and the most relevant concept under this core topic is "Media and Sexuality." With the topic of "Personal Safety," the concept of "Privacy & Bodily Integrity" stands out as the most relevant concept.

Table 4. Correlation Between Respondents' Profile and Level of Awareness on Comprehensive Sexuality Education

		age	sex	no. of years	awareness
Age	Pearson Correlation	1	.021	.818**	-.056
	Sig. (2-tailed)		.856	.000	.633
	N	76	76	76	76
Sex	Pearson Correlation	.021	1	-.144	.139
	Sig. (2-tailed)	.856		.216	.231
	N	76	76	76	76
No. of years	Pearson Correlation	.818**	-.144	1	-.173
	Sig. (2-tailed)	.000	.216		.135
	N	76	76	76	76
awareness	Pearson Correlation	-.056	.139	-.173	1
	Sig. (2-tailed)	.633	.231	.135	
	N	76	76	76	76

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

Table 4 reveals that the teachers' level of awareness on Comprehensive Sexuality Education (CSE) has no substantial correlation to their profile in terms of age, sex, and the number of years in teaching. This point out

that teachers' age, sex, and the number of years in teaching do not affect teachers' level of awareness on CSE. This supports that both male and female instructors are equally knowledgeable on the majority of key sexuality education issues. [27]

Table 5. Relationship Between Age and Level of Awareness

Variable	Correlation Coefficient	Significant	Interpretation	Decision to Ho
AGE-LEVEL OF AWARENESS		.380	Not Significant	Accept

As shown in Table 5, the null hypothesis is accepted at 0.05 level of significance in the relationship between the teachers' age and level of awareness on Comprehensive Sexuality Education. This is revealed in the computed P-value of .380 than the significant level at 0.05 level of significance. This means that the young Junior High School teachers have a similar level of awareness on Comprehensive Sexuality Education to old Junior High School teachers.

Table 6. Relationship Between Sex and Level of Awareness

Variable	Correlation Coefficient	Significant	Interpretation	Decision to Ho
SEX-LEVEL OF AWARENESS		.967	Not Significant	Accept

Table 6 shows that in the computed P value of .967, the null hypothesis is accepted at 0.05 level of significance in the relationship between the teachers' sex and level of awareness on Comprehensive Sexuality Education. This means that regardless of the sex of the respondents, being male or female they have a similar level of awareness on Comprehensive Sexuality Education.

Table 7. Relationship Between Number of Years in Teaching and Level of Awareness

Variable	Correlation Coefficient	Significant	Interpretation	Decision to Ho
NUMBER OF YEARS IN TEACHING-LEVEL OF AWARENESS		.298	Not Significant	Accept

As displayed in Table 7, the null hypothesis is accepted at 0.05 level of significance in the relationship between the teachers' level of awareness on Comprehensive Sexuality Education to the number of years they are in teaching. This is revealed in the computed P value of .298. This means that the Junior High School teachers whether they are new or old in the service have similar levels of awareness of Comprehensive Sexuality Education.

V. CONCLUSION

Guided by the findings of this study, the following conclusions are drawn.

1. The Junior High School teachers of Narra National High School are aware of Comprehensive Sexuality Education. They strongly agree that parents need to be involved in Comprehensive Sexuality Education and should emphasize that sexual activities should not be undertaken outside of marriage.
2. All of the concepts covered in Comprehensive Sexuality Education are relevant. The topic Puberty & Adolescence under Human Body & Development is the most relevant of its seven (7) core topics. Other core topics such as Sexuality and Sexual Behaviors, Healthy Relationships, Sexual and Reproductive Health, Personhood, Gender, Culture, and Human Rights, and Personal Safety are also found relevant.
3. There is no significant relationship between the profile and the level of awareness on Comprehensive Sexuality Education among Junior High School Teachers.
4. When the teachers are grouped in terms of age, sex, and the number of years in teaching, the results revealed that there is no significant relationship between their level of awareness on Comprehensive Sexuality Education.

REFERENCES

- [1] Bantula, F. (2018). Sex Education in the Philippines. SunStar Pampanga, <https://www.pressreader.com/philippines/sunstar-pampanga/20180509/281801399596039>
- [2] Teenage pregnancy in Palawan, highest in the region – POPCOM, <http://forumforfp.org/teenage-pregnancy-in-palawan,-highest-in-the-region---popcom.html>
- [3] Department of Education Order No. 031, s. 2018-Policy Guidelines on the Implementation of Comprehensive Sexuality Education is necessary for its successful implementation (CSE). <https://www.deped.gov.ph/2018/07/13/do-31-s-2018-policy-guidelines-on-the-implementation-of-the-comprehensive-sexuality-education/>
- [4] Crisostomo, S. (2019). Group asks DepEd, DOH to implement RPRH law. The Philippine Star, <https://www.philstar.com/headlines/2019/10/27/1963657/group-asks-deped-doh-implement-rprh-law>
- [5] Venketsamy, Thungavel, & Kinear, Jenny. (2020). Strengthening comprehensive sexuality education in the curriculum for the early grades. South African Journal of Childhood Education, 10(1), 1-12. <https://dx.doi.org/10.4102/sajce.v10i1.820>
- [6] Women, U. N., & UNICEF. (2018). International technical guidance on sexuality education: an evidence-informed approach. UNESCO Publishing. <https://www.unfpa.org/sites/default/files/pub-pdf/ITGSE.pdf>
- [7] Vanwesenbeeck, I., Westeneng, J., De Boer, T., Reinders, J. & Van Zorge, R. (2016) 'Lessons learned from a decade implementing comprehensive sexuality education in resource-poor settings: The World Starts With Me', Sex Education 16(5), 471-486. <https://doi.org/10.1080/14681811.2015.1111203>
- [8] UNESCO Bangkok. Review of policies and strategies to implement and scale up sexuality education in Asia and the Pacific. Available at: <http://unesdoc.unesco.org/images/0021/002150/215091e.pdf>.
- [9] Gallao M., Daniel P., Faylogna D., Galivo A., Guerrero N., & Taqueban M. (2020) Sex Education: Level of Knowledge and Its Effects on the Sexual Behavior and Opinions Among the Government Senior High School Students of Vigan City SY 2018-2019 ISSN: 2435-5240 The Southeast Asian Conference on Education 2020: Official Conference Proceedings <https://doi.org/10.22492/issn.2435-5240.2020.19>
- [10] Giannini, S. (2019). Why children need comprehensive sexuality education in a changing world. <https://www.globalpartnership.org/blog/why-children-need-comprehensive-sexuality-education-changing-world>
- [11] Frimpong, S.O. (2016). " Adolescents Attitude towards Sex Education, A Study of Senior High School in Kumasi metropolis. Ife Psychologia. Retrieved from <http://www.faqs.org/periodicals/201003/1973238701.html>
- [12] Simson, G.J. & Sussman, E.A. (2000). Keeping the Sex in Sex Education: The First Amendment's Religion Clauses and the Sex Education Debate. *Review of Law and Women's Studies*, 9, 265-297
- [13] Platková Olejárová, G. (2017). Virtues and consequences in teaching ethics. *Human Affairs*, 27(3), 273-288. <https://doi.org/10.1515/humaff-2017-0023>
- [14] Haberland, N., & Rogow, D. (2015). Sexuality education: emerging trends in evidence and practice. *The Journal of adolescent health: official publication of the Society for Adolescent Medicine*, 56(1 Suppl), S15-S21. <https://doi.org/10.1016/j.jadohealth.2014.08.013>
- [15] Agustin, C.P., Aquino, D.H., Bartolome, J.P., Lumido, J.P., & Tanguilan, J.A. (2017). Acceptability of the incorporation of sex and sexuality education in the curricula. *International Journal of Advanced Research in Management and Social Sciences*, 6, 131-161.
- [16] Rodil, T.M. B., Chavez, J.K. A., Bernabe, K.S. V., Bay, J.A. E., & Nieva, J.A. C. (2021). Integrating Sex Education in Basic Education Curriculum: Perceptions, level, of knowledge and Acceptance of DLSU-D Grade 12 Senior High School Students. Retrieved from <https://www.scribd.com/document/524281597/Integrating-Sex-Education-in-Basic-Education-Curriculum-Perceptions-Level-of-Knowledge-and-Acceptance-of-DLSU-D-Grade-12-Senior-High-School>
- [17] Aderemi, T.J. (2013) Teachers' Perspectives on Sexuality and Sexuality Education of Learners with Intellectual Disabilities in Nigeria. Volume, issue, & pages 32 (2), 247-258
- [18] UNESCO (2015) Emerging evidence, lessons and practice in comprehensive sexuality education: a global review, 2015 <https://unesdoc.unesco.org/ark:/48223/pf0000243106>
- [19] Ashcraft, A. M., & Murray, P. J. (2017). Talking to Parents About Adolescent Sexuality. *Pediatric clinics of North America*, 64(2), 305-320. <https://doi.org/10.1016/j.pcl.2016.11.002>
- [20] Social Security Administration of Government of the United States of America Social Security Act: Title V: Maternal and Child Health Services Block Grant. Separate Program for Abstinence Education, SEC. 510 [42 U.S.C. 710] Retrieved from https://www.ssa.gov/OP_Home/ssact/title05/0510.htm
- [21] Mothiba, T.M., & Maputle, M.S. (2012). Factors contributing to teenage pregnancy in the Capricorn district of the Limpopo Province. *Curationis*, 35 1, 19
- [22] Bridgesa, E. & Hauser, D. (2014) Sexuality Education. Retrieved from <https://www.advocatesforyouth.org/resources/factsheets/sexuality-education-2/>
- [23] Future of Sex Education Initiative National Teacher Preparation Standards for Sexuality Education. Retrieved from: <http://www.futureofsexed.org/teacherstandards.html>
- [24] Vanwesenbeeck, I., Westeneng, J., de Boer, T., Reinders, J., & van Zorge, R. (2016). Lessons learned from a decade implementing comprehensive sexuality education in resource poor settings: The world starts with me. *Sex Education*, 16(5), 471-486.
- [25] Byers ES, Sears HA, Voyer SD, Thurlow JL, Cohen JN, & Weaver AD (2003). An adolescent perspective on sexual health education at school and at home: II. Middle school students. *Canadian Journal of Human Sexuality*, 12(1), 19-33.
- [26] Dilorio, C., Resnicow, K., McCarty, F., De, A. K., Dudley, W. N., Wang, D. T., & Denzmore, P. (2006). Keepin' It R.E.A.L! Results of a Mother-Adolescent HIV Prevention Program. *Nursing Research*, 55(1), 43-51. <https://doi.org/10.1097/00006199-200601000-00006>
- [27] Kasonde, M. (2013). Perception of the Teachers to sexuality education in Secondary Schools in Gabrone, Botswana. Retrieved from <https://scholar.sun.ac.za/handle/10019.1/79909>